

2013 Annual Report to the School Community

Suzanne Cory High School

School Number: 8866



Name of School Principal: Kay Peddle

Name of School Council President: Tina McCarthy

Date of Endorsement: March 2014

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

Suzanne Cory High School was established in 2011 as a co-educational selective entry high school in the western region of Melbourne. The school has a full enrolment of 800 students across years 9-12. Enrolment to the school is through the common entrance examination for Victoria's four selective entry high schools.

The educational focus of the school is to provide a challenging and rigorous academic curriculum incorporating eLearning for students who are gifted and talented, in conjunction with a rich co-curricular program consisting of student leadership, sport and community involvement. The core values which underpin all school programs, policies and practices are Respect, Aspiration and Contribution. Our goal is that Suzanne Cory High School will become a nationally and internationally recognised exemplar in the provision of highly successful educational programs for academically talented students and will lead in the contribution to state and national educational, economic, social, cultural and environmental goals through the delivery of high quality learning for students and teachers.

Suzanne Cory High School is built to an emblematic design brief featuring a learning environment conducive to supporting a young adult learning community in a modern and aesthetically pleasing building featuring environmentally sustainable elements. The design incorporates ICT arrangements for eLearning.

The comprehensive curriculum and teaching model practised within the school is based on internationally recognised best practice research on high levels of student learning achievement. School staff is comprised of 3 Principal Class, 52 Teaching staff and 11 Education Support Staff.

Achievement	Engagement	Wellbeing
<p>Our first group of Year 11 students completed their first VCE Unit 3 and 4 courses in 2013. They achieved outstanding results with a school median study score of 36, a result that placed our school within the top 5% of all schools in the state. The percentage of students attaining a study score of 40 or above was an exceptionally high 23.9%.</p> <p>In 2014 we will have our first cohort of Year 12 students undertaking a full program of VCE Unit 3 and 4 studies. In preparation we have established a rigorous VCE curriculum with a broad range of studies and comprehensive documentation of courses, learning activities and assessments.</p> <p>Our Year 9 NAPLAN results are consistently well above state and national averages. Students are achieving at the high end of the NAPLAN bands in all areas, consistent with the high levels of achievement expected of selective-entry school students.</p> <p>At Suzanne Cory High School we will continue to develop a curriculum that is guaranteed and viable and seamless across all classes and year levels, with teams of teachers developing curriculum collaboratively based on the AusVELS and the VCE. We will continue to base our teaching and learning programs on the needs of selective-entry school students by compacting curriculum to foster a more rapid pace of learning, differentiating the curriculum content and learning tasks to meet students' individual needs, enrichment and extension programs, and acceleration options.</p> <p>Professional learning will continue to be a high priority with a strong focus on implementation of our evidence-based model which enables high-level achievement through clear learning goals each lesson, clear explanations and demonstrations by knowledgeable staff, challenging and stimulating learning tasks, and high quality formative assessment practices to inform teaching and to provide students with specific and timely feedback on their progress.</p>	<p>The student feedback data from the Attitudes to School Survey shows that our students feel very engaged at school, both in terms of their learning and their sense of wellbeing and connectedness.</p> <p>Parent opinion about transition into the school and between year levels has also remained very positive.</p> <p>We are continuing to build on the student engagement and transition programs that we have established so far, by providing breadth and depth in the learning programs, an ever expanding co-curricular program, numerous camps, overseas tours and exchange programs. There are a range of co-curricular opportunities to support students in public speaking, debating, clubs, committees, recognized award programs and competitions in the areas of writing, science, mathematics, geography, history, linguistics, music, design and sport. A number of our students have continued to win awards and competitions at state and national levels in a range of areas. In 2014 we will continue to expand the school's House program and foster even greater student voice through the Student Representative Council.</p> <p>We have also provided students with a robust careers and pathways program through VCE and university expo days, formal counselling on careers and courses, and an embedded Year 10 work experience program.</p> <p>We have established a sister-school partnership with a selective-entry school in China, the Shanghai Foreign Language School, and we have strong relationships with The University of Melbourne and Victoria University. In 2014, we have planned an inaugural Year 12 induction camp where students will gain valuable insights into tertiary education and further develop their study skills. We are also engaged in research with Victoria University and The University of Melbourne to monitor student progress and achievement and to continue to improve our practices.</p> <p>Community interest and demand for student places in our school continues to rise.</p>	<p>Student attendance at Suzanne Cory High School is very high. Student Attitudes to School Survey data demonstrates very strong and positive peer relationships, confidence in safety and learning and connectedness with school and teachers. The data demonstrates high levels of student engagement and wellbeing above the median of all Victorian government schools. Since the establishment of the school in 2011, the student opinion survey data has been consistently within the top quartile relative to other secondary schools.</p> <p>The school's approach to student engagement and wellbeing is to continue to implement the School-Wide Positive Behaviours (SWPB) program. Staff are committed to the program being involved in ongoing Professional Learning to further develop their understanding of this approach and how it benefits both student wellbeing and academic achievement. The collection and analysis of SWPB data and continuous monitoring of student behaviours will now be an integral part of the school program. The School also has a comprehensive assembly and tutorial program and House and Home Group programs developed around the school's core values of Respect Aspiration and Contribution. The House program will be further developed in 2014 with House Leaders and student House leaders appointed. The House system builds connectedness between students and their peers and between students and the school within the framework of the core values.</p> <p>At Suzanne Cory High School, student voice has been identified as a focus for building high levels of student engagement and wellbeing at the school. The student leadership program has been implemented across all year levels with high levels of student participation. The school will now continue to build these programs and recognize student achievement as leaders within the school. A range of programs are being implemented at the school under the direction of professional student counsellors to further build positive student wellbeing across all year levels.</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 603 students were enrolled at this school in 2013, 277 female and 326 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.



