

Highview College

2017 Annual Report



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2017 Principal's Report

Principal, Melinda Scash

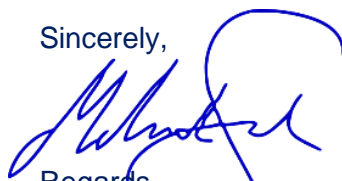
The last 12 months have seen significant success for Highview College. In brief:

- . A new EBA was negotiated in a single day and was adopted with 100% staff support
- . Highview staff have achieved 'parity of pay' with increases up to 27% over the next 3.5 years
- . In 2017, Year 7 was full. In 2018 Junior Secondary enrolments are also strong. These enrolment increases will flow through to the Middle School in 2019-2020
- . We are specialising in the Senior Pathway of VCE academics, having determined that it is not viable for Highview to offer multiple Senior pathways
- . SEQTA has been fully embraced and all reports are now online and progressively completed
- . The personal development program, DELTA, has been fully implemented and supported with two days of 'Berry Street' Professional Learning for staff
- . Geoff James has delivered the first year of 'Whole Living', a non-assessed program which invites students to explore spirituality through 'Big Questions'
- . The Executive Team is complete with the appointment of Wendy Hare to the position of 'Director of Professional Practice'
- . The Highview College Master Plan, is being fully costed in preparation to secure funding
- . Our focus on STEM is increasing the number of students electing Science subjects in Years 10-12
- . Staff teams are successfully implementing the 2016-2019 Strategic Plan projects
- . The Gym, Art Rooms and Music Centre are now open for use by students at lunchtimes

Our successes are presented in this comprehensive report, which presents the reflections of those with responsibility for leading the various Highview College Pastoral and Academic staff Teams.

I commend these reports to you. They celebrate the achievements of the Highview College Teachers and General staff. I am grateful to the Highview College Middle Managers, Executive Team and the Board of Directors for the energy and vision they provide.

Sincerely,



Regards
Melinda Scash, Principal

Values, Vision, Mission



Our School

Highview College is an Ecumenical, Independent Co-Educational Secondary School, established through the participation of four Maryborough Churches: The Anglican, Catholic, Church of Christ and Uniting Church. The school is located in Maryborough, Central Victoria, and offers quality education at a low cost.

Highview College is a member of the Victorian Ecumenical System of Schools (VESS) and a member of Independent Schools Victoria (ISV).

Our Vision

Highview College provides an ecumenical and accessible educational environment that fosters the pursuit of excellence by all.

Our Values – ‘GRACE’

Growth
Respect
Aspiration
Compassion
Excellence

Our Mission

Highview College is a community where staff and students interact to foster optimal growth of each individual.

The College aims to provide an environment which:

- Facilitates the development of Christian values such as honesty, responsibility, integrity and compassion
- Develops an appreciation and understanding of Christian faith and spirituality
- Fosters full academic achievement, and the ability to think logically and creatively
- Enables students to view education as a life-long process
- Facilitates and encourages the development of self-confidence within a safe, happy and nurturing community.

2017 Governance Review

Board Chair, Gillian Tattersall

Strategic Plan Progress

The developments at the College are being guided by the projects identified as priorities in the 2016 Strategic Planning process.

The College Executive team reports to the Board in February and July on the collective progress of the staff towards achieving the Board's Strategic vision for the future.

The 2017 biannual reports demonstrated that extremely good progress is being made in all four priority areas:

1. Student Centeredness & Faith
2. Academic Achievement & Staff Excellence
3. Identity & Community
4. Creating our Future

Staff Commendation

There are two important aspects of the current Strategic Plan, written in 2016, that revolved around improving the Teaching and Learning and also maintaining the accessible nature of our school. Both these areas of the Strategic Plan are being successfully implemented. I commend all of the teaching staff for their commitment to professional learning and building capacity.

Principal Commendation

Our Principal, Ms Melinda Scash, in two short years has implemented the Board vision with unwavering integrity, dynamic drive to achieve change and a seemingly boundless energy to see things through.



Her desire is to keep improving Highview so that it continues to be a place of learning where the school values of Growth, Respect, Aspiration, Compassion and Excellence (GRACE) are the norm.

Board Directors

The continuing members of the Highview College Board provided guidance to the members who joined at the AGM in May to encourage continued growth and involvement in this often challenging and demanding role.

We extended our very particular thanks to Board members who did not continue in their roles after the AGM. Mrs Inge Long who served on the board for eight years and was Chair for a phenomenal five years was inducted as a Fellow at the end of year service.

Constitution Sub-Committee

Mr Michael Grimes assisted the Board on the Sub-Committee which has worked tirelessly to redraft our constitution, as the current one is out of date and no longer serves the School well.

The original document was crafted at the school's inception 44 years ago and is no longer compliant with legislation. In order to change the Constitution a 75% affirmative vote will be required. The Board realises that this will require a process of education and engagement with stakeholders.

While it is always good to reflect on the past, as a Board, we're focussed on positioning Highview as an academic school of choice within Central Victoria. Securing a new constitution will be a vitally important step in allowing us to achieve this.

Governance Sub-Committee

In 2017 the Board Governance Sub-Committee has developed a series of policies and processes to assist the smooth running of the Board. Profiles of the Board Directors now appear on the website, along with clarification for stakeholders in relation to the responsibilities of Board members and channels of communication.

Policy Sub-Committee

The huge task of reviewing all policies was undertaken in earnest in 2017. A schedule of review has been established.

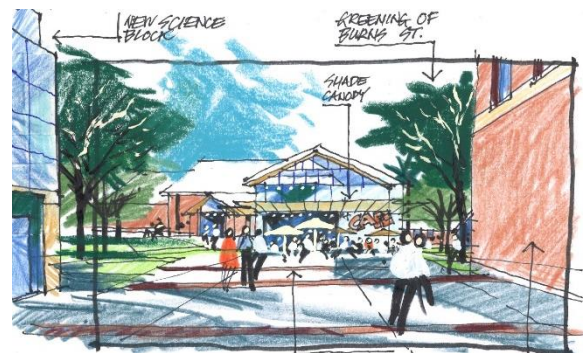
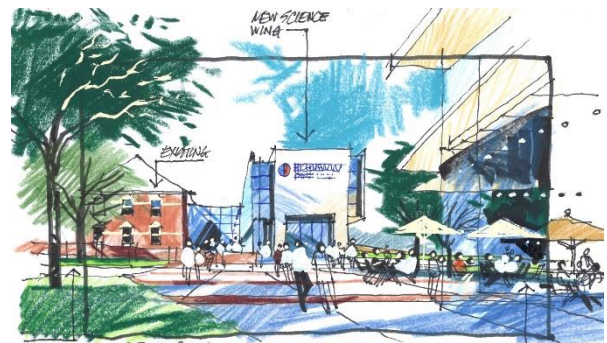
Infrastructure Sub-Committee

Mr Eddy Ostarcevic continued to assist the Board, generously providing his expertise in engineering and project management to

continue our work towards implementing our ambitious Master Plan.

This highly enthusiastic committee continues to drive the Master Plan towards actualisation. The process in 2017 culminated in coming closer to being fully costed. Preparatory decisions have been made, infrastructure impediments identified and problem-solved and preliminary groundworks investigated.

By the end of 2017 the Committee was preparing documentation for the launch to engage politicians.



VESS - Victorian Ecumenical System of Schools

The Highview College Board is extremely grateful to VESS for their support throughout 2017. Particularly we extend gratitude to Mr Stephen Higgs, the past Principal of Ballarat Grammar and the current Executive General Manager of VESS. He has provided training, time and encouragement to the Highview Board throughout 2017.

ISV - Independent Schools Victoria

As an ISV member School we assume a level of support. However, the Board is grateful for the level of support extended to us in the very busy and productive year of 2017.

We continue to give thanks to our Creator God for His amazing gift of life and pray that He continues to be with us as we face with grace the inevitable changes that life brings. We look forward to embracing the challenges of 2018.

Board Directors

In 2017 the following members of the community served on the Board as Directors:

Inge Long – Chair

Gillian Tattersall – Chair

Samantha Meerbach – Deputy

Jason Gray – Deputy

John Williamson – Uniting Church

John Monaghan – Catholic Church

Heather Blackman – Anglican Church

Cleta Roughead – Community

Eddy Ostarcevic – Community

Jacqueline Dellavedova – Community

Anna de Villiers – Community

Mark Dunne – Community

Wendy Pickering-Tyers – Staff

Cory Skilton - Staff



Student Cohort Information

Kay Murray, Registrar

Highview College is an open entry Ecumenical Secondary College with an academic focus and with 'Education through Wholeness' at the centre of all decision making.

Students travel to Highview from a range of locations in every direction in Central Western Victoria, with many travelling up to 45 minutes each way by bus.

There is a diversity of religion, ethnicity and socio-economic circumstances among the Highview College families.

25-30% of our families receive assistance from Highview through bursaries in order for their children to attend Highview College. Fees charged to families are maintained at a minimum contribution of less than \$4,000 per annum.

Language spoken at home	No of students	%
English	407	100.0

Indigenous Students	No of students	%
	4	0.97



Religion	No of students	%
Catholic	102	24.64
Unknown	101	24.40
No religion	64	15.46
Anglican / C of E	54	13.04
Christian	47	11.35
Uniting Church	27	6.52
Church of Christ	5	1.21
Salvation Army	3	0.72
Greek Orthodox	3	0.72
Hindu	2	0.48
Atheist	1	0.24
Baptist	1	0.24
Buddhist	1	0.24
Lutheran	1	0.24
Protestant	1	0.24
Presbyterian	1	0.24

Central Western Victoria



Residential Data	No of students	%
3352	3	0.72
3363	1	0.24
3364	3	0.72
3370	16	3.86
3371	15	3.62
3448	1	0.24
3450	14	3.38
3451	33	7.97
3453	3	0.72
3462	13	3.14
3463	18	4.35
3464	35	8.45
3465	168	40.58
3467	39	9.42
3472	26	6.28
3475	3	0.72
3477	8	1.93
3478	14	3.38
3551	1	0.24

Student Attendance

Strict attendance records are kept with rolls marked every lesson. Absences are followed up by phone if parents/guardians do not notify the school as to the reason(s) for student absences.

Long term and regular absences are followed up by the Pastoral Care team (Year Level Co-ordinators) who contact the families to organise meetings and discuss their concerns, including the implications of regular and long term absences. Ongoing counselling is sometimes provided.

The average student attendance rate for 2017 was 90%.

The breakdown of student attendance for 2017 by year level is as follows:

	Attendance Percentage
Year 7	91%
Year 8	91%
Year 9	89%
Year 10	87%
Year 11	89%
Year 12	93%
TOTAL	90%

The Highview College History Committee

Melinda Scash, Principal

In 2017 we launched a Highview College History Committee. This group of interested community members share past involvement with the College, as Board member, P&FA representatives, parents of students attending the College, as past staff or, in some instances all of the above.

Attendees include:

Geoff James

Past Principal, current staff member

Kylie Moore

Past student, current staff member

Michael Lovell

Past parent, Board member and Chair

Margaret Lovell

Past parent, President of the P&FA

Val Dwyer

Past staff member

Peter Harris

Foundation Principal of Highview College

Trish Walsh

Past parent, past staff member

David Bucknall

Past parent and Board Member

Barb Neilsen

Past staff member



The Parents & Friends Association Report

Donna Bell, P&FA President

The P&FA has been sustained by a dedicated few through 2017. With the support of Lisa Evans, Melissa Adams and Trish Whelan we managed to keep the annual raffle going and keep the spirit alive.

It is my hope that current parents will show an interest in sustaining the collegiality which underpins the P&FA. Meetings are held monthly and the associated tasks are not onerous.

It is a chance to catch up with other people who feel passionate about ensuring the best for Highview College students.

The Principal attends and we share open communication and have the chance to raise ideas and suggestions.



Student Wellbeing in 2017

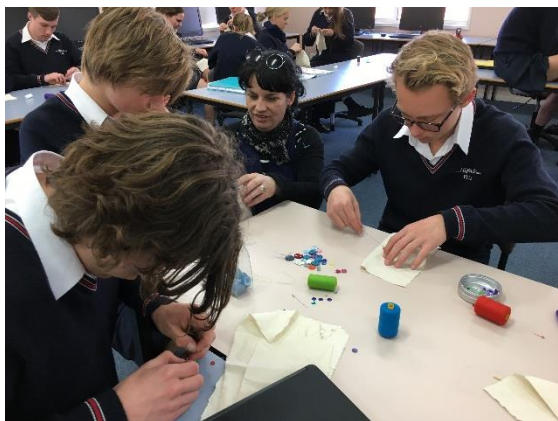
Director of Pastoral Care, Marion Martin

Our DELTA Program

2017 was the first year we fully implemented Highview College's unique Pastoral Care program, DELTA.



DELTA Mentors worked together as teams to flesh out the Scope and Sequence into meaningful lessons. Students began with mixed attitudes towards this new program. Year 7s, new to the school, embraced it fully. Some older students approached it more cautiously, as often happens with change. A survey taken near the end of the year showed that the majority of students had a positive outlook on DELTA.



They learned things about themselves and about relating to others, they tried and learned new skills, analysed a range of movies and enjoyed a variety of activities.

The survey showed that meditation, character strengths and movie analysis

were strong positives across most year levels. The use of gratitude journals was seen as a worthwhile daily routine. Many students used skills learned in DELTA in other areas of their lives. The Pastoral Care team and DELTA Mentors will continue to develop and refine the program.

Introduction of Whole Living

With the departure of Sam Braid at the end of 2016, Highview was without a Chaplain for 2017 and the plan for Christian Living could no longer be carried out. Principal, Melinda Scash, negotiated with past Principal, Geoff James, who agreed to develop and implement a program to be called 'Whole Living'. Whole Living was delivered to students in Years 7 to Year 10 level by a Whole Living teacher during one DELTA lesson per week.



The Whole Living program, as suggested by Geoff James, takes Highview back to its original ecumenical, holistic approach to education for the spiritual pathway of every

student. The course is based around the idea of students developing their own answers to 12 'Big' spiritual questions.

Rather than attempt to teach students what to believe, the approach of teachers was to act as facilitators and ask a range of questions to assist students to work things out for themselves. Students at each of the levels answered the same set of big questions. Whilst the general idea of the questions remained the same, they became progressively more sophisticated moving up through the year levels.

Counselling at Highview College

Highview College employs the services of a qualified counsellor two days per week. Mrs. Gon Dirican currently holds this role. The student counsellor is an integral part of the Highview Pastoral Care program. Students communicate with their DELTA Mentor, the Pastoral Care Co-ordinator, the Director of Pastoral Care or the Principal when there are issues, personally, at home or at school.

Many issues are resolved in this way, but some require expertise beyond the skills of these trusted adults and are referred to the counsellor. Students and parents can also request that the student see the counsellor. Students may visit the Counsellor once, continue on a regular basis or check in when needed.

For issues of a serious nature, referrals to external professionals can be made. Given that professional counselling or psychological services in Maryborough are difficult to access and waiting times can be lengthy, having our own counsellor is an

essential part of the Highview College Pastoral Care program.

2017 Mission Month

May is Mission Month at Highview and in 2017, the Maryborough Church of the Salvation Army was our local charity of choice. Students collected non-perishable items to be distributed to families in need. Student Councils also ran fund-raising days throughout the month.

Our contributions were presented to the Captain of the Maryborough Salvation Army, Mr. David Allman, at a School Assembly. Along with the goods collected, Mr Allman received a cheque for \$2405.60.

As well as local organisations, we have also supported a school for disadvantaged students in Vietnam, Ward 25, for many years and continued to do so in 2017, with a donation that will allow these students to continue their education after they leave Ward 25.

Photographic Displays

Public Relations Officer, Melissa Adams

Student spaces are now transformed into celebrations of student learning and development through displays of student success and learning. The power of visual reinforcement shows that learning is a happy activity and that adolescence is filled with highlights as well as tumultuous and difficult moments.

Surrounding adolescents with these reminders of positive experiences assists resilience. We do not do this for 'decoration'. The messages in these images are powerful in reinforcing the positive.

Teaching & Learning Excellence

**Director of Professional Practice,
Wendy Hare**

This role was established in 2017 to lead and manage the following areas –

- curriculum requirements & advancements,
- the CAT team (Curriculum Advancement Team)
- strategies, protocols and policies relating to teaching best practice
- to establish and implement teaching standards and policies for the use of SEQTA as a means of providing ongoing assessment and feedback
- Legislated documentation requirements
- professional practice and development of staff
- Oversee VIT Mentoring programs
- Establish and monitor a peer observation program
- Implement requirements for Annual Review and goal setting meetings



Professional Practice

As the Director of Professional Practice (DPP), I work closely with the Heads of Department (HODs) as their line manager. In 2017, in recognition of the value the work and time commitment required of HODs,

we increased their time allowance to facilitate their leadership responsibilities to strive for best practice for their Faculty members.

The curriculum leadership group is known as 'CAT' (Curriculum Advancement Team). In our meetings we discuss matters relating to best practice, documentation, teaching responsibilities, policy development, effective feedback, reporting protocols, Faculty budgets, strategies to support and enhance academic progress, improving student outcomes and much more.

HODs are responsible for the teaching performance of their teams and regularly monitor their practice to improve student outcomes. They lead by example and are a dedicated group of experienced and skilled teachers.

Professional Learning

In 2017, a new and more efficient process was developed to enable staff and HODs access to PL.

It is important that staff stay current with the key knowledge and skills required within their specialty areas. It is equally important that Professional Learning opportunities for the whole school are offered to accommodate consistent approaches to best practice. Many staff have already taken advantage of opportunities to improve their practice from a variety of professional providers.

Teacher Learning Network (TLN)

We have joined a teaching and learning network that understands the reality of teaching. On-line lectures & workshops in

a multitude of areas are offered after school hours, and in smaller time commitments. This allows staff to participate without being absent from their classes. This minimises disruptions to classroom learning.

A number of middle management leaders have enrolled in a 12-24 month leadership course. Some will finish this year in an accelerated program. Others will complete their course in 2018. Leadership Training is being completed by Andrea Youren, Lucy Freemantle, Luke Treacy and Brogahn Richards. I congratulate them for investing in their leadership roles.



Internal Professional Learning

Staff have had the opportunity to attend a number of PL sessions at Highview this year. The AITSL PL requirements are met by the provision of these workshops.

The focus for much of our PL this year has been based on extending our SEQTA competencies. We also completed two days of 'Berry Street' training which has a focus on improved personal positivity and resilience as well as recognising and strategies to do the same for our students. Staff have appreciated these opportunities, and embraced these strategies into their classrooms and lives.

Mentoring Provisionally Registered Teachers (PRTs)

Highview values the development of staff, and for this reason we endorse a support program for staff who are new to teaching - (PRTs).

The first few years in teaching can be challenging, and we recognise the importance of support, guidance and feedback to help graduates lead their classrooms with confidence.

Studies have shown that PRTs who receive mentoring are considerably more likely to stay in the profession and flourish. We have a small number of PRT staff working with us this year and they are enthusiastic, dedicated and well on their way to gaining their full registration.

Mentoring includes weekly support meetings, as well as guiding PRTs through the mandated Victorian Institute of Teachers (VIT) registration requirements.

Lesson observations are an integral part of gaining registration, so it is important that professional and supportive relationships exist between the staff. HODs are the likely candidates to be Mentors and a number of them have undergone their VIT Training this year to join me as VIT Mentors.

Mentoring is all about developing good teamwork, collegiality, respectful communication and relationships. I am privileged, at Highview, to be working with such an extremely professional mentoring team.

Classroom Observations

Classrooms have been 'opened' via the Evidence Based Observation (EBO) process and the encouragement of peer observations.

