

2018 Annual Report to The School Community



School Name: Blackburn High School (7610)



- 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 2018 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 19 March 2019 at 02:37 PM by Joanna Alexander
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 May 2019 at 07:30 PM by Geoff Hugo (School
Council President)

About Our School

School context

Blackburn High School is a vibrant, innovative, caring and inclusive coeducational government school for Years 7-12 that provides a comprehensive education to all students and is located in the eastern suburbs of Melbourne, about 16 km from the CBD. The behaviours and actions of all members of the school community are referenced to our school values of: Respect, the pursuit of Excellence and Citizenship. We are proud of our academic and co-curricular programs that provide opportunities for all students to reach their potential. We have a 63 year history of delivering a dynamic educational program that empowers students to take responsibility for their own behaviour and learning and where effort as well as achievement are acknowledged and celebrated. Our great reputation in the community has evolved through the hard work of staff, students and parents working together with a belief that we are a premier school where learning is a lifelong pursuit.

The school's student population is approximately 1290 including 60 students from a high quality international student program. The school's workforce is made up of the Principal, 2 Assistant Principals, 9 Leading Teachers, 80.4 EFT Teachers (41.30 class teacher 1 and 39.10 class teacher 2), 27.22 EFT Education Support Staff. The House System at Blackburn High School provides four learning communities that foster a sense of connectedness and belonging and stronger partnerships with the parents. The school day begins with a 20 minute mentor session with students from Years 7-12 followed by four 70 minute periods throughout the day.

The school is situated on a large, spacious 12-hectare site with well maintained facilities, grounds, gardens and a range of sporting facilities and fields. There are specialist spaces for technology, science, drama, music, art, new covered PE/Sport facility, fitness & weights room, languages precinct, 3D printer laboratory, computer labs and the digital recording studio. Students are expected to bring their own device to classes and use it to assist their learning. The devices are supported by our IT support staff.

The school offers a wide range of core and enrichment elective subjects for Years 7-10, a High Achievers Program and STEM in Years 7, 8 & 9. We also offer a full range of VCE subjects and VET with a high proportion of students entering tertiary educational institutions. The school has a strong focus on the holistic development of each student through their involvement in the rich academic, out of class activities and student leadership programs. We provide a comprehensive, challenging, curriculum that encourages a strong work ethic, as well as many out of class opportunities that enhance student school life, these include: the clubs, camps/tours, our highly acclaimed instrumental music program, the very successful sport program that includes sport leadership & the Duke of Edinburgh, art exhibitions of student work, the languages program with student exchanges to France and our sister school in Germany.

Framework for Improving Student Outcomes (FISO)

The focus for 2018 has been to implement the 2017-2020 Strategic Plan priorities that will underpin the continual improvement of student outcomes.

Goal 1: To optimise every student's achievement and learning growth across all curriculum areas and year levels.

Goal 2: Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement, where they are extended.

Goal 3: To develop and sustain an instructional and distributed leadership model that creates a high-performance culture focused on collective responsibility for improving student outcomes.

The school has prioritised the FISO areas of:

a) Excellence in teaching and learning:-
-Curriculum Planning and Assessment

Professional learning is:

- Focused on student outcomes
- Collaborative involving reflection and feedback
- Informed by the collection, analysis of student data and evaluation of student outcomes and moderation of student work
- Evidence based and modelled on recognised best practice
- Ongoing and supported and fully integrated into the school culture

-Building Practice Excellence

- The curriculum plan (scope and sequence) for each learning area is collaboratively developed and documented
- There is an agreed approach to curriculum planning, pedagogy and assessment
- The curriculum is monitored and evaluated

b)Professional Leadership:-

-Building Leadership Teams

Achievement

Blackburn High School has performed well in the area of student learning particularly with our Year 7 and 9 NAPLAN results which are consistently above the median expected for Victorian Government Schools given the background and characteristics of our students in both literacy and numeracy with comparable schools.

A focus on literacy and numeracy was a priority in 2018, with the aim of improving outcomes for all students in relative growth. Our VCE performance continues to be of a good standard with steady improvement occurring over the last 4 years in both median school study score and percentage of study scores 40 or more. This has occurred while we have continued to increase in the number of students undertaking VCE at Blackburn High School from 84 in 2015 to 153 in 2018. Teachers have been provided with targeted professional learning around the use of VCE data to improve student outcomes. Approximately 30% of students achieved an ATAR score of 80 or more, including 3 students achieving perfect study scores of 50.

Teachers continued to collaborate and plan together through their professional learning teams where learning partners were provided with opportunities to share best practice and continue to improve the quality of teaching. The team goals included: implementation of a differentiated approach for content/rubrics/process/product/learning environment, collaboration through peer observation, moderation of work and the use of Bloom's Taxonomy to ensure that students are provided with challenging higher order tasks.

Engagement

Our students have an attendance record similar to the median of all Victorian Government Schools. Our school prides itself on the co-curricular programs that enhance student engagement through their participation, which include: camps, overseas tours, incursions/excursions, student generated clubs, sport, music and student leadership opportunities.

