

# 2017 Annual Report to the School Community



School Name: Victoria University Secondary College

School Number: 8891



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



## About Our School

### School Context

Victoria University Secondary College is a Year 7-12 co-educational secondary college with three campuses: a 7-9 Junior Campus in Deer Park, a 10-12 Senior Campus in St Albans and a Trade Training Centre in Cairnlea. The college has an enrolment of 908 students – 526 males and 382 females. The college has an overall low socio-economic profile and is largely multicultural, with 46% of students for whom English is an additional language and 1% who are Aboriginal or Torres Strait Islander. The college's workforce comprises 102 equivalent full time staff: 5 Principal class, 9 Leading Teachers, 77 Teachers and 37 Education Support staff.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Our vision is for students to be educated and enabled to 'Create the Future' – their own future, their communities' future and the global future. Our college values 'Aspire to Achieve', 'Strengthen the Community' and 'Respect Ourselves and Others' underpin everything that we do and inspire students to create their future. A wide range of courses are offered so that every individual can develop their talents and explore their own areas of interest and ability. The college structure is designed around the concept of learning villages, which have their own group of teachers and provide a safe and caring community environment for students in which to learn and develop. The college has a strong focus on academic achievement and engages consultants in literacy, numeracy and data analysis to improve outcomes. Our specialist Music and Performing Arts programs, Chinese sister school relationship, Sports and Rugby League Academies, AVID program, Early University Program, Scholarships program at Years 7 and 10, STEM programs, Debating teams and extensive VCE/VCAL/VET curriculum provide ample opportunities for all students to excel in their area of choice.

### Framework for Improving Student Outcomes (FISO)

In 2017 the college focused on the two elements of FISO priority 'Excellence in teaching and learning' – Building practice excellence; and Curriculum planning and assessment. As this was the first year of the new strategic plan, we followed the recommendations of the review panel to determine our focus. The school focused on building teacher capacity and pedagogy to improve student learning. It is evident that much improvement occurred during the year and this work will continue into 2018 to further improve student outcomes. Our Performance and Development process is a strong support to assist staff in this work and demonstrates to staff the importance the school places on achieving the Strategic Plan goals. Each staff member having goals that are aligned to the Strategic Plan and FISO elements means all are working to achieve our goals.

The introduction last year of weekly Professional Learning Team meetings has been well received by staff and is contributing to building teacher capacity. This will be embedded and refined in 2018 as a result of learnings from the PLC Initiative. Staff will continue to work with consultants in Literacy and Numeracy, and learning how to analyse data effectively to target specific learning groups and address students' needs. A Curriculum Quality Assurance Team was established and held meetings regularly. An action plan was developed and AIP targets were actively addressed. The Curriculum Quality Assurance Team led staff to develop success criteria and continua for key skills within each domain.

### Achievement

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

Teacher judgement of the students' level of performance in the Victorian Curriculum in English and Maths is similar to the majority of other secondary schools in Years 7-10. Year 7 students' NAPLAN results show that they enter the school slightly below the majority of students in other government secondary schools in Reading and Mathematics; however, Year 9 NAPLAN results show that students have improved and are achieving similarly to other secondary schools in Reading and Mathematics. The learning gains between years 7 – 9, as shown in the NAPLAN tests, demonstrate that students are making increasingly higher gains in Writing and Spelling and are similar to other government secondary schools in reading, numeracy and grammar and punctuation.

This year the mean study score from all VCE subjects undertaken by students at the school was higher than other government secondary schools. We achieved excellent results in VCE English with 29.3 being the mean study score. 91% of students satisfactorily completed VCE. 34% of students undertook at least one VET subject and 95% satisfactorily completed it. 86% of the Victorian Certificate of Applied Learning credits were satisfactorily completed.



In 2018 we will focus directly on improving Reading and Numeracy at both the top two bands and in the lowest bands of NAPLAN. We will also continue to work on success criteria and developing skills continua. Targets have also been set for improvement in VCE and VCAL results.

## Engagement

Student attendance rates in 2017 were similar to other government secondary schools. Performance data indicates that the school records less absences than expected given the background characteristics of the students. Student retention in 2017 improved and is now similar to other government secondary schools.

The percentage of students transitioning from school to further study or full time employment has been similar to other secondary schools over the last four years and continues to be. Our wide reaching partnership programs with Victoria University, the Australian Business and Community Network and Beacon continue to provide many opportunities for students when they complete their schooling.

The trend we have seen towards increased participation in further study is continuing with students gaining entry to RMIT, Victoria University, Monash University, Melbourne University and many others.

## Wellbeing

Student wellbeing, as measured by the Student Attitudes to School survey, shows that students at the college endorse the college's management of bullying at a similar level to students in other government secondary schools. The Positive Behaviour Support program is embedded within the school. Students are consistently rewarded with commendations for positive behaviours and are encouraged to achieve and live school values through awards and recognition at college and year level assemblies.

Student wellbeing is supported at the school through the employment of two Youth Workers and a Student Wellbeing coordinator. Year level coordinators support student attendance and positive behaviours. Teaching staff also support student wellbeing within the classroom through the use of the LIFT lesson plan, collaborative learning strategies and assessment success criteria. Senior students are supported with an online study support program called Edrolo, weekly lessons in study techniques, exam preparation, reflective practices and relaxation techniques.