The PE department has been successfully team-teaching for years. The WOW team are also conducting positive teamwork in their classrooms. I acknowledge these Faculties for leading the way in this process. Many of our highly experienced teachers are opening their classrooms for observations, some have said they enjoy sharing their craft with their peers rather than always working within the four walls of a closed setting.

Our Evidence Based Observation Tool (EBO) tool, relies on the collation of evidenced based data. EBOs should be the beginnings of some rich and ongoing collegial conversations.

As an EBO trainer and VIT mentor, I have been team-teaching and observing in classrooms for many years. I can clearly say that the experience can be as beneficial for the coach as it can be for the teacher involved. Instruction techniques and classroom strategies can be shared so that both parties are richer for the experience and can build new and affirming strategies and understandings. There are always opportunities to continue to learn and improve our professional practice.

Studies advocate the power of 'visible learning', as well as referencing 'team teaching' and 'open classrooms' as effective strategies.

HODs are being trained this year, in preparation for a whole school roll out of observations at a Faculty level in 2018.



Professional Goal Setting

In consultation with CAT members, we developed a new streamlined Annual Review process. It enables the teacher to 'own' their future learning goals and professional learning opportunities. It aligns them with the AITSL teaching standards by utilizing the online tools and enabling access to the multitude of professional development opportunities in each set of standards on this web site.

This review process also empowers HODs, as line managers, to be more closely in touch with their teams as they set (and check) future learning and best practice goals together.

The 3 step process involves

1. The AITSL web site
2. The Self-Assessment Tool (a formatted self-reflection on teaching practice) and
3. An annual review meeting with their relevant HOD to reflect on the year and determine the following year's learning goals.

This process facilitates a respectful conversation, not only about affirming practices, but also about areas staff may further develop. It is based on the concept of continual learning and development and our belief that all teachers at Highview College should strive for best practice.

The role of DDP

Just as HODs monitor, check, support and praise their team, I too, support and acknowledge the HODs. Collectively we audit and support staff as they perform their roles.

I also have the responsibility of developing and reviewing policies which relate to teaching and learning.

In 2017, in collaboration with CAT, we developed policies in the following areas:

- Homework guidelines
- curriculum documentation (UBDs)
- VCE acceleration programs
- VCE Pathways
- Feedback & Assessment
- Student Awards
- Results Analysis

Further to policy development, I am also involved in determining protocols and procedures that are linked to either curriculum, academic or teacher performance indicators.

I am always looking for ways to improve efficiency, whilst ensuring thorough records are maintained. These goals have also helped me with researching, gathering and interpreting data, formulating criteria based

templates and protocols as well as scheduling and conducting meetings and interviews.

This has helped with areas such as –

- NAPLAN & VCE Examination administration
- VCE Acceleration guidelines and interviews
- Duke of Edinburgh implementation for 2018
- HOD reviews
- SEQTA Audits
- SEQTA Reports
- UBDs

I am grateful for the professionalism of the CAT members, Cory Skilton in his role leading SEQTA & E-Learning, Stuart Mandersloot who, as Director of Administration seems to be able to make anything possible, and most importantly, our Principal, and my line manager, Melinda Scash.

The Director of Pastoral Care, Marion Martin and I have spent considerable time in 2017 designing an integrated learning and pastoral care model for teachers. This will be implemented at the beginning of next year



2017 NAPLAN Testing

As required, Highview Year 7 and 9 students participated in the Literacy and Numeracy NAPLAN testing program in 2017.

Once again, Highview College results in NAPLAN at Year 9 are aligned with or better than National results. However at Year 7 Numeracy is the only result comparable with National results, all other areas being lower than National results. It is worth noting that year 7's have only attended secondary school for a short four months.

At Year 9 our Reading and Writing levels were similar to State results. Numeracy was similar to state levels at the median and lower end, but was behind state levels at both the 75th and 90th percentile, suggesting our top 25% of students are behind state levels.

Our Spelling and Grammar & Punctuation results were below the State and National results.

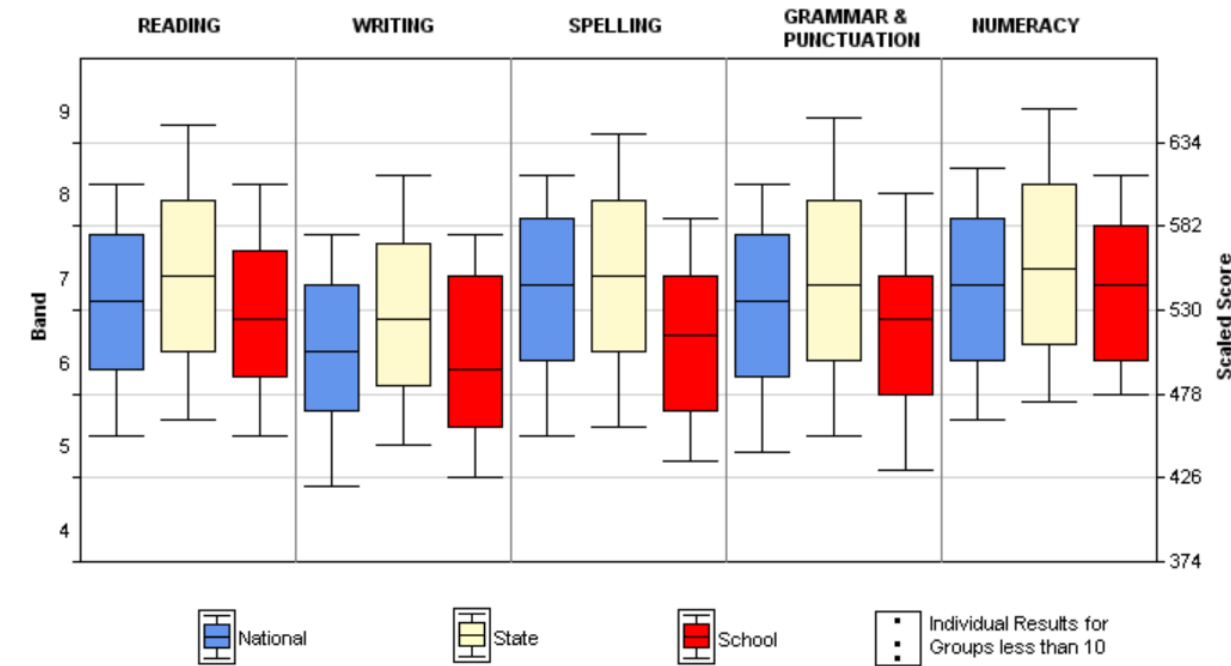
At Year 7 our Numeracy was the only area in which we were comparable with State levels. All other areas were well below state levels.

National Minimum Standards

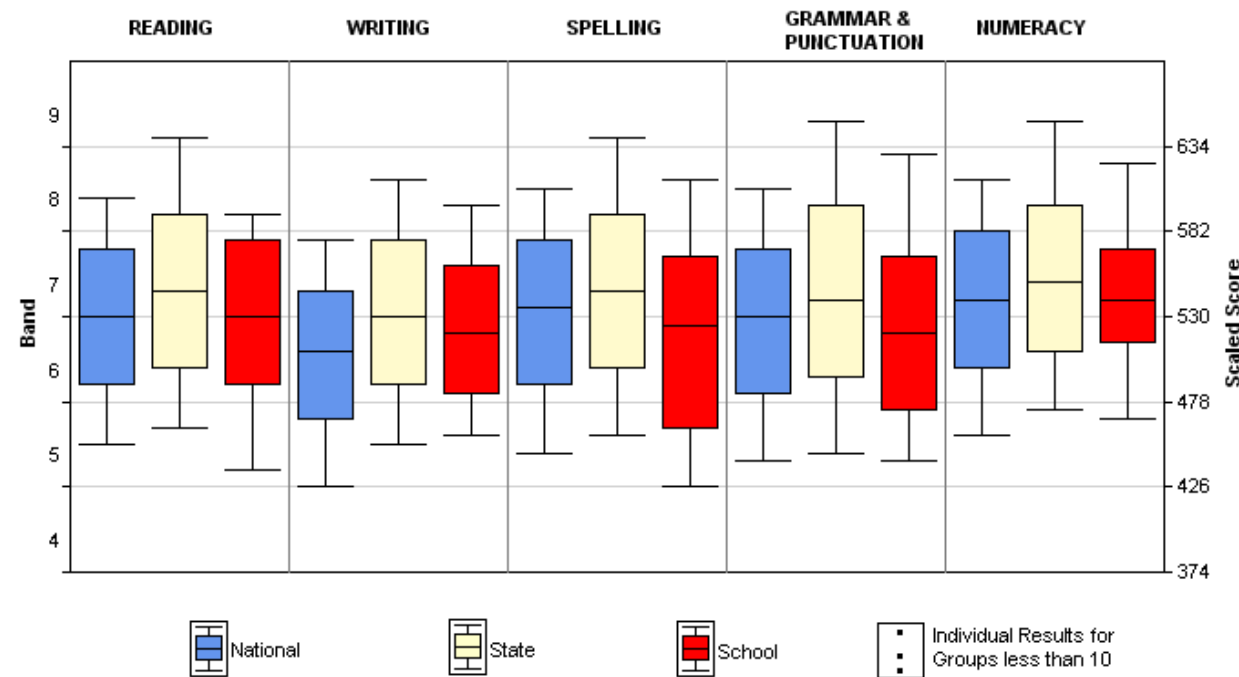
The table below shows the percentage of students in Year 7 and Year 9 who were at, or above, the National Minimum Standards 2014-2016.

Proportion of students meeting National Benchmarks				
	2014	2015	2016	2017
Year 7 Reading	100%	100%	93%	96%
Year 7 Writing	93%	85%	97%	91%
Year 7 Spelling	88%	96%	90%	96%
Year 7 Grammar & Punctuation	93%	100%	94%	90%
Year 7 Numeracy	98%	100%	99%	99%
Year 9 Reading	94%	93%	96%	95%
Year 9 Writing	89%	76%	94%	87%
Year 9 Spelling	89%	85%	85%	97%
Year 9 Grammar & Punctuation	90%	90%	91%	94%
Year 9 Numeracy	97%	100%	97%	100%

