

2020 Annual Report to The School Community



School Name: Victorian College Of The Arts Secondary School (7384)



- 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 16 March 2021 at 02:54 PM by Hilary Bland (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 23 March 2021 at 04:42 PM by Louise Baker (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

The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians, theatre and visual artists. Integral to this program is the provision of a high quality academic education that is also offered to other exceptional training organisations including the Australian Ballet School and Gymnastics Victoria. Within our school community, students are encouraged to develop a passion for learning and a sense of respect for themselves and others. The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students. Students entering the school come to understand that a serious study of music, dance, theatre and visual arts requires: a thorough technical training which begins at an early age, daily classes and many hours of practice, the nurturing of creativity, specialist teaching by highly skilled and experienced staff and high quality performance and exhibition opportunities. This school has 55.4 equivalent full time staff, 3 principal class, 34 teachers and 16.7 educational support staff. The school's location in Melbourne's Southbank Arts Precinct provides opportunities for Masterclasses with visiting artists and partnerships with Arts organisations.

Framework for Improving Student Outcomes (FISO)

The Victorian College of the Arts Secondary School continued to target professional learning in 2020 to focus on improving student outcomes through Positive Psychology and Education, Formative Assessment, the move to Remote Learning and Teaching and the commencement of Professional Learning Communities Core Training. Teachers continued to work on developing the Victorian Curriculum in Years 7-10 and consolidating a Google Suite approach to support a guaranteed and differentiated curriculum. Students were supported through the MYLNS (Middle Years Literacy and Numeracy Support) program, PAT testing in English and Mathematics and a coaching approach to target support in EAL, literacy and numeracy. Senior students were supported through the Head Start Program, with a focus on VCE studies, and the SHAW Program, with a focus on wellbeing. Continued professional learning of the Google Education Suite took place throughout 2020 to assist staff and students with the transition to remote and flexible learning across all areas of the school. The school quickly put in place a thorough and carefully considered remote learning plan with lesson plans on Compass, resources and activities on Google Classrooms and Google Meets. Assessment in all subjects from Year 7-12 took place online and was rigorously managed. Staff and students were surveyed throughout the remote learning periods to help the school adjust and improve its processes.

Achievement

Teacher Judgement of student achievement showed student outcomes in English and Mathematics to be Above similar schools. NAPLAN did not take place in 2020.

Our 2020 VCE results remain consistently high. VCASS' mean study score in 2020 was 33.8. Our four year average of VCE results is Higher than similar schools in Victoria with many individual outstanding results. 10 scores of 50 were achieved in VCE Art, Music Investigation and Music Performance. 29% of students received an ATAR above 90. The percentage of study scores of 40 and above was 19.8%. In 2020, 98% of VCASS students completed their VCE. 22 students were invited to participate, perform or exhibit in the VCAA Season of Excellence and Top Arts.

Engagement

The Victorian College of the Arts Secondary School is a select entry school for dancers, musicians, theatre and visual artists. In this context our retention is above the state median. Students may exit this school to take up another excellent educational opportunity if their pathway focus moves from dance or music. Typically, the theatre and visual arts students will complete the two-year program. The strong number of students exiting to further studies and full-time employment remains consistent over a number of years and continues to be a very good outcome for our students; 98.1% of our students went on to further studies of full-time employment. Our student pathways are predominantly in the arts stream that they have studied, although some students may opt for a variation to this through a tertiary course

School

of their choice. A number of students were offered tertiary type entry for overseas courses and therefore left VCASS in August and September to take up these offers. These students were also supported to complete their VCE studies and/or sit VCE examinations while overseas. Students at VCASS continue to undertake a range of diverse training, education and employment pathways with Australia and internationally. Attendance at the school remains strong. We continue to enjoy very low levels of student's absenteeism and positive views of our work as a school and a cohesive learning community.