For more detailed information regarding our school please visit our website at  
[www.vusc.vic.edu.au](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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 908 students were enrolled at this school in 2017, 382 female and 526 male.</p> <p>46 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p>● Similar</p> <p>● Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</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 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>46%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>57%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	46%	15%	Numeracy	34%	44%	22%	Writing	25%	50%	25%	Spelling	35%	49%	16%	Grammar and Punctuation	22%	57%	21%	NAPLAN Learning Gain does not require a School Comparison.
Domain	Low	Medium	High																							
Reading	39%	46%	15%																							
Numeracy	34%	44%	22%																							
Writing	25%	50%	25%																							
Spelling	35%	49%	16%																							
Grammar and Punctuation	22%	57%	21%																							
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>54%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	53%	18%	Numeracy	23%	52%	24%	Writing	27%	44%	29%	Spelling	26%	45%	29%	Grammar and Punctuation	30%	54%	17%	NAPLAN Learning Gain does not require a School Comparison.
Domain	Low	Medium	High																							
Reading	28%	53%	18%																							
Numeracy	23%	52%	24%																							
Writing	27%	44%	29%																							
Spelling	26%	45%	29%																							
Grammar and Punctuation	30%	54%	17%																							
<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="color: blue; font-size: 2em; margin-right: 10px;">●</span> Higher                 </div> <div style="display: flex; align-items: center;"> <span style="color: green; font-size: 2em; margin-right: 10px;">●</span> Similar                 </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>91%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>34%</b>                      VET units of competence satisfactorily completed in 2017: <b>95%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>86%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>92 %</td> <td>91 %</td> <td>86 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	86 %	90 %	90 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	86 %	90 %	90 %	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: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>○ Lower</p>												
<p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# 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)

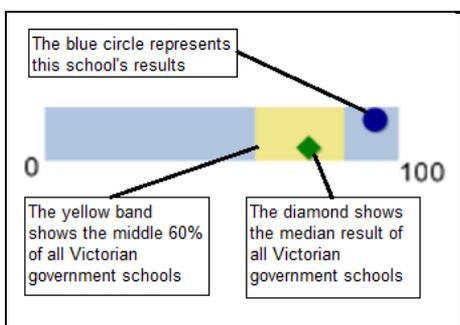
### Engagement

- student attendance and engagement at school
- 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)
  - 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).

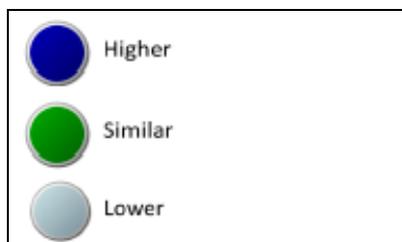


## What does *School Comparison* refer to?

The 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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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 and Community Schools 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 their first 11 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').

## Financial Performance and Position

### Financial performance and position commentary

Victoria University Secondary College showed a net operating surplus of \$651,187.00 in 2017. This surplus relates to a year of consolidation in preparation and planning for new buildings at the Cairnlea campus. Funding was granted in March 2017 for architects to be contracted and new plans drawn to accommodate the entire college. For this reason major expenditure was kept to a minimum with the only unbudgeted expenditure coming from a small campus upgrade to the senior campus approved by School Council late 2016. Locally raised funds taking in Essential / Optional items was slightly down from 2016, but with fewer students still maintained good collection rates. Whilst VUSC was not involved in the financial audit program in 2017 we did have numerous desk top audits; again the auditors found no problems with 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, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$10,094,515	High Yield Investment Account	\$102,713
Government Provided DET Grants	\$2,340,728	Official Account	\$17,203
Revenue Other	\$162,867	Other Accounts	\$2,552,232
Locally Raised Funds	\$512,438	<b>Total Funds Available</b>	<b>\$2,672,148</b>
<b>Total Operating Revenue</b>	<b>\$13,110,548</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,640,383		
Equity (Catch Up)	\$108,821		
<b>Equity Total</b>	<b>\$1,749,204</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$10,012,128	Operating Reserve	\$363,498
Books & Publications	\$5,911	Asset/Equipment Replacement < 12 months	\$370,000
Communication Costs	\$57,431	Capital - Buildings/Grounds incl SMS<12 months	\$190,000
Consumables	\$249,367	Maintenance - Buildings/Grounds incl SMS<12 months	\$551,930
Miscellaneous Expense <sup>3</sup>	\$533,063	Revenue Received in Advance	\$175,620
Professional Development	\$148,474	School Based Programs	\$120,000
Property and Equipment Services	\$774,323	Other recurrent expenditure	\$667,532
Salaries & Allowances <sup>4</sup>	\$392,971	Maintenance -Buildings/Grounds incl SMS>12 months	\$440,000
Trading & Fundraising	\$25,173	<b>Total Financial Commitments</b>	<b>\$2,878,580</b>
Travel & Subsistence	\$74,268		
Utilities	\$186,252		
<b>Total Operating Expenditure</b>	<b>\$12,459,361</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$651,187</b>		
<b>Asset Acquisitions</b>	<b>\$83,664</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 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.*