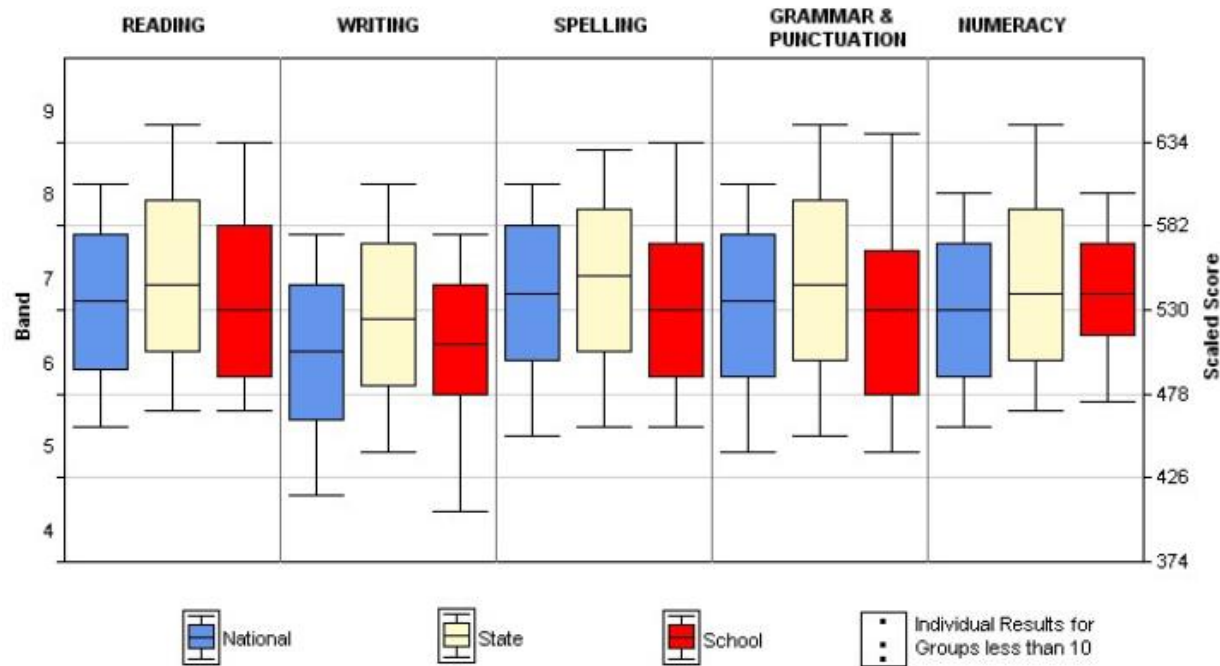
2017 YEAR 7



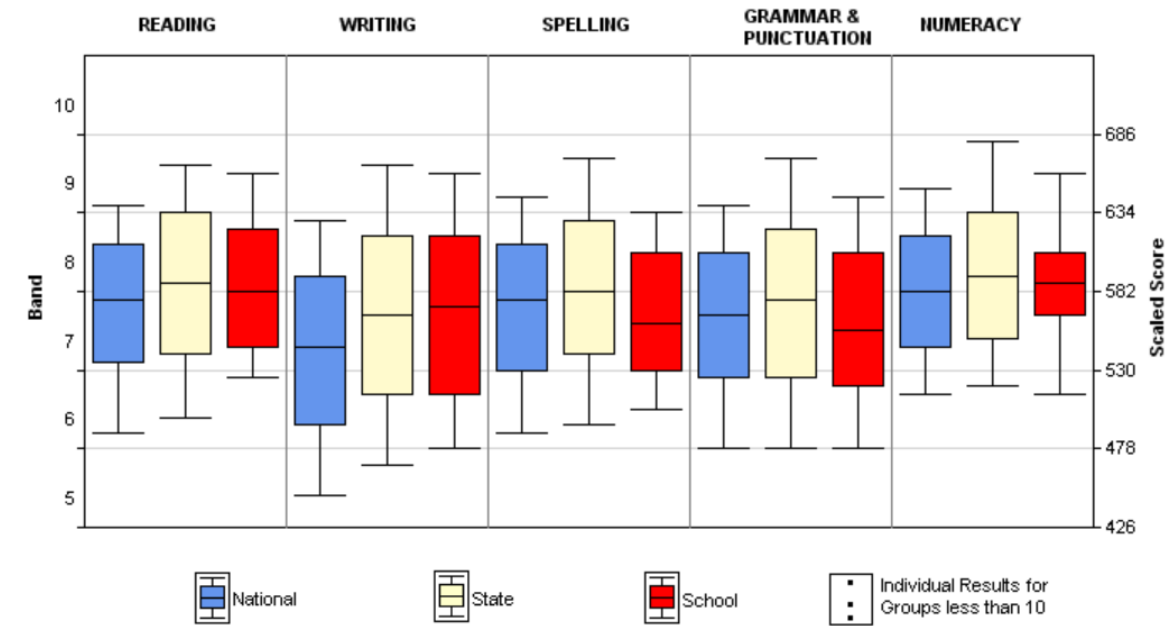
2016 YEAR 7



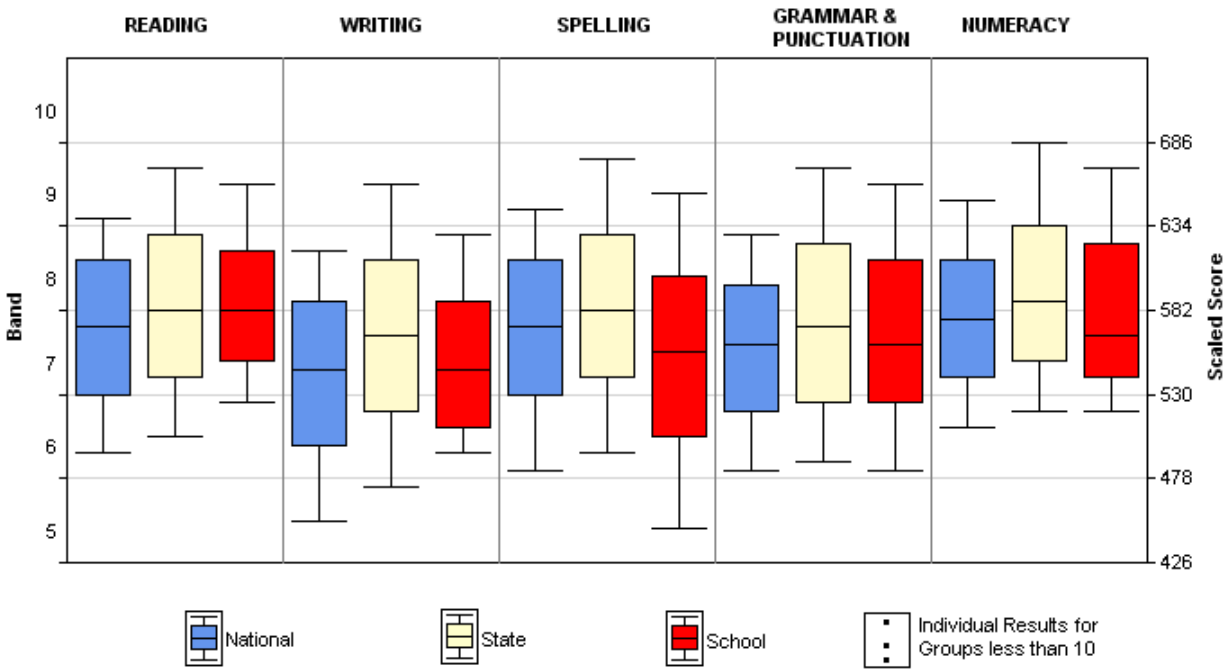
2015 YEAR 7



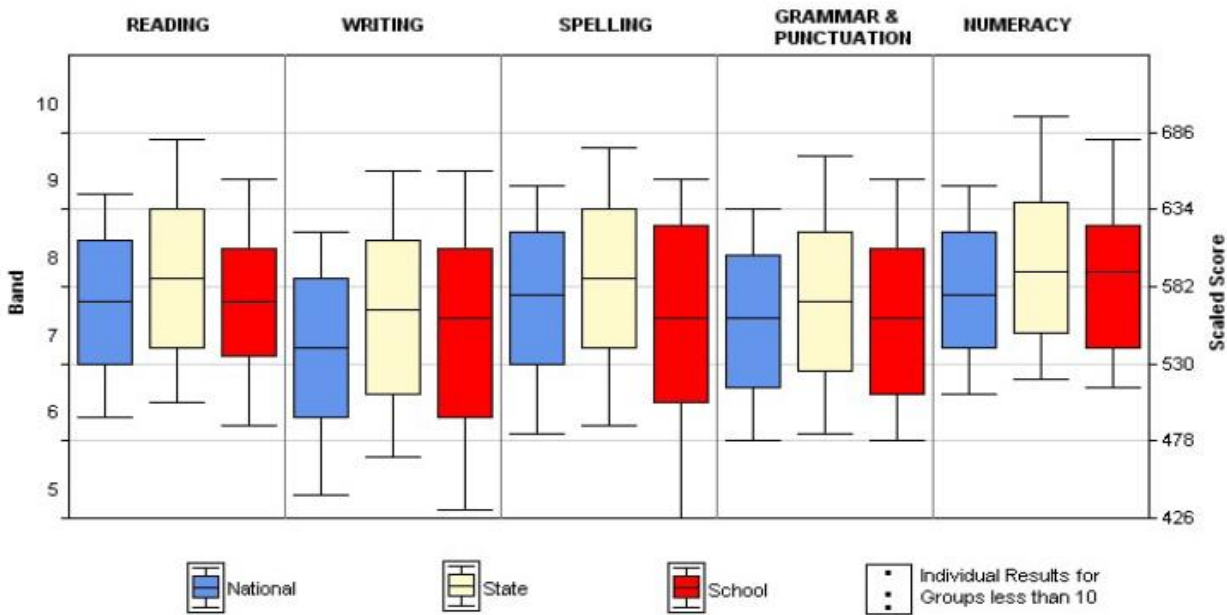
2017 YEAR 9



2016 YEAR 9

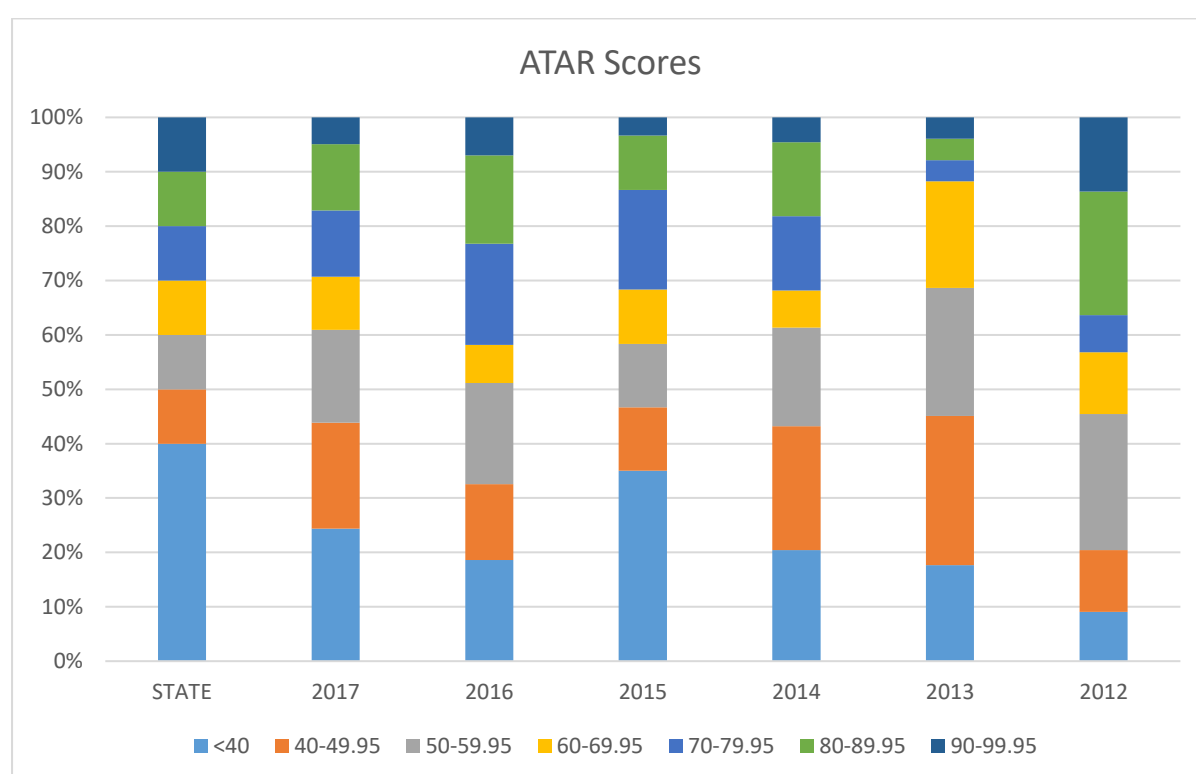


2015 YEAR 9



2017 VCE Results

Students can achieve at the highest levels at Highview College. In the annual High Achievers Assembly, both current and former students were recognised for their hard work, dedication and success in 2017. The maximum study score in a VCE subject is 50 at Year 12. To be awarded a Dux or Academic Excellence award, students must have attained a score of 40 or more, thus being in the top eight percent of Victorian students for that subject. The Australian Tertiary Admission Rank, or ATAR, is a percentile score up to 99.95 which indicates a student's ranking relative to his or her peers. The awards that were presented at the High Achievers Assembly represent outstanding achievement. Twelve subject scores were over 40.



The combined study score results from all VCE subjects taught at Highview, compared to the state are displayed in the table above. Highview's 2017 median and upper percentile is similar to the 2016 results. Highview's lower percentile results are less than the state and also show a slight improvement from the 2016 data.

Of the 46 students who completed Year 12 in 2017, 41 students sat the examinations. Of these 41 students, 36 (87.8%), applied for Tertiary courses. 35 applications were made for Victorian institutions, 1 student applied for both Victoria and New South Wales and 1 applied for Queensland only.

Of the 36 students who applied for tertiary studies 33 (91.6%), received first round offers. At the end of the offer periods, 35 (97.2), students were offered a placement, with 7 (19.4.5), students receiving more than 1 offer. This is an amazing result and a great credit to the students concerned.

Of the 43 offers that were made across all offer rounds, 17 (39.5%), students were offered a place in Melbourne, 19 (44.1%), across Bendigo/Ballarat, 5 (11.6%), in Geelong, 1 in NSW and 1 in QLD.

2017 School Programs	
Number of VCE 3-4 Units with enrolments	33
Number of VET Certificates with enrolments	8
Offers of the IB Diploma	No

2017 Student Cohort – number of students	
Enrolled in VCE 3-4 Units	75
Enrolled in a VET Certificate	72
Enrolled in VCAL	NA
Percentage applying for tertiary places	75

2017 Student Achievement	
Percentage of satisfactory VCE completions	98%
Enrolled Number of students awarded the VCE Baccalaureate	1
Percentage of VET units of competency completed	98%
Percentage of study scores over 40 and over	4.8%

2017 Graduate Student Offers		
Number of students who received an offer	33	94.29%
Number of students receiving more than one offer	6	17.14%
Number of students receiving no offers	2	5.71%

2016 Graduate Data

Data supplied by the On Track Survey 2017 (Year 12 2016 students):

Highview Christian Community College

2. Post-school destinations of Year 12 or equivalent completers

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2016, Highview Christian Community College, Central Goldfields (S) and Victoria

Post-School destination	Your School		Central Goldfields (S)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	22	71.0	46	60.5	21071	74.8
Bachelor degree	16	51.6	31	40.8	15156	53.8
Certificates/diplomas	2	6.5	7	9.2	3643	12.9
Certificate I-III	1	3.2	3	3.9	566	2.0
Certificate IV or higher	1	3.2	4	5.3	3077	10.9
Apprenticeship/traineeship	4	12.9	8	10.5	2272	8.1
Apprenticeship	4	12.9	6	7.9	1603	5.7
Traineeship		0.0	2	2.6	669	2.4
Not in Education or Training	9	29.0	30	39.5	7082	25.1
Employed	3	9.7	13	17.1	3118	11.1
Employed full-time	2	6.5	8	10.5	1043	3.7
Employed part-time	1	3.2	5	6.6	2075	7.4
Looking for work	2	6.5	4	5.3	945	3.4
Deferred	4	12.9	11	14.5	2859	10.2
NILFET		0.0	2	2.6	160	0.6
Unknown		0.0		0.0	9	0.0
Total respondents	31	100.0	76	100.0	28162	100.0

Note: NILFET = Not in the labour force, employment or training

Table 4: Destinations of Year 12 or equivalent completers six months after leaving school in 2016, Highview Christian Community College, Central Goldfields (S) and Victoria

Post-school destination	Your School			Central Goldfields (S)			Victoria		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Bachelor degree	68.0	58.7	51.6	36.3	47.4	40.8	53.2	54.2	53.8
Certificates/diplomas	4.0	13.0	6.5	12.5	15.8	9.2	16.3	14.6	12.9
Apprenticeship/traineeship	8.0	6.5	12.9	6.3	7.9	10.5	7.5	8.1	8.1
Employed	8.0	10.9	9.7	18.8	17.1	17.1	9.6	9.6	11.1
Looking for work	4.0	4.3	6.5	12.5	5.3	5.3	3.6	3.3	3.4
Deferred	8.0	6.5	12.9	12.5	6.6	14.5	9.1	9.7	10.2
NILFET	0.0	0.0	0.0	0.0	0.0	2.6	0.5	0.5	0.6
Unknown	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0
Total respondents	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: NILFET = Not in the labour force, employment or training

2017 University Links Program

Co-ordinator, Karen Lenk



Mutually beneficial partnership

From a Highview College perspective, we are interested in:

1. Encouraging our students to aspire to participate in tertiary education by familiarising them with a University campus environment
2. Having academics and university students liaise with Highview College students regarding university life and possible career pathways
3. Using university facilities to promote and nurture academic rigour and enjoyment of learning
4. Utilising the opportunity to have Pre-service Teachers assist in Highview College programs
5. Utilising PSTs to assist in the learning needs of students at Highview College
6. Capitalising on the opportunity of enriching professional development opportunities through liaising with Federation University staff
7. Recruiting the best graduate teachers

The following outlines some of the partnership programs developed or extended in 2017:

University Experience Day

In 2017, a Year 8 University Experience Day was run and was completely funded by FedUni. FedUni pays for the bus and runs workshops for students. We supply staff to attend each workshop and who evaluate the PSTs teaching of each session. The workshops have smaller than a class-size groups of students – often as small as 6-8 students per group. Often two PSTs are running each group. Classes are planned to be highly interactive, with hands-on creation of models, physical activities or open discussions on different issues. Each workshop is tightly planned with clear outcomes.



The benefit for students is in the intimate interaction and close monitoring of progress throughout the day. It is a way to expose our students to a university environment and make it more accessible as a future aspiration for their own learning. It is a way to make their current learning more personal in such a small group interaction. It is also a way to orient students into university life. They can buy

lunch at the university hub of cafes and interact with current university students. They can explore the layout and facilities of the university to help familiarise themselves with university culture. They often meet students they know from previous years at Highview College.

Welcoming FedUni PSTs to Highview College

FedUni PSTs assisted Highview College Sports Co-ordinator, Luke Treacy, with sporting events at the school. We also had PSTs assisting Learning Support Co-ordinator, Lorraine Caldwell with tutoring students in her program.



FedUni Teacher Professional Development Programs

Dr Peter Sellings has run a Mathematics 'Curriculum Thinking' program for Highview College Maths staff. Mathematics Co-ordinator, Katrina Pace, was involved in this project. Dr Sellings also delivered a school-wide 'Creative Thinking' session during a professional development day.

Pre-service Teacher Programs

Support of Pre-Service Teachers is ongoing at Highview. We have used this program to help us select new graduate teachers, as when they complete their

placement at Highview College, we have first-hand experience of what they are like as teachers.

The way PSTs interact with Highview has also altered. We have observational rounds only, and placements ranging from short term to more extended final placement experiences. We have also trialled a Welfare PST program in 2017.

Future Possibilities

FedUni has indicated it is happy to send representatives to VCE Information Nights at the school. Highview will promote a range of Tertiary providers at Senior School Information Nights in the future.

We have the potential to run an academic camp for students at VCE level at FedUni Mount Helen Campus. We would have free use of certain facilities such as lecture theatres and various break-out spaces around the campus. Academic Lecturers could be requested to run lectures and workshops on campus free of charge.

FedUni would also like to be involved in some curriculum writing and course trialling at Highview – particularly in relation to our DELTA Program.

With appropriate permission, FedUni would also like to write a case-study research paper outlining the mutual partnership arrangement between FedUni and Highview College.

The FedUni / Highview Partnership arrangement is very new and still growing. It will be exciting to see the direction this takes in the future

2017 SEQTA Implementation

SEQTA Co-ordinator, Cory Skilton

The Power of Continuous Reporting

2017 was a year of big change around the way our teachers thought of feedback and reporting. With the continued rollout of our adoption of SEQTA, reporting is now continuous and fully accessible to staff, parents, and students, creating a feedback loop in which our students can thrive.



In the past, the only feedback parents saw was the cumbersome, end-of-semester reports, where teachers attempted to distil an entire semester's worth of work and effort into a single paragraph. Not only are these extremely hard to write, they are also not necessarily useful to the student or the parent in terms of how a student can improve through the school journey.

To address this, Highview College adopted the market-leading system, SEQTA. SEQTA is an all-in-one collaborative teaching and learning ecosystem that empowers the school to change the way we see the relationship between school and home, simplifying and enriching the experience for teachers, students, and parents.

Our work on providing feedback is now guided by research, such as that conducted by leading education research John Hattie about the importance of accurate, timely, relevant, and specific feedback. Through SEQTA, feedback is visible to students and parents whenever they want access to it. While our processes are continually being refined as our staff grow more accustomed to using SEQTA, the basic procedure is:

1. Students submit work for feedback.
2. Within a maximum timeframe of two weeks, the feedback is provided to the students through SEQTA. This could be in the form of text comments, annotated work, or any other means of feedback preferred by the teacher and student.
3. The feedback is available forever in SEQTA, available for students to access the next time they attempt that task, or for teachers to access to see how students are tracking, or for parents to access to help children make sense of the feedback they have received.

Highview Engage

Our on-line Parent Portal



In 2017 we rolled out SEQTA access to every parent or guardian within the school,

giving them access to feedback and online content unparalleled in our history. This was an enormous shift for our staff, who have worked exceptionally well to make it happen smoothly and seamlessly.

As at the end of 2017, there are 474 parents and guardians with access to Highview Engage, our online parent portal for SEQTA. Feedback from parents and guardians has been overwhelmingly positive, and we are excited about continuing to refine and improve our use of SEQTA over the coming years.

Why is SEQTA so important at Highview College?

When we made the decision to move to SEQTA in 2015, the number one result we wanted was to have a product that improved outcomes for our students, as well as improving the school experience for teachers and parents

Our use of SEQTA has started to make some important changes to the way we conduct our business, delivering benefits for all stakeholders, including:

- Increasing engagement between teachers, students, and parents – as students are able to access important course materials and notes at any time, and parents are able to view these notes and engage with their children and teachers as necessary
- Improving communication between teachers, students, and parents, allowing for a full, unhindered education ‘conversation’ between school and home – no longer are classrooms hidden behind doors and curtains, but

the work of teachers and students is being showcased

- Online lesson delivery – richer content, with the ability for teachers to upload any number of relevant resources and notes to help students succeed, and allowing students to use SEQTA as an important revision and study tool, even when they are absent from school. This has included the adoption of myEd to provide dynamic lessons and increased powers of differentiation in some classrooms.
- Making homework and assessment details known – relieving some of the stress for both students and parents as information is easily accessible.
- Timely and relevant feedback to students – taking advantage of the research that shows just how valuable timely feedback is to student development.

Our staff continue to develop our understanding and use of SEQTA, and we look forward to improving the way we use the product to help all of our stakeholders – students, parents, and teachers. Improved student outcomes and school satisfaction remain our number one goal.



Junior Secondary – Years 7&8

Co-ordinator, Brogahn Richards

The past 12 months in the Junior School area have been very eventful and busy. In the short space of 12 months there have been camps, excursions, transition days, Support 7, EBT, Information evenings, a variety of sporting competitions, leadership and community involvement opportunities. There have been many joyful moments shared together by the group.

All of these would not have been possible without the help of our dedicated Year 7 & 8 DELTA mentors:

Year 7: Jacinta Harvey, Nick Healey, Donna Kempster and Kate Hood

Year 8: Patrick Jenes, Jordan Forster, Brett Douglas and Maree Payne

The Highview DELTA Dogs have been a feature all year. Jazz and Bella are often on site and bring comfort to many students and staff through the days when they visit.



Year 7 Highlights

The Year 7s represented Highview with distinction when they ventured to Norval Lodge, Halls Gap, for a three day cultural and nature experience. As usual, the camp

was a success with staff and students enjoying the range of activities on offer.



A highlight was the “Lip Sync Battle” that were live streamed to parents on Facebook. This new tradition was one part of the “Western Night” festivities.

The years 7s got into the Christmas spirit of giving very early on, and all participated in the Operation Christmas Child shoe box project. Their donations, letters and photos have been sent off and are ready to be received by some very deserving children on Christmas.



To finish off the year our Year 7 DELTA classes worked together to create videos that were unique to their DELTA groups. These videos were added to their time capsules and will be kept until 2022 when they will be re-presented to students at their Year 12 graduation.

Year 8 Highlights

The Year 8s participated in three excursions, one to the Melbourne Zoo, one to Ecolinc and the other to Anglesea for a surf experience.



Our students represented the school well and were commended by the organisations for their positive attitude and their kindness. This Year 8 cohort were also lucky enough to participate in the first ever DELTA group competition. This competition not only required DELTA groups to compete against one another, but it required teams to come up with class banners, chants, mascots and names. This was a highlight for many of the students as this provided students with the opportunity to foster their teamwork and leadership skills. It was heart-warming to see everyone in the group being included and working together towards a common goal. Congratulations to 8A who were the overall winners of the competition.

Year 7 & 8 extracurricular achievements

Throughout the year there have been many fantastic individual achievements made by many of our Junior School students that have been shared and celebrated through the newsletter and assemblies. One

collective achievement by a group of our students that we are very proud of is the 2017 Junior School Energy Breakthrough team "Emoji Go".



This team was the epitome of hard work and dedication and once again represented the school with great pride and distinction. We are also very proud of the Junior School students that participated in the 2017 "Shrek Jr the musical".



Our juniors filled a variety of roles from back stage crew to lead characters. We are very proud of the students that had out their hands up for different opportunities throughout the year and I strongly encourage our juniors to continue to move through schooling with the same enthusiasm and zest for life that they have shown this year.

2017 Middle School - Years 9&10

Co-ordinator, Chris Egan

We welcomed all Year 9s and 10s to the Middle School at the start of this year. All students were introduced to the new DELTA Program, which incorporates the concepts of Positive Education, Health and Whole Living. Our DELTA mentors cover such topics as personal development, character strengths and mindfulness. I thank the DELTA Mentors who are the first point of contact for students and parents.



At Year 9 the DELTA Mentors were: Jamie Briody, James Fox, Lucille Hudson and Alex Sutton.

At Year 10 the DELTA Team included: Tanya Waterson, Jal Nicholl, Kath Dunne and Jerry Lau.

Year 9 Highlights

As part of DELTA Year 9 students experienced a performance by Brainstorm Productions called 'The Hurting Game'. Ably performed by two really professional young actors, 'The Hurting Game' examined the ways adolescents treat each other through social media. Many of the students thought it was a great performance despite feeling that it was quite confronting.

Our Student Council Representatives went to Ballarat early in the year for the VicSRC workshops which proved to be a very worthwhile day.

In May all Year 9s headed to the 'Lady Northcote YMCA Camp' in Rowsley. The students had great time and were kept fully occupied.



The STRIVE program has continued throughout the year, ably co-ordinated by Mrs Hudson. Congratulations to all students and their mentors on the success of this Program. We give special thanks to Mrs Hudson who has run the STRIVE Program for four years. We wish Lucille all the best and thank her for all her enormous efforts over the years.



Year 10 Highlights

Year 10 students also had a very full year. For the very first time, Year 10 students were provided with a common room. This was well used by the majority of the Year 10s, especially during the cold months when two-minute noodles and warm soup became the order of the day. A big thank you to the Year 10 students who managed to keep the kitchen tidy and eventually do their dishes.

In May, the Year 10s also experienced the production of 'The Hurting Game' and they, too, came away impressed. A different performance by 'The Brainstorm Group' will be run in 2018 for the Year 9s and 10s. The Year 10 Student Council reps were able to attend the 'Rotary Lift Program' held in Marybrough earlier this year, which proved a worthwhile day.

All year 10s also attended Ballarat for a visit to either Fed Uni or SMB to have a look at what is available for students. This will probably become an annual event.

In June the Year 10s attended a performance of 'Macbeth' in Melbourne and in the last week of Term 2, all Year 10s had their week's Work Experience. Thanks to Janelle Howlett for the enormous effort she put into this. In August, the 'Keys Please Program' visited with the Year 10s and discussed importance of precautions for learner drivers.

