

2020 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 2020 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 20 March 2021 at 05:13 PM by Joanna Alexander (Principal)

The 2020 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 22 March 2021 at 10:54 AM by Geoff Hugo (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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. Over a third of our families come from a background other than English. 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 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 Learning Norms, that empowers students to take responsibility for their own learning and behaviours and where effort as well as achievement are acknowledged and celebrated. Our reputation in the community has evolved through the hard work and partnership of staff, students and parents working together.

The school's student population has grown from ~900 in 2015 to 1356 in 2020 and this includes ~60 students from the high-quality international student program. The school's workforce is made up of the Principal, 2 Assistant Principals, 7 Leading Teachers, 8 Learning Specialists, 85.99 FTE teaching staff, 25.40 ES staff. The House System at Blackburn High School is comprised of four interconnected 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 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 facilities, grounds, gardens and a range of sporting facilities and fields. Our learning spaces are located within newer and older buildings, and a large number of relocatables. Students are expected to bring their own devices and this is supported by the IT team.

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 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: clubs, camps, our highly acclaimed music program, the very successful sport program that includes sport leadership and the Duke of Edinburgh, Art/Technology exhibitions of student work.

In 2020, we received approval for the construction of a new 14 classroom STEM Centre precinct that will transform the learning experiences for our students. The Centre will complement other high-quality educational facilities that we provide for our students bringing Science and Technology to the forefront alongside our exceptional sporting and performing arts facilities.

Framework for Improving Student Outcomes (FISO)

The 2017-2020 Strategic Plan Goals 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 2020 AIP priorities are:

- Priority 1: To develop student learner characteristics and disposition.
- Priority 2: To improve NAPLAN relative growth rates from Year 7 to 9 in both Numeracy and Literacy (writing).

Priority 3: To build teacher capability around the analysis and use of data to inform practice.

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

b) Professional Leadership:

Building Leadership Teams

- The expanded leadership team is providing more support to teachers around capacity building

Achievement

In 2020, during the remote and flexible learning period, students responded well to a more self-directed instructional model by adapting quickly and demonstrating resilience, creativity and innovation through their interactions and communication via the online Microsoft TEAMS platform. During remote learning, teachers were able to utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. They also continued to collaborate effectively with their colleagues via the online platform. In 2021, we plan to incorporate a blended approach to the learning and teaching program and build on the successes that we have gained. Teacher judgements of student achievement for Year 7-10 English are above the state but slightly lower than for similar schools. Teacher judgements of student achievement for Year 7-10 Mathematics, is lower for both the state and similar schools. This is attributed to the Maths Program that our students are using, which is based on students achieving mastery (100%) before they can move on to the next topic, resulting in lower teacher judgements. There has been an improvement in the VCE results in 2020, which are above the state and very close to similar schools. This is a testament to the students, teachers and parents. 100% of our students successfully completed their VCE and the 2020 Dux of Blackburn High School achieved an ATAR of 99.5. We had an increase in both the median study score and the percentage of study scores of 40 and over, with two students achieving a perfect study score of 50 in Further Mathematics and Food Studies. Furthermore, 17% of students achieved an ATAR of 90 or more, 36% with an ATAR of 80

Engagement

In 2020, throughout the remote and flexible period, the House System and Mentor Program, provided the platform for teachers to maintain close communication with their students. They were able to monitor student engagement by regularly checking in with them and followed up any concerns. Students connected strongly with the opportunities for agency during the remote learning period.

In 2021, teacher collaboration will focus on providing more opportunities to continue building student agency in the classroom. In addition, to support student engagement during the transition back to onsite learning, our school will employ teacher tutors to help the students who have fallen behind, catchup. For the Year 7-10 students' the focus is around re-engagement with the teacher tutors working with the students in class. For the Year 11 and 12 students the focus is around building literacy capacity and students will be able to access the English tutors as required. It was very pleasing to see that even with the challenges posed by remote learning, the average number of student absence days improved significantly and so did the student attendance rate. In addition, the student absence data is lower than both the state and similar schools and the student attendance data is above both the state and similar

schools. The student exit data has improved slightly and is above the state and close to similar schools.

Wellbeing

In 2020, health and wellbeing were prioritised for students, staff and families. We maintained a modified Mentor Program, where teachers checked in at least twice a week with the students to ensure that they were okay and followed up any concerns. Furthermore, all class teachers monitored student wellbeing during the remote lessons. The role of other support staff became even more important throughout the remote learning period including the wellbeing coordinator, the chaplain, the nurse and school psychologists and students were referred accordingly. In addition, the school leadership team regularly checked in with staff to monitor their health and wellbeing and followed up concerns. Staff meetings focused on maintaining good health and the weekly school communications, provided important health and wellbeing information for all members of the school community. In 2020, there was an emphasis on the wellbeing and engagement of the VCE students where the school provided webinars and maintained regular newsfeeds.

