

2022 Annual Report to the School Community

School Name: Belmont High School (7585)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 March 2023 at 12:46 PM by Joshua Baker (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 April 2023 at 08:41 AM by Christopher McAvaney (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

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. Our school values of Respect, Opportunity & Resilience are instrumental to achieve our vision of students being equipped for the challenges of the future while enjoying their time at school.

Belmont High School was established in 1955 and is located in one of the suburbs in Geelong. It is a large, co-educational High School that also has a second campus known as Tanybryn located in the Colac Otway Shire. Tanybryn is utilised as a camp site. Included onsite, is one of the Victorian Bioscience Education Centres (BioLAB) which is a Statewide resource and delivers specialist bioscience, health and sports science programs to schools across Victoria.

In 2022 we had a total of 1280 students enrolled with the overall socio-economic profile registered at 0.3384 SFOE. This figure is made up of 729 males and 555 females. School and BioLAB staff are comprised of 5 Principal Class officers, 102 teachers (57 are part time), including 13 Leading Teachers, 3 Learning Specialists and 41 Education Support Staff (26 that are part time).

The students are given many opportunities to engage and support the community. This provides students with experiences that help develop the whole person, including their leadership and commitment to supporting others. Enrolments have traditionally been strong and have continued to be so in 2022 with cohorts of over 200 in each year level. 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. The school also have a steady number of locally enrolled students requiring English as an Additional Language (EAL) support.

Belmont High School caters for students of all abilities with the school’s acceleration and enrichment programs providing a wide range of opportunities for students. These include a Select Entry Accelerated Learning Program (SEALP), which continues to grow, as well as a strong program of support for students with learning difficulties. The school’s highly successful vertical House System provides strong connection to the school and opportunities to develop their leadership and sense of community. The House System together with the Mental Health Practitioner, Student Wellbeing Officers, and the school based Network Psychologist and the Health Centre School Nurses, all contribute to providing outstanding services and support to the 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 are strong enrolments in VET and VCAL. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses.

Teachers have worked on enhancing the Professional Learning Community (PLC) culture, focusing on teacher collaboration, effective practice, feedback and support with a lens of writing improvement across all teams and lowering the variability in teacher practice by using agreed lesson structures and challenging learning tasks that reflect high expectations for student learning and strengthening feedback and support for staff. The focus on developing the year 10 curriculum and structure has helped students feel further connected as senior students that are prepared for their pathway. Pathway counselling and continued focus on positive education has helped students continue their studies in VCE and VCAL.

Progress towards strategic goals, student outcomes and student engagement

Learning

With the changes occurring in the principal role there has been some modifications to our learning focus. From the middle of 2022 whole school approaches have been taken around literacy and numeracy with each learning area beginning the development of targeted strategies within these two areas. Conversations have started around what our whole school differentiation model will look like, and a reinforcement of the Belmont High Lesson Framework has been theme across all our work.

A targeted approach has begun to ensure we are catering for all ability levels but there has been a focus on our students who achieve in the top two bands as data has seen them not retaining their level as their time at school continues.

Wellbeing

The development of the School Wide Positive Behaviour Plan has been a big piece of work around student wellbeing. The framework has been developed over the course of 2022 with staff & student input. The development of our new school values and simplifying this down to the 3 values will hopefully make this work more effective moving forward. Along with the wellbeing team, the house system continues to support students across the school to develop connection and belonging. Challenges were faced with staffing appointments meaning that for the second half of 2022 a Mental Health Practitioner was not in place.

Engagement

Coming out of the COVID impact attendance has been a focus point to support students getting back to school. Communication chains have been created through the attendance officer to ensure at risk students have been followed up. As we continue to return to normal, we hope to see the attendance profile continue to improve. With a new position within the leadership team being allocated to the Year 9 & 10 cohort we hope to see some key movement around programs for students. Students ran an active SRC ensuring co-ordinated events occurred highlighting the students' interests.

Other highlights from the school year

An election promise of \$11.2 million dollars means Belmont can plan towards an upgrade to some of our ageing facilities. The incredibly diverse opportunities to students continued including:

- Year 7 & 9 Camps
- House Music Concert
- School fun run
- Arts and Technology gallery experience
- Year 9 leadership camp to the School for Student Leadership in Marlow
- Belmont High Spring Concert

Financial performance

Belmont High continues to work in a managed deficit. The senior profile of our staff make sit an expensive school to run. With the forecast of reduced numbers financially the school will need to be mindful around its staffing decisions. The complexities of Biolab being attached make this even more challenging. As already stated, the elected Labor government's commitment to \$11.2 million for new building will be a piece of wok moving forward. In addition, close to a million dollars has gone into some maintenance works required on our Science, gym and music areas. The school has entered agreements with several outside organisations to use our spaces. This is linked to use of Belmont High as a community facility while supporting with some of the operating costs of running the school.

