

2019 Annual Report to The School Community



School Name: Geelong High School (7855)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 02 April 2020 at 12:42 PM by Glenn Davey (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 07 October 2020 at 12:51 PM by Fiona Chipperfield (School Council President)

About Our School

School context

Our school's vision is that: Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

We are committed to:

- Developing caring and respectful relationships;
- Empowering people to realise their potential through effort, responsibility and teamwork; and
- Building healthy, resilient and productive global citizens

Our values are: Respect, Creativity, Positivity, Excellence, Effort, Responsibility and Teamwork

Geelong High School is the oldest government secondary school in the provincial city of Geelong. Geelong is a community in transition from a manufacturing based economy to a more diverse technology and service based community. Geelong High School enrolls students from up to 40 primary schools across the city and surrounding area. Enrolment is consistently above 940 students (max. 975). Demographically and socio-economically the population is fairly diverse. The SFO is .5170 and SFOE of .4600 indicating the community is in the moderately low socio-economic quadrant. Parents choose to send their children to Geelong High School because of its solid reputation and its calm and orderly school environment. The school commenced a major rebuild in 2017 which is due for completion by the end of term one 2020. The rebuild provides increased flexibility in terms of the usable spaces, enabling greater collaboration and variety in teaching and learning practices. The school's most significant challenge is to get students to a point where they are achieving to their potential, particularly students of higher ability and at VCE level. Student motivation is also seen by staff as an issue limiting student achievement so raising expectations is a focus. Students would like their learning to be more stimulating.

The school utilizes the on-line management tool Compass as its main Management platform and means of communication both internally & externally. Communication, particularly with parents is an issue the school is working to address. Communication through Compass is a key element. The school has also introduced a new Website and a Facebook account to supplement the existing fortnightly Newsletter

Framework for Improving Student Outcomes (FISO)

Our focus in 2019 has remained on the FISO initiative of Excellence in Teaching and Learning through building practice excellence and through curriculum planning and assessment. Having devoted almost three years to a focus on mapping of the curriculum we have turned our attention to the next phase in this process which is the creation of learning sequences. This necessarily requires a solid grasp of the High Impact Teaching Strategies (HITS). 2019 has therefore been a year of consolidation in regard to the FISO initiatives. We have made progress in numerous areas but insufficient to move us to the next level.

Achievement

After three years of steady improvement in academic achievement (as indicated by NAPLAN and VCE results) 2019 has seen a drop in our overall results in NAPLAN. While disappointing, improvement is rarely linear and we are comfortable with our overall plan for improvement and have in mind strategies to remedy this situation such as a focus on improved quality of homework tasks and peer observation and feedback. At VCE the results indicate a plateauing of performance as indicated by the average Study Score remaining the same as the previous year. A deeper look shows improvements in some areas (notably Further Maths, literature) and slight drops in other areas with English requiring continued attention. We will refocus our efforts around VCE English in 2020 with additional emphasis on the years leading into VCE as there has been minimal impact from the strategies employed in years 11 & 12 (though these could be cohort related). Our progress in terms of staff opinion has been very satisfying with 46 of 61 factors showing improvement. We have again made good gains in School Leadership, School Climate, Teaching & Learning Implementation and Teaching and Learning - evaluation. In 2020 we will continue to embed staff working in collaborative work teams (CWTs); VCE teachers will continue to set targets around predicted compared with actual VCE scores

As learning sequences are progressively completed over the course of 2020 we will be able to devote more time to differentiation.

As yet we have not had a specific focus on numeracy other than working more closely with the VCE Further Math team with some positive outcomes achieved through collaborative work, moderation and classroom observations.

Engagement

We have seen a steady improvement in student engagement over the last few years as indicated by improving student opinion data. Student opinion data has dropped back somewhat in 2019 from 2018, when all 20 factors improved, but not to 2017 levels. In fact, several factors have continued their upward trend including, pleasingly, effective teaching and teacher concern while others maintained their improvement, including stimulated learning and high expectations for success. 2019 has seen us join a Student Voice and agency CoP. While some useful progress has been made, particularly in relation to student leadership and student input to School Council (through elected student representatives in addition to the School Captains as community reps), more remains to be done to encourage staff and students to engage in conversations around what is taught/learned, why and how. This is important work to provide students with the opportunity to influence and to take responsibility for their learning. GHS will continue to build its relationship with The Geelong Tech School as we head into 2020. We have been an active contributor to the development of the projects that students can undertake from the outset, and it is encouraging to see the school being used widely by Geelong schools.