The 2020 Student Attitudes to School Survey results were very pleasing and supported the intervention strategies that were employed by the school to support students in maintaining strong connections. In particular the Sense of Connectedness and Management of Bullying have improved significantly and are well above the state and similar schools.

In December, the Year 10 and 11 students were provided with a modified two-week VCE STEPUP program which was well attended and appreciated. The Year 7-9 students continued with their normal learning program until the conclusion of the school year. The incoming Year 7 students and their parents participated in an informative transition webinar, that provided an opportunity for both the parents and students to have their questions addressed. In December, we warmly welcomed the incoming Year 7 students onsite to undertake a modified state-wide Orientation Day program.

Financial performance and position

Financial performance
 2020 was an extraordinary year and this is reflected in the school's financial performance with the net operating surplus and deficit almost cancelling each other out. Five of our school leaders (3 x leading teachers and 2 x learning specialists) have had considerable increases in their salaries from class teacher 1 or low class teacher 2 levels, which has contributed to the deficit. These leaders were selected through a rigorous merit based process. We received \$96,998 equity funding that was used to support students for catch up and social disadvantage.

The major commitments for 2021 are:
 Operating cash reserve, \$524,086
 Mod 5 relocatable (SSF), \$395,000
 Carpark (SSF), \$480,000
 Locker bay area (SSF), \$250,000
 2021 Receipted levy collection, \$594,670
 School based programs, \$103,323

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.

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 1356 students were enrolled at this school in 2020, 608 female and 748 male.

19 percent of students had English as an additional language and NDP 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.

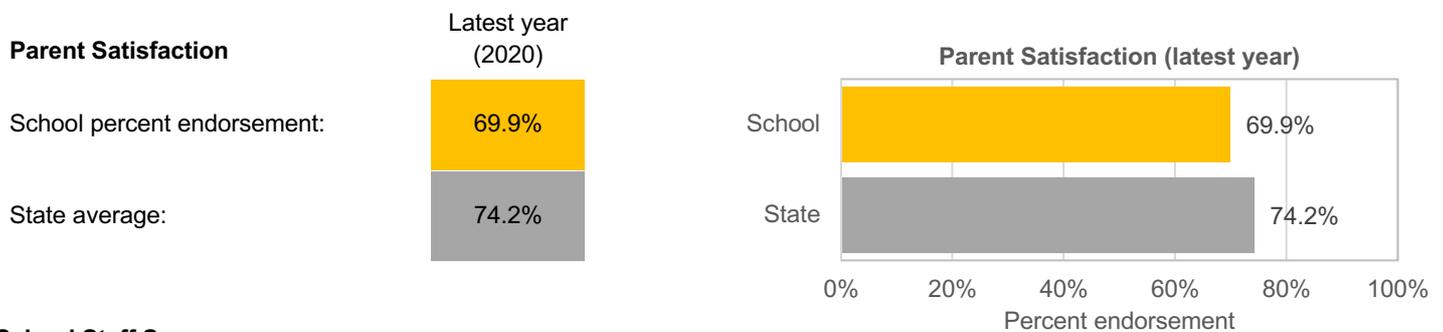
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

