

2019 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 2019 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 17 March 2020 at 04:17 PM by Joanna Alexander (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 April 2020 at 03:24 PM by Geoff Hugo (School Council President)

About Our School

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. High expectations are non-negotiable and the behaviours and actions of all members of the school community are referenced to our core 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 long history of delivering a dynamic educational program that empowers students to take responsibility for their own learning and behaviour 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 of 1337 has continued to grow over the past 5 years and includes 60 students from the high-quality international student program. The school's workforce is made up of the Principal, 2 Assistant Principals, 15 Leading/Learning Specialists, 82.29 EFT Teachers, 27.24 EFT Education Support Staff. The House System at Blackburn High School provides four learning communities that foster a sense of connectedness and belonging with the students and parents. The school day begins with a 20-minute mentor session with students 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 facilities, grounds, gardens and a range of sporting facilities and fields. There are specialist spaces for technology, science, drama, music, art facilities, 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 class and use it to assist with their learning, and are supported by the IT 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 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 music program, the very successful sport program that includes sport leadership & the Duke of Edinburgh, the languages program with student exchanges to France and our sister school in Germany and Art/Technology exhibitions of student work.

Framework for Improving Student Outcomes (FISO)

The focus for 2019 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 prioritized 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
 - Evidence based and modelled on recognised best practice
 - Ongoing and supported and fully integrated into the school culture
- Building Practice Excellence
- The curriculum plan is 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

- We have expanded the school leadership team which will enable them to provide more support to teachers around capacity building

Achievement

We adopted a focus on literacy and numeracy in 2019 with the aim of improving the relative growth outcomes for all students. Blackburn High School students have performed either similarly or below in the literacy and numeracy components of Year 7 and 9 NAPLAN. In 2018 we introduced a mastery approach for the teaching of Mathematics for students in Years 7-8 and in 2019 all Year 7-9 classes were involved. The mastery approach has resulted in more conservative teacher judgements as students need to achieve 100% before they move to the next concept.

The number of students undertaking VCE at Blackburn High School has almost doubled from 315 in 2015 to 592 in 2019. This includes Year 10 students who are undertaking and early VCE. We have continued to show a continued steady improvement in VCE student performance over the last 5 years in both median school study score and percentage of study scores 40 or more. Teachers have been provided with targeted professional learning around the use of VCE data to improve student outcomes and approximately 30% of students achieved an ATAR score of 80 or more.

Teachers continued to collaborate and plan together within their learning area and within their PDP teams where learning partners were provided with opportunities to share best practice, plan together and continue to improve the quality of their teaching. The team goals included: implementation of the High Impact Teaching Strategies: differentiation around content/rubrics/process/product/learning environment, the use of student feedback, collaboration through peer observation, moderation of work and the use of Bloom's Taxonomy to ensure that students are provided with opportunities for metacognition.

Engagement

Our school prides itself in the house structure and the extensive co-curricular opportunities that enhance student engagement through their participation, these include: camps, overseas tours, incursions/excursions, student generated clubs, sport, instrumental music and student leadership.

Our students have a similar record to the median of all Victorian Government Schools for attendance rates, student retention and students exiting to further studies or full-time employing but this lower when compared to similar schools.

Our ability to retain students to Year 10 has been improving and 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 the structure, support and encouragement as the 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, which provides students with an opportunity to meet and work with their teachers for the following year.

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 student-student relationships, staff-student relationships, ensuring a strong partnership between home and school. Moreover, we have a range of other staff that support our students including: two full time wellbeing staff (including a chaplain), a full-time nurse as well as a number of psychologists.

Our data from the Student Attitudes to School Survey for a sense of student connectedness was above similar schools.

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 has been earmarked for a new school auditorium that will support our much acclaimed music and performing arts programs.

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 1337 students were enrolled at this school in 2019, 596 female and 741 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) 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)	69.8	73.0	64.9	79.3

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)	57.6	54.2	43.8	63.0

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.6	78.4	63.3	90.2	Similar
Mathematics	58.3	67.9	47.2	85.5	Below

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	77.5	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	74.8	53.9	40.0	67.6	-
Year 9	Reading (latest year)	61.3	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	66.4	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	72.1	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	72.7	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	62.6	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	64.0	41.5	29.9	57.9	-

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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	20.2	51.0	28.8
Year 5 to 7	Numeracy	27.1	58.6	14.3
Year 5 to 7	Writing	24.4	50.2	25.4
Year 5 to 7	Spelling	33.5	47.8	18.7
Year 5 to 7	Grammar and Punctuation	22.0	53.6	24.4
Year 7 to 9	Reading	25.2	48.2	26.6
Year 7 to 9	Numeracy	24.9	53.5	21.7
Year 7 to 9	Writing	27.8	53.8	18.4
Year 7 to 9	Spelling	23.6	53.8	22.7
Year 7 to 9	Grammar and Punctuation	26.7	48.0	25.3

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)	29.5	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	29.3	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **98 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **9 percent.**

VET units of competence satisfactorily completed in 2019: **91 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **71 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.3	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	16.6	20.4	15.8	25.1	-

Attendance Rate

Average 2019 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)	91	91	90	91	92	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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	73.9	75.6	66.7	82.1	Below
Retention (4 year average)	72.6	75.3	67.1	80.8	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	91.0	90.1	81.8	98.6	Below
Student Exits (4 year average)	93.5	91.1	83.0	97.4	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	56.5	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	56.6	52.3	44.5	62.0	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	56.5	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	57.5	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$11,609,827
Government Provided DET Grants	\$1,577,242
Government Grants Commonwealth	\$20,065
Government Grants State	\$28,884
Revenue Other	\$104,638
Locally Raised Funds	\$2,714,723
Capital Grants	\$0
Total Operating Revenue	\$16,055,379

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,662
Transition Funding	\$0
Equity (Catch Up)	\$25,381
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,042

Expenditure	Actual
Student Resource Package ²	\$11,950,179
Adjustments	\$0
Books & Publications	\$1,900
Communication Costs	\$51,185
Consumables	\$507,239
Miscellaneous Expense ³	\$1,167,857
Professional Development	\$112,498
Property and Equipment Services	\$667,173
Salaries & Allowances ⁴	\$524,456
Trading & Fundraising	\$143,882
Travel & Subsistence	\$4,847
Utilities	\$103,296
Total Operating Expenditure	\$15,234,513
Net Operating Surplus/-Deficit	\$820,866
Asset Acquisitions	\$1,032,302

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$2,922,170
Official Account	\$102,930
Other Accounts	\$146,846
Total Funds Available	\$3,171,946

Financial Commitments	Actual
Operating Reserve	\$524,087
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$761,245
School Based Programs	\$100,567
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$348,222
Asset/Equipment Replacement < 12 months	\$201,505
Capital - Buildings/Grounds < 12 months	\$1,236,320
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	\$3,171,946

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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, 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 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').