

2013 Annual Report to the School Community

Victorian College Of The Arts Secondary School

School Number: 7384



Name of School Principal:

Name of School Council President:

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians 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. 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 must understand that a serious study of music, dance 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 opportunities.

This school has 46.4 equivalent fulltime staff, 2 principal class, 34 teachers and 10.4 educational support staff.

Achievement	Engagement	Wellbeing
<p>This year the Victorian College of the Arts Secondary School students achieved at levels well above the Victorian average in English and Mathematics. Our teacher assessments are in keeping with NAPLAN results.</p> <p>NAPLAN results indicate a similar trend in both year 7 and 9, with numeracy and reading three year averages positive. Of concern remains that in terms of school comparison in Numeracy at year 9. We believe there remains an impact here of many new students joining the school.</p> <p>School Comparison indicates a lower performance at year 9. Last year was indicated as Similar so hopefully, even when considering cohort impact, we have made the necessary changes. There is mixed data in that AusVELS School Comparison puts us at Higher than like schools. This clearly paints a more positive picture.</p> <p>Our VCE results continue to be outstanding with consistently high levels of performance across a range of studies, but specifically in dance and music. The 2013 results are consistent with the multiple year average and part of significant improvements since 2001. We are ranked Higher in School Comparison.</p> <p>In terms of overall measures we are performing at a higher level than other schools when taking into account their students.</p>	<p>We continue to enjoy very low levels of students absenteeism and well above average attendance rates as well as positive views of our work as a school and a cohesive learning community. The average attendance in the school is 95%.</p> <p>The results of the student attitudes to school survey continue to remain positive but in terms of School Comparison there has been a slight drop. This should be monitored.</p> <p>Student feedback on classroom engagement is being actively used to improve the quality of teaching and learning in the school. We also seek to balance this with the delivery of our high expectation and demanding program.</p> <p>The integrated program at year 9 and improvements to the student subject selection options in senior school has been highly positive and continues to be well supported by our community. The school will develop a Mathematics Selection Policy to refine and support effective Mathematics pathways.</p>	<p>The Victorian College of the Arts Secondary School is a select entry school for dancers, musicians and visual artists and student retention, though a clear goal within our programs, is not always appropriate for the individual child. 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.</p> <p>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.</p> <p>Very high numbers of students in the music program enrol at The University of Melbourne through The Faculty of the VCA and MCM and our year 12 dance class achieved either dance pathways or their preferred tertiary option.</p> <p>The integration of the National Institute of Circus Arts into our school has been successful and those students achieved pathways as expected and are improving. We continue to work with our partner organisations to deliver the best curriculum and Victorian Certificate of Education outcomes for students.</p> <p>The enhanced Student Services structure is delivering better and more personalised services for students.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 342 students were enrolled at this school in 2013, 192 female and 149 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Proportion of students with English as a second language.

Parent Satisfaction Summary

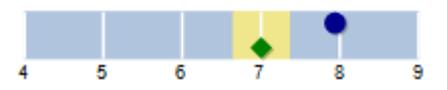
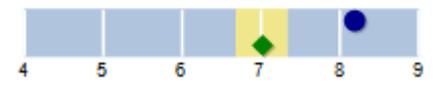
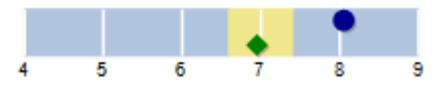
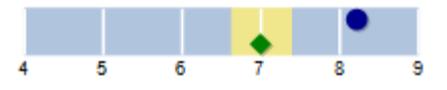
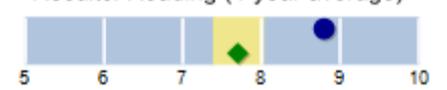
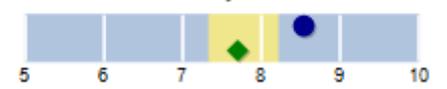
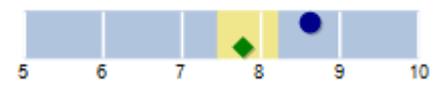
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Lower</p>