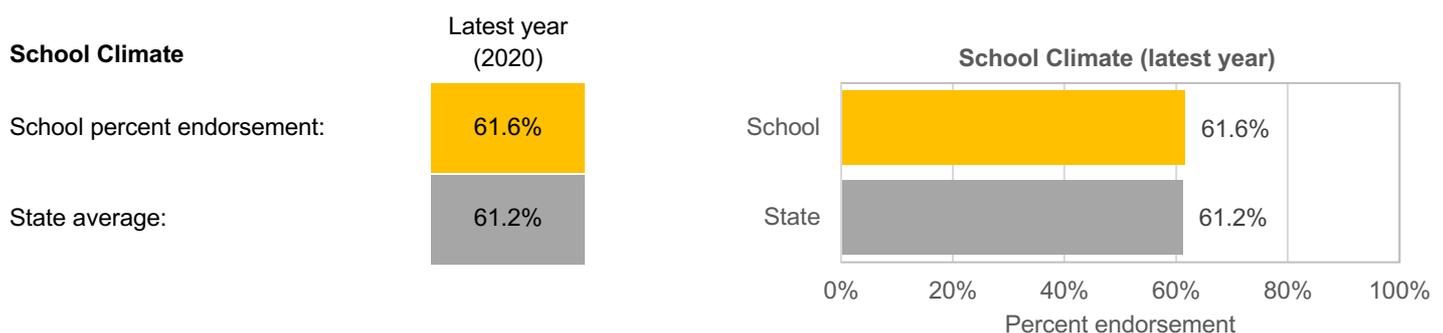


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

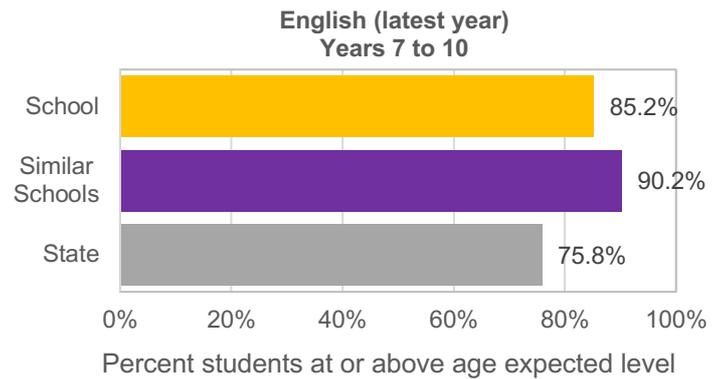
85.2%

Similar Schools average:

90.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

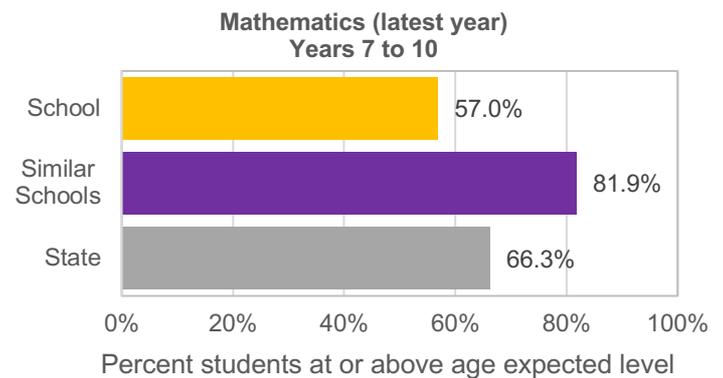
57.0%

Similar Schools average:

81.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

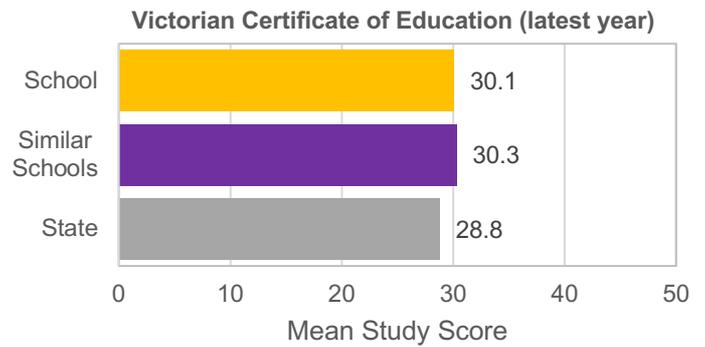
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	30.1	29.6
Similar Schools average:	30.3	30.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:	100%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	6%
VET units of competence satisfactorily completed in 2020:	88%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	22%

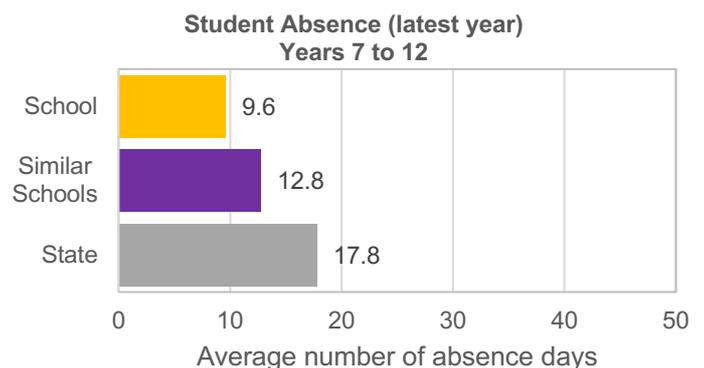
ENGAGEMENT

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.6	15.0
Similar Schools average:	12.8	15.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

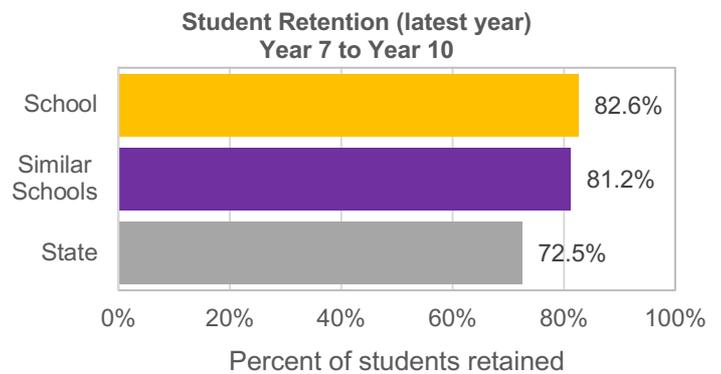
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	95%	95%	95%	94%	95%

