

2017 Annual Report to the School Community



School Name: Belmont High School

School Number: 7585

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

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

In 2017 we had a total of 1246 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. 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.

In 2017, it was the final year of our Strategic Plan and our review year to reflect on the achievements and challenges over the plan, as well as create a new Strategic Plan for the next four years. Our focus for 2017, has continued to be on VCE improvement and Curriculum documentation with a stronger focus on teaching and learning practices using the High Impact Teaching Strategies (HITS) within Professional Learning Teams (PLTs).

Our Capital Works project being the construction of the Performing Arts Centre and VCE Study Centre was being planned with a building contractor chosen and plans completed with the sodturning ceremony in place during term 4 of 2017.

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 except for writing, where our results showed a decline in the high growth area. 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. The focus on teaching and learning practices in PLTs allowed teachers to work through the HITS, starting with Learning Intentions, success criteria, feedback and formative assessments including common formative assessments. Teachers were given time in Curriculum days and PLTs to help imbed these into their practice and their documentation. The P & D plans were aligned to the AIP goals, which helped collect evidence showing practice development through peer observation, documentation, and student work samples.

Achievement

According to teacher judgment of student achievement, in 2017 the percentage of students in Years 7 – 10 working at or above the age expected standards in English and Mathematics were comparable to other similar schools and well above the median of all Victorian schools.

The 4 Year average growth data for students in the top 3 bands of testing in NAPLAN at Year 9 for Reading and Numeracy 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 recorded in a 3 sections scale of low, medium and high. The data results indicate that there continues to be a strong growth in Reading, Spelling and Grammar and Punctuation, with 80% or more of students achieving medium or high growth. Writing has had a decrease in the number of students achieving high growth and is a priority area for our new Strategic Plan.



The VCE results in 2017 were slightly above the State average median and similar to other schools across the 4-year average after accounting for background characteristics. Twenty-one students obtained an ATAR of 90 or over, 22% gained scores in the 80s, with over 6% of our study scores being 40 or over. The median and mean had dropped slightly from the results obtained in 2016, but is still higher than the State Median. The school will continue to focus on VCE improvement through the work of the team of VCE teachers that use data and student feedback to further enhance their learning program. The pathway planning of our students at Belmont High School is strong, resulting in 98% of students successfully completing their VCE, 88% completing VET units and 80% completing VCAL credits satisfactorily. Many of the students that did not complete VCAL credits were offered traineeships and apprenticeships throughout the 2017 year.

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.

Engagement

Student attendance for 2017 and across the 4-year average continues to be better than the State median and similar to other schools on adjusted school performance. The 2017 Average attendance rate was above 90% at each Year level. Our electronic student attendance system was new to the school in 2017. The COMPASS Learning Management System has helped the school monitor student attendance and helped effective and timely communication with our parent community. An attendance working party was established to create processes to address and reduced unexplained and chronic absences.

In 2017 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 comparable to other schools that are similar given the background characteristics of their students.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment had improved from the 4-year average and is now slightly better than the median of all Victorian Government Schools. The 2017 exit destination and four year average is comparable to other similar schools. Belmont High School has devoted additional human resources to expand the MIPs counselling in 2018 to help student focus on pathway planning that is continually monitored and reviewed.

In 2017, teachers continued the collaborative work in Professional Learning teams developing their teaching and learning capacity using research based High Impact Teaching Strategies. Throughout the year, they were involved in reflective practices such as peer observations and sharing of effective practices. The school continually focuses to improve student engagement and connectedness to ensure that students enjoy their time at school as well as provide effective learning experiences to help students build their skills and knowledge.

Wellbeing

Belmont High School rated higher in the Student Attitudes to School survey for School Connectedness than most other schools in Victoria. The school scored in the 89th percentile for connectedness for all students, year 7 – 12.

Belmont High School also rated higher than most other schools in Managing Bullying; scoring in the 90th percentile. The school has an anti-bullying policy that was developed in conjunction with students, and rigorous processes for dealing with incidences of bullying or harassment.

The positive scores reflect the significant resources Belmont High School places into developing a culture of inclusivity, wellbeing and respect. These positive school values are promoted and reinforced at assemblies, and through the important work of House Leaders and Teachers within the school. The House System and the Year 7 and 8 Middle Years Program both enable students to develop connectedness and a sense of belonging to their school. The House Leaders have developed a consistent student management process (6Rs) with its core principle being Respectful Relationships.

