

**2014 Annual Report to
the School Community**

Victorian College Of The Arts Secondary School

School Number: 7384



Name of School Principal: Colin Simpson

Name of School Council President: Lee-Anne Harrison

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

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 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 46.2 equivalent fulltime staff, 2 principal class, 34.8 teachers and 11.4 educational support staff.

Achievement

This year the Victorian College of the Arts Secondary School students achieved at levels well above the Victorian average in English and Mathematic and Similar in School Comparisons. Our teacher assessments are in keeping with NAPLAN results. NAPLAN results indicate a similar trend in both year 7 and 9, with numeracy and reading three year averages positive. Our 4-year average in Reading is Higher than School Comparison and Numeracy 4-year Average Similar. Our VCE results continue to be outstanding with consistently high levels of performance across a range of studies, but specifically in dance, music and the visual arts. The first graduation class. The 2014 results are consistent with the 4-year average and part of significant improvements since 2001. We are ranked Higher in School Comparison in both 2014 and 4-year average.

Engagement

We continue to enjoy very low levels of student's 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%.

The results of the Student Attitudes to School Survey continue to remain positive and in terms of School Comparison we are Similar. 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.

Student leadership opportunities are fostered through a Student Representative Council and School Captain elections.

Wellbeing

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.

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. 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.

Productivity

School Council works actively to effectively use our available resources and in 2014 we target school resources to achieve the goals laid out in the previous School Strategic Plan through an Annual Implementation Plan, Workforce and Financial Plan. In 2014 we also conducted a School Review and developed a new School Strategic Plan. This review and evaluation was a positive experience and underlined our commitment to being a professional school and laid a solid groundwork for our activities over the next four years.

In 2015 we will lay the framework to conduct reviews of the specialist programs of Dance, Music and Visual Arts.

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 346 students were enrolled at this school in 2014, 191 female and 156 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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% 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> Similar</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> Higher</p> <p> Higher</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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 10% Medium: 48% High: 43%</p> <p>Numeracy Low: 17% Medium: 57% High: 26%</p> <p>Writing Low: 10% Medium: 48% High: 43%</p> <p>Spelling Low: 10% Medium: 60% High: 30%</p> <p>Grammar and Punctuation Low: 15% Medium: 45% High: 40%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 11% Medium: 46% High: 43%</p> <p>Numeracy Low: 28% Medium: 48% High: 24%</p> <p>Writing Low: 17% Medium: 66% High: 17%</p> <p>Spelling Low: 25% Medium: 50% High: 25%</p> <p>Grammar and Punctuation Low: 11% Medium: 43% High: 46%</p>	<p>NAPLAN Learning Gain 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: 2014 Results: 2011 - 2014 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

Students in 2014 who satisfactorily completed their VCE: [99%](#)
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: [37%](#)
 VET units of competence satisfactorily completed in 2014: [92%](#)
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: [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 days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	93 %	94 %	95 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	93 %	94 %	95 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</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>Note: This measure uses data from the previous year.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (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>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

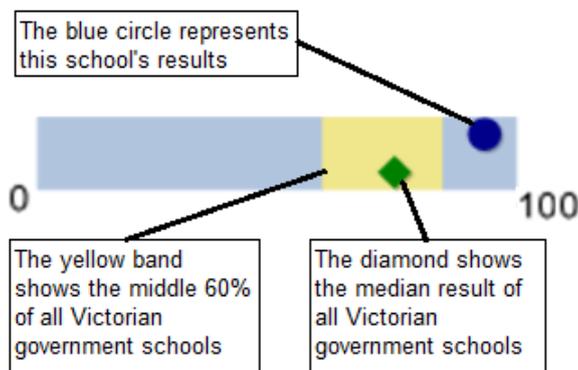
What are student outcomes?

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.



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.

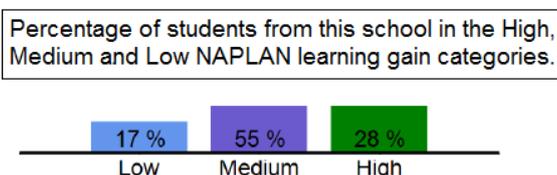
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,493,304
Government Provided DE&T Grants	\$1,043,336
Government Grants State	\$9,725
Revenue Other	\$98,927
Locally Raised Funds	\$835,868
Total Operating Revenue	\$6,481,159

Funds Available	Actual
High Yield Investment Account	\$2,342,088
Official Account	\$131,489
Other Accounts	\$552,406
Total Funds Available	\$3,025,983

Expenditure	
Student Resource Package	\$4,372,219
Books & Publications	\$82
Communication Costs	\$20,929
Consumables	\$113,066
Miscellaneous Expense	\$268,737
Professional Development	\$22,201
Property and Equipment Services	\$386,071
Salaries & Allowances	\$563,218
Trading & Fundraising	\$157,735
Travel & Subsistence	\$15,284
Utilities	\$101,912

Financial Commitments	
Operating Reserve	\$269,462
Asset/Equipment Replacement < 12 months	\$272,839
Maintenance - Buildings/Grounds incl SMS<12 months	\$56,566
Revenue Received in Advance	\$130,838
School Based Programs	\$221,245
Other recurrent expenditure	\$40,033
Asset/Equipment Replacement > 12 months	\$790,000
Capital - Buildings/Grounds incl SMS>12 months	\$745,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$500,000
Total Financial Commitments	\$3,025,983

Total Operating Expenditure **\$6,021,455**

Net Operating Surplus/-Deficit **\$459,704**

Asset Acquisitions **\$97,695**

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The figures presented here are provided by the Department of Education and Training and are a snap shot of our overall financial position at the end of 2014. 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.

Funds available represent monies allocated for program development, replacement of technology and resources, musical instruments and building maintenance. School Council also has this structured as a Future Fund.