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 (2020)	4-year average
School percent of students retained:	82.6%	75.5%
Similar Schools average:	81.2%	80.4%
State average:	72.5%	72.9%



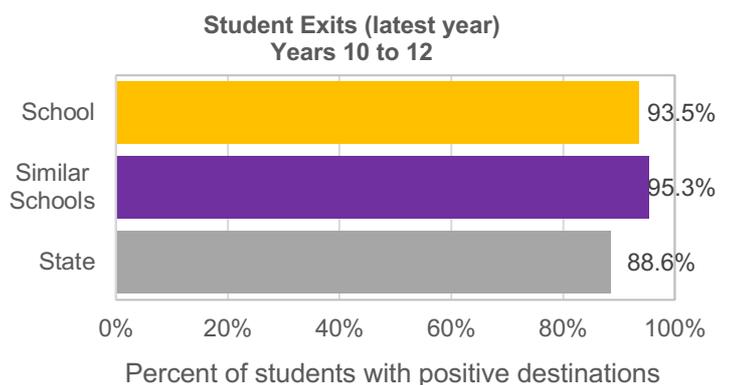
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	93.5%	93.0%
Similar Schools average:	95.3%	95.7%
State average:	88.6%	89.1%



WELLBEING

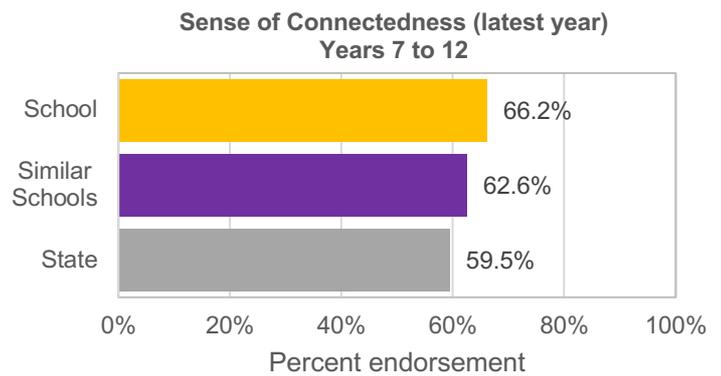
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	66.2%	58.2%
Similar Schools average:	62.6%	57.4%
State average:	59.5%	55.3%



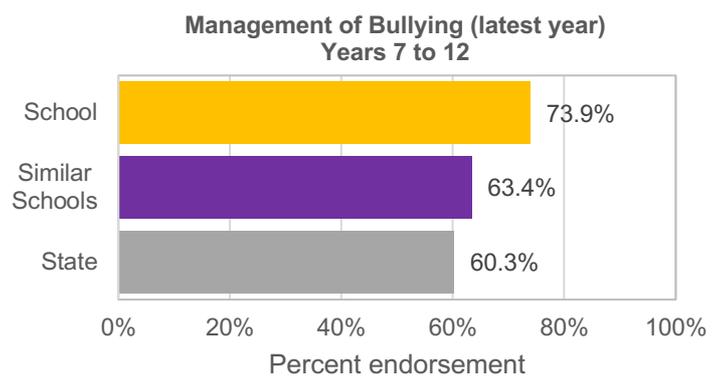
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	73.9%	60.4%
Similar Schools average:	63.4%	59.4%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$12,085,679
Government Provided DET Grants	\$1,630,382
Government Grants Commonwealth	\$11,263
Government Grants State	\$21,991
Revenue Other	\$280,647
Locally Raised Funds	\$2,017,455
Capital Grants	NDA
Total Operating Revenue	\$16,047,416

Equity ¹	Actual
Equity (Social Disadvantage)	\$70,910
Equity (Catch Up)	\$26,087
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$96,998

Expenditure	Actual
Student Resource Package ²	\$13,043,232
Adjustments	NDA
Books & Publications	\$2,668
Camps/Excursions/Activities	\$303,049
Communication Costs	\$45,784
Consumables	\$373,687
Miscellaneous Expense ³	\$335,285
Professional Development	\$43,299
Equipment/Maintenance/Hire	\$284,245
Property Services	\$345,378
Salaries & Allowances ⁴	\$166,466
Support Services	\$93,117
Trading & Fundraising	\$64,823
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,345
Utilities	\$110,264
Total Operating Expenditure	\$15,212,644
Net Operating Surplus/-Deficit	\$834,772
Asset Acquisitions	\$1,336,592

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$3,095,023
Official Account	\$451,124
Other Accounts	\$146,888
Total Funds Available	\$3,693,035

Financial Commitments	Actual
Operating Reserve	\$325,981
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$594,670
School Based Programs	\$103,323
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$958,677
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$1,250,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$460,385
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$3,693,035

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.