For more detailed information regarding our school please visit our website at
<https://www.bhs.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1284 students were enrolled at this school in 2022, 555 female and 729 male.

5 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

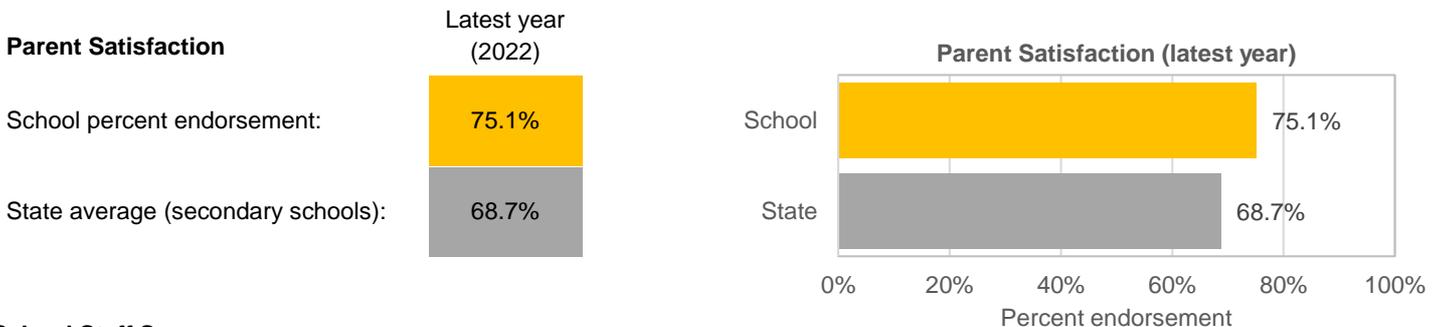
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

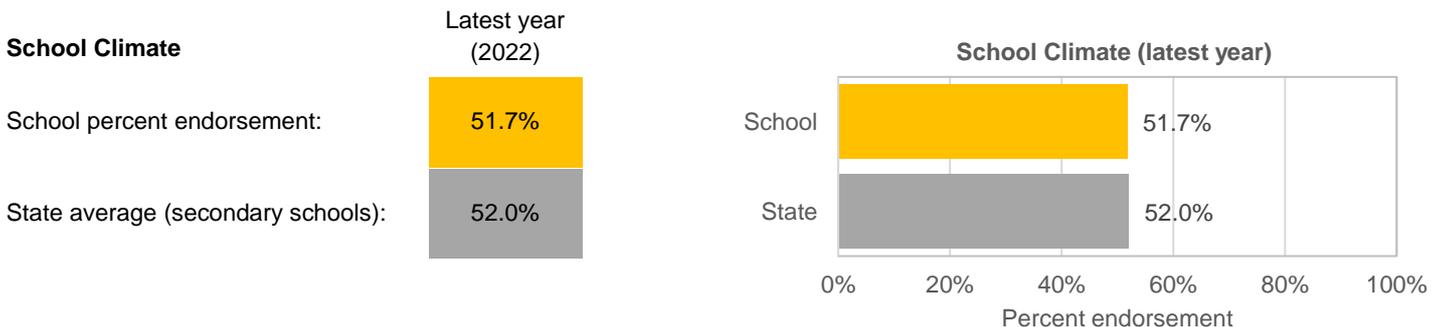


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

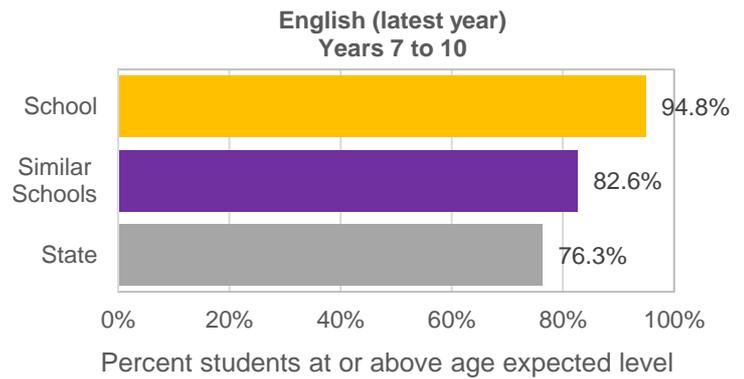
94.8%

Similar Schools average:

