

2022 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 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 03 April 2023 at 03:16 PM by Joanna Alexander (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 26 April 2023 at 04:04 PM by Geoff Hugo (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

School context

Blackburn High School is a vibrant, multicultural, and inclusive co-educational government school for students in Years 7-12 that provides a comprehensive education located in the eastern suburbs of Melbourne, about 16 km from the CBD. We are proud of our rich academic and extensive co-curricular programs that provide opportunities for all students to reach their potential. We deliver a dynamic educational program, underpinned by our school values of Respect, the pursuit of Excellence and Citizenship. The Learning Norms and Instructional Model, foster student agency and resilience. High expectations, effort and achievement are acknowledged and celebrated. Our reputation in the community has evolved through the hard work and positive partnerships between the staff, students and parents.

The school's student population of 1282 also includes 29 students from our high-quality international student program. The school's workforce is made up of the Principal, 4 Assistant Principals, 10 Leading Teachers, 2 Learning Specialists, 90.11FTE teaching staff, 26.96 ES staff. The House System consists of four interdependent learning communities, that foster a sense of connectedness and belonging that forge strong links with the home. The school day begins with a 20-minute mentor session with students vertically arranged from Year 7-12 working together, followed by four 70-minute periods where students work within their year level groupings. The school is situated on a large, spacious 12-hectare site with well-maintained grounds and exceptional sporting facilities including a gymnasium and the impressive covered outdoor sporting area. The school's learning spaces inspire and promote a sense of pride. The STEM Centre, in particular, is an outstanding 14 room learning and teaching precinct for science, technology, engineering and mathematics. It complements other high-quality educational facilities including those for the performing and fine arts.

The school offers a wide range of core and enrichment elective subjects for Years 7-10, a High Achievers Program and STEM. We also offer a full range of VCE subjects and VET with a high proportion of students entering tertiary educational institutions. The school provides a comprehensive, challenging, curriculum that encourages a strong work ethic, a large range of extra-curricular activities and student leadership programs. We have seen strong participation in the clubs, camps, our highly acclaimed music program, the very successful sports program, robotics competitions, the Duke of Edinburgh and Art/Technology exhibitions.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

In 2022, the school climate, which is an important staff factor that reflects our shared understandings and norms, continues to be much higher compared to the state average and higher than like schools. Our teachers have a collective focus on student learning and a deep trust in each other that is underpinned by the school's Instructional Model. A key AIP priority is to develop highly literate and numerate students and we are very pleased with the continued improvement in the NAPLAN data for both Reading and Numeracy. The Year 7 Reading data is above similar schools and well above the state average. For Year 9 Reading, our students are performing well above both similar schools and the state average. The Year 7 Numeracy results are above similar schools for the 4-year average and well above the state average. Our biggest improvements in numeracy have occurred in the Year 9 NAPLAN results surpassing like schools and are well above the state average. The mathematics teachers have incorporated more problem-solving tasks into the program and have worked with Dr Karina Wilkie from Monash University to improve their pedagogical practices. This work with Karina will continue in 2023. Teacher judgements of student achievement for Year 7-10 English are well above the state and very similar to like schools. Teacher judgements of student achievement for Year 7-10 Mathematics is higher than the state average but lower than for similar schools. This is attributed to the interactive Maths Program that our students are using, which is based on students achieving mastery before they can move on to the next topic, resulting in lower teacher judgements. There has been an improvement in the VCE results from last year, with school mean study score above the state average and very close to similar schools. We continue to have students accomplish high ATARs, with the 2022 Dux of Blackburn High School achieving an ATAR of 99.3. We had 99% of our students successfully completing their VCE with the preferred destinations for our students continuing to be at universities and tertiary institutions.

