

2014 Annual Report to the School Community

Victoria University Secondary College

School Number: 8891



Name of School Principal:

Mrs Genevieve Simson

Name of School Council President:

Mrs Ellen Arnott

Date of Endorsement:

11/03/2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Victoria University Secondary College is a co-educational secondary college for Year 7 - 12 with three campuses, the Junior Campus in Deer Park, the Senior Campus in St Albans and the Trade Training Centre in Cairnlea. The college is multi-cultural, with a mid-high range of students for whom English is an Additional Language. The college has an overall low socio-economic profile and caters for 1014 students. The college's workforce includes 116 equivalent full time staff: 6 Principal class, 9 Leading Teachers, 68 Teachers and 33 Education Support Staff.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Parents are well satisfied with the college. A wide range of courses are offered so that every individual can develop their talents and explore their own areas of interest. The college structure is designed around the concept of learning villages. The underpinning idea, that it 'takes a village to raise a child', led us to create a learning village system. The learning villages, each with its own group of teachers, provide a safe and caring environment in which to learn and develop. The exemplary Music and Performing Arts program is one of which we are very proud. The Scholarships Program provides opportunities for highly proficient students to realise their educational and social goals. The broad range of sporting pursuits the college offers, and our Rugby and Soccer Sports Academy, provide students with the chance to excel in the physical arena, while our strong focus on academic achievement encourages students to make the most of their learning and build successful future careers.

Achievement

School comparison measures show that Victoria University Secondary College students' level of performance is similar to the majority of other Victorian government schools. Teacher assessments of the Australian Curriculum / Victorian Essential Learning Standards (AusVELS) in English and Mathematics show students performing at a similar level to students in the majority of other government schools. Students in the program for students with a disability are satisfactorily making progress towards their learning goals.

Year 9 NAPLAN tests for Reading and Numeracy and VCE results also show that students are performing similarly to the students in the majority of other Victorian government schools. The school strategic plan has a focus on improving VCE and NAPLAN results. To achieve these goals we have established improvement teams who are investigating strategies to implement. An overall school strategy implemented in 2014 was the focus on writing improvement and implementation of writer's workshops across subjects and year levels. This has already translated into improved outcomes in NAPLAN results. As more teachers are trained in this methodology, we expect to see more extensive improvements.

Year 7-9 NAPLAN Learning Gain data shows students making a marked improvement in learning gain between years 7 - 9 in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation. Between years 7 - 9 there is a marked increase in the percentage of students making a high or medium gain in writing and a corresponding decrease in the percentage of students making a low gain in writing; there is a marked increase in the percentage of students making medium learning gain in reading and grammar with a corresponding decrease in students making low learning gain in these areas; there is also a marked increase in the percentage of students making a high learning gain in numeracy and spelling with a corresponding decrease in the percentage of students making a low learning gain in these areas.

VCE results are similar to other Victorian government schools. 95% of students attempting VCE satisfactorily completed it. 27% of students undertook a VET subject and 80% of them satisfactorily completed it. 60% of VCAL students satisfactorily completed their credits towards gaining their certificate.

Engagement

Student attendance rates are similar to other government schools. Student retention in 2014 is marginally lower than other government schools due to a transient population and some students leaving the school rather than transitioning to the senior campus. We expect student retention to improve as the effects of the transition to a Junior and Senior campus model reduces and the model becomes accepted more widely by the community.

The implementation of the 'It's Not OK to be Away' policy, which requires a minimum of 90% attendance and its implementation through the home group program should see improved attendance. The college will implement 'Compass' throughout the school in 2015, which will improve roll marking and monitoring of student attendance through more timely contact with parents and home.

The percentage of students transitioning from school to further study or full time employment was similar in 2014 and over the four year average, to students in other government schools. Through our wide reaching partnership program with Victoria University, Australian Business and Community Network, Beacon and many local businesses, we expect to progressively increase student opportunities and provide more improved student pathways.

In recent years we have seen a trend towards increased student participation in university and TAFE and we expect to continue to see this increase. This is supported by the introduction of the AVID program and the Early University Program for Years 11 and 12 students.

A study skills program and practice exams have been implemented for all Year 12 students to provide them with enhanced skills to approach VCE exams.