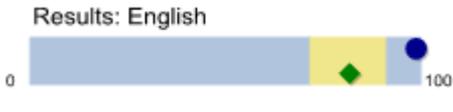
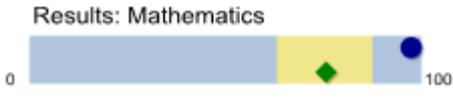
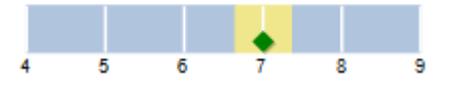
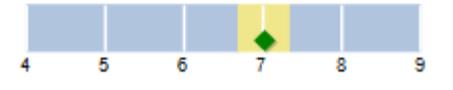
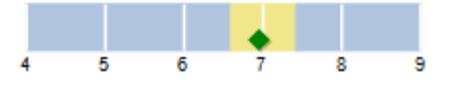
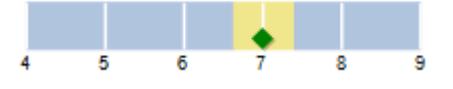
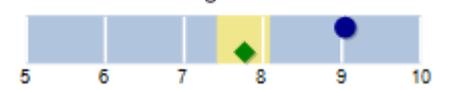
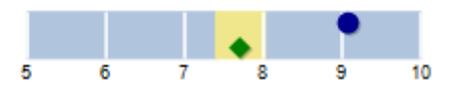
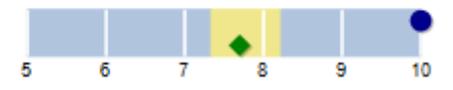
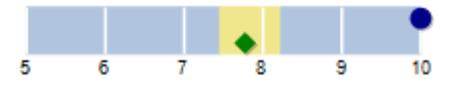
Parent Satisfaction Summary

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.



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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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 No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</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>	<table border="1"> <caption>NAPLAN Relative Growth Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>43%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>39%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>55%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>59%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>51%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	43%	38%	Numeracy	6%	39%	55%	Writing	13%	55%	32%	Spelling	15%	59%	27%	Grammar and Punctuation	16%	51%	34%	<p>NAPLAN Relative Growth 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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>																								

Students in 2013 who satisfactorily completed their VCE: **0%**
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **0%**
 VET units of competence satisfactorily completed in 2013: **100%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **N/A**

Performance Summary

Key: Range of results for the middle 80% 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="566 869 1026 965"> <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>NA</td> <td>NA</td> <td>96 %</td> <td>97 %</td> <td>96 %</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	96 %	97 %	96 %	NA	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	96 %	97 %	96 %	NA									
<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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												

Performance Summary

Key: Range of results for the middle 80% 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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

How to read the Performance Summary 2013

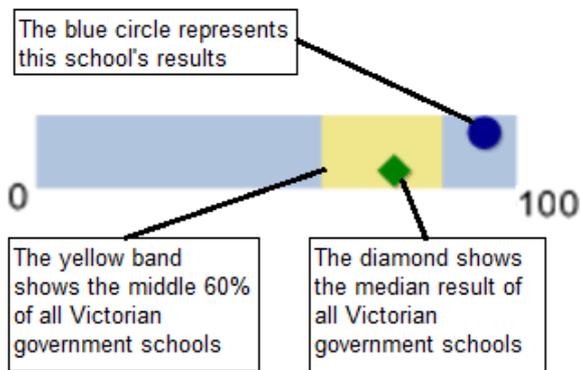
What are student outcomes?

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).

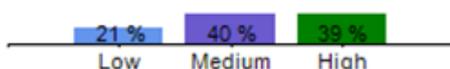
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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.

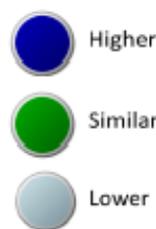


What is a School Comparison?

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	\$1,042,116
Government Grants Commonwealth	\$2,607
Revenue Other	\$97,452
Locally Raised Funds	\$1,196,373
Total Operating Revenue	\$2,338,548

Funds Available	Actual
High Yield Investment Account	\$201,892
Official Account	\$40,949
Other Accounts	\$1,350,000
Total Funds Available	\$1,592,841

Expenditure	Actual
Books & Publications	\$32,326
Communication Costs	\$15,951
Consumables	\$148,240
Miscellaneous Expense	\$456,054
Professional Development	\$53,616
Property Maintenance	\$963,451
Salaries & Allowances	\$113,857
Trading & Fundraising	\$61,099
Travel & Subsistence	\$1,034
Utilities	\$82,036
Total Operating Expenditure	\$1,927,663

Financial Commitments	Actual
Operating Reserve	\$255,969
Asset/Equipment Replacement < 12 months	\$147,333
Capital - Buildings/Grounds incl SMS<12 months	\$715,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
School Based Programs	\$204,539
Asset/Equipment Replacement > 12 months	\$140,000
Capital - Buildings/Grounds incl SMS>12 months	\$100,000
Total Financial Commitments	\$1,592,841

Net Operating Surplus/-Deficit **\$410,885**

Asset Acquisitions **\$18,297**

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.

Misc 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