Wellbeing

Wellbeing

In 2022, student health and wellbeing continues to be a school priority. We have a well-established mentor program at the start of each day, with Year 7-12 students vertically arranged and working collaboratively and supported by their mentor teacher. The mentor teacher plays a pivotal role in monitoring student progress and wellbeing together with the House Team, the School Nurse, Wellbeing Coordinator and Mental Health Practitioner. We implemented a number of intervention strategies to help build resilience across the year levels that incorporated the components of respectful relations. These programs include the Reach Foundation, Paws for Wellbeing and the Body Project. We continued to seek student feedback about the school's mentor program, which resulted in having a specific focus for each day: Motivational Monday, Organisational Tuesday, Wellbeing Wednesday, student designed Thursday, Fun Friday. Throughout 2022 the Principal Team and leading teachers provided additional support and academic mentoring to the Year 12 students following the previous challenging COVID years. Regular communication, newsfeeds and school webinars helped to inform the community. Student focus groups worked with the leadership team to discuss a range of issues including the mentor program and this feedback has been used in the 2023 planning. The 4-year average in the Student Attitudes to School Survey results for Sense of Connectedness and Management of Bullying were aligned to both the state and similar schools but lower for 2022. In November, the Year 10 and 11 students appreciated the VCE STEPUP program which provided them with an opportunity to get a head start to 2023. The Year 7-9 students continued with their normal learning and teaching program until the conclusion of the school year. To facilitate a more positive transition to secondary school, the incoming Year 7 students enjoyed a pre-orientation STEM and music/drama experience in November, which was followed up with the state-wide orientation day program in December

Engagement

Engagement

In 2022, the teacher professional learning program, led by the Leadership Team focused on the implementation of the school's Instructional Model. The Model specifically targeted the building of student agency by helping them gain the necessary skills to take control of their own learning. Students were provided with clear learning intentions and success criteria for each lesson. In addition, to support student engagement, our school employed English and Mathematics tutors who focused on re-engagement as well as building student literacy and numeracy capacity. It was heartening to have the students once again participate in record numbers in the extensive co-curricular opportunities including the House events such as the Swimming and Athletics Carnivals and the House Performing Arts Festival. These events helped build a sense of community and connectedness following the restrictions of COVID. The school's camps program was in full swing with the Year 10-12 students participating in the Central Australia Camp, and the Year 7 and 8 students enjoyed the opportunity to learn and be challenged in different educational setting. The Year 9 students had a wonderful week at the City Experience Program. Students once again, participated in the music events, interschool sports, the school clubs program, and the robotics competition, which is a new initiative this year.

Attendance is a significant factor in student wellbeing and engagement, and we are very pleased again that the average number of student absence days for both the 4-year average and in 2022 continues to be better than for similar schools and the state average. Student retention continues to improve and in 2022 we are aligned to similar schools and better than the state average. The data for students exiting for further studies or full-time employment (2021) is above the state and close to similar schools. A key AIP priority is to build student creativity, curiosity and critical thinking and the improved school's learning and teaching spaces have inspired and promoted student engagement. This culminated last year with the completion of the 14 room STEM Centre precinct that provided us with exceptional learning and teaching spaces for science, technology, engineering and mathematics. STEM learning is incorporated within the school's program, and we are excited by the increasing number of students interested in robotics.

Financial performance

Financial performance

In 2022 we have a total operating revenue of \$17,015,254 and a total operating expenditure of \$17,165,841 with a manageable net operating deficit of \$263,079, which comes from carried forward funds from the previous year.

In the Revenue section, the government provided DET grants of \$1,800,832 include: overseas fee paying student, SRP cash grant and targeted reimbursement. The locally raised funds of \$1,802,341 include: camps & excursions, family voluntary payments (curriculum contributions, extra-curricular items, other contributions) and commission.

In the Expenditure section, the Miscellaneous Expense includes the 2021 SRP deficit repayments to DET, bank charges, trading & fundraising and affiliations.

The Financial Commitments for 2023 include:

Maintaining an operating cash reserve of \$584,347.

Capital buildings/grounds of \$397,807 for the STEM Centre furniture and the 3 new locker bays.

Maintenance buildings/grounds of \$1,013,735 for the refurbishment of the New VCE Centre, Melba staffroom and the Arts building.

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 1286 students were enrolled at this school in 2022, 564 female and 722 male.

19 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).