The Wellbeing Centre plays an integral role in supporting student's health and wellbeing through provision of proactive programs, counselling services and positive education for students and families.

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 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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1262 students were enrolled at this school in 2017, 573 female and 689 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>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 Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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 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>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	54%	24%	Numeracy	21%	52%	28%	Writing	23%	59%	18%	Spelling	22%	54%	24%	Grammar and Punctuation	28%	51%	21%	<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 98% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 18% VET units of competence satisfactorily completed in 2017: 88% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 80%</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>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</p> <p>School Comparison 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"> <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>93 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	90 %	91 %	90 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	90 %	91 %	90 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</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>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</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>Students Attitudes to School - Sense of Connectedness</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>● Higher</p>
<p>Students Attitudes to School - Management of Bullying</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>● Higher</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)

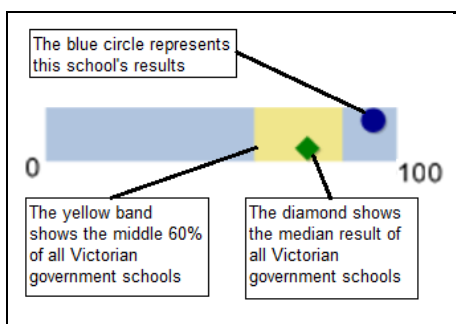
Engagement

- 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).

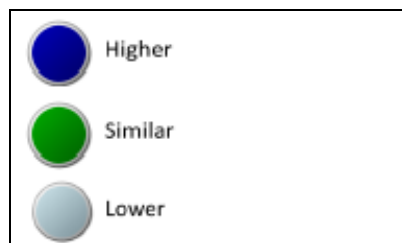


What does *School Comparison* refer to?

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

All budgets were fully funded for 2017. Curriculum programs were funded for \$1,908,510. This included BioLab which had substantial spending on new plant, IT Equipment and Outreach Infrastructure to keep up with the technology required for their business unit. Some Government Provided DET Grants were allocated to the budget to address additional staffing required for specific programs and to fund additional casual relief teaching costs. The school funded building services with a large component of this budget being contract cleaning, upkeep of the Grounds, Building improvements and maintenance. The total budget was \$4,350,146. Of the total funds available (\$2,096,889), expenditure for Biolab of \$1,211,558 has been committed for 2018 and beyond. The balance of the total funds available is to be used for programs and capital works projects at Belmont High School.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,476,789	High Yield Investment Account	\$86,486
Government Provided DET Grants	\$1,769,509	Official Account	\$1,553
Government Grants State	\$27,063	Other Accounts	\$2,258,850
Revenue Other	\$129,283	Total Funds Available	\$2,346,889
Locally Raised Funds	\$1,481,863		
Total Operating Revenue	\$14,884,506		
Equity¹			
Equity (Social Disadvantage)	\$198,265		
Equity (Catch Up)	\$30,505		
Equity Total	\$228,770		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,728,920	Operating Reserve	\$250,000
Books & Publications	\$5,883	Asset/Equipment Replacement < 12 months	\$157,513
Communication Costs	\$38,426	Capital - Buildings/Grounds incl SMS<12 months	\$352,000
Consumables	\$354,782	Maintenance - Buildings/Grounds incl SMS<12 months	\$119,864
Miscellaneous Expense ³	\$942,083	Revenue Receipted in Advance	\$47,855
Professional Development	\$92,769	School Based Programs	\$264,082
Property and Equipment Services	\$613,133	School/Network/Cluster Coordination	\$2,293
Salaries & Allowances ⁴	\$781,214	Provision Accounts	\$20,208
Trading & Fundraising	\$363,951	Repayable to DET	\$259,110
Travel & Subsistence	\$60,888	Other recurrent expenditure	\$74,197
Utilities	\$115,397	Asset/Equipment Replacement > 12 months	\$799,768
		Total Financial Commitments	\$2,346,889
Total Operating Expenditure	\$15,097,445		
Net Operating Surplus/-Deficit	(\$212,939)		
Asset Acquisitions	\$139,750		



- (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.