Wellbeing

Student wellbeing has been enhanced through pursuit of the goal to improve communication both within and beyond the school. The school community is now utilizing Compass more efficiently and effectively as staff become more proficient and parents access on-going reporting meaning they are informed more regularly about their child's progress. A completely revamped website has also enhanced communication across the school community. The house system remains the first port of call for supporting students academically and in terms of wellbeing. Two new house leaders were appointed in 2018 and have settled into their roles and a further two will be appointed for the commencement of the 2020 school year. Students identified as at risk are referred to the very experienced and highly competent wellbeing team. This team has been enhanced with the introduction of the Doctors in Schools program (one day per week) which is receiving high usage. A new Mental Health Practitioner, thanks to a government initiative, has now been appointed as well. The MHP will commence as of term 1 2020. Positive Education (which seeks to build and enhance the skills of wellbeing) is now a core subject for all students 7 to 12 for one period per week. We are working to embed Pos. Ed as a pillar of our student wellbeing across the school. We continue to be an active (foundation) member of The Geelong Project which seeks to identify and support students at risk of becoming homeless.

Financial performance and position

2019 has seen dramatic progress in the rebuilding of the school with the opening of the Kroger Wing mid-year. The school has contributed \$700,000 of its reserves to enable the instillation of air-conditioning and heating in the building. The final payment of this amount (\$350,000) will be made in 2020 which will severely deplete our reserves. The result has been well worthwhile however and will be a legacy for future Geelong High school students and staff. 2020 will see the final piece of the puzzle fall into place as the refurbished Vague and Winstanley wings become operational at the commencement of term 2. The school community and School Council have had to fight hard to ensure the project came close to being completed as intended. When the project looked under threat due to the rising cost of asbestos removal, an appeal to the government was rewarded with sufficient funds to complete the major structural work. It remains to be seen whether sufficient funds are available to complete the landscaping and re-furnishing of this third stage in 2020. As with many schools with a similar (older and more experienced) staffing profile, we end 2019 with a significant (though manageable) staffing deficit. We are optimistic that, with a more modern facility requiring less maintenance, the associated maintenance costs will be somewhat reduced though this remains to be seen. The increased costs associated with Workcover are also contributing factors necessitating a very tight staffing of the curriculum for 2020.

For more detailed information regarding our school please visit our website at
www.geelonghigh.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 953 students were enrolled at this school in 2019, 417 female and 536 male.

2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.3	73.0	64.9	79.3

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	46.1	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	77.9	78.4	63.3	90.2	Below
Mathematics	77.6	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	53.2	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	56.9	53.9	40.0	67.6	-
Year 9	Reading (latest year)	50.4	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	45.1	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	52.4	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	54.2	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	42.7	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	40.7	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	33.1	45.8	21.1
Year 5 to 7	Numeracy	34.1	49.2	16.7
Year 5 to 7	Writing	32.9	52.9	14.3
Year 5 to 7	Spelling	31.7	46.8	21.6
Year 5 to 7	Grammar and Punctuation	33.8	48.2	18.0
Year 7 to 9	Reading	32.1	48.6	19.3
Year 7 to 9	Numeracy	32.1	44.3	23.6
Year 7 to 9	Writing	35.2	48.1	16.7
Year 7 to 9	Spelling	23.9	52.3	23.9
Year 7 to 9	Grammar and Punctuation	32.1	45.9	22.0

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	26.3	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	25.7	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **97 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **11 percent.**

VET units of competence satisfactorily completed in 2019: **91 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **68 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	21.6	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	19.9	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	89	86	88	90	91

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	81.4	75.6	66.7	82.1	Above
Retention (4 year average)	74.6	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	96.9	90.1	81.8	98.6	Above
Student Exits (4 year average)	95.1	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	52.3	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	51.7	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	54.6	56.2	45.1	66.9	Similar
Percent endorsement (3 year average)	55.6	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$9,179,512
Government Provided DET Grants	\$1,185,864
Government Grants Commonwealth	\$11,715
Government Grants State	\$18,210
Revenue Other	\$22,754
Locally Raised Funds	\$1,089,210
Capital Grants	\$134,331
Total Operating Revenue	\$11,641,595

Equity ¹	Actual
Equity (Social Disadvantage)	\$457,259
Transition Funding	\$0
Equity (Catch Up)	\$49,230
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$506,489

Expenditure	Actual
Student Resource Package ²	\$9,451,498
Adjustments	\$0
Books & Publications	\$7,117
Communication Costs	\$37,732
Consumables	\$342,345
Miscellaneous Expense ³	\$713,601
Professional Development	\$25,600
Property and Equipment Services	\$800,976
Salaries & Allowances ⁴	\$350,257
Trading & Fundraising	\$31,722
Travel & Subsistence	\$9
Utilities	\$102,348
Total Operating Expenditure	\$11,863,205
Net Operating Surplus/-Deficit	(\$355,941)
Asset Acquisitions	\$248,635

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$316,371
Official Account	\$24,130
Other Accounts	\$38,394
Total Funds Available	\$378,895

Financial Commitments	Actual
Operating Reserve	\$318,200
Other Recurrent Expenditure	\$5,842
Provision Accounts	\$11,460
Funds Received in Advance	\$94,589
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$450,092

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 20 Mar 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').