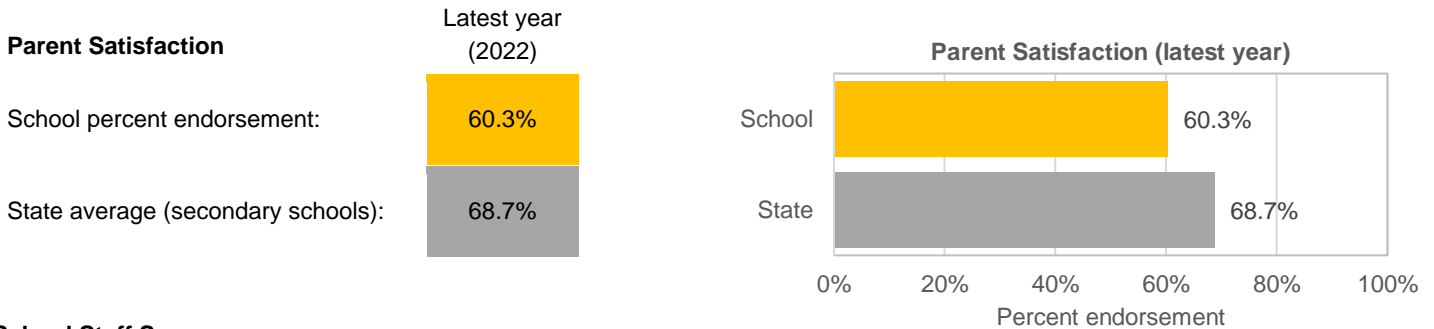
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

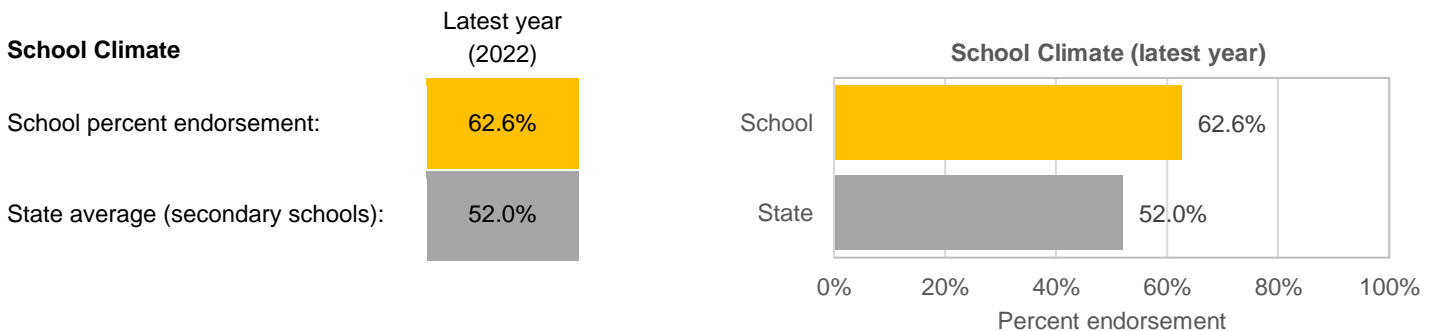


School Staff Survey

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:

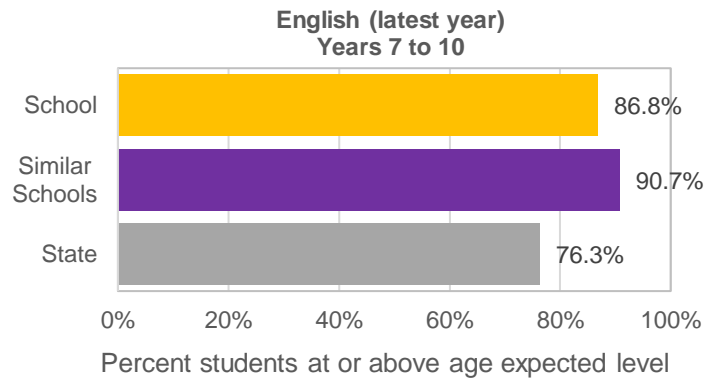
86.8%

Similar Schools average:

90.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

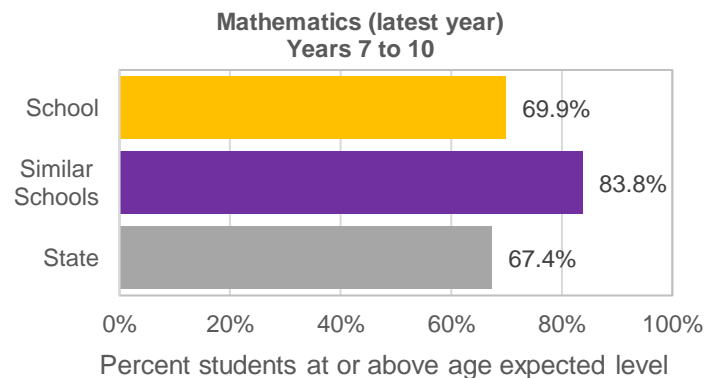
69.9%

Similar Schools average:

83.8%

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.