Wellbeing

Student wellbeing, as measured by the Student Attitudes to School survey, shows that student attitudes were lower than other government schools. To address this we have implemented the Positive Behaviour Support Program throughout the school. We have also created a Team 9 program which involves students in Year 9 from both campuses working together one day per week on shared projects. This program is designed to bring students together to get to know each other and learn to work together to ease the transition between campuses at the end of Year 9.

Since the three secondary colleges merged in 2010 and 2011 we have been gradually transitioning to a Junior and Senior Campus model in accordance with community wishes. In 2014 the senior campus educated students in Years 9, 10, 11 and 12 while the Junior Campus taught years 7-9. The two groups of year 9 students exhibited some level of discomfort in being thrust together into year 10 on the senior campus. We expect the Team 9 program will address this and result in students feeling more connected to school in year 10.

In 2015 the Curriculum Committee will be working on an improved curriculum for year 10 which we expect will also impact on the students' connectedness to school.

The Performing Arts department and the Sports Department both offer exciting opportunities for students outside the classroom. There is a musical staged each year and a variety of bands students can participate in. The Sports Academy offers athletes opportunities to excel in Rugby, Soccer and Sports Leadership. Our partnerships program involves students in a wide array of leadership opportunities and assist in building students' social capital. Student leadership teams on each campus, with class, campus and college captains provide access for student voice and regular assemblies celebrate student achievements.

The school's learning village concept assists in connecting students to a smaller group of teachers and provides individual attention for students.

Productivity

College resources have been strategically managed to support the school goals as detailed in the VUSC Strategic Plan. The Leadership structure has been designed to lead and support teachers to continuously improve their learning coaches. McRel Power Walkthrough software was purchased to enable the college to collect and analyse data about teaching and learning and implement further learning improvement strategies.

The village structure supports the wellbeing of students by ensuring a small number of teachers work consistently with the same group of students. Student wellbeing is also supported by the strategic allocation of National Partnerships and Equity funding to employ a qualified Student Wellbeing Manager supported by a youth worker on each campus. Funds have been allocated to employ a range of consultants to support curriculum development, writer's workshops, data analysis, leadership development and literacy and numeracy improvement. Funds have also been allocated to training teachers in AVID strategies. A further 40 staff attended the AVID conference this year, bringing the total to almost the whole staff being trained.

Time management was carefully considered to ensure the most effective meeting structure which supported the development of Professional Learning teams, working together around their Performance and Development goals. Time was also provided for professional development within the normal meeting schedule.




The college planned for the implementation of a 1:1 computer program during 2014 and the installation of 'Compass' to more effectively use technology to support learning and the smooth running of the school. The college provided resources to support community partnership programs through ABCN and Beacon, Early University Program and AVID. Resources were also allocated to a beautification program across the Junior and Senior Campus and Commonwealth funding was spent on the construction of a Trade Training Centre at the Cairnlea Campus.

For more detailed information regarding our school please visit our website at
<http://www.vusc.vic.edu.au>

Performance Summary

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.

Key: Range of results for the middle 60% of Victorian government schools:  Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 1014 students were enrolled at this school in 2014, 447 female and 567 male.

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.



Parent Satisfaction Summary

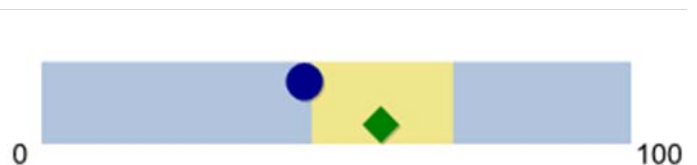
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>		<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **95%**

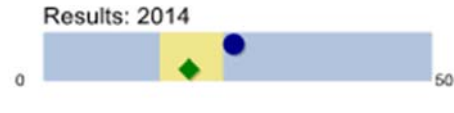
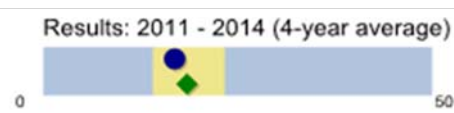


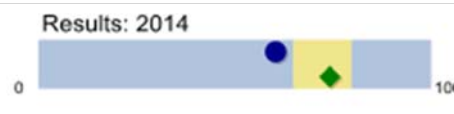
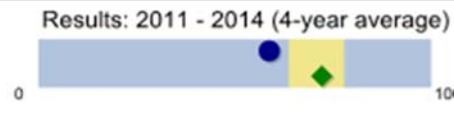






Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **27%**

VET units of competence satisfactorily completed in 2014: **80%**




Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **60%**

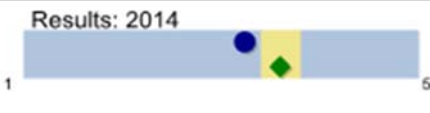



Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="574 846 1029 945"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>87 %</td> <td>84 %</td> <td>86 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	87 %	84 %	86 %	89 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	87 %	84 %	86 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p> 	 Lower
	<p>Results: 2011 - 2014 (4-year average)</p> 	 Lower

How to read the Performance Summary

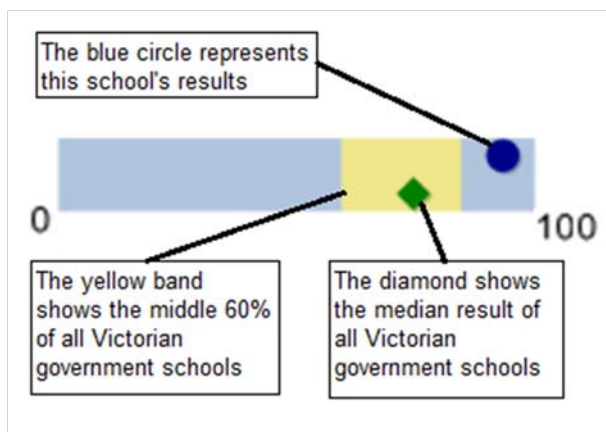
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

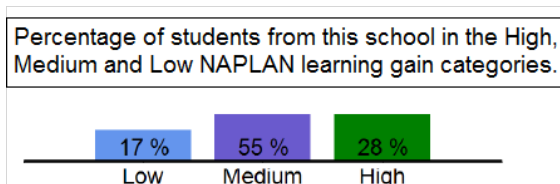
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

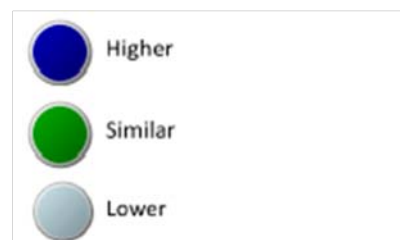


What is a School Comparison?

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.



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:
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	\$11,251,010
Government Provided DE&T Grants	\$1,810,396
Government Grants Commonwealth	\$348,929
Revenue Other	\$243,305
Locally Raised Funds	\$524,745
Total Operating Revenue	\$14,178,386

Expenditure	
Student Resource Package	\$11,254,690
Books & Publications	\$17,746
Communication Costs	\$61,553
Consumables	\$273,294
Miscellaneous Expense	\$755,726
Professional Development	\$105,995
Property and Equipment Services	\$2,977,717
Salaries & Allowances	\$319,348
Trading & Fundraising	\$55,146
Travel & Subsistence	\$65,422
Utilities	\$164,162
Adjustments	\$1,550

Total Operating Expenditure **\$16,052,350**

Net Operating Surplus/-Deficit **(\$1,873,964)**

Asset Acquisitions **\$95,333**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Victoria University Secondary College showed a net operating deficit of \$1,873,964.00 in 2014. This is a significant deficit that relates to expenditure required to complete the building works at the Trade Training Centre. Expenditure incurred for the Trade Training Centre in 2014 was \$2,208,254.97. The majority of revenue for the Trade Training Centre project was recorded in previous years, with the largest part of expenditure recorded in 2014. Some revenue from the 2013 National Partnerships funding was carried over and expenditure recorded in 2014. The college also received \$700,870.00 in National Partnership funding in 2014 to facilitate school improvement.

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$23,159
Official Account	\$54,241
Other Accounts	\$3,072,949
Total Funds Available	\$3,150,349

Financial Commitments	
Operating Reserve	\$80,535
Asset/Equipment Replacement < 12 months	\$284,020
Capital - Buildings/Grounds incl SMS<12 months	\$829,866
Maintenance - Buildings/Grounds incl SMS<12 months	\$376,763
Revenue Received in Advance	\$112,682
School Based Programs	\$661,244
Region/Network/Cluster Funds	\$40,675
Repayable to DEECD	\$200,000
Other recurrent expenditure	\$309,564
Maintenance -Buildings/Grounds incl SMS>12 months	\$255,000
Total Financial Commitments	\$3,150,349