

## 2015 Annual Report to the School Community

**Suzanne Cory High School**

**School Number: 8866**



Name of School Principal:

Colin Axup

Name of School Council President:

Iqbal Gondal

Date of Endorsement:

14 June 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

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 825 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 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, 55 Teaching staff and 14 Education Support Staff.

### Achievement

Our second group of Year 12 students completed their VCE in 2015. They achieved outstanding results with a school median study score of 34, a result that placed our school within the top 10% of all schools in the state. The percentage of students attaining a study score of 40 or above was 17.1%. 36% of our students achieved an ATAR of 90 or above and 66% above 80. Nearly 80% of our students gained either their first or second preference university course.

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.

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. In 2015 we undertook a comprehensive review of the curriculum which will result in substantial changes for 2016. 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.

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.

### Engagement

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.

Parent opinion about transition into the school and between year levels has also remained very positive.

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 2016 we will continue to expand the school's House program and foster even greater student voice through the Student Representative Council.

The students initiated several camps and activities, including a Year 11 camp and a Year 10 Formal. 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. 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. Community interest and demand for student places in our school continues to rise, although there is concern that the school is not effectively attracting students from the greater Geelong area. Parent satisfaction survey is above the state median; however, parent connectedness to school still remains low and will need to remain a focus for the foreseeable future. The climate component of the staff survey is slightly above the state median while the leadership component is below the state median. This can be attributed to the wide ranging review of curriculum and the leadership profile of the school creating the need for change and as a 'new' school, change has been an ongoing theme.

## Wellbeing

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 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.

The only area of concern is in the decline in learning confidence that occurs over the four years. This was a focus of the leadership review and a new school structure is aimed at rectifying this concern.

The school's approach to student engagement and wellbeing is to continue to implement School-Wide Positive Behaviours (SWPB). The staff is involved in ongoing Professional Learning to further develop their understanding of SWPB 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 was further developed in 2015 with House Leaders and student House leaders appointed. The House system builds connectedness between students, their peers and the school within the framework of the core values.

At Suzanne Cory High School, student voice has been identified as a focus for building high levels of student engagement and wellbeing. 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.

## Productivity

The school is in a financially sound position. The resources of the school have been carefully managed since the school opened in 2011. Staffing of the school has results in budget surpluses in successive years. The effective management of resources in the school's first three years has enabled greater expenditure to be made on improving the school's facilities. In 2014 a school oval was commissioned to be built and was opened for school usage at the beginning of Term 2 2015. An extension to the existing gym was also commissioned, architectural drawings were completed and funds allocated for this extension to be built in 2015. This extension was completed in August 2015. The school invested in its broadband network to increase the bandwidth access for students and staff as the DET provided bandwidth was insufficient to implement an effective ICT model for the school. As part of this process, the servers have been upgraded and the wireless network has been improved.

A leadership profile review of the school was conducted in 2015 which reviewed the whole staffing profile to ensure the optimal staffing of the school. Changes to the staffing structure will take place at the beginning of 2016 after a recruitment process was conducted throughout Term 3 2015.

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 798 students were enrolled at this school in 2015, 358 female and 440 male. There were 2% 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.



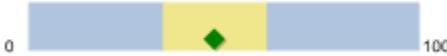
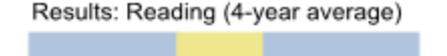
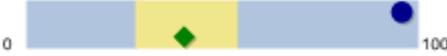
## Performance Summary

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p><b>Towards Foundation Level AusVELS</b></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>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

## Performance Summary

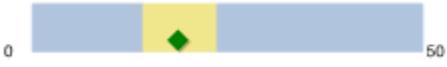
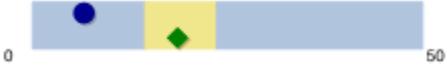
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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar 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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>																								
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Grammar and Punctuation	10%	37%	53%																							
<p><b>Victorian Certificate of Education (VCE)</b></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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>																								

Students in 2015 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **1%**  
 VET units of competence satisfactorily completed in 2015: **94%**  
 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><b>Average Number of Student Absence Days</b></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="571 813 1026 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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></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	NA	NA	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></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 secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

# How to read the Performance Summary

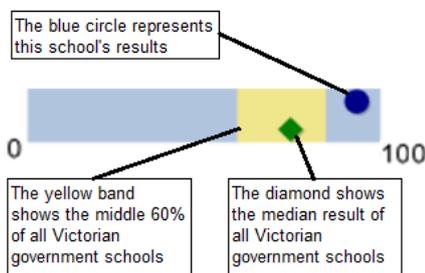
## What are student outcomes?

*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?

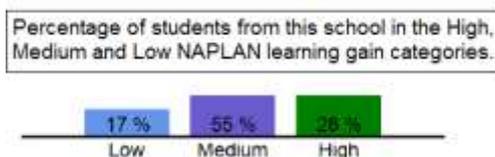
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

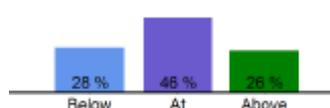
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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.



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	Funds Available	Actual
Student Resource Package	\$6,359,949	High Yield Investment Account	\$132,362
Government Provided DET Grants	\$613,852	Official Account	\$82,349
Revenue Other	\$67,550	Other Accounts	\$1,480,247
Locally Raised Funds	\$1,582,460	<b>Total Funds Available</b>	<b>\$1,694,959</b>
<b>Total Operating Revenue</b>	<b>\$8,623,810</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$6,204,071	Operating Reserve	\$325,617
Books & Publications	\$21,309	Capital - Buildings/Grounds incl SMS<12 months	\$835,000
Communication Costs	\$33,836	Revenue Received in Advance	\$369,342
Consumables	\$216,573	School Based Programs	\$30,000
Miscellaneous Expense	\$815,050	Asset/Equipment Replacement > 12 months	\$35,000
Professional Development	\$68,999	Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Property and Equipment Services	\$1,086,104	<b>Total Financial Commitments</b>	<b>\$1,694,959</b>
Salaries & Allowances	\$92,520		
Trading & Fundraising	\$1,165		
Travel & Subsistence	\$74,776		
Utilities	\$108,680		
<b>Total Operating Expenditure</b>	<b>\$8,723,085</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$99,274)</b>		
<b>Asset Acquisitions</b>	<b>\$67,166</b>		

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 school is in a sound financial position with a healthy surplus enabling the school to plan for the next stage in its development.