

2016 Annual Report to the School Community



School Name: Victoria University Secondary College

School Number: 8891



Name of School Principal:

Genevieve Simson

Name of School Council President:

Ellen Arnott

Date of Endorsement:

15 March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 49% of students for whom English is an additional language and 1% who are Aboriginal or Torres Strait Islander. The college has an overall low socio-economic profile and caters for 919 students: 400 female and 519 male. The college's workforce includes 98.4 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 realize 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.

Framework for Improving Student Outcomes (FISO)

The elements of the Framework for Improving Student Outcomes focused on during the year encompassed Curriculum Planning and Assessment and Building Practice Excellence under the Excellence in Teaching and Learning initiative. Teachers documented the Victorian Curriculum to ensure a guaranteed and viable curriculum and developed an assessment schedule for Years 7-12 for all subjects. Teachers also collaborated in Professional Learning Teams and worked with a range of consultants to improve their teaching practice. The college has been focusing on creating a positive climate for learning through the implementation of the Positive Behaviour Support Program and intends to continue to implement this to build practice excellence.

Achievement

School comparison measures show that Victoria University Secondary College parent satisfaction is similar to the majority of Victorian Secondary schools. Staff are positive about the school environment and their endorsement of the school climate is similar to staff in other secondary schools across the state.

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 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 began to implement strategies for improvement during the year. The VCE Improvement team analyzed VCE data and implemented a range of strategies to improve VCE results. This resulted in an increase in the median study score in 2016. 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 over 70% of students performing in the high and medium growth categories. Students made particularly good progress in Writing, with 83% of students making high or medium growth.

VCE results improved with a higher median study score than last year and are similar to other Victoria government schools. 93% of students attempting VCE satisfactorily completed it. 34% of students undertook a VET subject and 90% of them satisfactorily completed it. Victorian Certificate of Applied Learning credits were satisfactorily completed by 85% of students.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|---|----------------------------------|---|--|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input checked="" type="checkbox"/> A Combination of these |
|---|----------------------------------|---|--|

About Our School

Engagement

Student attendance rates in 2016 are similar to slightly higher than other government schools. Student retention in 2016 is somewhat lower than other government schools due to a transient population. 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 has seen 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. In 2016 the college implemented the parent text messaging service through Compass to improve attendance and ensure community commitment to improving attendance.

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 and in 2016 was higher than other 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 Year 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 to school have improved and are now similar to other secondary schools. The implementation of the Positive Behaviour Support Program throughout the school and the commendation system introduced this year have encouraged student pride in themselves and their connectedness to school. TEAM 9, which involves students in Year 9 working together one day per week on shared projects, is very popular with students and contributes to their wellbeing. This program is designed to develop resilience, self-confidence, teamwork and leadership skills in students.

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, Netball 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.

For more detailed information regarding our school please visit our website at 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 919 students were enrolled at this school in 2016, 400 female and 519 male. There were 49% 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 and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

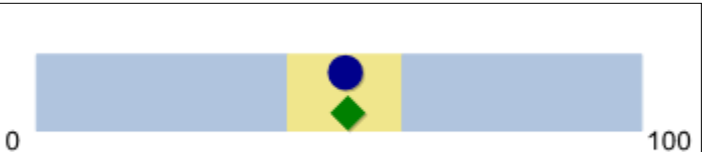
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>

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>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>

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.

Results: Reading



Results: Reading (4-year average)



Results: Numeracy



Results: Numeracy (4-year average)



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>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>	<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>26%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>53%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	22%	Numeracy	32%	53%	14%	Writing	31%	39%	30%	Spelling	28%	49%	24%	Grammar and Punctuation	28%	54%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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.

Results: 2016



Results: 2013 - 2016 (4-year average)



Similar

Similar

Students in 2016 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: **34%**
 VET units of competence satisfactorily completed in 2016: **90%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: **85%**

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>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="580 860 1034 958"> <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>92 %</td> <td>86 %</td> <td>87 %</td> <td>87 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	86 %	87 %	87 %	91 %	92 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	86 %	87 %	87 %	91 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

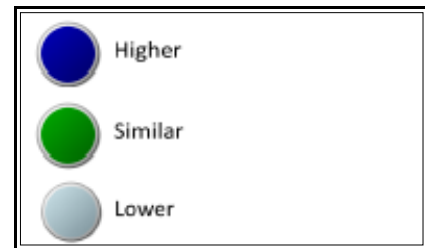
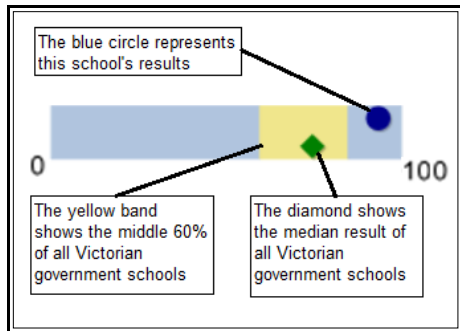
What are student outcomes?

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, P-12 and specialist schools, 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.

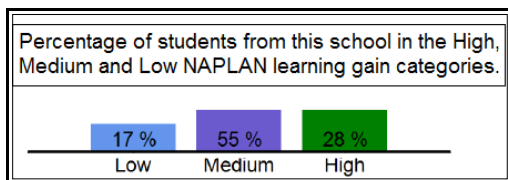
You can see these results for the latest year, as well as the average of the last four years (where available).

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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

Victoria University Secondary College showed a net operating surplus of \$35,844.00 in 2016. This surplus relates to a year of consolidation after completion of the construction and works at the Trade Training Centre in 2015. Major expenditure was kept to a minimum with the only unbudgeted expense coming from small campus upgrades approved by School Council mid-year. The upgrade works for both campuses totaled \$239,254.00. Locally raised funds taking in Essential / Optional items was slightly up from 2015, maintaining good collection rates. VUSC were involved in the financial audit program in 2016; again the auditors praised our processes and procedures and found us to be covering all aspects expected of the DET.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,322,655	High Yield Investment Account	\$75,493
Government Provided DET Grants	\$2,050,845	Official Account	\$26,613
Revenue Other	\$254,886	Other Accounts	\$2,117,927
Locally Raised Funds	\$599,103	Total Funds Available	\$2,220,033
Total Operating Revenue	\$13,227,490		
Expenditure		Financial Commitments	
Student Resource Package	\$10,244,952	Operating Reserve	\$89,224
Books & Publications	\$9,879	Asset/Equipment Replacement < 12 months	\$370,000
Communication Costs	\$90,325	Capital - Buildings/Grounds incl SMS<12 months	\$190,000
Consumables	\$232,846	Maintenance - Buildings/Grounds incl SMS<12 months	\$551,930
Miscellaneous Expense	\$671,592	Revenue Received in Advance	\$119,150
Professional Development	\$200,588	School Based Programs	\$86,312
Property and Equipment Services	\$1,062,641	Other recurrent expenditure	\$373,417
Salaries & Allowances	\$412,780	Maintenance -Buildings/Grounds incl SMS>12 months	\$440,000
Trading & Fundraising	\$34,773	Total Financial Commitments	\$2,220,033
Travel & Subsistence	\$40,602		
Utilities	\$190,668		
Total Operating Expenditure	\$13,191,646		
Net Operating Surplus/-Deficit	\$35,844		
Asset Acquisitions	\$38,224		

Student Resource Package Expenditure figures are as of 03 March 2017 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.