

2015 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: Francie McPherson

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 2015.

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. 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. In 2015 we developed a statement that captured our Artistic Principles and the schools view of itself is becoming even more developed and mature as a leading arts and education organisation with a significant contribution to make. Of note is the even higher quality of student the school now attracts. This school has 48.3 equivalent fulltime staff, 2 principal class, 36.2 teachers and 10.10 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 Lower. The Numeracy result in 2015 was Similar and this will have been impacted on by the work we did in 2015 to have Mathematics teachers address the concerns we had with 4-year average data last time data. The 2014 result has seen us drop in averages to Lower. 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 2015 results are consistent with the 4-year average and part of significant improvements since 2001 we perform Higher than Similar schools.

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 93%. The results of the Student Attitudes to School Survey continue to remain positive and in terms of School Comparison we are Similar. Our Student Services Team continues to be well focused and the changes we have implemented in the structure, along with role clarification delivers even better out comes to students. The streamlining and development of the work with our Education Psychologist as added to the expanded Student Services Team. Our approach to Student feedback on classroom engagement is being developed 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, theatre 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. 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. 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. Of note is the high level of pre offers that the VCA offered visual arts students.

Productivity

School Council works actively to effectively use our available resources and in 2015 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. The school remains in a robust financial position due to the professionalism we approach our operations and effective planning for future expenditure. School savings are well targeted to future improvements, building and facility management. In 2015 we will conduct reviews of the specialist programs of Dance, Music and Visual Arts as indicated in our Strategic Plan. This was the year we planned for the implementation of the Specialist Theatre Arts Program which has commenced this year with an intake number of sixteen students.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 355 students were enrolled at this school in 2015, 197 female and 159 male. There were 1% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

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.



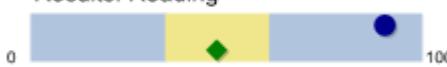
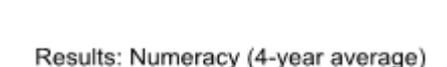
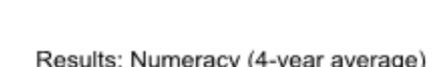
Performance Summary

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

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>		

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	 <ul style="list-style-type: none">  Higher  Higher  Similar  Lower

Performance Summary

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

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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>57%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>66%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>53%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	57%	30%	Numeracy	10%	66%	24%	Writing	13%	60%	27%	Spelling	20%	60%	20%	Grammar and Punctuation	10%	53%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>Higher</p> <p>Higher</p>																								

Students in 2015 who satisfactorily completed their VCE: **99%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **28%**
 VET units of competence satisfactorily completed in 2015: **93%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	94 %	93 %	93 %	93 %	92 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	94 %	93 %	93 %	93 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (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: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

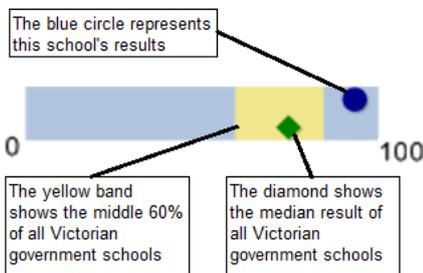
What are student outcomes?

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.

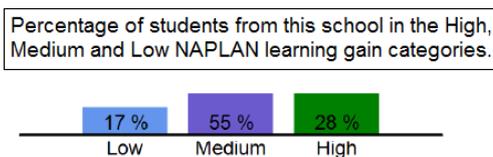
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$5,079,128
Government Provided DET Grants	\$689,056
Government Grants State	\$13,742
Revenue Other	\$90,369
Locally Raised Funds	\$992,873
Total Operating Revenue	\$6,865,167

Funds Available	Actual
High Yield Investment Account	\$1,836,451
Official Account	\$93,210
Other Accounts	\$550,923
Total Funds Available	\$2,480,584

Expenditure	
Student Resource Package	\$4,601,465
Books & Publications	\$0
Communication Costs	\$18,851
Consumables	\$143,512
Miscellaneous Expense	\$488,083
Professional Development	\$34,834
Property and Equipment Services	\$702,256
Salaries & Allowances	\$635,821
Trading & Fundraising	\$206,097
Travel & Subsistence	\$32,757
Utilities	\$104,195

Financial Commitments	
Operating Reserve	\$391,438
Asset/Equipment Replacement < 12 months	\$289,629
Maintenance - Buildings/Grounds incl SMS<12 months	\$50,844
Revenue Received in Advance	\$121,164
School Based Programs	\$235,055
Other recurrent expenditure	\$12,454
Asset/Equipment Replacement > 12 months	\$615,000
Capital - Buildings/Grounds incl SMS>12 months	\$65,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$700,000
Total Financial Commitments	\$2,480,584

Total Operating Expenditure **\$6,967,870**

Net Operating Surplus/-Deficit **(\$102,703)**

Asset Acquisitions **\$82,227**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

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 2015. These do not include detailed information about expenditure under the category Miscellaneous or Asset Acquisitions, which includes musical instrument, theatre and visual art and dance resources have been purchased for performance spaces, the classroom, and library. The school replaced around 70% of computer hardware in 2015 and invested \$80,000 in new classroom projectors. This has seen a change in Funds available. All other figures remain typical to our yearly experience. Funds available represent monies allocated for program development, replacement of technology and resources, musical instruments and building maintenance.