In September, the Year 10s headed to 'Melbourne City CYC Camp'. A great three days was had by all visiting places like the Holocaust Museum, Etihad Stadium and the Melbourne Star Wheel. We also had

time to participate in some ice skating, 10 pin bowling and laser tag. All student felt that this was the best of their camps.



Also in September three students were lucky enough to be involved with the outstanding 'Mindshop Excellence Program'.



Once Term 4 starts, the Year 10s are plunged almost immediately into their exams.

After a fulfilling 2017 I thank all the Year 9s and 10s for making this year very worthwhile and never boring. To those students moving on, we say farewell and hope that your future is bright. To my Year 10s – thank you for two great years and I hope you do really well in your VCE journey. To my Year 9s – thank you for your efforts this year and I look forward to working with you again next year.

Senior School - Years 11&12

Co-ordinator, Wendy Pickering-Tyers

It has been a busy year for our Senior School students. The year was framed by two formal celebrations, starting with the Year 11 Presentation Dinner in Term 1.



Year 11 students, staff and parents dressed up and shared dinner and dancing to celebrate the beginning of the VCE journey. In October, we marked the end of the two year VCE journey of our Year 12s, finishing their year with the Year 12 Graduation Dinner. It was a fantastic evening shared with students, staff and families.



The year saw the commencement of our new Senior School Council, lead ably by

James Judd and Keely McDonald. Class representatives embraced the opportunity to discuss a range of issues that were important to senior students. They also organized and ran a fundraising BBQ for Mission Month, which was a great example of teamwork from the Council members. Later in the year these same students completed a mammoth effort, combining with the other school councils, to run the school social with a 1980s theme. I thank them for their hard work and dedication.

DELTA was a new addition to our daily regime this year. Students in both levels learned the skills and value of expressing gratitude, practising mindfulness and meditation, building study skills, and a range of life skills, too. At Year 11 level, this included learning how to: sew buttons, mend hems, tie a necktie, and use chopsticks. Students enjoyed these real life experiences as part of the program.



Year 12 students spent a great deal of DELTA time preparing for VTAC, SEAS and scholarship applications, as well as improving their strategies for study and revision.

Year 12 students were also invited to apply for a new scholarship in honour of Bruce

Dellavedova. Bruce's wife, Julie, and daughter, Jacinta and representative of McPherson's Printing, Julie Peters, were present at the Highview College Year 12 Awards Assembly in October to acknowledge the inaugural recipients of the Bruce Dellavedova Memorial Award: Isabella Thomson and Amelia Walker.



Special thanks to Mrs Janelle Howlett for her invaluable support as Careers Advisor. Year 12s also focused on some valuable life skills, including: writing a resume, understanding personal finance, and preparing nutritious and cost effective meals.

The DELTA program also presented the opportunity to have guest speakers visit us to talk to students. We were fortunate to have some past students talk to us about their journeys since leaving Highview. They included Kurt Teague (2010); James Chapman (2014); James Butler (2011) and Hansa Malik (2015). They were all fascinating and we are very grateful to them for their time and for sharing their experiences.

It has been lovely to witness the friendships and support between all our students and staff this year.

I thank the teachers who have worked tirelessly with the senior students, particularly the DELTA Mentors: Mr Terry Payne, Ms Katrina Pace, Ms Karen Lenk, Ms Marion Martin, Ms Leanne Lockwood, Mrs Jacinta Davies, Mr Cory Skilton and Ms Jeanean Pritchard. Your commitment and patience has been extraordinary.



I also acknowledge our graduating class of 2017 as an amazing group of young people. We all wish you well for your futures beyond Highview College.

Learning Support Developments

Head of LS, Lorraine Caldwell

The fish survived a whole year in Learning Support and the rest of us thrived.

New Centre

The relocation of the Learning Support Centre to Room 1 raised the visibility of Learning Support in 2017. This resulted in increased visits to the centre from curious students as well as teachers. It presented as an alternate learning environment, not only hosting classes, but also Student Support Groups meetings and professional learning for teachers and aides.



A high working bench, low table and casual seating areas with beanbags and a new couch, encourages students in making choices about where and how they are able to do their best.

Support in Action

Learning Support teachers provided in class support by arrangement with subject teachers. Three teachers in the Learning Support team provided targeted teaching in small groups focusing on Literacy support, and the development of social skills.

The four Learning Support Officers (Aides) continued to provide invaluable monitoring

and support for students in class. While 23 students had Individual Learning Plans, a further 13 students accessed direct support in the Learning Support Centre.



What the students had to say:

Year 9 student

This place is awesome! It lifted a lot of stress off my shoulders. Everyone here is extremely kind and it's a really relaxing and stress free place.

Year 8 student

....Room 1 is also helpful if you need to catch up on work. The teachers are very nice and have helped me a lot over the last two years. Thank you Room 1."

Year 8 student

"Room 1 is a relaxing space to work. Teachers are nice. They help you. I've done a lot of spelling and reading. I can read my own writing now. I can actually write my ideas down. I was stepped through it and had lots of practice. I like it with the fish tank."

Year 10 student

"Support this year has been fun. It gave me time to catch up on some work I needed to do. Support time has given me time to practise for my exams. Support is the best class because it helps me with social skills. I will miss being a part of it."

Professional Learning

A major focus in professional learning enabled the Head of Learning Support to complete training in the MAQLIT program. This is a literacy intervention program designed for Australian students at the upper primary and lower secondary level, who experience significant difficulty with reading and writing.

Six year 7 students began the program in the second semester. Whilst there were challenges in ensuring that students could access the required number of MAQLIT lessons each week, with minimum interruption to their timetable, participants demonstrated enthusiasm for improving their literacy skills and consolidation of their knowledge of written English.

What the students thought about MAQLIT

"It helped me to read longer words and spell them. It's fun!"

"MAQLIT helps you with improving grammar, reading and writing and everything to do with English. I liked it when we had to read the pages fast. It was hard but I got it."

"MAQLIT has helped me with my fluency and my spelling. It's helped with reading longer words. I enjoy being in Room1 and doing MAQLIT."

"In MAQLIT I learned a lot about different sounds in writing."

Professional development for all teaching staff ensured access to online learning modules which outlines teachers'

responsibilities under the Disability Discrimination Act 2005.

Understanding the RTI framework (Response To Intervention) assists the ongoing development of Learning Support practices at Highview which aims to include all students through intervention, differentiation and adjustments. Understanding the implications for teaching and learning for students with working memory difficulties has a direct impact on the ways in which information and instruction is delivered to students.

Highview College hosted a Learning Support Network meeting for the first time in 2017. Participation in the network allows for professional collaboration and discussion of relevant issues.

FED Uni Partnerships

In August, two Pre-service teachers from FEDUni spent a day a week, for 5 weeks in the Learning Support Department. They were able to observe classroom experiences for a diverse range of students from the perspective of not only the student, but the teacher also. They had opportunities to engage in professional discussion reflecting on their observations.

LOOKING FORWARD

The Learning support team aims to continue to respond to the changing needs of students at Highview. We support our students, teachers and parents with humour, sensitivity and respect and look forward to maintaining positive partnerships to enable the best possible outcomes for students

2017 English Developments

Head of English, Karen Lenk

Year 7 Window on the World (WOW)

Integrated Curriculum Developments

Under the leadership of Nick Healey the level of English content in the WOW program has been increased. A more structured language skills program has been developed and a weekly writing program has been implemented. New topic units are being written within the integrated philosophy of this program. The program is under review for 2019+.



NAPLAN work has been integrated in classroom activities and in a stand-alone practice testing program running prior to the real test.

Discussion about increasing greater text study and enhancing the academic rigour of the program are currently in progress.

Years 8-9 English Developments

Staff are continuing to develop consistent rubrics, using a standard framework across Years 7-10 English.

Some revision of timelines and resequencing of units and assessment tasks has been done to better accommodate students' needs around interruptions to the academic year.

A new Indigenous Poetry and Song unit at Year 9 level was written by new staff member Samantha Kent, designed to fulfil Australian Curriculum Standards requirement for Indigenous literature to be taught. It is currently running in our English classes.

Discussion and internal professional development for NAPLAN has been delivered to ensure teachers can best prepare students for this task. A live online seminar was provided by WordFlyers to showcase NAPLAN resources available for use.

Year 10 English Developments

Year 10 English rubrics have been reviewed in order to achieve consistency.

A review of the Year 10 English curriculum has commenced to ensure it aligns with VCE by providing appropriate preparation for students for their final years of schooling.

A new unit based on the Polanski film of *Macbeth* was developed by new staff member Will Radford. It is currently running smoothly in our curriculum.

We have been reviewing the Year 10 English approach to Argument and Persuasive Language Analysis in response to changes to the VCE English examination. We are currently generating different strategies to support students in developing their understanding of this difficult task.

It has been confirmed that our mid-year Year 10 English examination will run for a full two hours, which should be good training for the three hour VCE English examinations.

Year 11 English Developments

We are continuing to run the Year 11 curriculum closely parallel to Year 12. This will ensure that students are fully prepared for their final year of English study. The process of updating all Assessment Criteria sheets to resemble Year 12 Criteria is being co-ordinated by Cory Skilton.

Year 12 English

New Study Design – Year 2

At the end of 2016, we ran a professional development workshop with Ross Huggard (who is second in charge of the VCAA English examination assessment process). He is also a VCE author and experienced classroom teacher.

The three Year 12 English teachers are working closely to ensure fairness and equity for all students in terms of curriculum delivery and assessment of SACs.

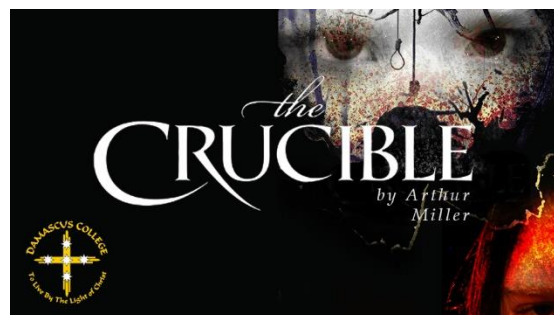
After school study classes were run on Wednesdays. These were hosted by Cory Skilton and Nick Healey, and intermittently

with Karen Lenk. Year 11 students were also welcome to these sessions.

Holiday revision programs were run last year during each vacation period. They were full day programs of teaching. The practice examination was set at another date above and beyond the holiday program.

The Complete Works Performance Company visited the school to run a performance and debriefing discussion about the comparative texts for all Year 12 English students.

Students were taken to see an evening performance of *The Crucible* at Damascus College in Ballarat as part of the Year 12 English curriculum.



Year 12 English Literature

New teacher David Ormerod is teaching this combined Year 11 and Year 12 class

David has attended a VATE PD on Literature teaching and has attended the evening lecture of 'Meet the Assessors' for Literature.

The course has changed considerably, introducing a 'perspectives' essay component. This has meant a number of new resources have been purchased.

2017 Mathematics Developments

Head of Mathematics, Katrina Pace

Throughout 2017 there were continuing improvements in the Mathematics Department involving staffing, curriculum and class structure to name a few.

Class Structure

In 2017 Highview College group classes based on those who needed regular extending and those who needed regular support on fundamental skills. This was trialed across Years 8-9 in 2016 and implemented across Year 7-9 in 2017. This is to cater in a more consistent and regular manner for the needs of those who require extension or additional support.

The class that requires extra support will become a modified class in Years 7-10 in 2018 and will work closely with Learning Support to apply individualized pathways.

VCE Results

In 2017, Highview College had some improved VCE results when compared to the 2016 results. In particular, there was improvement in Further Mathematics results.

Mathematics Staffing

In 2017 new staff were added to the Mathematics Department. These include James Fox, Jordan Forster, Jamie Briody and Christopher Smart.

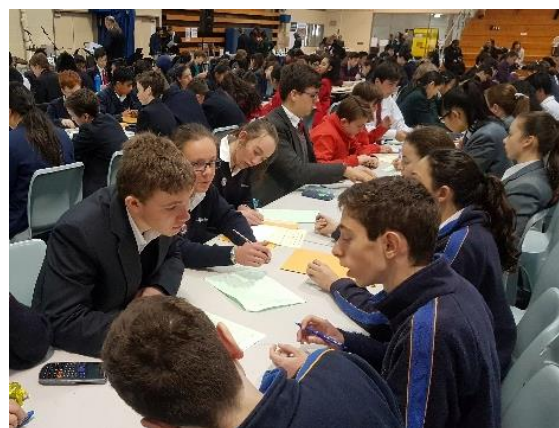
Support Programs

As well as support from the Learning Support Centre and ability grouped classes in Years 7-10, the Mathematics Department also implemented regular

lunchtime study sessions which is delivered by Mathematics teachers. Students can come to get help with their homework, or just make use of a quiet place where they can get their homework done.

Extension and Competitive Involvement

Highview College is continuing to extend students outside the classroom with involvement in external competitions. There is continued involvement in the 'Mathematics Challenge' in Years 7-10, the 'Mathematics Competition' for all year levels and the 'Mathematics Games Days' for Year 7 & 8. The College will continue to be involved in these competitions each year.



Technology in Mathematics

Highview College continues to have a strong emphasis on embracing Technology in Mathematics classes. We continue to use specialised online Mathematics programs such as 'MangaHigh' and 'SumDog'. We have also shifted to PDF textbooks in Years 8 to 10. However, all textbooks come with an online access code so, even students with a hard copy textbook, are able to access an online version.

2017 Science Developments

Head of the Sciences, Andrea Youren

STEM Priority

In the past 12 months, the Science Faculty at Highview College has fully embraced and committed to the 'STEM in Schools' initiative (Science, Technology, Engineering and Maths). The Science staff team has been very active in promoting STEM and organising activities for our students, both within the classroom and through co-curricular opportunities.

7-10 STEM Excursions

Students in the past year have been involved in a number of exciting STEM excursions. The introduction of an excursion in Year 8 has enhanced the learning for those students. The response to the introduction of this excursion has been very positive. The excursion provides students with the opportunity to use new science technologies in a lab outside of the school environment and reinforce their on-site learning.



Year 9 and 10 girls were offered the opportunity to attend the 'Emerging Science, Technology, Engineering and Maths (STEM) for Women Conference'

held at Ecolinc Science & Technology Centre in Bacchus Marsh. The day consisted of a number of guest speakers and a range of workshops including a STEM Careers sessions where the students met, spoke with, and learnt from, a range of women in STEM fields, about career pathway opportunities and courses available.

Increases in Senior Science Numbers

In 2017, Year 10 Science became completely elective-based with students able to choose from Biology, Chemistry, Physics and Psychology. Although Science is no longer compulsory at this year level, 82% of Year 10 students still chose to study a Science subject with 57% actually choosing to undertake 2 or more Science electives. Biology and Psychology have also changed in their allotted time to run as year-long electives rather than semester only.

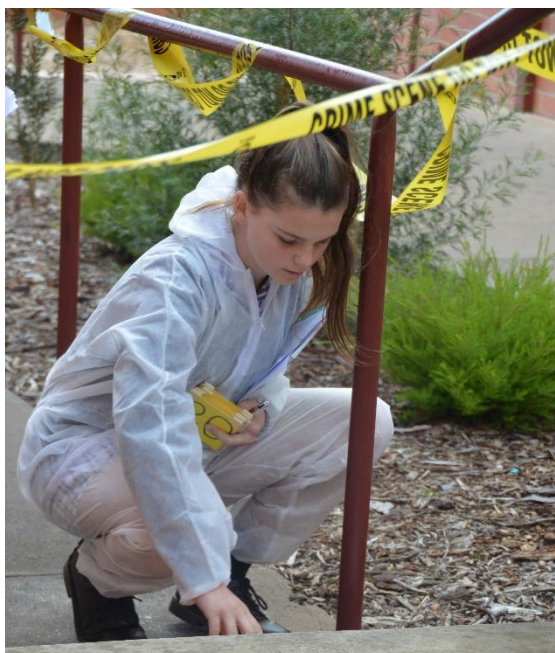
The number of students electing to study Physics, Chemistry, Psychology and Biology at Years 10 and into VCE continues to increase. We are tracking enrolments in Year 11 Science subjects to illustrate trends over time as shown below.

	2015	2016	2017
Biology	19	19	29
Chemistry	8	12	13
Physics	8	4	8
Psychology	14	26	23
Total	49	61	73

Technology in Science

Highview Science staff have continued to focus on further integrating technology into our daily teaching. At Years 7 – 10, the

'STILE' Education app has been fully integrated into all science classes. The STILE Education app consists of classroom-ready interactive lessons based on cutting-edge Science as reported by Cosmos Magazine. Students access the app on their laptops and complete and submit tasks online. This allows students to access work despite absence and provides extra resources for those wishing to undertake further research. This program has been well-received by staff and students alike and will continue to be a focus point in science.



The VCE Science students have had the option of utilising 'Study On', a program that allows students to complete weekly online exam questions from previous VCAA exams as a revision tool. In 2017, VCE science staff also trialed a new online program, 'Edrolo'. This program provides short videos and podcasts of every topic in each subject followed by short exam style questions and feedback. The program was so well-received by students and staff that

it will become a key part of our VCE science teaching in the future.

Scientific Design

The introduction of Student-designed practical investigations at all year levels has given science students the opportunity to further investigate an area of interest for them in the science fields. The reiteration of this process each year means that students are becoming much more adept at designing their own experiments as they move up through the year levels. This is leading to a flow on of an increase in student's experimental skills at VCE.



Senior Extension

At the senior levels, there were also a number of excursions run in 2017, which allowed our students to complete a number of their major assessment tasks.

Years 11 and 12 Biology and Chemistry students were involved in a number of programs at Ecolinc, allowing them to access specialist equipment to complete required SACs.

All these opportunities have no doubt enhanced our Science students' knowledge and skills.

We have continued to have a number of our Year 11 and 12 students selected for the SEAMS program run by Monash University and the University of Melbourne. Students must firstly be nominated to attend these camps and then go through a rigorous selection process. These camps are held in January and again in June, giving students the opportunities to participate in interactive workshops and academic sessions to prepare students for Maths Methods, Chemistry and Physics VCE subjects, while living on campus at the university.



Science Competitions

In May 2017, Highview College had 136 students from Years 7-10 competing in the 'Big Science Competition' against other students from schools all over Australia. The competition was again completed online and was a great success. Our students received 21 Credit, 9 Distinction and 1 High Distinction awards.

The Year 9 student who received a High Distinction Award in this competition achieved an outstanding score and has resulted in her being offered a place in the Curious Minds program, which is an invitation only event for 60 girls around Australia. This six-month program

combines two residential camps and a mentoring program. The camps will enable Kayla to explore all aspects of science, technology, engineering and maths through guest lectures, interactive sessions, practicals and field trips. The summer camp will be held at the University of New South Wales, Sydney and the winter camp will be held at the Australian National University, Canberra.



Three teams of mixed Year 11 and 12 Chemistry students competed in the 2017 Titration Competition run by the Royal Australian Chemical Institute. This was the second time our students had competed in a competition of this type and there was great improvement in our results.



Science at Highview College continues to strive towards improvement and there are other exciting opportunities and developments planned for our students to take place in 2018.

2017 Humanities Developments

Head of Humanities, Jacinta Harvey

A Great Team

In 2017 all Humanities staff worked collegially updating current curriculum documentation and exploring new resources for the delivery of the Humanities studies.

Window on the World (WOW)

The WOW team has continued working hard to improve the WOW program. The team spent two days in Term 4 working on redesigning units within the program that aim to improve literacy.



Languages Other Than English (LOTE)

Plans are underway to offer Highview College students more language-based competitions, activities and incursions throughout the school year. Highview students continue to enjoy the Indonesian Independence Day celebrations in August each year.

Geography Competition

In 2017 we had 54 students from Years 9 and 10 compete in the Australian Geography competition. Two students achieved a credit.