82.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

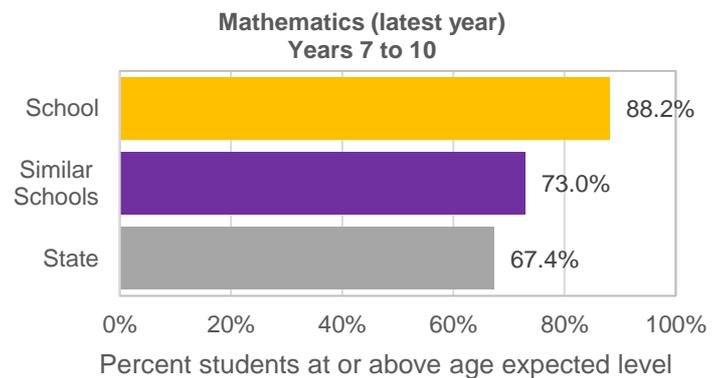
88.2%

Similar Schools average:

73.0%

State average:

67.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

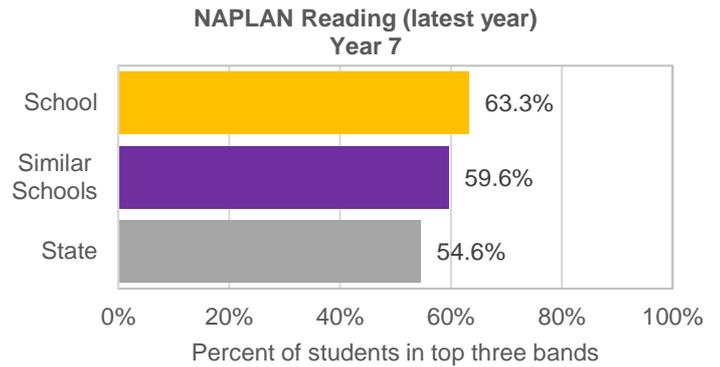
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

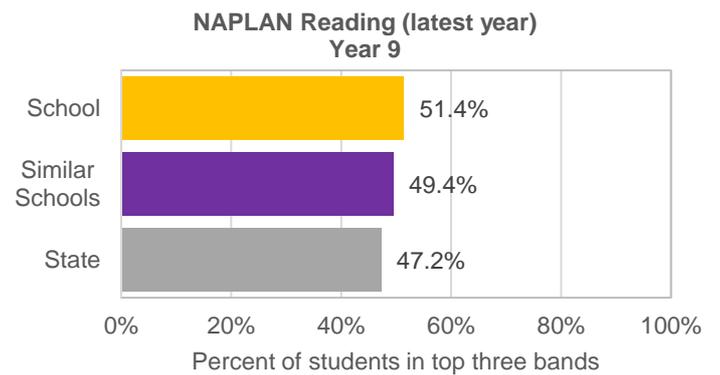
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	67.5%
Similar Schools average:	59.6%	61.1%
State average:	54.6%	55.3%



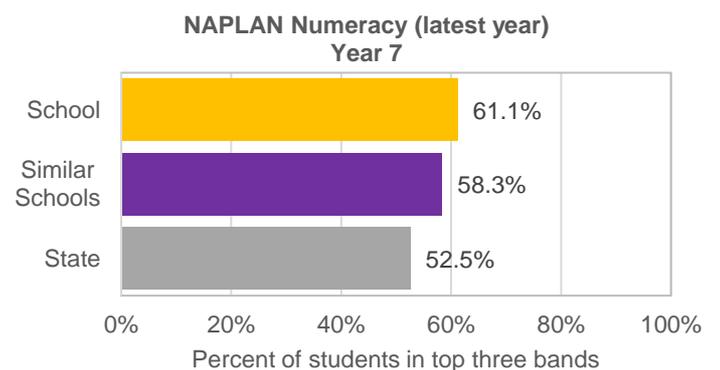
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.4%	52.1%
Similar Schools average:	49.4%	47.2%
State average:	47.2%	46.0%



