

#### Geelong High School

Geelong High School is the oldest government secondary school in Geelong having celebrated its centenary in 2010. The school has a long tradition of academic success and is held in high regard by the local community. The school is in a unique situation in that it draws its 900+ student population from approximately 40 feeder schools across the Greater Geelong area, particularly from the areas of East and South Geelong, Newtown and Leopold. Geelong High School is located near central Geelong in close proximity to Eastern Beach and the Botanical Gardens..

The school offers a year 7 – 12 co-educational program that caters for a socially and economically diverse community. Parent and student expectations with regard to career pathways are broad with a significant proportion of students aspiring to a tertiary education.

The school offers an Integrated Curriculum program at year 7 which was extended to year 8 in 2012. The integrated program combines the Key Learning Areas of Maths with Science (MASC) and Humanities with English (HUEN). In years 9 and 10 a vertical program called Individual Learning Pathways (ILP) is offered. The program provides students with a choice of subject areas to specialise within a Key Learning Area. Acceleration and consolidation opportunities are available through this program. The School offers a broad Later Years program including VCE, VCAL (year 11), VET, School Based Apprenticeships and the opportunity to extend in University studies. There is a strong careers and pathways program in place at the school and the school is proud of the tracking of all students in later years. Geelong High School operates a House-based welfare system, with all students strongly connected to their house. Our vertical home Group system allows students to move through from years 8 through 11 within the one pastoral care group.

The school has been approved for a major renovation, subject to Government funding. There is a wide range of buildings of different ages, creating an eclectic yet functional set of facilities.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Student Outcomes for Geelong High School show that the school is performing similar to other Victorian government schools. The school is performing slightly above the middle of the 60% band of all government school in the areas of English and Mathematics from Year 7-10 according to teacher assessed VELS levels.</p> <p>Our student NAPLAN results are also all within the middle 60% band. Geelong High School is consistently performing at around the middle of the 60% band in the areas of NAPLAN Numeracy and Reading at both year 7 &amp; 9. New leadership appointments In 2011 focus on improving student outcomes across the school. Key elements of the Strategic Plan, developed in 2012, include full documentation of the curriculum, progressive implementation of the Australian Curriculum (AusVELS); planning for effective pedagogy and exploring the use of data to further improve student outcomes in AusVELS, and VCE in particular. Based on NAPLAN results, the current Literacy focus is on writing. The eLearning Leader is supported by staff coaches and over 50 student 'PC Ambassadors' to support 1:1 learning across Y7-12.</p> <p>Our VCE students continue to perform within the expected band; however in 2012 we have noted a drop in the Allstudy score and in the percentage of students with study scores of 40 or more after two years of improvement. Specific PD around data and pedagogy are being implemented to address these issues.</p>	<p>Year 7 students participate in a 2 day Transition program to induct them into life at Geelong High School. Transition is further enhanced by visits to local feeder schools, by transition and welfare staff. Students are actively supported by class and Home Group teachers, the Student Well-being Team, House Leaders, Welfare and Chaplaincy staff. PSD students are further supported by a team of staff both within and outside the classroom according to their level of need. A level of peer support is provided by "PC Ambassadors" and a range of student leaders including an active SRC. A strong House system builds connectedness which supports students academically and behaviourally. A number of key co-curricular events are organised through the house system including sport, debating and community service. The school has a strong music and performing arts program that is also instrumental in building a sense of belonging. In 2013 the school will investigate a whole –school approach to student management and Positive Education as a vehicle for building student well-being and important character strengths for success. Engagement within the classroom is progressively being facilitated by the adoption of 21<sup>st</sup> Century approaches to learning including student-centred, differentiated learning; use of 1:1 technology and contemporary pedagogy. Student attendance data and student opinion survey data is positive.</p>	<p>Geelong High School has a vertical structure in the middle school (9 &amp; 10) to facilitate individual learning pathways. A broad Later Years program provides students with pathway options in VCE, VCAL, VET and School Based Apprenticeships. The Managed Individual Pathways program, Pathways team, House Leaders and Home Group staff assist students to develop Career Action Plans to support transition into further education or the workforce. Exit data continues to show that the number of students going on to further studies and full time work is within the 60% band for Government schools. The school continues to strengthen relationships with Deakin University and other local tertiary providers such as the Gordon. The real retention data for years 7 – 10 has remained constant for the past 8 years and is well above the state median. The year 10 to year 11 retention data has shown some decline but this may be more a reflection that our students have a significant number of post year 10 options in Geelong which are linked to training and education. The year 10 exit destination shows that 90% of the students who exit at year 10 go on to further education and training. The Careers Team at the school ensure that all students have viable pathways on exiting the school. The school will investigate a Year 12 VCAL option during 2013. Parent opinion remains high.</p>
<p>For more detailed information regarding our school please visit our website at</p>		
<p><a href="http://www.geelonghigh.vic.edu.au">www.geelonghigh.vic.edu.au</a></p>		
<p>or view our 2012 Annual Report online at <a href="http://www.vrqa.vic.gov.au/SReg">http://www.vrqa.vic.gov.au/SReg</a></p>		

## Geelong High School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

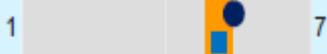
Page 4 provides advice on how to interpret the data.