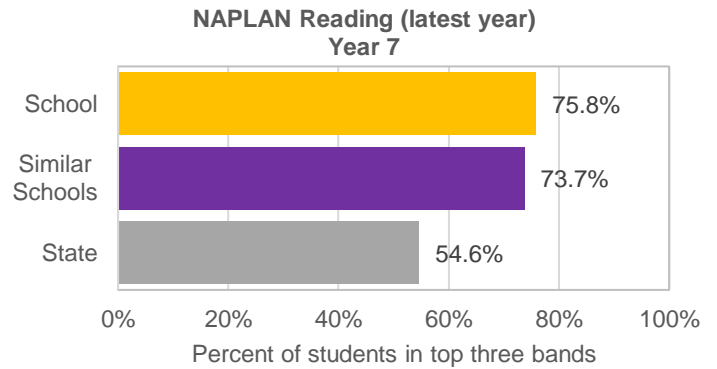
NAPLAN

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.

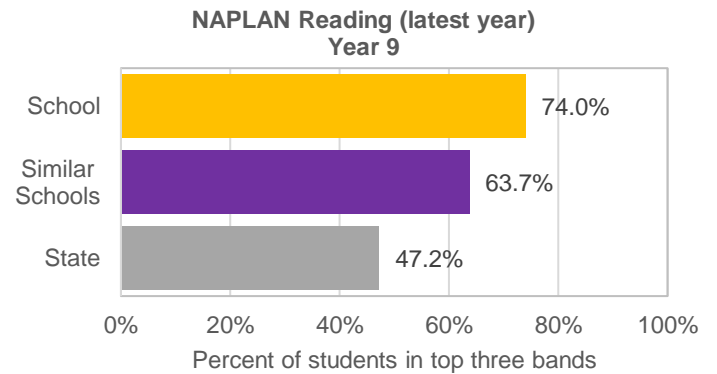
Reading Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.8% | 77.8% |
| Similar Schools average: | 73.7% | 74.3% |
| State average: | 54.6% | 55.3% |



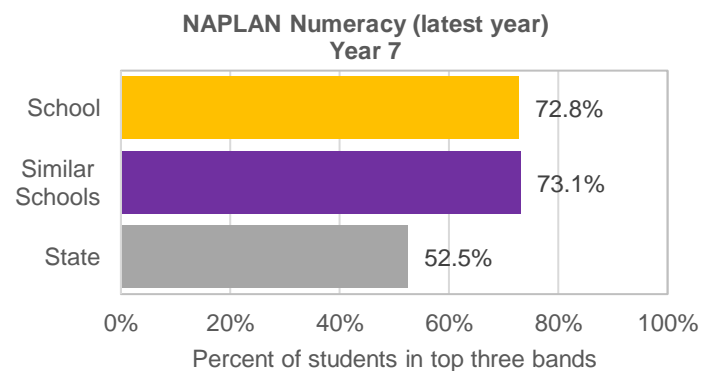
Reading Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 74.0% | 64.2% |
| Similar Schools average: | 63.7% | 62.8% |
| State average: | 47.2% | 46.0% |



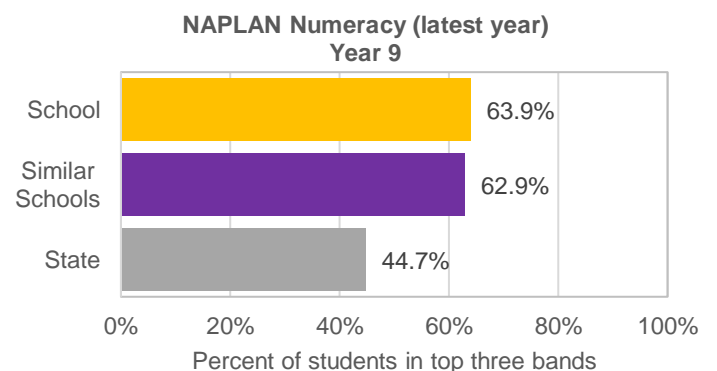
Numeracy Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.8% | 75.9% |
| Similar Schools average: | 73.1% | 74.5% |
| State average: | 52.5% | 54.8% |