VCE Geography Field Trips

In 2017, VCE Geography students attended three fieldtrips. The first was an afternoon to Ballarat's Yorkdale estate where students collected data to evaluate land use change over time as part of Unit 3. The student's found that the land had changed from agricultural use to residential housing over a matter of years. The following fieldtrip was to the Clunes Booktown festival where students observed a tourist destination in full flight, focusing on the impacts to the environment and economy of Clunes.

Later in the year students attended a full day field trip to Hanging Rock and Mount Macedon to explore volcanoes, as part of Unit 1: Hazards and Disasters, and to appraise the impact of tourism in these areas.

Year 9 Fieldwork

As part of the unit on the Industrial Revolution, all Year 9 students attend an excursion to Sovereign Hill. This included a tour of a mine as well as an education talk about Ballarat in the Industrial Revolution. In addition to this, students also attended Narmbool to complete fieldwork on ecosystems, farming and fire. Students collected water samples to evaluate the health of ecosystems on the farm.

Assemblies

In Highview tradition, the Year 9 History classes have put together commemorative services for both ANZAC Day and Remembrance Day under the guidance of Stan McNamee.

2017 Visual & Performing Arts

Head of The Arts, Jeanean Pritchard

The Arts Team

The Arts faculty consists of five staff members who teach in the areas of Visual and Performing Arts. 2017 brought some changes for the Arts faculty.

We were extremely fortunate to welcome our new music teacher, Jerry Lau. Jerry has brought a wealth of knowledge and experience to Highview. The students have responded to him enthusiastically, and within a year, he has strengthened the instrumental program, established a junior and intermediate band, and has organised both internal and external recital and concert opportunities for our students.



New Arts Staffroom

The Art Staff moved their office space into the one location. Formally the makeshift Photographic Studio, the arts office was refurbished and now every member of the arts faculty is in the same room. The benefits of this are enormous. This allows for easier professional conversations to

occur and general support and well-being between colleagues. It is also much easier for students to locate a staff member when needed.

Recording Studio

A professional recording studio, which includes a control, vocalist and instrumental room, has been built central to the main music teaching spaces. It can be accessed by both classroom music students and externally for future purposes of private instrumental tuition.

Artist in Residence

We were very fortunate to offer to Highview students the opportunity to work with a well-known street artist, Goodie, on a large scale project within our school. The arts precinct is now home to a fabulous and eye catching large scale mural.

Production of Shrek

The 2017 Production of SHREK was a huge success. Every show was sold out, and demand for seating meant that we had to add in extra seats down the sides in all shows. The feedback from participating students and audience members was overwhelmingly positive.

Lunchtime Program

During 2017, the Art and Music rooms were open for students during lunch, providing supervised activities and a creative space for students to work.

Games Club

The Computer Games Club continued to operate and has gained strength throughout the year.

2017 Technology Developments

Head of Technology, Terry Payne

Technology Team

I would like to take this opportunity to thank the dedicated Technology staff that foster a holistic approach in education at Highview College. Highview has a part time technical assistant, Glen Fithall. Practical classes are also supported by Aides. This has allowed us to continue to deliver classes that provide students the opportunity to explore ideas and challenge themselves with complex practical tasks.

3D printer

Two 3D printers were purchased at the start of year. These allow students to incorporate digital design into practical classes. The Year 7's designed and made name tags and the Year 10s created more individualized items, such as an amplifier for a mobile phone.

Creative Masterclass

A new class was introduced in 2017, the Creative masterclass. This subject builds on the foundations laid in year 9 STRIVE and allows students to explore STEM based skills and projects to enhance personal skill development and foster community relationships. Last year we supported and worked with the Maryborough & district Men's shed.

Growth in Technology classes

With the introduction of these core specialized subjects, student numbers are very strong through the middle years and hopefully this will continue growth into the senior areas within the STEM sector.



2017 Physical Education

Head of PE, Lucy Freemantle

The past 12 months have been very eventful and rewarding for the Physical Education Department.



New Gym

One of the most exciting was the introduction of a school Gym, equipped with a variety of hydraulic machines, spin bikes, treadmill and power rack. Students in Years 10 to 12 are now able to participate in a personally prescribed lunchtime fitness program that have been written by experienced and knowledgeable Physical Education teachers. The Physical Education staff is attempting to implement new fitness programs for students in Years 7-9 to allow more students to use this great facility.

New PE Uniform

The new Highview Physical Education uniform is being worn proudly by students and Physical Education staff. Last year the following items were introduced: P.E top, school cap, shorts and school hoody. During recess and lunchtimes students are encouraged to wear a school hat or cap in an attempt to be sun smart. Students have been very responsive to this which is great to see.

On-line Transparency

SEQTA has been successfully implemented by the PE Department. Majority of PE students are receiving ongoing feedback as well as visual feedback through downloaded videos or/and photos of the students executing a skill or teaching other students a skill. Parents are now able to see what their child/student is doing in class.

Health taught in DELTA

DELTA has been introduced this year as well. This saw the Health component in Personal Development being taken up by DELTA time, so now all Core Physical Education classes are entirely practical. In Years 8, 9 and 10 the Health components are taught by qualified Health teachers during DELTA time.

Refurbished Hall

Over the years the acoustics in the school Hall have been a rising problem. Last year the school employed architects and builders to rectify these problems. The Hall is now complete and fully functioning. Physical Education classes are running again and students and teachers can't believe the difference.

Preparations for the Duke of Edinburgh

Both Chris Smart and Lucy Freemantle have been involved in numerous hours of professional development and many conversations with organisers at the Duke of Ed office in planning for the 2018 introduction of this program.

A busy and productive year, and an even busier one coming in 2018!

2017 Sporting Achievements

Sports Co-ordinator, Luke Treacy

The past 12 months has been an exciting period of Sport at Highview College.

House Carnivals

Whole School House Swimming, Athletics and Cross Country Carnivals were held, with a focus on students participating and the promotion of 'house spirit'. House Captains were tasked with building on student participation in house events, and the fostering of house spirit through colour dress up and house chants. The carnivals have been a great success, and are an essential part of positive school culture. The houses also play lunchtime basketball, soccer, netball and volleyball tournaments throughout the year. All houses and captains performed with distinction.

Campbell were the dominant house of 2017. This was built on the back of the highest participation rates, and strongly led by captains Cassidy Gordon and Connor O'Shea.

2017 House Carnival results

Carnival	Champion House	Spirit Award
Swimming	Butler	Campbell
Athletics	Campbell	Chisholm
X Country	Campbell	Wesley
House Cup	Campbell	N/A

Highview College vs MEC Sports Cup

The HC Vs MEC Sports Cup has been fantastic for building community spirit and links between the students, staff and the schools. The schools played a summer sports day in March, (tennis, cricket,

basketball) and a winter sports day in May (football, soccer, netball). The students enjoy competing against family and friends from opposing schools. The standard of the play and sportsmanship from the schools is exceptional. MEC won a closely contested 2017 Cup, 11 wins to 8 wins, with one drawn match.

Female Football Match

As part of our Winter Sports day, a HC Vs MEC Female Football Match was played. Almost 50 girls were part of the match, showcasing the local talent in the sport. Tapping into the success of the local Carisbrook FC women's team, and the recent AFLW competition, the schools are committed to promoting female football in our local area. The Maryborough Advertiser were also asked to run a story about the event.



Highview College ICCES Sport

Highview College's involvement in the 'Independent Country Co-Educational Schools' Sporting Association is a feature of our sporting and extra-curricular programs. HC competes against seven other prestigious independent schools including, Girton Grammar, Bacchus Marsh Grammar, Ballarat Grammar, Gippsland Grammar, Goulburn Valley Grammar, Braemar College and Hamilton Alexandra

College. We are fortunate to provide our country students the wonderful opportunities to compete at world class venues including MSAC, Albert Park and Bundoora State Park. As expected, the level of competition is very high, the organization of events is exceptional, and our students love challenging themselves at these events. Highview College performed very well, and are the current Intermediate Netball Champions.



Clay Target Shooting

Several students represented Highview College across Clay Target School Shooting events again in 2017. This is another extra-curricular event the school supports. Rieley Fitzgibbon won the Bar-Rook event, qualified for National and World events in 2018, and has also been accepted into the Australian Clay Target Academy. Highview College is pleased to be able to support various student endeavors.

Futsal Championships

Highview College entered teams in the Regional Futsal Titles held in Ballarat. Two of our teams qualified for the State Titles, however this event had to be postponed. Futsal is a rapidly growing sport, and here at Highview College we have two students currently in State Representative teams. We were excited to offer this opportunity.

State Netball Championships

The Intermediate Netball team, who were ICCES Champions, competed in the State Netball Championship in 2017. The team allowed nine girls, all local representative netballers, the opportunity to compete against the best school teams in the state. Coached by Miss Richards, the girls performed very well.

Local Primary School Events

Building community links with local primary schools has allowed us to support their sporting events. For several years now, experienced Highview College students have attended primary school sports days to assist with running events, umpiring matches, coaching teams, and offering other required support. This support has been greatly appreciated by the local primary schools.



2017 Energy Breakthrough EBT Co-ordinator, Luke Treacy

2017 was very successful for the Highview College teams. The three school teams all placed top 3 in their respective sections, a brilliant team effort!



The EMOJI GO Junior squad, had several members participating in their first secondary school event. The team achieved high scores across all sections, including 2nd in the Display & Presentation, and 3rd in the trial. They finished in 3RD PLACE. A fantastic effort by the students and staff involved. Congratulations to Matilda Davies, Ava Harrison, Maddie McRedmond, Eliza Sullivan, Tahlia Kerville, Jesse Lang, Declan McGibbon, Angus Ostarcevic, Will Robinson, Ben McCarthy, & a

special thanks to managers Mrs Freemantle, Mrs Harvey & Mr Smart.

The Off The Grid B2 team were high achievers across the event. They finished 3rd in the trial, WON the Display & Presentation and were the OVERALL RUNNERS-UP of the HPV B2 division. A great effort by all. Well done to Gina Beavis, Lily Cain, Maddison Farrell, Gina Ross, Deanna Dellis, Cameron McClure, Stefan Maric-Berrigan, Nick Myers, Liam Palling & managers Miss Richards & Mr Sutton.

The AZIZ C team, performed well in all categories. They were 2nd in the Display & Presentation, WON the race and finished OVERALL WINNERS. Well done to Courtney Dix, Shannae Mills, Allegra Roberts, Isabella Thomson, Sean Hermann, Daniel Howell, Baylie Lang, Zak Rinaldi & managers Mr Jenes & Mr Healey. That was back to back wins in the C category.



The event would not be possible without the pit and catering work. Thanks to the pit crew, Erin Allman,

Maddie Anderson, Shaylee Gordon, Francesca Howe, Liam Hurse, Poppy Johnson Pheobe Lang, Samuel Matthews, Ashley Maywood, Remi Tatchell, Mrs Gordon, Mrs Adams, Mr Dix & Mr Payne for their brilliant work.

Congratulations to all riders and pit crew for their efforts, attitude and behaviour across the event. The team spirit and family involvement was excellent and the joy and feel amongst the group was very positive.

The results were fantastic, however they are a bonus. The event benefits students in many ways, and it is a privilege for all to be involved.

A big thank you to all staff and parent helpers throughout the entire program and particularly the weekend.

We are extremely appreciative of the community support. The generous support of many organisations provides this wonderful opportunity for our students and families, and would not be possible without the kind contributions.



2017 College Production - Shrek

Director, Carel Fourie

This family-friendly musical comedy follows the adventures of an angry green ogre who sets off on a quest to save his beloved muddy swamp. However, in order to ultimately succeed, Shrek must battle an even bigger obstacle: learning how to believe in himself and open his heart to others.

Shrek is inclusive for all ages and abilities. It allows a massive cast with opportunities for many students to showcase their performing and musical talents. The universal story of Shrek is appealing to all. Importantly, Shrek Jr explores growing up and following your own pathway, being true to yourself and – crucially for our students and our community - believing in yourself.

A matinee performance was organised for 400 local Primary school students



2017 School Social – The 80s Organised by Student Councils

Students of all ages joined in for a great night of music and laughter. The staff also dressed up and had fun with the students.



Laos Community Service

Leader, Maree Gordon

In April, 17 students and three teachers embarked on our long awaited journey to Laos. We were welcomed into Luang Prabang by our wonderful Rustic Pathways leaders from America, Dan and Erica and our local Laotian leaders Khampao and Long Lee. The students slept in traditional Laos accommodation, in raised huts on mattresses on the floor with mosquito nets. During our time in Luang Prabang, we visited Phoussi Mountain, a Buddhist temple where the students were introduced to a monk the same age as them. The students and staff participated in the 'Giving of the Alms' at daybreak and visited the local night market. We made the long and winding drive and short ferry trip to Sayaboury Elephant Conservation Centre. We went on many hikes to meet the elephants, observe them in their natural habitats and interact with them. We made the long journey to Nong Khiaw, the village where we would complete the service component of our trip. When we arrived, the village, the students were taken aback by the poverty but the village children greeted them with beautiful smiles.

The school was very basic, with bamboo walls and with very rudimentary equipment. The project involved digging up an old pipe that supplied fresh drinking water to the village and replacing it with a larger pipe. The work was tough in the heat but the students never complained. The following day we laid and covered the new pipe and then moved the older pipe further up the mountain for it to be connected for a smaller village and dug out the trench. After

we finished working each day, we headed to the river to cool down and have a wash. The village children would come down to the river and swim and play with us. After dinner on our final evening, we were joined by the locals for the 'Bassi Ceremony'. In this ceremony the locals thanked us for our hard work, presented us with string bracelets and offered prayers for our futures. It was such a fulfilling experience, to be part of such a moving ritual. Our School Leaders thanked the chief of Nong Khiaw for accepting us in to their village and showing us such kindness.

Our goodbyes were very tearful. Everyone was sad to say goodbye to the wonderful leaders who had inspired each one of us over these 12 special days. The staff and students have all come back to Australia different people. Everybody has grown from the experiences that we shared in Laos.



Japan Tour

Leader, Donna Kersbergen

The possibility of offering this trip was first explored late in 2015. It took a great deal of planning and 'redrafting' of the itinerary before a satisfactory Cultural tour began to take shape. It was decided to restrict the tour to students in Year 10 and above who had excellent behaviour records.

The aim was to introduce rural students to the rich culture and heritage of a great civilization such as Japan. Cherry Blossom time (being the most beautiful time to visit) was selected as a good match for our first term holiday break. Various tour companies were explored and former colleagues, whose schools had taken groups to Japan regularly, were consulted. At the first meeting, 30 students expressed interest. This narrowed to the final 15 once deposits were required. The numbers then remained stable.

The tour group met regularly to learn about Japanese culture and to practise earthquake safety drills, as well as to develop team relationships. Students were given responsibilities including researching city transport routes and connections, finding restaurants and using Wi-fi networks in Japan as a travel aid.

On 31 March the group flew to Tokyo via Hong Kong. They spent three days exploring the capital, taking the opportunity to catch up with Shibuya High school exchange students who had stayed with them in Maryborough a year or so earlier, then travelled by Bullet train to Hamamatsu in Central Honshu. From there they went to

Nagoya to visit the World Heritage listed Castle, and then went on to the UNESCO treasures of Kyoto, combining bus and train travel, guides and independence. Kyoto was the cultural highlight as it possesses many of Japan's treasures including the Golden Temple and the Ancient district of Gion. They travelled to the ancient capital of Nara to see the giant Buddha in the Todai-Ji temple. Their final destination was Osaka where they visited a range of sites including Universal Studios, flying home on April 10.

Students had useful input into the itinerary and many of their ideas were incorporated into the trip: Studio Ghibli/Anime, Tokyo Dome/fun park, Iga-Ryu/Ninja display and Nukumori traditional village.

The three staff attending found the students to be exemplary and great ambassadors for Highview. They were excellent travel companions and all returned safe, sound and tired. This was Highview's very first 'Cultural Tour' and we are confident that many more will follow.



Finance

Business Manager, Chris Plucke

Sources of Income

Schools are required to include details of income broken down by the funding source. Highview College's income for 2017 was as stated in the table below.

Income	2017	2016	2015
COMMONWEALTH GOVERNMENT	4,739,407	4,443,578	4,503,170
STATE GOVERNMENT	1,507,350	1,501,641	1,404,492
SCHOOL FEES	1,192,610	1,199,412	1,222,186
OTHER PRIVATE INCOME	190,899	208,631	174,614
TOTAL INCOME	7,630,266	7,353,262	7,304,462

Categories of Expenditure

Schools are required to include details of expenditure broken down by category. Highview College's expenditure for 2017 was as stated in the table below.

Expenditure	2017	2016	2015
SALARIES (INCLUDING ON-COSTS)	5,435,358	5,311,232	5,334,452
TUITION	263,607	231,775	226,907
GENERAL ADMINISTRATION	259,708	349,699	267,797
FINANCE (INSURANCE, INTEREST)	47,448	46,324	48,527
OPERATIONS	292,352	279,035	270,513
TOTAL EXPENDITURE	6,298,473	6,218,065	6,148,196

The Highview Staff Team

All teaching staff have appropriate tertiary qualifications and are registered with the Victorian Institute of Teaching.

2017 Executive

Principal Melinda Scash
B Ed, MACE, ACEL

Director of Pastoral Care Marion Martin
B App Sc, Dip Ed, Grad Dip (Sec)

Director of Professional Practice
Wendy Hare B Ed (PE/Sc)

Director of Administration
Stuart Mandersloot
B Eng (Hons), Dip Ed (Maths/Physics)

Business Manager Christopher Plucke
CPA, AICD

PASTORAL CARE LEADERSHIP TEAM

Junior School Co-ordinator
Brogahn Richards B Ed (P-10)

Middle School Co-ordinator
Chris Egan Dip T (P-10)

Senior School Co-ordinator
Wendy Pickering-Tyers
B Arts, Grad Dip Ed (Sec)

CURRICULUM ADVANCEMENT TEAM

Head of Learning Support
Lorraine Caldwell
M Ed, Grad Dip Sp Ed, Dip T (Prim)

Head of PE/VET Lucy Freemantle
B App Sci (PE), Dip Ed (Sec)

Head of Humanities/LOTE
Jacinta Harvey B Arts (Psych/Hist), B Ed

Head of English Karen Lenk
B Arts, Dip Ed, B Ed (Prim)

Head of Mathematics Katrina Pace
B Ed, B Tech

Head of Technology Terry Payne
B Ed (PE/Sci), Grad Cert Env&OEd

Head of The Arts Jeanean Pritchard
B Arts, Dip Ed, Cert IV W, Cert IV BM

Head of eLearning Cory Skilton
B Ed / B.Arts (Eng, Lit, Hist)

Head of Science Andrea Youren
B App Sci (Hons), Grad Dip Ed

Teachers

Jamie Briody B Ed (P-10)

Jacinta Davies B Vis Arts, Grad Dip Ed

Brendan Dix
Grad Dip Tech Ed, Cert IV WA&T

Brett Douglas B App Sci, Grad Dip Ed

Kathleen Dunne Chef, Grad Dip Tech Ed

Kate Edwards B Arts, Grad Dip Ed

Jordan Forster B Bus, Grad Dip Ed

Carel Fourie B Arts, Grad Dip Ed

James Fox B Ed (PE)

Nicholas Healey B Law/Arts, B Ed

Kate Hood B Arts, Grad Dip Ed (Sec)

Lucille Hudson

B Arts (Psych), Grad Dip Ed (Sec)

Vanessa Hurse B Ed (P-10)

Geoff James B Arts, Dip Ed

Patrick Jenes B App Sci, Grad Dip Ed (Sec)

Christopher Kellow B Sci, Grad Dip Ed

Donna Kempster B Ed (Prim)

Donna Kersbergen

B Arts, Dip Ed, Dip Lit

Jerry Lau

B Arts, Grad Dip (Sec), Masters (Music)

Stan McNamee

B Com, Dip Ed, B Ed, Grad Dip (Acc)

Jal Nicholl B Arts, Grad Dip Ed

David Ormerod B Ed (Equ.)