Wellbeing

The impact of COVID-19 meant that students did not participate in the Attitudes to School Survey in 2020. However, the school surveyed students on a regular basis to monitor and gain feedback on wellbeing and engagement. Our Student Services, Well-being Team and Mentors continued to work with the student body to provide support throughout the year. Our student leadership programs are strong and this was evidenced in the successful student-lead assemblies, performances and activities held in an effort to sustain strong connections in the school community during the remote learning periods. The school also provided a number of speakers for students, staff and parents; this included Michael Carr-Gregg and Professor Lea Waters who both spoke on resilience and wellbeing; Elevate Education who provided valuable sessions on study skills with a focus on remote learning. Programs provided their students with many opportunities to engage with a range of people from within the broader arts community. English students were similarly able to make connections with a number of authors in the 'Meet the Author' online sessions; Melissa Keil (Year 7); Mark Smith (Year 8), Tony Birch (Year 11) and Cate Kennedy (Year 12). The school's Senior Health and Well-being Program continued to deliver excellent outcomes for all students in Years 10-12. Our annual camp at Lord Somers for year 7-9 remained successful with a high participation rate amongst our junior students.

Financial performance and position

The Victorian College of the Arts secondary school is in a sound financial position.

The VCA Secondary School continues to focus on the maintenance and improvement of the highly specialised nature of the school setting. In 2020, the school will have been in the current premises for 12 years and funding has been put aside to ensure our facilities are kept up to date and fit for purpose.

At the end of 2020, the first stage in the refurbishment of our building was completed; our school cafe was remodeled and refitted. We also replaced and upgraded technology, including music technology and improved WiFi. During remote learning, the school made a commitment to invest in a streaming platform to enable live streaming of VCASS events beyond 2020. The school continues to plan for and refurbish areas of the school to improve the amenities and learning environment for all students and staff. This includes furnishings, technology and remodelling of spaces.

For more detailed information regarding our school please visit our website at
<http://vcass.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 407 students were enrolled at this school in 2020, 253 female and 154 male.

13 percent of students had English as an additional language and 0 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.

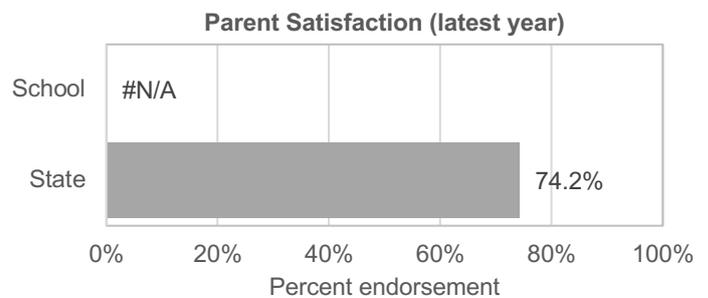
This school's socio-economic band value is: Low

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	74.2%



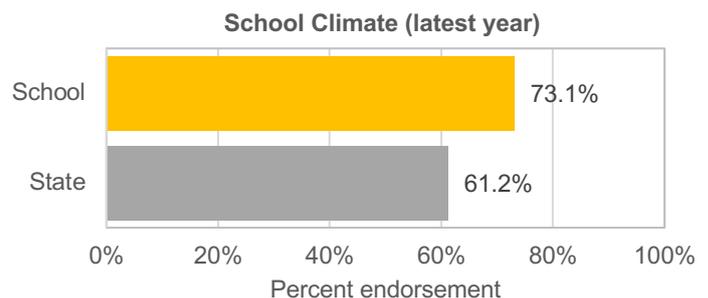
School Staff Survey

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	Latest year (2020)
School percent endorsement:	73.1%
State average:	61.2%



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:

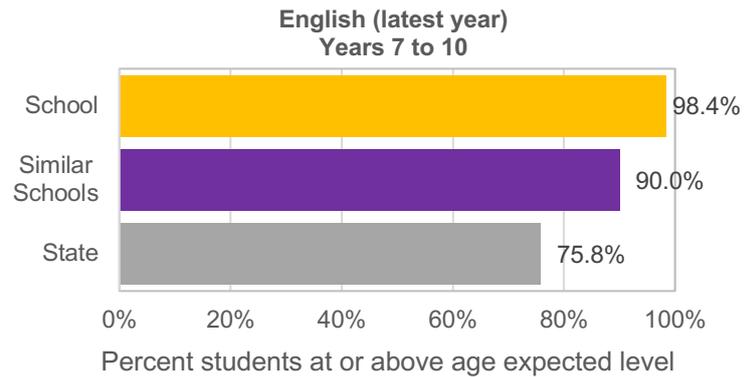
98.4%

Similar Schools average:

