

## 2015 Annual Report to the School Community

Victoria University Secondary College

School Number: 8891



Name of School Principal:

Ms Genevieve Simson

Name of School Council President:

Mrs Ellen Arnott

Date of Endorsement:

22<sup>nd</sup> March 2016

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)).

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 2015.

## About Our School

### School Context

Victoria University Secondary College is a Year 7-12 co-educational secondary college 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 multicultural, 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 930 students. The college's workforce includes 108 equivalent full time staff: 5 Principal class, 8 Leading Teachers, 61 Teachers and 33 Education Support Staff.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Parents are very 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 college has a strong focus on academic achievement and encourages students to make the most of their learning to build successful future careers. 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 the AVID (Advancement Via Individual Determination) and Early University Programs cater to students wishing to study at university.

### Achievement

School comparison measures show that Victoria University Secondary College parent satisfaction is higher than the majority of Victorian Secondary schools. 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 in English and higher in Mathematics. 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 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. The VCE Improvement team analysed VCE data and implemented a range of strategies to improve VCE results. This resulted in an increase in the median study score in 2015. We expect to continue this growth as we implement further strategies for improvement.

Year 7-9 NAPLAN Learning Gain data shows students making strong learning gains between years 7 – 9 in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation, with the majority of students performing in the high and medium growth categories.

VCE results improved with a higher median study score than last year and are similar to other Victoria government schools. 95% of students attempting VCE satisfactorily completed it. 38% of students undertook a VET subject and 79% of them satisfactorily completed it. Victorian Certificate of Applied Learning credits were satisfactorily completed by 47% of students.

### Engagement

Student attendance rates in 2015 improved and are similar to other government schools. Student retention in 2015 is somewhat lower than other government schools due to a transient population. As expected student retention improved in 2015 and should continue to improve as the Junior and Senior campus model stabilizes and 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 implemented 'Compass' throughout the school in 2015, which improved roll marking and monitoring of student attendance through more timely contact with parents and carers. This should further improve as the parent text messaging service through Compass is rolled out in 2016.

The percentage of students transitioning from school to further study or full time employment has been similar over the four year average to other Victorian secondary schools but was higher last year. 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.

## About Our School

### Wellbeing

Student wellbeing, as measured by the Student Attitudes to School survey, shows that student attitudes to school were lower than other secondary schools. To address this we implemented the Positive Behaviour Support Program throughout the school and developed a matrix of expected behaviours. We also created a TEAM 9 program which involves students in Year 9 working together one day per week on shared projects. This program is designed to develop resilience, self-confidence, teamwork and leadership skills in students. The initiatives we have implemented have improved student connectedness and our student attitudes to school are now similar to other government schools.

The Performing Arts department and the Sports Department both offer exciting opportunities for students outside the classroom. Plays are staged each year with a musical bi-annually. A variety of ensembles and bands and instrumental music lessons cater to students with musical interests. 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 assists 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.

Student perceptions of safety at school are similar to other secondary schools with students reporting that they are comfortable at school and feel safe both inside and outside the classrooms. The school's learning village concept at the junior campus assists in connecting students to a smaller group of teachers and provides individual attention for students. The students' study centre at the senior campus provides students with a supportive and encouraging environment in which to study and collaborate with their peers.

### 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 teaching through having access to learning coaches and working in professional learning teams. The Principal and Leadership team conduct regular learning walks through classrooms. Walkthrough software enables 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 well-being is also supported by the strategic allocation of Equity funding to employ a qualified Student Wellbeing Leading teacher 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 in 2015 which means that all staff are now AVID trained.

Time management was carefully considered to ensure the most effective meeting structure was implemented. This enabled ongoing professional development to be regularly undertaken in teacher Professional Learning teams. Professional Learning Teams focus on improving student curriculum in their subject areas, thereby improving student learning

The implementation of a 1:1 computer program continues with more students having their own device. More 'Compass' modules have been added to assist parents to be strongly connected with the college and to improve student attendance. 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 at the 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 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 972 students were enrolled at this school in 2015, 414 female and 558 male. There were 8% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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 60 % of Victorian government secondary year levels:   
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b> No Data Available</p> <p><b>Mathematics</b> No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
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**NAPLAN Year 7**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.

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

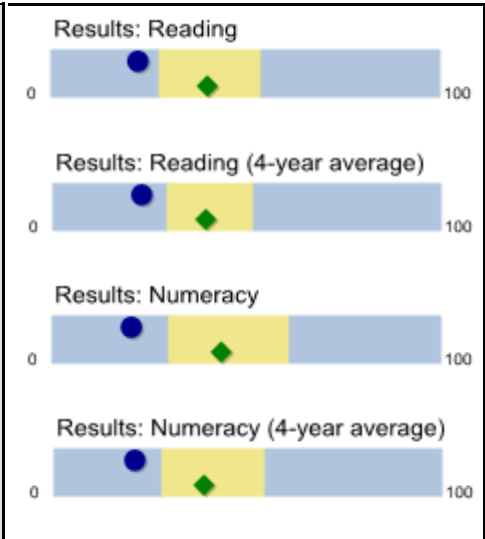



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.