Maree Payne B Comm, Grad Dip Ed (Prim)

Leisha Skilton B Ed (Sci/Maths)

Christopher Smart B Ed (PE/Outdoor Ed)

Alex Sutton B Ed (PE/Health)

Antoinette Sweetman

B Comm, Grad Dip Ed (Sec)

Aileen Thomas

B Ed (Gen Sc), B S (Biology)

Luke Treacy B Ed (PE)

Tanya Waterson

B Arts, Grad Dip Ed, Grad Dip Evaluation

Jared Wytkamp

B Arts (Lang), Grad Dip Ed (Sec)

Teaching Assistants

Judith Brennan Food Technology Assistant

Gon Dirican Counsellor

Glen Fithall Technology Assistant

Ruth Gerolemou Learning Support Staff

Maree Gordon Learning Support Staff

Simon Hatcher IT Assistant

Christine Melton Learning Support Staff

Geoff Mullen Science Lab Assistant

Gayle Parker Food Technology Assistant

Sandra Rossi Learning Support Staff

Administration Staff

Melissa Adams Public Relations Officer

Christine Cananzi Library Manager

Karen Crutchfield Accounts Assistant

Janelle Howlett Careers Co-ordinator

Rachel Mitchell Library Assistant

Kylie Moore Principal's P.A.

Kay Murray Registrar / PC Assistant

Sharon O'Shea Receptionist

Daniel Smith IT Manager

Maintenance Staff

Shane Harman Project Manager

David McClelland Groundsman

Staff Numbers

For 2017, the staff numbers were:

- 46 Teachers (39.2 FTE)
- 2 Exec (2.0 FTE)
- 9 Administration staff (7.14 FTE)
- 10 Teaching Assistants (5.5 FTE)
- 2 Maintenance staff (1.53 FTE)

Of these 69 employees, there are 40 females and 29 are males. There are no indigenous staff at Highview; 5 were born in an overseas country, while the rest were born in Australia.

Staff Retention

At the end of 2017, 5 staff retired or resigned. The retention rate was therefore 92.75%.

Staff / Student Ratios

Full time teachers equivalent to 39.2
 $405/39.2 = 10.38$

Full time non-teachers equivalent to 16.2
 $405/16.2 = 25$

Stakeholder Satisfaction Surveys

2016 Stakeholder Satisfaction

A full ISV survey is completed every second year. The 2016 results are included here (as they were not available in 2016). This will be completed again in 2018 (early enough to be included in that annual report).

Appendix A – 2016 ISV LEAD Survey

2017 Year 7 Student & Parent Survey

We also surveyed our 2017 Year 7 cohort and their parents to assess their satisfaction with the transition experience. Appendix B – Year 7 Student & Parent Survey

Year 6 Experience Day Transition Survey (2018 cohort)

Year 6 students transitioning into Year 7 attend three transition days:

- 'Experience Day' in June
- 'Orientation Day' in December, and
- 'Head Start Day' in January

On 'Experience Day' we complete an entry and exit survey. In 2017 our Year 6 students (78 visitors) responded as below

:

Questions	Response Options	AM	PM
How are you feeling right now?	Good	31	13
	Great	45	61
	Not Sure	2	1
Which subjects AM) are you looking forward to / PM) did you enjoy?	Cooking	64	73
	WOW	28	46
	Art	61	67
	DELTA	26	46
	Sport	73	-
	Science	53	66
	Maths	35	61
Are you worried about anything?	Making Friends	19	14
	Meeting Teachers	12	8
	The Classes	19	15
	Finding your way around campus	46	38

Appendix C – 'Experience Day' Survey sample

Appendix A – 2016 ISV Survey Results



Independent
Schools Victoria

LEAD SCHOOL EFFECTIVENESS SURVEYS

Highview College
LEAD REPORT
2016



THE ROLE OF INDEPENDENT SCHOOLS VICTORIA

“*Independent Schools Victoria’s vision is a strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families.*

To realise our vision, we:

- advocate for excellence in education*
- champion Member Schools*
- support quality education*
- protect the right of parents to choose where and how their children are educated.*

Independent Schools Victoria will assist our 211 diverse Member Schools to continue providing the best possible education outcomes for the citizens of tomorrow.”

CHIEF EXECUTIVE'S FOREWORD



218 schools
216,500 responses

This report provides you with a multi-faceted approach to measuring and improving school performance. It is the final report derived from Independent Schools Victoria's LEAD School Effectiveness Surveys conducted in 2016.

The LEAD report measures school performance against research-based indicators of effective schooling. It combines a range of objective and subjective data to allow school leaders to determine whether stakeholder perceptions of the school match reality. The report was developed using the Harvard Business School 'balanced scorecard' approach, where traditional measures of performance are supplemented by a range of stakeholder responses.

Importantly, the LEAD report also provides benchmarked performance measures for school boards and senior leadership teams. Since 2008, 218 schools and over 200,000 respondents have participated in the LEAD School Effectiveness Surveys, many of which participate annually

to enjoy the benefits of valid baseline data to measure and monitor change.

Our research staff would be happy to work with your board directors and senior management to interpret the data and answer questions that might arise or to provide you with specific professional assistance as you move forward with your planning. Contact the research team for further information on (03) 9825 7248.

I thank you for cooperating in the compilation of the report and wish you success in the continuous quest for school improvement.



Michelle Green
Chief Executive

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EXECUTIVE SUMMARY

The following two pages provide an immediate overview of the **Highview College’s Overall Performance**.

The first chart shows a summary of the indicators, while the charts on the following page show the school’s position in a quartile distribution of the data and longitudinal performance (where available).

Summary of overall performance at Highview College

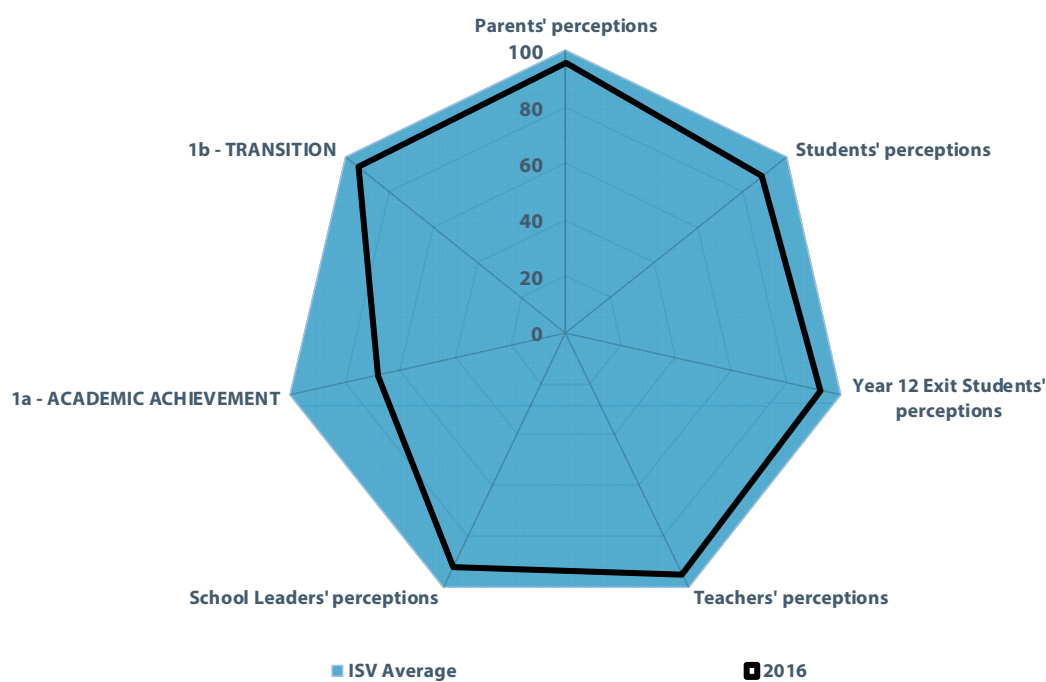


Figure 1: summary chart for indicators of **Overall Performance, Highview College.**

School level results

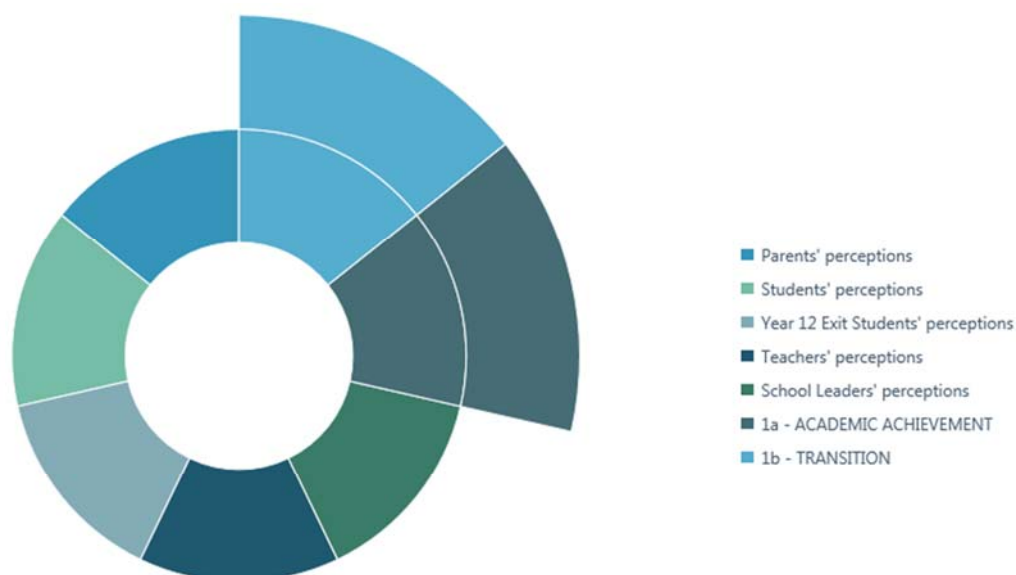


Figure 2: quartile distribution, Highview College, Overall Performance. The number of blocks in each domain represents one quartile. If a domain has one block, the school's results are in Quartile 1 or the bottom 25 per cent. If a domain has four blocks, it is in Quartile 4, or the top 25 per cent. Two or three blocks represent Quartiles 2 and 3, or the middle 50 per cent. See Appendix C for more details on how to read this chart.

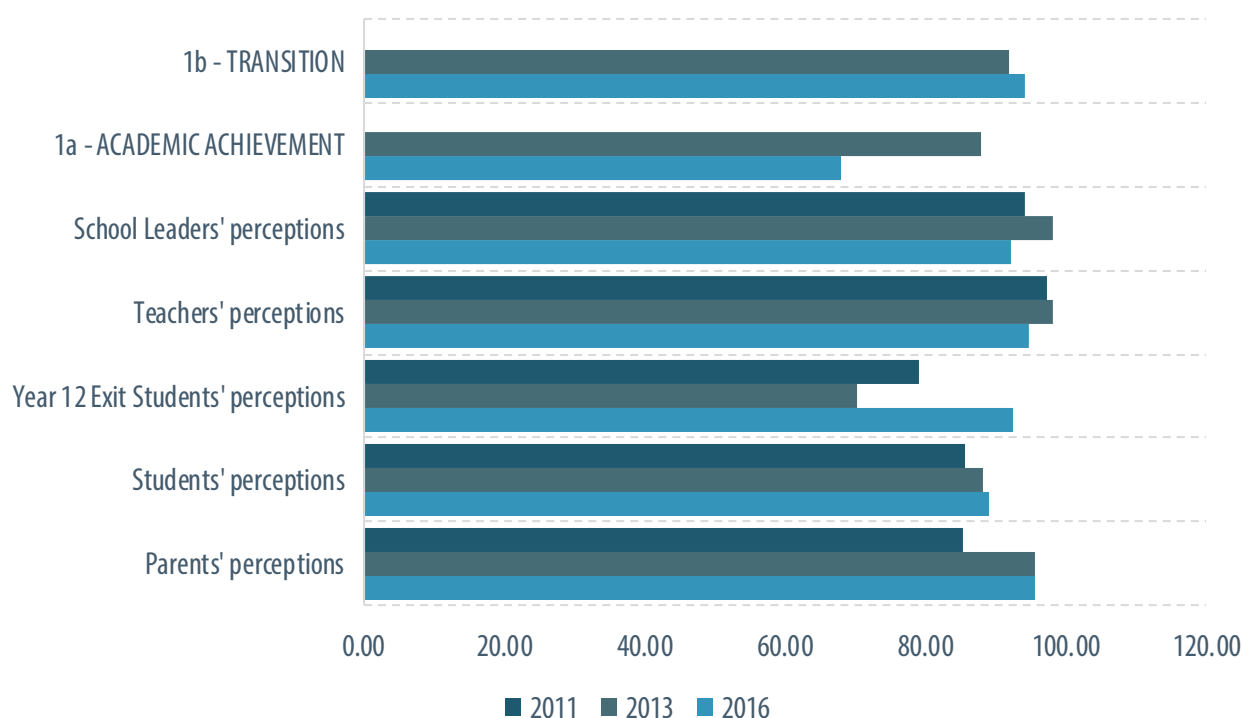


Figure 3: longitudinal data for Highview College (if available) showing average scores for indicators of **Overall Performance**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

Summary of school effectiveness at Highview College

The following two pages provide an immediate overview of the Highview College’s results concerning School Effectiveness.

The first chart shows a summary of the indicators, while the charts on the following page show the school’s position in a quartile distribution of the data and longitudinal performance (where available).

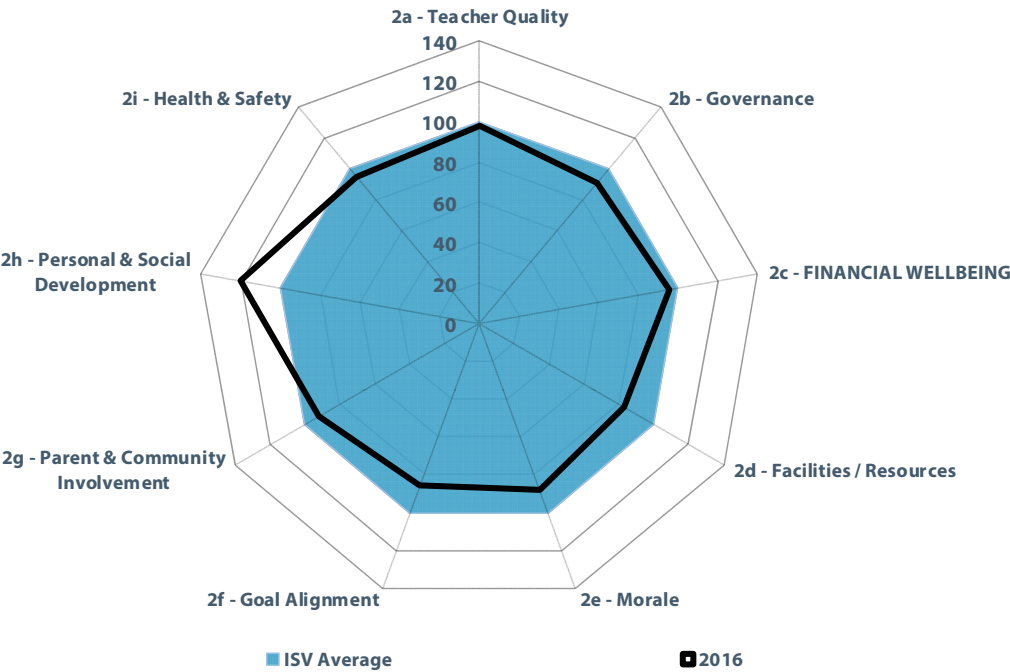


Figure 4: summary chart for indicators of School Effectiveness, Highview College.

School level results



Figure 5: quartile distribution, **Highview College, School Effectiveness**. The number of blocks in each domain represents one quartile. If a domain has one block, the school's results are in Quartile 1 or the bottom 25 per cent. If a domain has four blocks, it is in Quartile 4, or the top 25 per cent. Two or three blocks represent Quartiles 2 and 3, or the middle 50 per cent. See Appendix C for more details on how to read this chart.



Figure 6: longitudinal data for **Highview College** (if available) showing average scores for indicators of **School Effectiveness**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

Summary of stakeholder perceptions at Highview College

The following two pages provide an immediate overview of the Highview College’s results concerning Stakeholder Perceptions.

The first chart shows a summary of the indicators, while the charts on the following page show the school’s position in a quartile distribution of the data and longitudinal performance (where available).

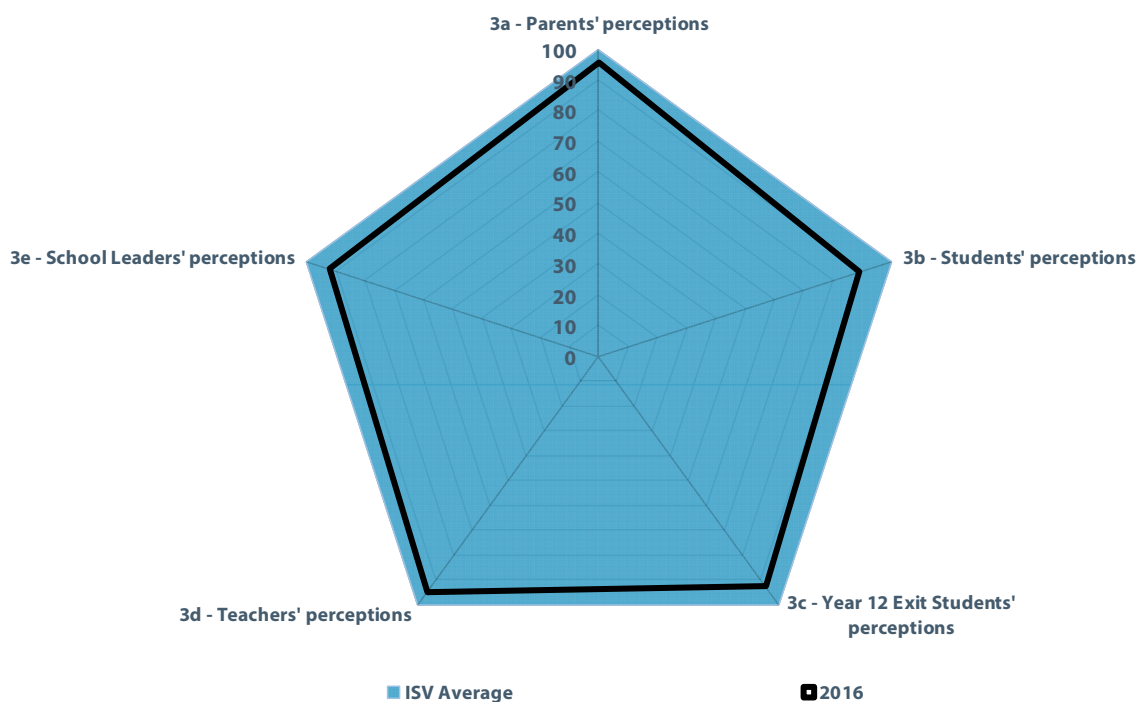


Figure 7: summary chart for indicators of Stakeholder Perceptions, Highview College.