90.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

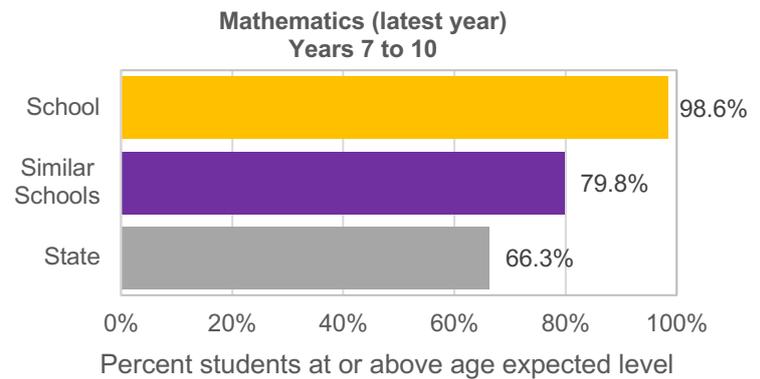
98.6%

Similar Schools average:

79.8%

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.

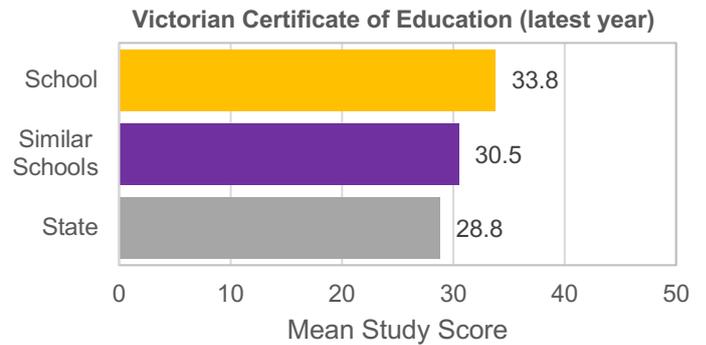
ACHIEVEMENT (continued)

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	33.8	33.4
Similar Schools average:	30.5	30.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

12%

VET units of competence satisfactorily completed in 2020:

100%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

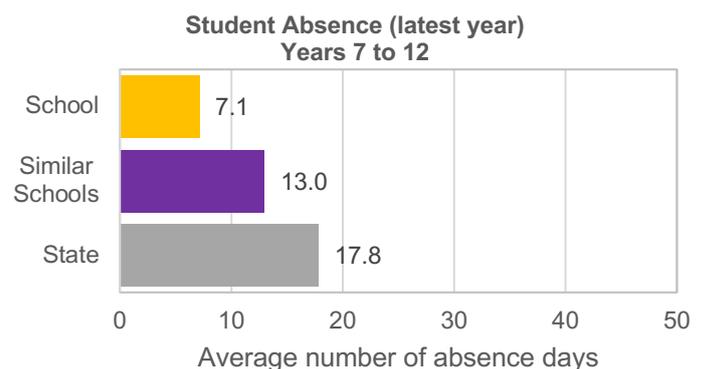
ENGAGEMENT

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:	7.1	12.0
Similar Schools average:	13.0	15.3
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

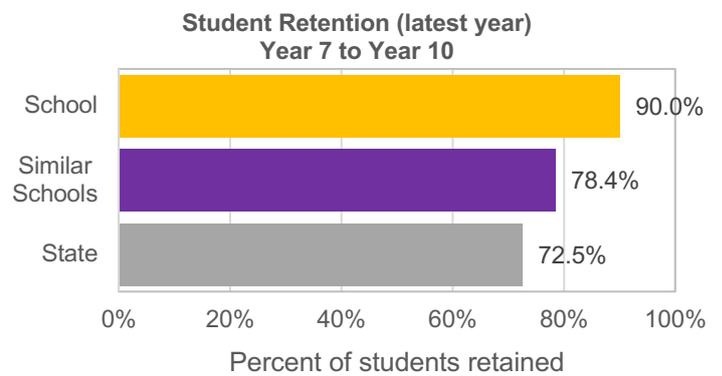
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	97%	96%	96%	97%	96%	96%

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:	90.0%	77.5%
Similar Schools average:	78.4%	78.1%
State average:	72.5%	72.9%