Performance Summary

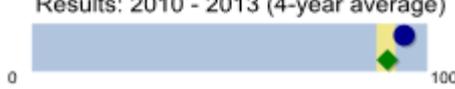
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 16%, Medium: 52%, High: 32%</p> <p>Numeracy Low: 36%, Medium: 36%, High: 28%</p> <p>Writing Low: 4%, Medium: 44%, High: 52%</p> <p>Spelling Low: 24%, Medium: 44%, High: 32%</p> <p>Grammar and Punctuation Low: 8%, Medium: 64%, High: 28%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 25%, Medium: 50%, High: 25%</p> <p>Numeracy Low: 24%, Medium: 48%, High: 28%</p> <p>Writing Low: 31%, Medium: 47%, High: 22%</p> <p>Spelling Low: 28%, Medium: 50%, High: 22%</p> <p>Grammar and Punctuation Low: 19%, Medium: 63%, High: 18%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2013 0 to 50 scale, school score is higher than the state median.</p> <p>Results: 2010 - 2013 (4-year average) 0 to 50 scale, school score is higher than the state median.</p>	<p> Higher</p> <p> Higher</p>

Students in 2013 who satisfactorily completed their VCE: **99%**
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **47%**
 VET units of competence satisfactorily completed in 2013: **96%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **N/A**

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 779 1024 878"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	93 %	95 %	95 %	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	93 %	95 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

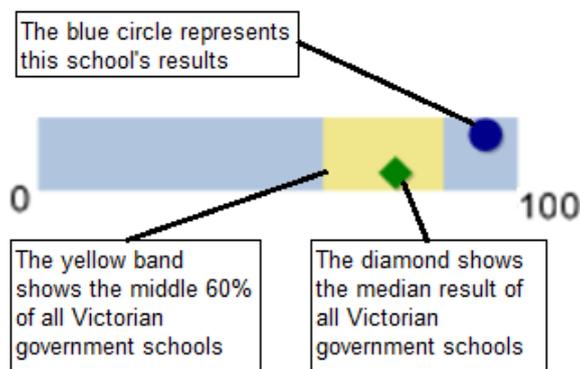
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

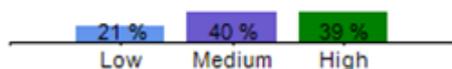
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.

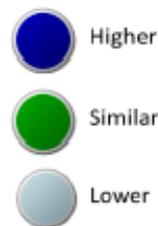


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,154,032
Government Grants State	\$9,725
Revenue Other	\$107,676
Locally Raised Funds	\$745,611
Total Operating Revenue	\$2,017,043

Funds Available	Actual
High Yield Investment Account	\$2,282,508
Official Account	\$38,472
Other Accounts	\$563,814
Total Funds Available	\$2,884,795

Expenditure	
Books & Publications	\$711
Communication Costs	\$28,596
Consumables	\$96,880
Miscellaneous Expense	\$386,484
Professional Development	\$32,027
Property Maintenance	\$393,609
Salaries & Allowances	\$532,224
Trading & Fundraising	\$127,638
Travel & Subsistence	\$42,663
Utilities	\$101,308
Adjustments	(\$33,719)
Total Operating Expenditure	\$1,708,421

Financial Commitments	
Operating Reserve	\$281,750
Asset/Equipment Replacement < 12 months	\$235,474
Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Revenue Received in Advance	\$97,315
School Based Programs	\$249,546
Other recurrent expenditure	\$25,710
Asset/Equipment Replacement > 12 months	\$745,000
Capital - Buildings/Grounds incl SMS>12 months	\$700,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$500,000
Total Financial Commitments	\$2,884,795

Net Operating Surplus/-Deficit **\$308,622**

Asset Acquisitions **\$405,166**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Miscellaneous expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The figures presented here are provided by the Department of Education and Early Childhood Development and are a snap shot of our overall financial position at the end of 2013. These do not include detailed information about expenditure under the category Miscellaneous or Asset Acquisitions, which includes musical instrument, visual art and dance resources have been purchased for performance spaces, the classroom, and library.