Numeracy Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.9% | 62.7% |
| Similar Schools average: | 62.9% | 64.2% |
| 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.*

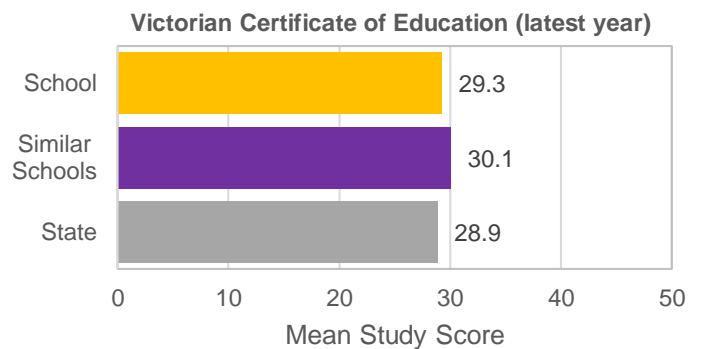
Victorian Certificate of Education (VCE)

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 | 29.3 | 29.5 |
| Similar Schools average: | 30.1 | 30.2 |
| State average: | 28.9 | 28.9 |



Students in 2022 who satisfactorily completed their VCE:

99%

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

10%

VET units of competence satisfactorily completed in 2022:

74%

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

NDA

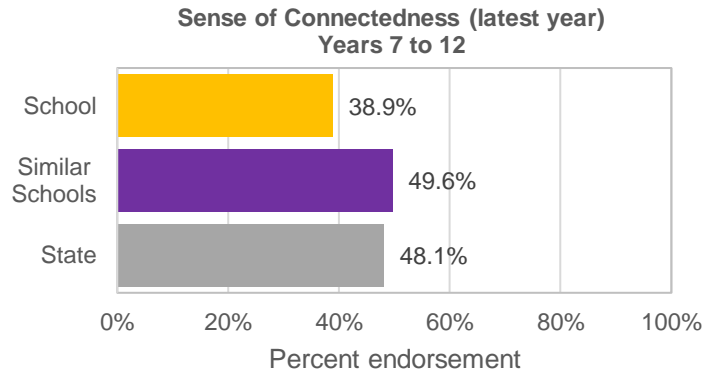
WELLBEING

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).

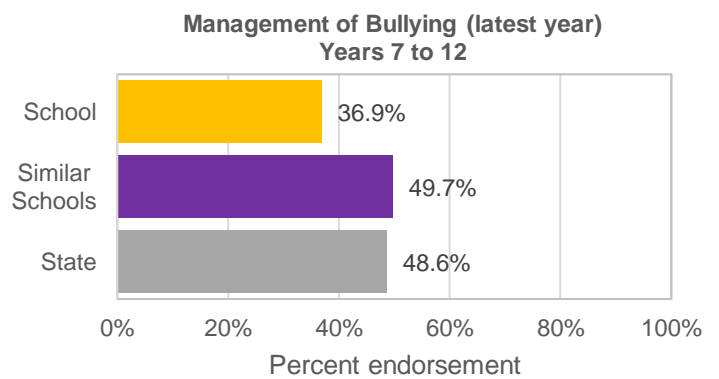
| Sense of Connectedness Years 7 to 12 | Latest year (2022) | 4-year average |
|---|-----------------------|-------------------|
| School percent endorsement: | 38.9% | 52.4% |
| Similar Schools average: | 49.6% | 53.5% |
| State average: | 48.1% | 52.5% |



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: | 36.9% | 53.0% |
| Similar Schools average: | 49.7% | 54.5% |
| State average: | 48.6% | 54.0% |



ENGAGEMENT

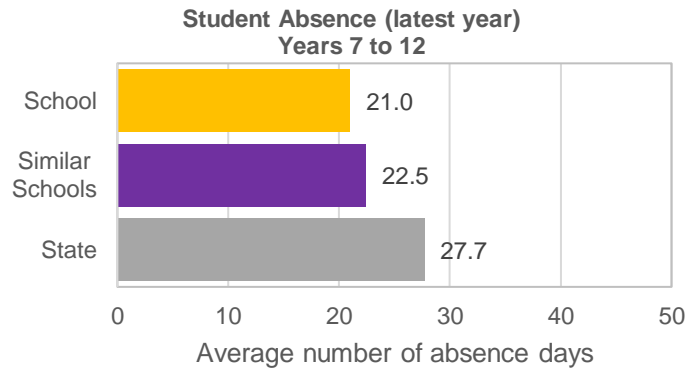
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 21.0 | 14.9 |
| Similar Schools average: | 22.5 | 16.8 |
| 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.