We are encouraged by the positive exit destinations of students who are continuing with further studies or full time employment which are statistically about the results of other schools.

Our ability to retain students to Year 10 has been improving and similar to like schools over the last 4 years. We will continue our ongoing involvement in VET clusters, to ensure we optimise pathway opportunities for our students.

We have developed and implemented a whole school approach, including a comprehensive use of Managed Individual Pathways for students, delivered through the Mentor Program.

Wellbeing

Our highly successful transition program for Year 7-12 ensures that students are provided with structure, support and encouragement as they move up to the next year level throughout their time at Blackburn High School. For Year 7 students, this begins in October with pre-orientation day workshops and is followed up with the statewide Orientation Day in December. For students in Years 8-11, we provide a comprehensive STEP UP program in November/December.

Our mentor program, which provides students from all year levels (Years 7-12) with an opportunity to work together and collaborate for 20 minutes at the start of each day, continues to build positive staff-student relationships, ensuring a strong partnership between home and school. Moreover, we have range of other staff that support our students including: two wellbeing staff (including a chaplain), a nurse, as well as a number of psychologists.

Our data from the Student Attitudes to School Survey indicates that our students have a similar level of engagement and connection in school with like school communities and the results also indicate that our students feel safe at school.

Financial performance and position

The Financial Summary includes the following Financial Attestation Statement on the school acquittal process: 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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

In lodging the report, the school is acknowledging that it is meeting the Attestation Statement on the school acquittal process.

Please note that a school's financial commitments will include both its legal obligations to pay creditors (Accounts Payable) as well as commitments the school council has made in relation to future projects or programs.

The surplus resulted because of the capital work commitment (outdoor PE/Sport Learning area) was not completed as planned by the end of the 2018 school year. Therefore this surplus is rolled over as a future commitment for 2019 and will be completed and paid at the beginning of April 2019.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1282 students were enrolled at this school in 2018, 583 female and 699 male.

21 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	71.0	72.4	64.8	78.4

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	51.9	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.5	79.1	64.9	89.9	Similar
Mathematics	67.6	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	74.5	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	68.4	50.8	37.5	66.7	
Year 9	Reading (latest year)	67.3	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	65.5	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	69.7	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	69.2	51.4	38.1	66.0	
Year 9	Reading (4 year average)	62.9	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	65.3	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	20.3	51.0	28.6
Year 5 to 7	Numeracy	32.0	45.9	22.2
Year 5 to 7	Writing	21.6	51.0	27.3
Year 5 to 7	Spelling	28.0	51.8	20.2
Year 5 to 7	Grammar and Punctuation	21.2	52.3	26.4
Year 7 to 9	Reading	18.7	52.2	29.1
Year 7 to 9	Numeracy	25.3	54.5	20.2
Year 7 to 9	Writing	19.2	56.0	24.7
Year 7 to 9	Spelling	22.5	48.9	28.6
Year 7 to 9	Grammar and Punctuation	19.2	54.4	26.4

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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	29.3	27.1	25.3	29.7	Lower
Mean Study Score (4 year average)	29.2	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **98 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **8 percent**.

VET units of competence satisfactorily completed in 2018: **77 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **0 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	16.0	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	90	90	92	93	92

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	71.1	75.0	66.7	81.7	Similar
Retention (4 year average)	72.9	75.0	66.2	80.4	Similar

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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	94.2	91.7	83.1	99.3	Similar
Student Exits (4 year average)	94.4	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	58.7	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	56.7	52.9	44.5	61.9	Similar

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	58.6	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	58.0	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$10,909,043
Government Provided DET Grants	\$1,718,989
Government Grants Commonwealth	\$20,500
Government Grants State	\$40,402
Revenue Other	\$124,265
Locally Raised Funds	\$2,650,044
Total Operating Revenue	\$15,463,243

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,834
Equity (Catch Up)	\$0
Transition Funding	\$27,836
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$79,670

Expenditure	Actual
Student Resource Package ²	\$11,394,123
Adjustments	\$0
Books & Publications	\$2,551
Communication Costs	\$54,722
Consumables	\$456,250
Miscellaneous Expense ³	\$1,154,672
Professional Development	\$106,996
Property and Equipment Services	\$836,071
Salaries & Allowances ⁴	\$291,508
Trading & Fundraising	\$158,332
Travel & Subsistence	\$1,436
Utilities	\$99,270
Total Operating Expenditure	\$14,555,931
Net Operating Surplus/-Deficit	\$907,311
Asset Acquisitions	\$1,501,006

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$2,789,631
Official Account	\$14,516
Other Accounts	\$146,427
Total Funds Available	\$2,950,574

Financial Commitments	Actual
Operating Reserve	\$480,707
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$715,344
School Based Programs	\$308,485
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$491,240
Asset/Equipment Replacement < 12 months	\$118,000
Capital - Buildings/Grounds < 12 months	\$836,798
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,950,574

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 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').