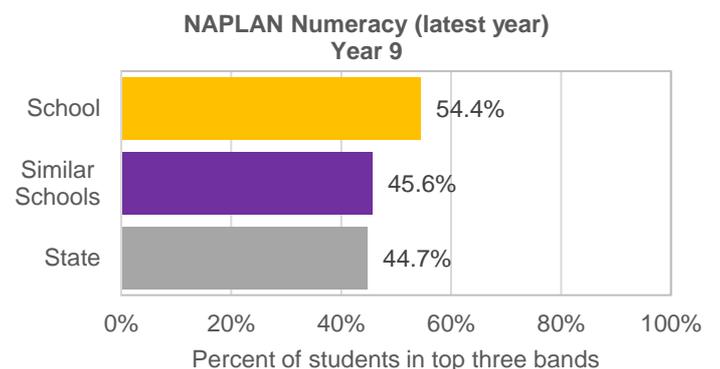
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	64.4%
Similar Schools average:	58.3%	60.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.4%	53.7%
Similar Schools average:	45.6%	46.7%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

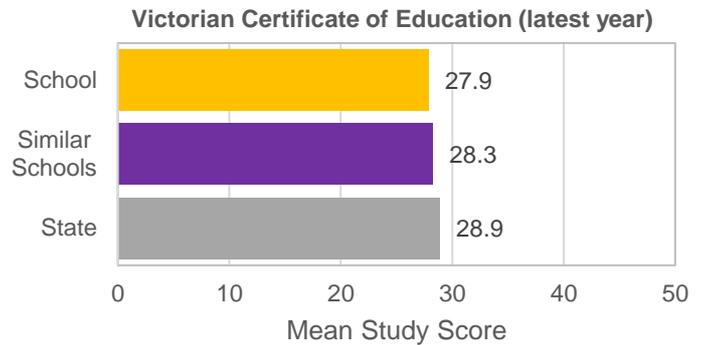
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.9	28.4
Similar Schools average:	28.3	28.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

21%

VET units of competence satisfactorily completed in 2022:

88%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

78%

WELLBEING

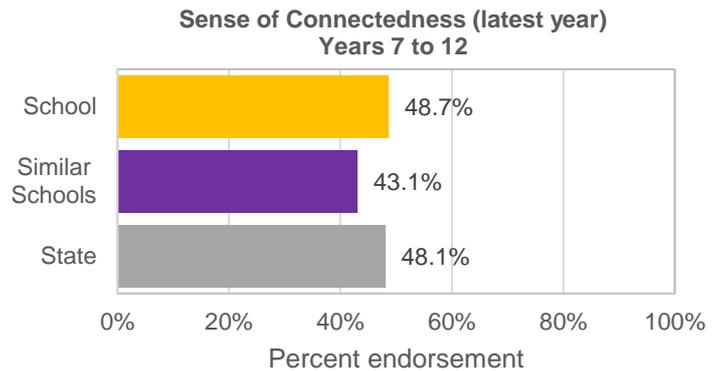
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	48.7%	56.1%
Similar Schools average:	43.1%	49.1%
State average:	48.1%	52.5%

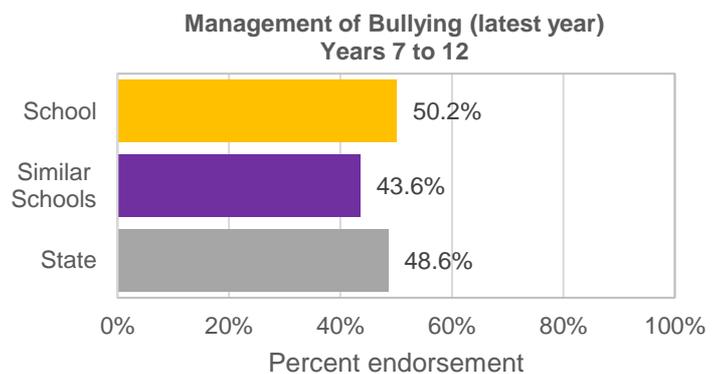


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	50.2%	58.6%
Similar Schools average:	43.6%	50.6%
State average:	48.6%	54.0%