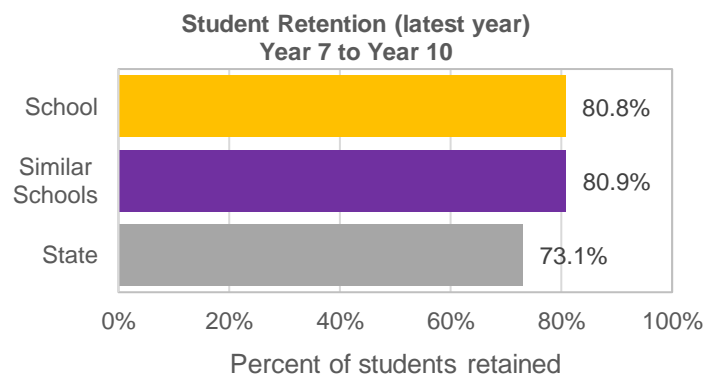
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 90% | 88% | 89% | 87% | 91% | 92% |

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: | 80.8% | 78.7% |
| Similar Schools average: | 80.9% | 80.1% |
| 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.

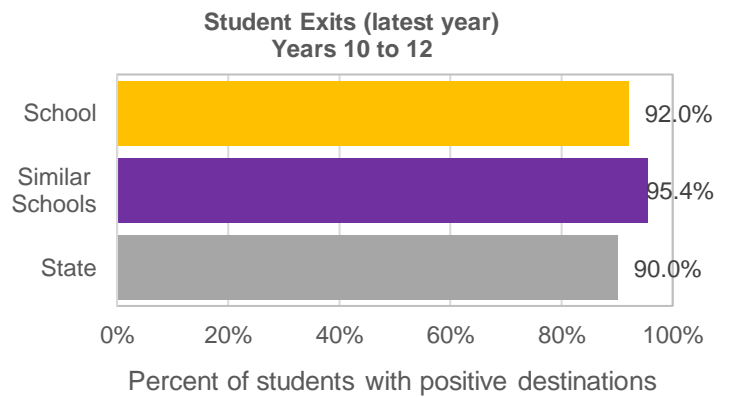
Students exiting to further studies or full-time employment

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: | 92.0% | 92.6% |
| Similar Schools average: | 95.4% | 95.8% |
| 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 | \$13,180,675 |
| Government Provided DET Grants | \$1,800,832 |
| Government Grants Commonwealth | \$29,008 |
| Government Grants State | \$13,334 |
| Revenue Other | \$76,571 |
| Locally Raised Funds | \$1,802,341 |
| Capital Grants | \$112,492 |
| Total Operating Revenue | \$17,015,254 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$70,041 |
| Equity (Catch Up) | \$12,487 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$82,528 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$13,494,592 |
| Adjustments | \$0 |
| Books & Publications | \$3,536 |
| Camps/Excursions/Activities | \$727,189 |
| Communication Costs | \$23,148 |
| Consumables | \$368,722 |
| Miscellaneous Expense ³ | \$1,341,396 |
| Professional Development | \$46,639 |
| Equipment/Maintenance/Hire | \$144,493 |
| Property Services | \$207,904 |
| Salaries & Allowances ⁴ | \$218,099 |
| Support Services | \$300,510 |
| Trading & Fundraising | \$155,238 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$702 |
| Utilities | \$133,672 |
| Total Operating Expenditure | \$17,165,841 |
| Net Operating Surplus/-Deficit | (\$263,079) |
| Asset Acquisitions | \$456,690 |

- (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 | \$2,195,431 |
| Official Account | \$123,591 |
| Other Accounts | \$0 |
| Total Funds Available | \$2,319,022 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$584,347 |
| Other Recurrent Expenditure | \$37,555 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$132,395 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$3,187 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$150,000 |
| Capital - Buildings/Grounds < 12 months | \$397,807 |
| Maintenance - Buildings/Grounds < 12 months | \$1,013,735 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$2,319,026 |

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.