

2016 Annual Report to the School Community



School Name: Belmont High School

School Number: 7585



Name of School Principal:

Sandra Eglezos

Name of School Council President:

Andrew King

Date of Endorsement:

Tuesday 28th 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

Student Learning is our core educative purpose with our motto “Strive for the Highest” underpinning our work to achieve this.

In 2016 we had a total of 1230 students enrolled with the overall socio- economic profile registered “Mid” (Middle) on a 5 section scale. There were 10 students with Aboriginal or Torres Strait Islanders background.

Enrolments continued to be very strong and were at capacity in most year levels. The school’s Year 7 & 8 Middle Years structure provides an innovative program and the school has a Year 9 “Strive” program which focuses on community links. The school’s onsite English Language Centre and its Accredited International Student Program attracts overseas students. We also have a growing number of locally enrolled students requiring English as an Additional Language (EAL) support. There were 30 students with English as an additional language background and 19 Full Fee Paying overseas students all requiring EAL support. We enrolled and supported 6 unaccompanied minors (Refugee Status) at our school. Our school’s Acceleration and Enrichment Program provides a wide range of opportunities for students including our Select Entry Accelerated Learning Program (SEALP) which continues to grow and was in its Fourteenth year, and together with a strong program of support for students with learning difficulties, we cater well for students of all abilities.

The school’s highly successful vertical House System, provides strong support to students together with the Student Wellbeing Officer, the School Chaplain, the school based Network Psychologist and the Health Centre School Nurse that all contribute to providing outstanding services and support to our students. Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, together with sporting, camping, debating, performance and leadership opportunities. There is significant interest in our post compulsory programs and pathways, with strong enrolments in VET and VCAL. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses.

In 2016, a new principal was appointed and she commenced at the start of term two. This was the third year of the Strategic Plan and a continued focus on VCE improvement and Curriculum documentation and common assessments within Professional Learning Teams (PLTs). New policies and agreements were implemented in preparation for 2017 with a focus of streamlining the processes of the school.

In 2016, the school received a \$5.2 Million Capital Works Grant. Using a collaborative approach with all stakeholders, the school prioritised the planning of a Performing Arts Centre and VCE Study Centre. The Victorian BioScience Education Centre (BioLAB) is located on site as a State wide resource and delivers specialist bioscience, health and sports science programs. BioLAB is in partnership with Deakin University and the Geelong Football Club.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

- Building Practice Excellence
- Curriculum Planning and Assessment.

Belmont High School’s student attitudinal data has been very strong for a number of years indicating a positive climate for learning. Similarly learning growth from years 7-9 based on NAPLAN was positive. The school focused its attention on developing a viable curriculum from years 7-10 to ensure there were no gaps in essential skills, knowledge and understandings. Key improvement strategies in developing critical thinking, literacy, assessment and feedback across all year levels were vital components of the strategic plan. A strong focus on formative assessment and key vocabulary within the later years was also undertaken with the goal of improving student outcomes across all areas.

Achievement

According to teacher judgment of student achievement, in 2016 the percentage of students in Years 7 – 10 working at or above the age expected standards in English and Mathematics were well above the median of all Victorian schools. In particular Mathematics achievement was also higher than schools that are similar given the background characteristics of their students.

The 4 Year average growth data for students in the top 3 bands of testing in Naplan at Year 9 were above the median of all the Victorian Government Schools and Higher than similar schools.

The NAPLAN results for Year 7 – 9 Learning Gain were very similar in the domains for Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. These were recorded in a 3 sections scale of low, medium and high. The data results indicate that more than 70% of students achieved medium or high Growth in all domain areas. In 2017 the focus will be in Writing to increase the percentage of students who achieve high growth.



There was an improvement in the VCE results in 2016. The results were slightly above the State average median and similar to other schools across the 4-year average (2013 – 2016) after accounting for background characteristics. In 2016, 98% of students successfully completed their VCE, there was 92% completion of VET units and 81% completed VCAL credits satisfactorily

Our school’s success reflects the passion and dedication of our teaching staff and educational support staff in our collaborative and innovative approach to learning.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance for 2016 and across the 4-year average continues to be better than the State median and similar to other schools on adjusted school performance. The 2016 Average attendance rate was above 90% at each Year level. Our electronic student attendance system (DAYMAP) accurately reflected high levels of student attendance and also displayed student absences which were followed up by House Leaders and Office staff on a daily basis.