**NAPLAN Year 9**


The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.


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



 Similar

 Similar

 Similar

 Similar

## Performance Summary


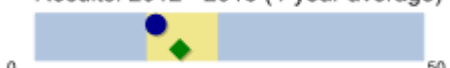



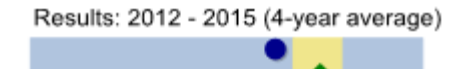



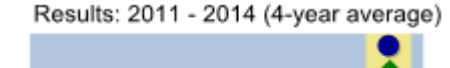


Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>47%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>53%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	44%	20%	Numeracy	39%	47%	14%	Writing	27%	50%	23%	Spelling	31%	48%	21%	Grammar and Punctuation	31%	53%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								

Students in 2015 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**  
 VET units of competence satisfactorily completed in 2015: **79%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **47%**




## Performance Summary

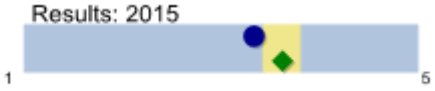



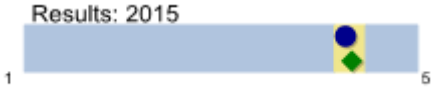
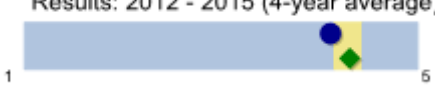


Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="576 815 1027 913"> <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>88 %</td> <td>87 %</td> <td>88 %</td> <td>87 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	87 %	88 %	87 %	92 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	87 %	88 %	87 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>												



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

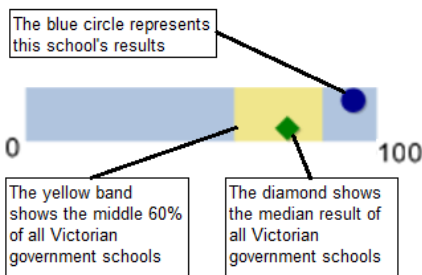
## What are student outcomes?

*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.

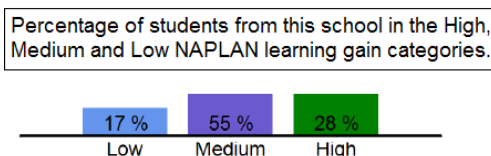
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

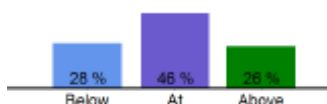


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,371,151	High Yield Investment Account	\$40,741
Government Provided DE&T Grants	\$1,761,150	Official Account	\$35,989
Revenue Other	\$317,036	Other Accounts	\$2,279,232
Locally Raised Funds	\$458,722	<b>Total Funds Available</b>	<b>\$2,355,962</b>
<b>Total Operating Revenue</b>	<b>\$12,908,059</b>		

Expenditure		Financial Commitments	
Student Resource Package	\$10,312,061	Operating Reserve	\$145,951
Books & Publications	\$12,252	Asset/Equipment Replacement < 12 months	\$284,020
Communication Costs	\$63,984	Capital - Buildings/Grounds incl SMS<12 months	\$365,649
Consumables	\$440,321	Maintenance - Buildings/Grounds incl SMS<12 months	\$450,675
Miscellaneous Expense	\$753,396	Revenue Received in Advance	\$224,896
Professional Development	\$95,282	School Based Programs	\$55,000
Property and Equipment Services	\$1,348,935	Repayable to DET	\$149,949
Salaries & Allowances	\$368,826	Other recurrent expenditure	\$279,822
Trading & Fundraising	\$33,778	Maintenance -Buildings/Grounds incl SMS>12 months	\$400,000
Travel & Subsistence	\$58,959	<b>Total Financial Commitments</b>	<b>\$2,355,962</b>
Utilities	\$169,589		

**Total Operating Expenditure** \$13,657,384

**Net Operating Surplus/-Deficit** (\$749,325)

**Asset Acquisitions** \$26,807

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

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.

*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.*

### Financial performance and position commentary

Victoria University Secondary College showed a net operating deficit of \$766,974.00 in 2015. This deficit relates to expenditure required to complete extra building works commissioned to extend the Trade Training Centre site. As we did not need all the contingency funding set aside, we were able to expand to include two extra classrooms and a kitchenette. Expenditure incurred in 2015 for this project was \$764,049.13; this project received no extra revenue. Some revenue from 2013 and 2014 National Partnerships funding was carried over and expenditure recorded in 2015. The college also received \$566,853.55 in National Partnerships funding in 2015; this facilitated school improvement via extra learning and community programs, the employment of educational consultants, two staff coaches and a student well-being team.