School level results

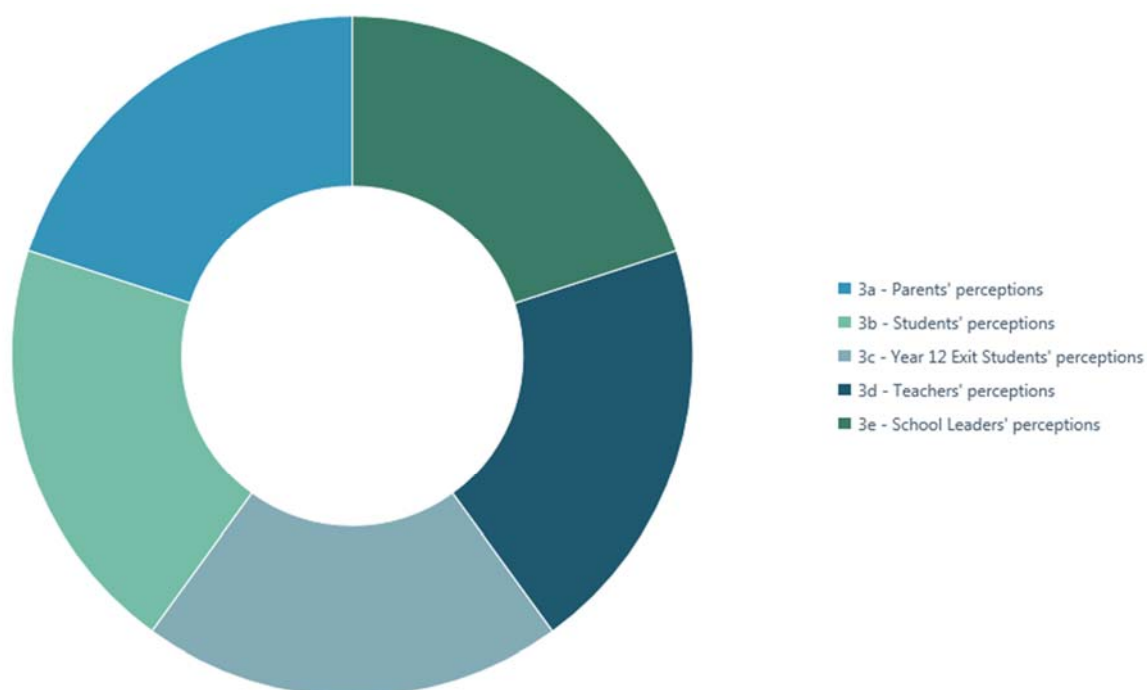


Figure 8: quartile distribution, **Highview College, Stakeholder Perceptions**. The number of blocks in each domain represents one quartile. If a domain has one block, the school's results are in Quartile 1 or the bottom 25 per cent. If a domain has four blocks, it is in Quartile 4, or the top 25 per cent. Two or three blocks represent Quartiles 2 and 3, or the middle 50 per cent. See Appendix C for more details on how to read this chart.

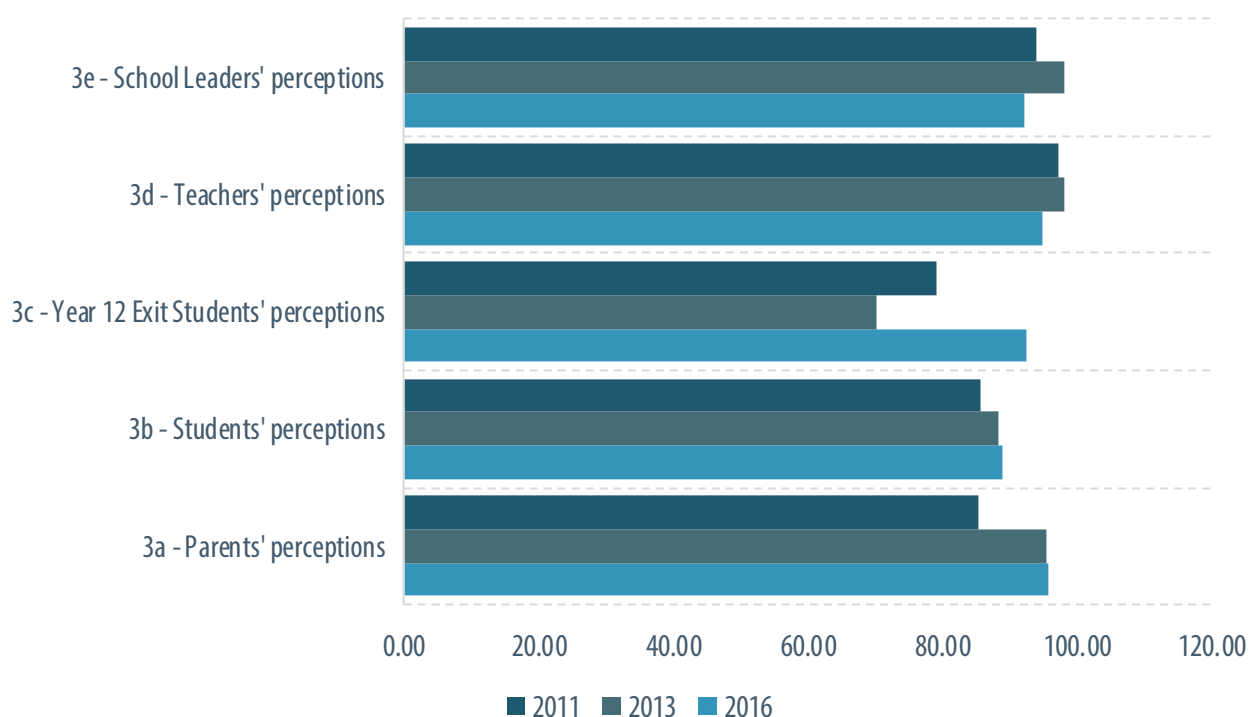


Figure 9: longitudinal data for **Highview College** (if available) showing average scores for indicators of **Stakeholder Perceptions**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

SECTION 1: ABOUT THE LEAD REPORT

“

This section of the report introduces the concept behind the LEAD Report and the structure of its contents.

”



THE LEAD REPORT: MATCHING PERCEPTION WITH REALITY

*'All of the top performing systems
also recognize that they cannot
improve what they do not measure
(McKinsey, 2007)'*

The LEAD Report is designed to provide schools with an effective assessment of their performance in the key elements of schooling. It helps schools to improve their overall effectiveness and student outcomes, and provides leaders with a useful reporting tool.

The Report brings together all data sets from the LEAD School Effectiveness Surveys into one report to determine whether stakeholder perceptions of the school match reality. It provides feedback about performance from each of

the key stakeholder groups, and aligns these perceptions with real performance data collated from reliable sources, such as ATAR scores, student attendance and financial data.

The LEAD Report has its roots in the Harvard Business School 'balanced scorecard' approach, where traditional measures of performance are supplemented by a range of stakeholder responses.

The Report provides those responsible for school performance with a helicopter view of the complete data set from the perspectives of all stakeholder groups. Each element of the report is underpinned by a richer data set that can be used for additional analyses.

Report structure

The LEAD Report comprises three parts:

- Student Outcomes
- School Effectiveness
- Stakeholder Perspectives

Throughout the report, data is presented in three ways. The first chart for each indicator presents the school's data against the ISV benchmark. These radar charts provide a 360-degree view of school performance against the average of all schools in the benchmark.

The second sunburst charts display school performance

using a quartile distribution. These charts show the spread of the data and provide a tighter measure of school performance. Chart three provides longitudinal scores for the school (where available).

Each chart presents a mix of **subjective and objective data**. By presenting subjective and objective data together in the same charts, school leaders can test the extent to which perceptions match reality.

Overview of the LEAD Report

The below diagram provides a visual representation of the structure of the LEAD Report and its purpose.

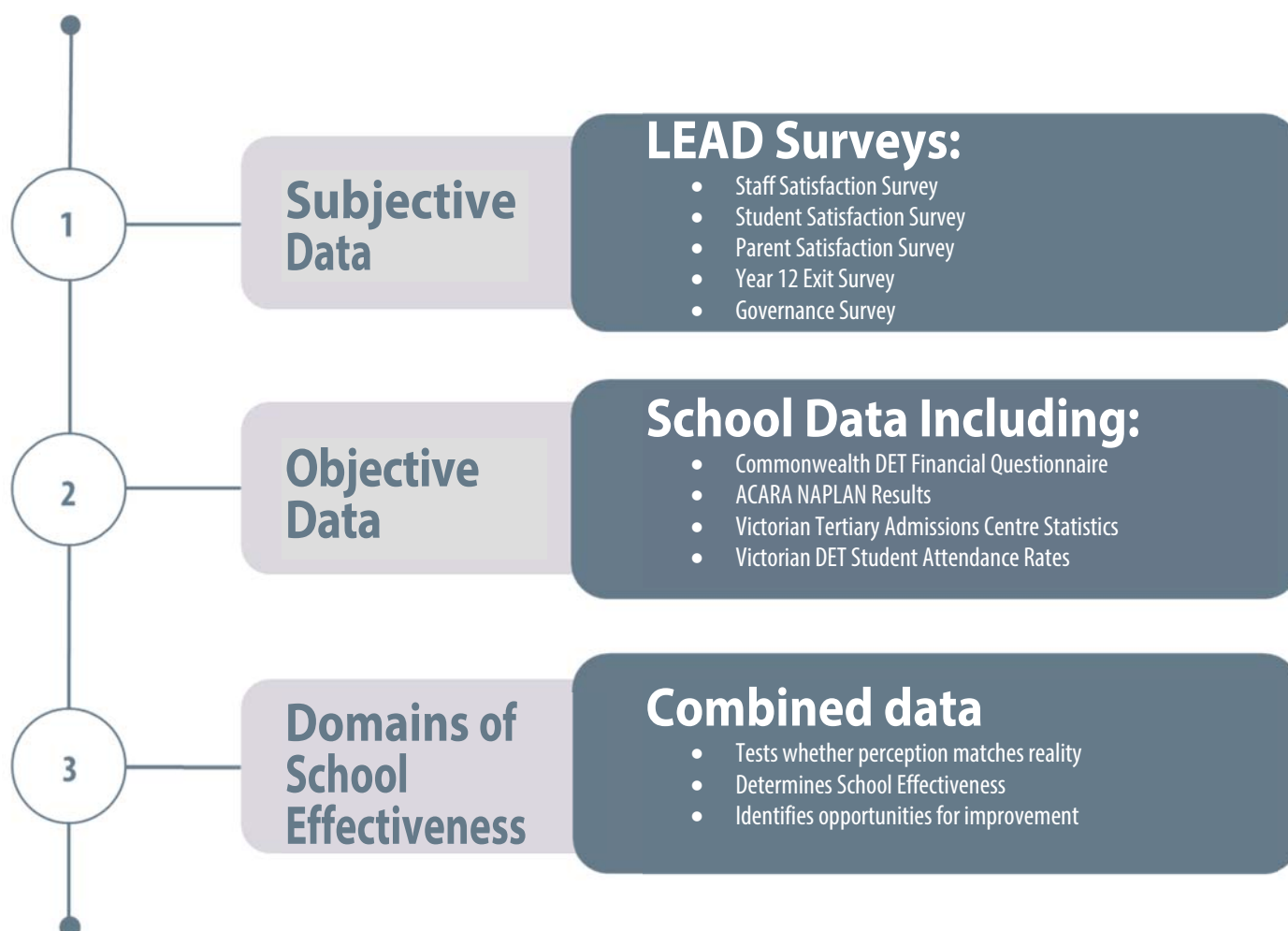


Figure 10: structure of the LEAD Report.

Subjective data was taken from the LEAD School Effectiveness Surveys completed at the school late last year, where questions were aligned across surveys. For example, in relation to **Academic Achievement**, common questions were asked of all stakeholder groups around academic results, the school's academic program and curriculum.

Responses to each of these questions were combined with responses to other questions from each survey to arrive at an **Academic Achievement** score from the perspectives of parents, students, Year 12 students exiting the school, teachers and staff in leadership positions.

Objective data for **Academic Achievement** was derived from an objective, reality-based measure drawn from NAPLAN and ATAR results.

Average NAPLAN scores were combined with the following weightings:

- Reading (17 per cent),
- Writing (17 per cent),
- Spelling (8 per cent),
- Grammar/punctuation (8 per cent)
- Numeracy (50 per cent).

The combined NAPLAN scores were then weighted for Year 3, Year 5, Year 7 and Year 9. This score was then combined

with **Highview College's** median ATAR score and provided a further weight.

The sum of the weights for the objective data was 65 per cent. The remaining weighting, 35 per cent, was made up of the perceptions of parents, students, year 12 exiting students, teachers and school leaders.

Subjective data is presented in lower case for the relevant indicator on each chart. Objective data is presented in UPPER CASE for the relevant indicator on each chart. Indicators that combine subjective and objective data are presented in lower case and with an asterisk.

SECTION 2: STUDENT OUTCOMES

“

This section of the report provides a breakdown of the two domains relating to student outcomes: Academic Achievement and Transition.

Data in this section is presented in three ways: radar charts that show a 360-degree view of performance, the school's position in a quartile distribution, and longitudinal performance where available.

”



ACADEMIC ACHIEVEMENT

The following two pages show **Highview College’s Academic Achievement from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).**

motivated students are to learn; the development of thinking and reasoning skills; and how challenged students are in their studies. The five objective indicators are the school’s NAPLAN results and median ATAR score.

Stakeholders were asked a series of compatible questions around how well the school teaches basic skills; how

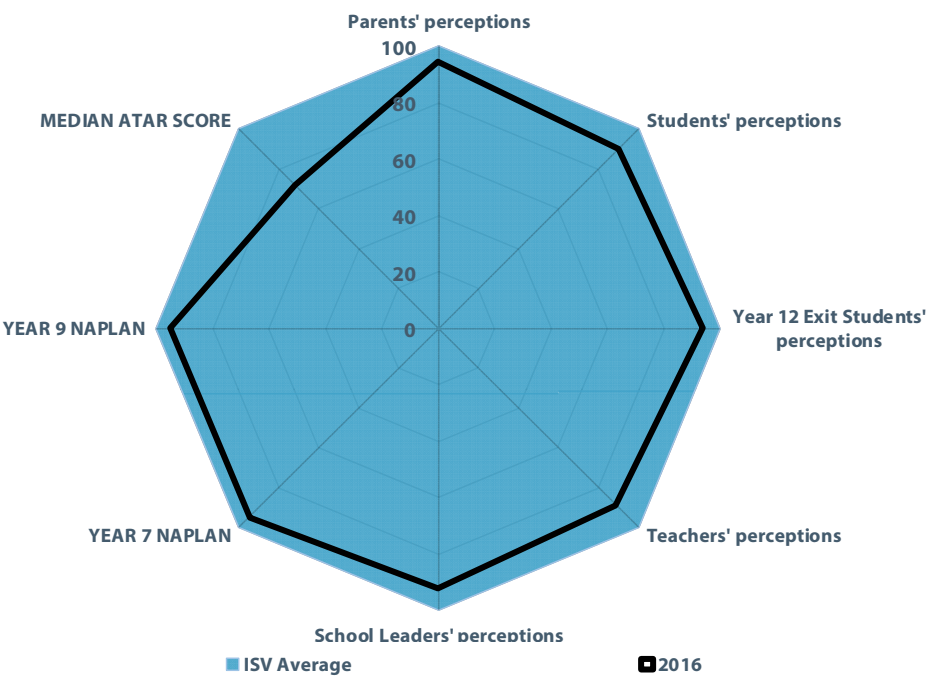


Figure 11: summary chart for indicators of **Academic Achievement, Highview College.**

School level results

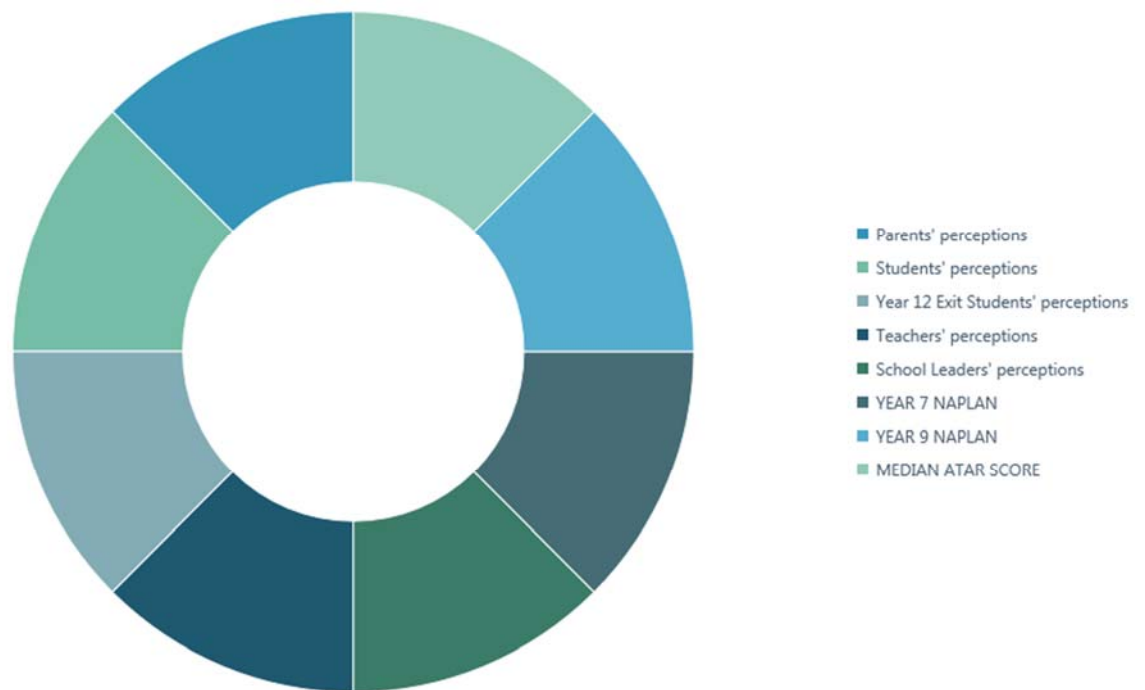


Figure 12: quartile distribution, **Highview College, Academic Achievement.**

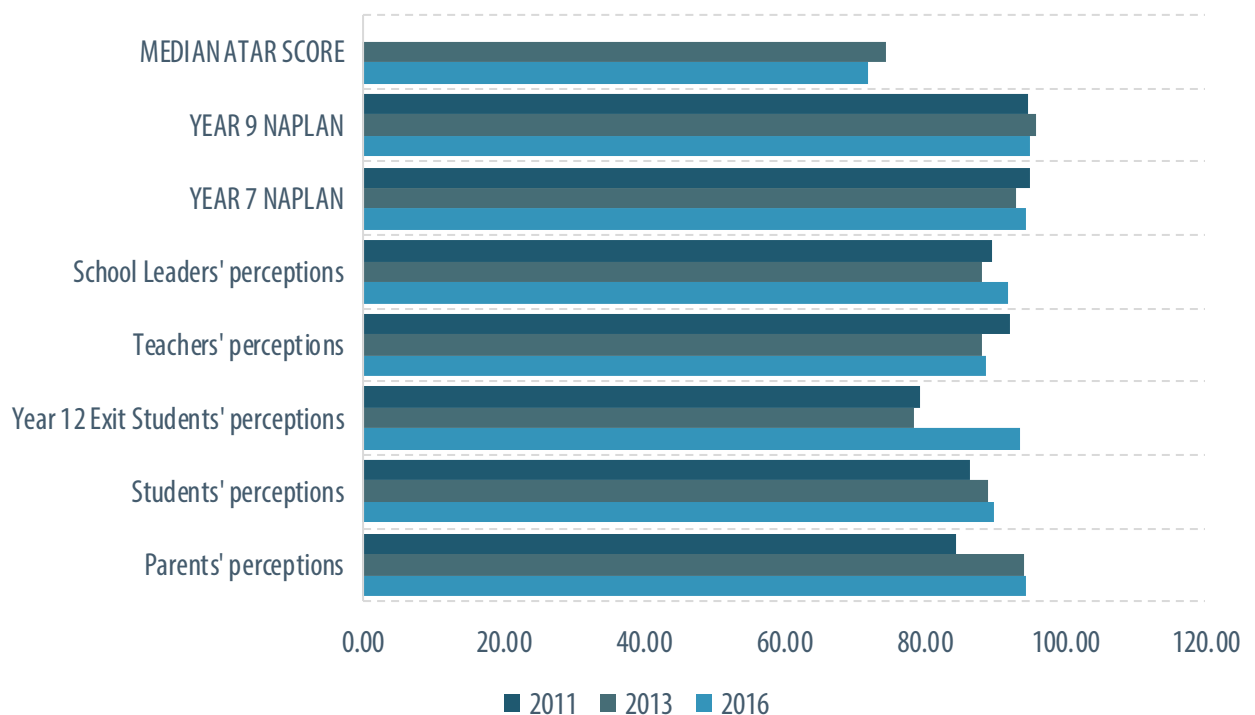


Figure 13: longitudinal data for **Highview College** (if available) showing average scores for **Academic Achievement**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

STUDENT TRANSITION

The following two pages show Highview College’s results concerning Student Transition.