In 2016 the percentage of Year 7 students who remained at the school through to Year 10 as well as the 4-year average, was better than the state average but similar results to other schools that are similar given the background characteristics of their students. Student Motivation, Student Safety and Learning Confidence are key positive areas under the Student Attitude to Schools survey data that have attributed to a positive learning culture within the school. The overall 2016 ATSS results were higher than State, yet similar to other schools with a similar characteristic. The 4-year average remains higher than similar schools.

In 2016, teachers worked in Professional Learning teams developing and mapping the curriculum in their subject areas and focusing on common assessment tasks, as well as learning more about teaching and learning practices. The Data Manager worked with other leaders to ensure that data was collected and analyzed which helped action further improvements for the teams, including the grouping of students for differentiated instruction.

In 2017, each Learning Area will continue the focus on Curriculum planning and assessment and heighten the focus on improving teaching and learning practices. Leaders will be supported to have a shared and consistent plan for their teams, in line with developing the teaching capacity and the collective efficacy of teams. The Belmont High Teaching and Learning Strategy document, will be used to frame the work in these Professional Learning Teams.

VCE data for 2016, had markedly improved. This was attributed to building of high expectations in VCE classes. VCE Teachers aligning their SMART goals for their performance plans, ensured a very clear focus on achieving the set goals for this team of teachers.

The destination data was lower than similar schools. Data sets collected by the school, does not align with the information found in CASES 21. The accuracy of collecting and updating CASES 21 destination data will be a focus in 2017. Working individually to complete MIPs plans with all students that are over 15, will be strengthened.

Wellbeing

The overall Student Attitudes to School data, for student connectedness to school, was higher than the State average and higher in comparison to other schools that are similar given the background characteristics of their students. This result was also higher than the state average and higher than similar schools for the 4 year average (2013 -2016).

Students’ perception of safety was higher than the State Average and similar to other schools. The 4 year average (2013 – 2016) was also higher than the State Average and similar to other schools.

Belmont High School performance in student’s perception of safety and connectedness to school meets the Government School performance threshold standards for both 2016 and the four-year average. To help build clarity, some performance measures have been given greater prominence than others – these measures are labelled ‘headlines’. Student safety is a headline measure.

In 2016 there was the continuation of existing programs and the development of some new proactive student wellbeing programs led by school wellbeing staff, House Leaders, Assistant Principals and the Health domain. These programs had a positive impact on Student wellbeing

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

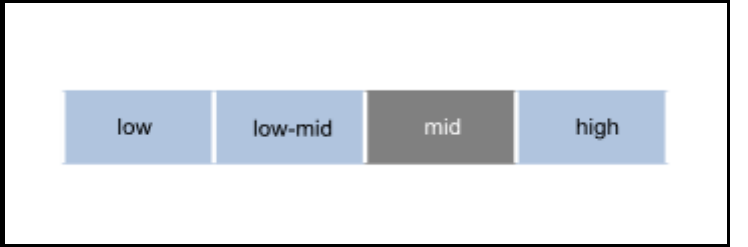
School Profile

Enrolment Profile

A total of 1230 students were enrolled at this school in 2016, 564 female and 666 male. There were 7% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

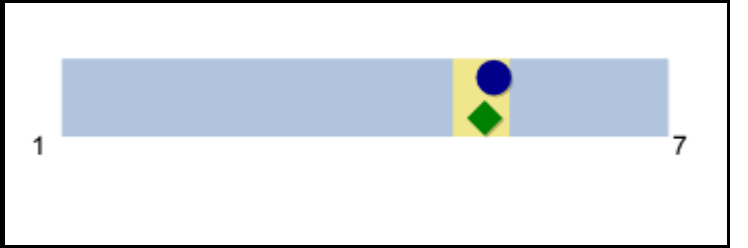
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

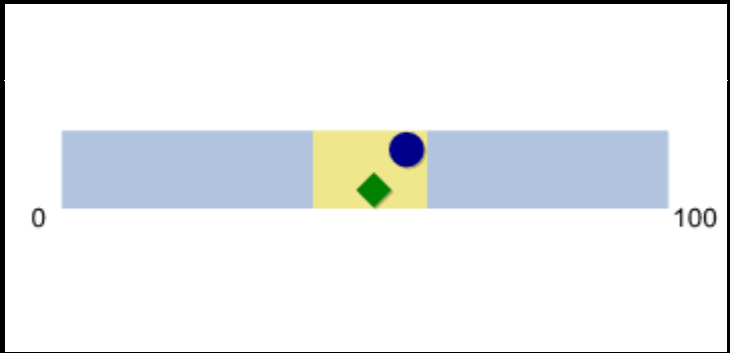
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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> Higher</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
<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>
<p>NAPLAN Year 9</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>	<ul style="list-style-type: none"> ● Higher ● Higher ◆ Similar ● Higher