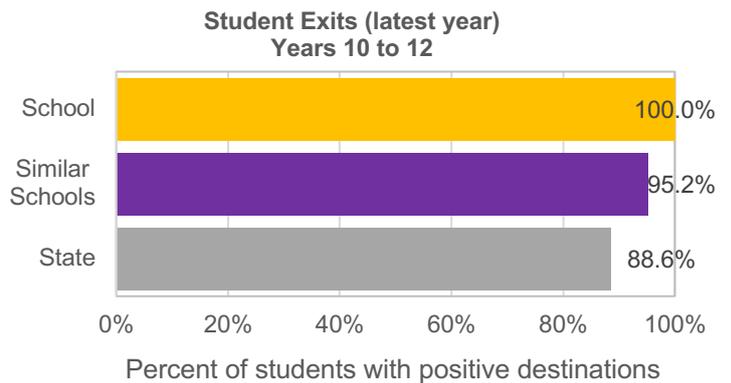
Students exiting to further studies or full-time employment

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:	100.0%	98.1%
Similar Schools average:	95.2%	95.6%
State average:	88.6%	89.1%



WELLBEING

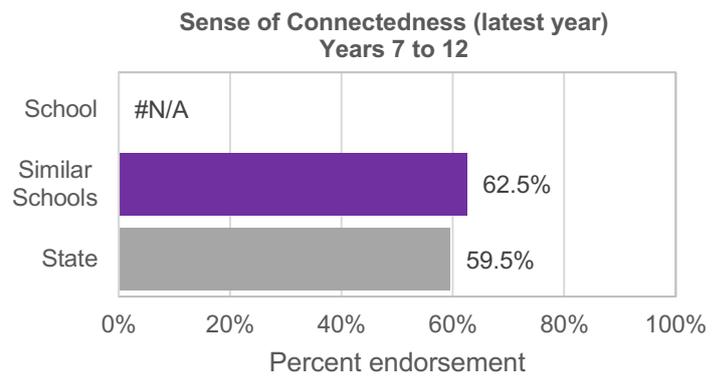
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	76.1%
Similar Schools average:	62.5%	57.9%
State average:	59.5%	55.3%



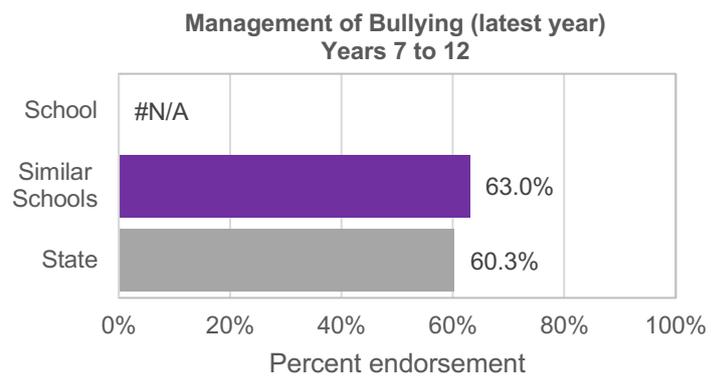
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	72.8%
Similar Schools average:	63.0%	59.7%
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	\$6,584,829
Government Provided DET Grants	\$847,377
Government Grants Commonwealth	\$0
Government Grants State	\$9,725
Revenue Other	\$78,903
Locally Raised Funds	\$717,745
Capital Grants	NDA
Total Operating Revenue	\$8,238,579

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$2,249
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,249

Expenditure	Actual
Student Resource Package ²	\$5,950,090
Adjustments	\$927
Books & Publications	\$20,342
Camps/Excursions/Activities	\$68,345
Communication Costs	\$26,360
Consumables	\$117,293
Miscellaneous Expense ³	\$40,638
Professional Development	\$34,351
Equipment/Maintenance/Hire	\$315,063
Property Services	\$133,023
Salaries & Allowances ⁴	\$743,579
Support Services	\$113,257
Trading & Fundraising	\$6,136
Motor Vehicle Expenses	\$137
Travel & Subsistence	\$3,311
Utilities	\$130,610
Total Operating Expenditure	\$7,703,463
Net Operating Surplus/-Deficit	\$535,117
Asset Acquisitions	\$9,345

(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	\$2,592,179
Official Account	\$169,709
Other Accounts	\$34,395
Total Funds Available	\$2,796,283

Financial Commitments	Actual
Operating Reserve	\$273,485
Other Recurrent Expenditure	NDA
Provision Accounts	\$10,000
Funds Received in Advance	\$140,660
School Based Programs	\$608,031
Beneficiary/Memorial Accounts	\$44,877
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$52,743
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$1,605,972
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,785,768

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.