ENGAGEMENT

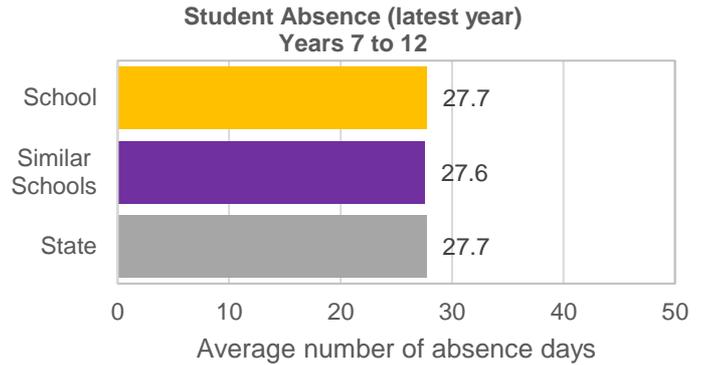
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	27.7	19.2
Similar Schools average:	27.6	20.3
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

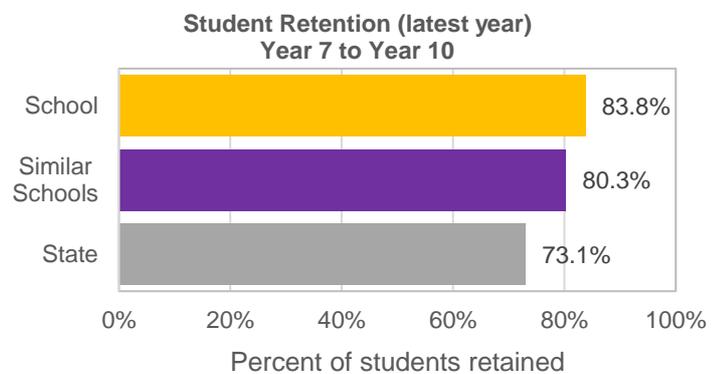
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	84%	85%	84%	89%	88%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	83.8%	88.5%
Similar Schools average:	80.3%	79.8%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

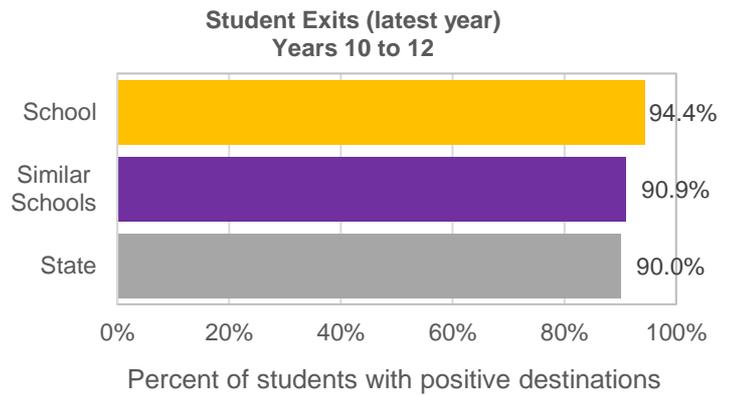
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	94.4%	95.4%
Similar Schools average:	90.9%	90.5%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$14,685,230
Government Provided DET Grants	\$2,697,499
Government Grants Commonwealth	\$3,922
Government Grants State	\$23,833
Revenue Other	\$87,259
Locally Raised Funds	\$1,169,667
Capital Grants	\$0
Total Operating Revenue	\$18,667,410

Equity ¹	Actual
Equity (Social Disadvantage)	\$126,773
Equity (Catch Up)	\$55,602
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$182,374

Expenditure	Actual
Student Resource Package ²	\$14,856,505
Adjustments	\$0
Books & Publications	\$3,637
Camps/Excursions/Activities	\$346,156
Communication Costs	\$18,211
Consumables	\$399,209
Miscellaneous Expense ³	\$196,251
Professional Development	\$44,389
Equipment/Maintenance/Hire	\$416,763
Property Services	\$432,561
Salaries & Allowances ⁴	\$772,458
Support Services	\$397,736
Trading & Fundraising	\$256,224
Motor Vehicle Expenses	\$28,668
Travel & Subsistence	\$15,471
Utilities	\$133,055
Total Operating Expenditure	\$18,317,293
Net Operating Surplus/-Deficit	\$350,117
Asset Acquisitions	\$212,955

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$4,004,727
Official Account	\$46,308
Other Accounts	\$35,734
Total Funds Available	\$4,086,769

Financial Commitments	Actual
Operating Reserve	\$557,653
Other Recurrent Expenditure	\$61,732
Provision Accounts	\$20,208
Funds Received in Advance	\$47,587
School Based Programs	\$1,843,228
Beneficiary/Memorial Accounts	\$25,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,051
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$214,832
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$160,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,955,291

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.