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>23%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	23%	Numeracy	27%	49%	24%	Writing	19%	53%	27%	Spelling	21%	58%	20%	Grammar and Punctuation	24%	57%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 15% VET units of competence satisfactorily completed in 2016: 92% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 81%</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: ◆

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> <table border="1" style="margin-left: 20px;"> <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>95 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	93 %	92 %	95 %	96 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	93 %	92 %	95 %	96 %									
<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>● Similar</p> <p>● Similar</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>● Lower</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> Higher</p> <p> Higher</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

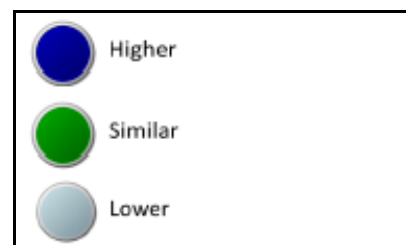
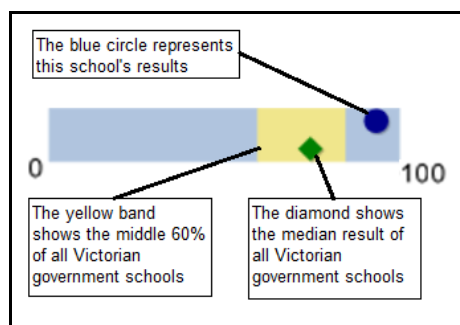
What are student outcomes?

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.

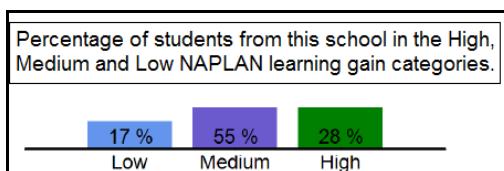
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$11,058,096
Government Provided DET Grants	\$1,715,508
Government Grants State	\$9,725
Revenue Other	\$75,658
Locally Raised Funds	\$1,421,878
Total Operating Revenue	\$14,280,865

Expenditure	
Student Resource Package	\$11,500,889
Books & Publications	\$8,379
Communication Costs	\$35,155
Consumables	\$354,188
Miscellaneous Expense	\$855,430
Professional Development	\$51,210
Property and Equipment Services	\$632,015
Salaries & Allowances	\$561,220
Trading & Fundraising	\$452,929
Travel & Subsistence	\$36,377
Utilities	\$117,148
Total Operating Expenditure	\$14,604,938

Net Operating Surplus/-Deficit (\$324,074)

Asset Acquisitions \$74,656

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$121,334
Official Account	\$1,744
Other Accounts	\$2,349,047
Total Funds Available	\$2,472,125

Financial Commitments	
Operating Reserve	\$250,000
Asset/Equipment Replacement < 12 months	\$417,347
Maintenance - Buildings/Grounds incl SMS<12 months	\$196,781
Revenue Received in Advance	\$284,756
School Based Programs	\$222,235
School/Network/Cluster Coordination	\$3,467
Provision Accounts	\$11,262
Repayable to DET	\$442,960
Other recurrent expenditure	\$48,274
Asset/Equipment Replacement > 12 months	\$525,115
Capital - Buildings/Grounds incl SMS>12 months	\$69,928
Total Financial Commitments	\$2,472,125

Financial performance and position commentary

All budgets were fully funded for 2016. Curriculum programs were funded for \$1,769,224. This included BioLab which had substantial spending on new refurbishment and equipment to keep up with the technology required for their business unit. Some school funds were allocated to the budget to address additional staffing required for specific programs. The school funded a large component of the budget to Building Improvements and Maintenance due to the age of the buildings. The total budget was \$4,230,697.00. Of the total funds available (\$2,222,125) expenditure for Biolab of \$1,087,778 has been committed for 2017. The balance of the total funds available is to be used for programs at Belmont High School.

Student Resource Package Expenditure figures are as of 08 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.