### Key:

- Range of results for the middle 80% of Victorian government schools: 
- Result for this school: 
- Median of all Victorian government schools: 

## School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language
- 938 students (422 female, 516 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### School Comparison



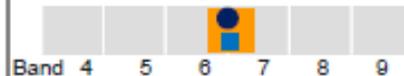
#### 5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

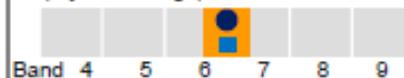
Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

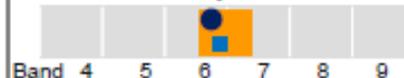
#### Results: Reading 2012



#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

#### 6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

#### Results: Reading 2012



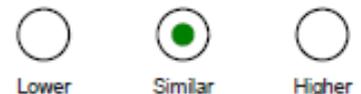
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

### Student Learning

#### 7. Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Percent of students in 2012 who satisfactorily completed their VCE: 97%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 18%

Percent of VET units of competence satisfactorily completed in 2012: 100%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: 86%

### Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

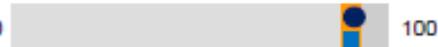
#### 8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92%	90%	87%	90%	95%	95%

### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

#### 9. Student attitudes to school

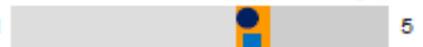
Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

### Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Pathways and Transitions

#### 10. Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

#### 11. Students exiting to further studies and full-time employment

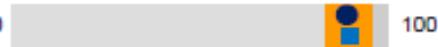
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2012

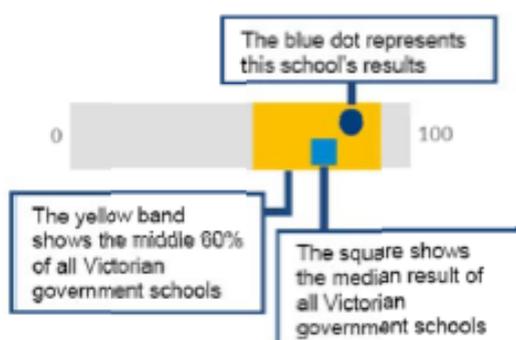
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have 'higher' performance.

Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

## School Comparison



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$1,288,298
Commonwealth Government Grants	\$8,870
State Government Grants	\$18,040
Other	\$157,993
Locally Raised Funds	\$999,343
<b>Total Operating Revenue</b>	<b>\$2,470,544</b>

Expenditure	2012 Actual
Salaries and Allowances	\$238,618
Bank Charges	\$3,188
Consumables	\$135,308
Books and Publications	\$16,074
Communication Costs	\$57,180
Furniture and Equipment	\$227,987
Utilities	\$93,031
Property Services	\$818,201
Travel and Subsistence	\$5,655
Motor Vehicle Expenses	\$38
Administration	\$158,593
Health and Personal Development	\$1,043
Professional Development	\$35,047
Entertainment and Hospitality	\$17,857
Trading and Fundraising	\$185,292
Support / Service	\$215,468
Miscellaneous	\$327,545
<b>Total Operating Expenditure</b>	<b>\$2,536,101</b>

<b>Net Operating Surplus/-Deficit</b>	<b>-\$65,557</b>
<b>Capital Expenditure</b>	<b>-\$133,255</b>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$115,621
Official Account	\$15,705
Other Bank Accounts (listed individually)	
Building Fund	\$19,817
Prime Investment Acc	\$150,695
Victorian Teachers Credit Union	\$1,164,160
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$1,465,998</b>

Financial Commitments	2012 Actual
School Operating Reserve	\$317,919
Assets or Equipment Replacement <12 months	\$135,000
Capital – Building/Grounds including SMS <12 months	\$178,000
Maintenance – Building/Grounds including SMS <12 months	\$
Beneficiary / Memorial Accounts	\$18,000
Co-operative Bank Account	\$0
Revenue Receipted in Advance	\$70,000
School based programs	\$40,000
Region / Network / Cluster Funds	\$72,500
Provision Accounts	\$30,000
Repayable to DEECD	\$257,000
Other Recurrent Expenditure (Accounts Payable)	\$40,000
Assets or Equipment Replacement >12 months	\$37,580
Capital - Building / Grounds including SMS >12 months	\$200,000
Maintenance - Building / Grounds including SMS >12 months	\$40,000
<b>Total Financial Commitments</b>	<b>\$1,465,999</b>

## Financial performance and position commentary

2013 Geelong High School is in a strong financial position with a balance in current Assets of \$1465998.00. In 2012 Geelong High School transitioned to a 1:1 computer program for every student at all year levels. This commitment accounts for the Net Operating Deficit of \$198812.00. Geelong High School Council also committed to the refurbishment of the Shenton Project in 2012 which was almost completed by the end of 2012. This outstanding facility will be available to the whole school and will be available for hire to the greater community.

Geelong High School also received an additional \$280,000 Supplementary Maintenance Program. The key features of this project have included replacement of gutters and improving the exterior of buildings.

Geelong High School is the co-ordinating school for a number of organisations including Geelong VASBP, Business Managers Association, Educational Support PD money an Innovation Award and several Scholarship Funds. These funds are recognised under the Region/Network/Cluster area of the Financial Commitments Summary.