Parents, students, teachers and school leaders were all asked a series of compatible questions around how well the school prepares students for the next stage in their

education; the support the school provides at the start of each school year; and how well the school prepares students for the next school year; (the subjective indicators).

The two objective indicators are real retention rate (the ratio of Year 12 students who had been at the school since Year 10) and VTAC data of the rate of university offers for Year 12 tertiary applicants.

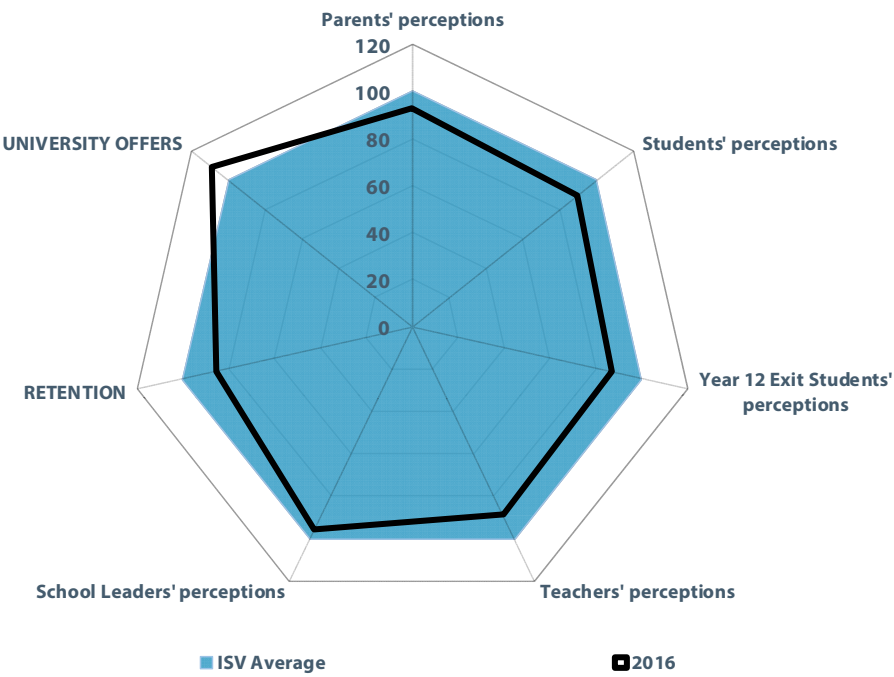


Figure 14: summary chart for indicators of Student Transition, Highview College.

School level results

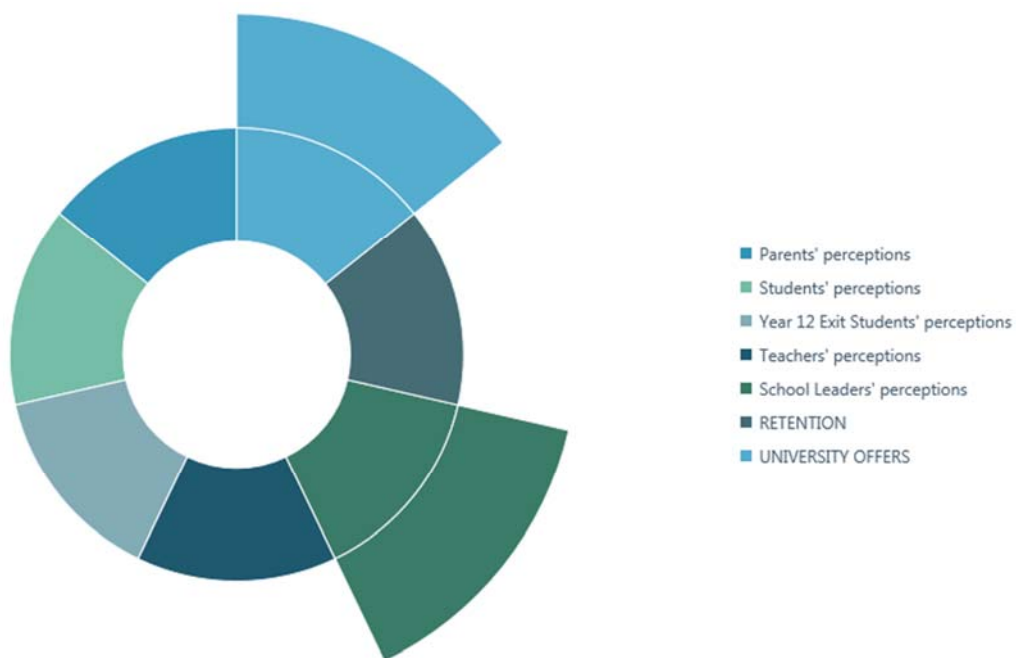


Figure 15: quartile distribution, **Highview College, Student Transition.**

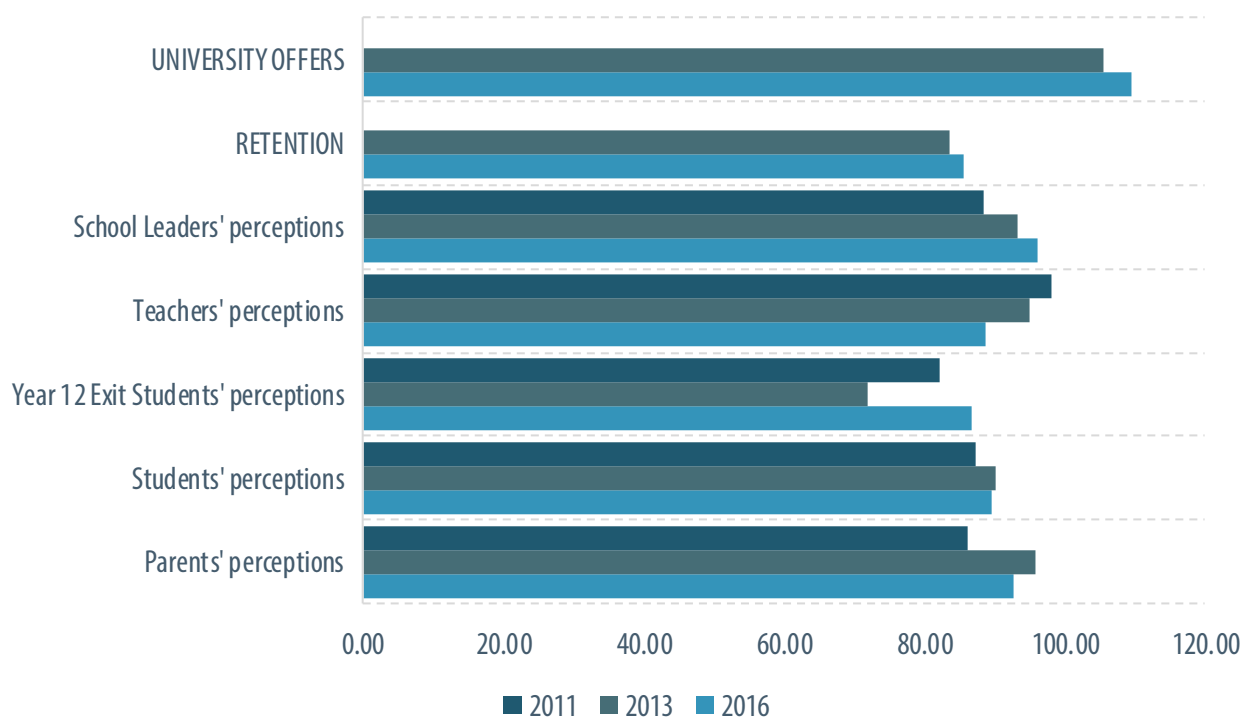


Figure 16: longitudinal data for **Highview College** (if available) showing average scores for **Student Transition**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

SECTION 3: SCHOOL EFFECTIVENESS

“

This section displays the school's results for the LEAD Report domains of school effectiveness.

Like the previous section, it shows an overall, 360-degree view of performance, the school's results in relation to the quartile distribution, and longitudinal data on the school's performance.

”



TEACHER QUALITY

The following two pages show Highview College’s Teacher Quality from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

The ‘school’ indicator of **Teacher Quality** combines five objective measures. These are teacher experience; teacher absentee rates; teacher turnover rates; proportion of teachers with higher responsibilities; and proportion of teachers with a higher degree by research.

The ‘start salaries’ indicator compares teacher starting salary with the average of Independent Schools Victoria’s Salary and Conditions of Employment Survey.

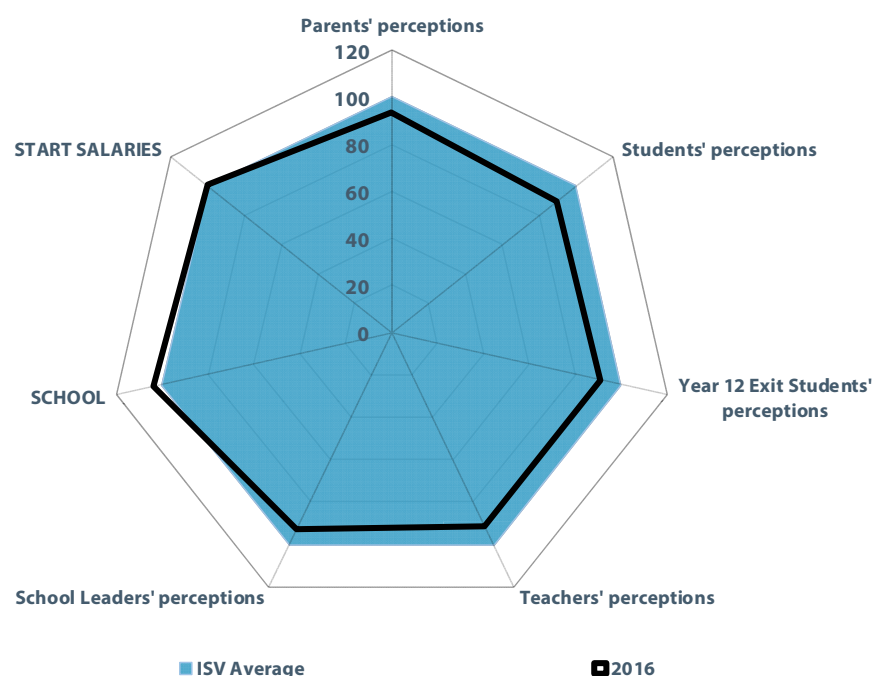


Figure 17: summary chart for indicators of **Teacher Quality**, Highview College.

School level results



Figure 18: quartile distribution, **Highview College, Teacher Quality.**

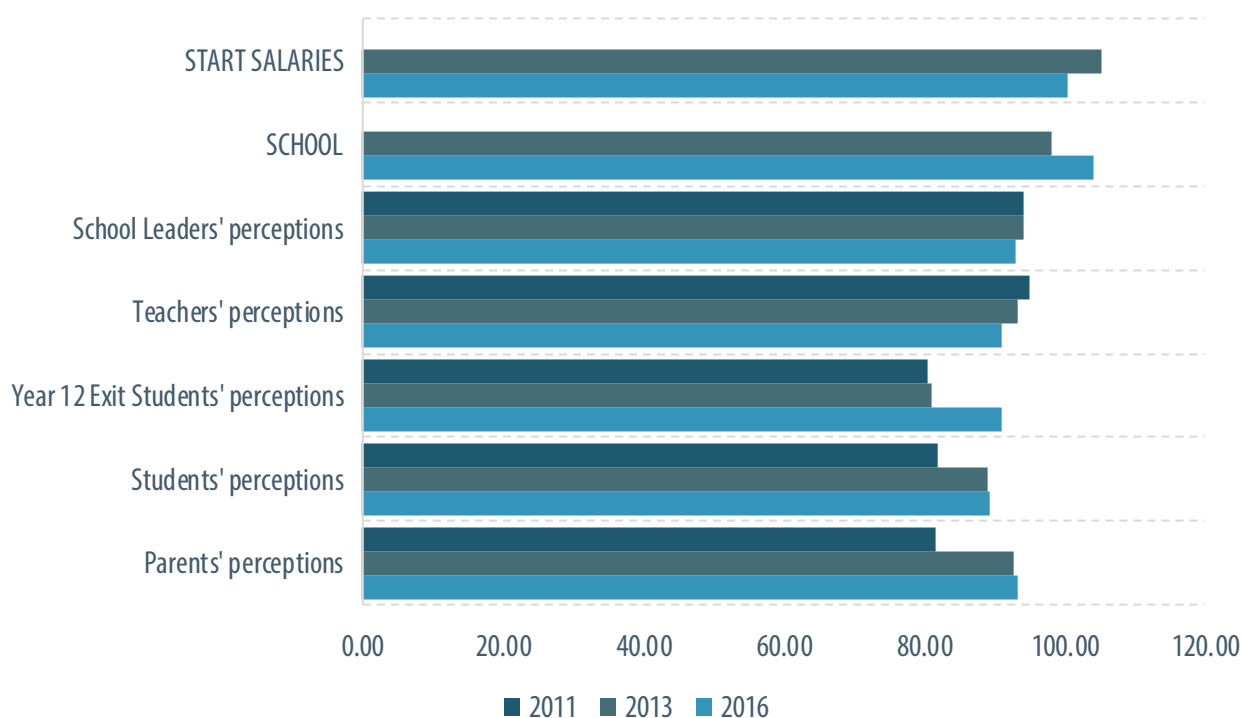


Figure 19: longitudinal data for **Highview College** (if available) showing average scores for **Teacher Quality**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

GOVERNANCE

The following two pages show Highview College’s performance relating to Governance.

The Governance Survey reports on board members’ perceptions of the key dimensions of high performing

boards such as who sits on the board; how it goes about doing its tasks; and what these tasks actually are. The details of the relevant questions for each indicator are contained in the LEAD Governance Survey report.

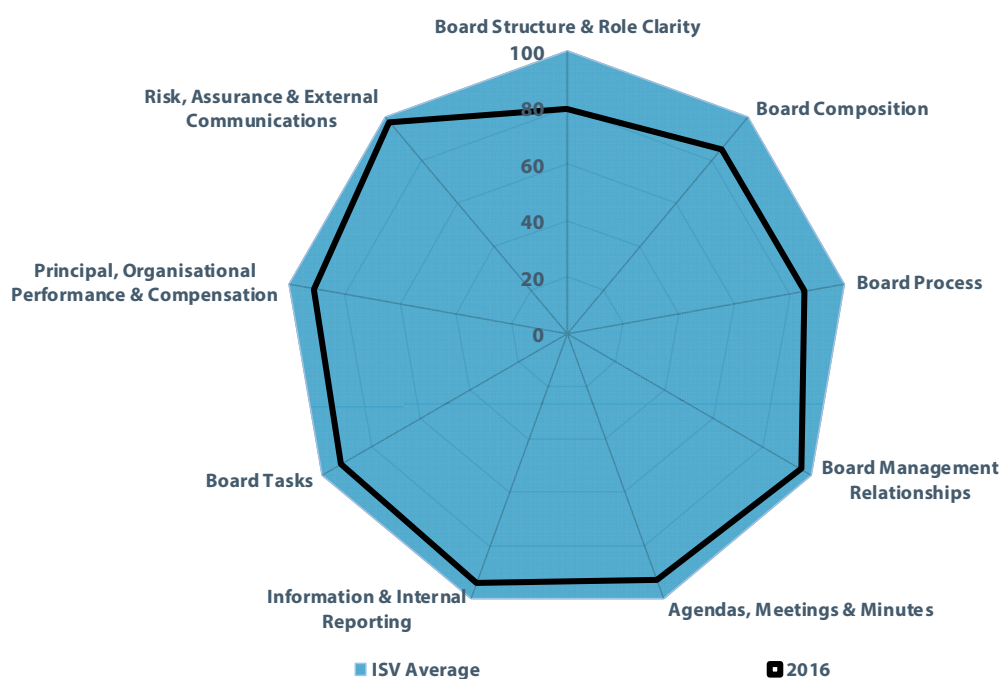


Figure 20: summary chart for indicators of Governance, Highview College.

School level results

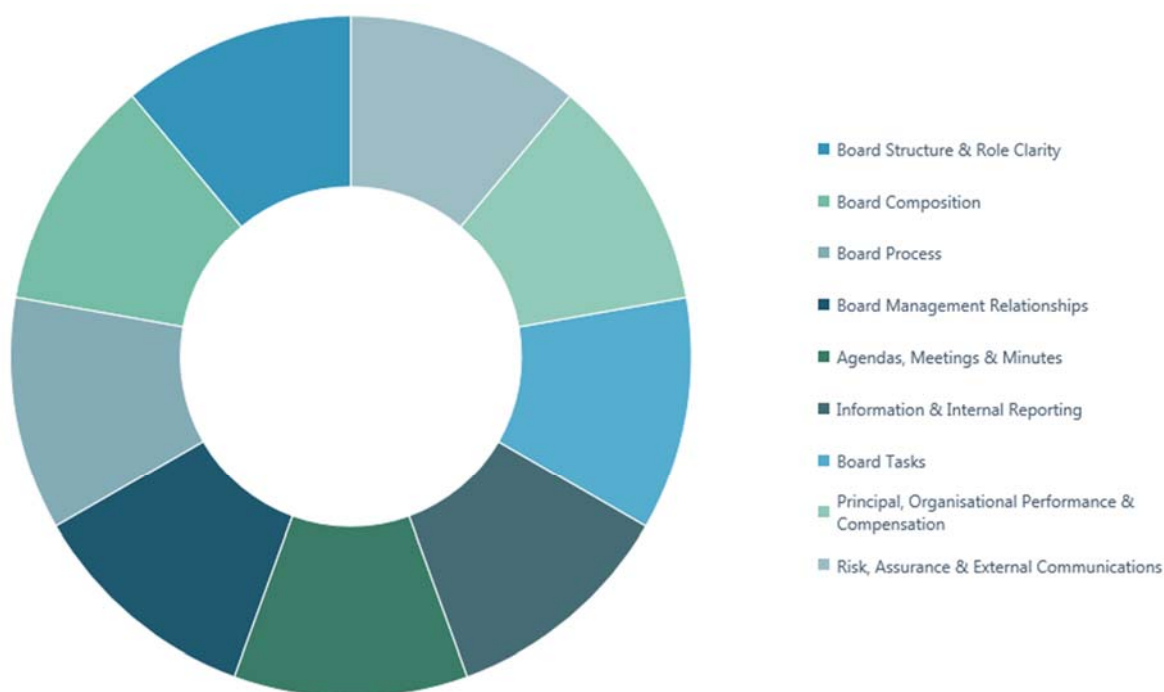


Figure 21: quartile distribution, **Highview College, Governance.**

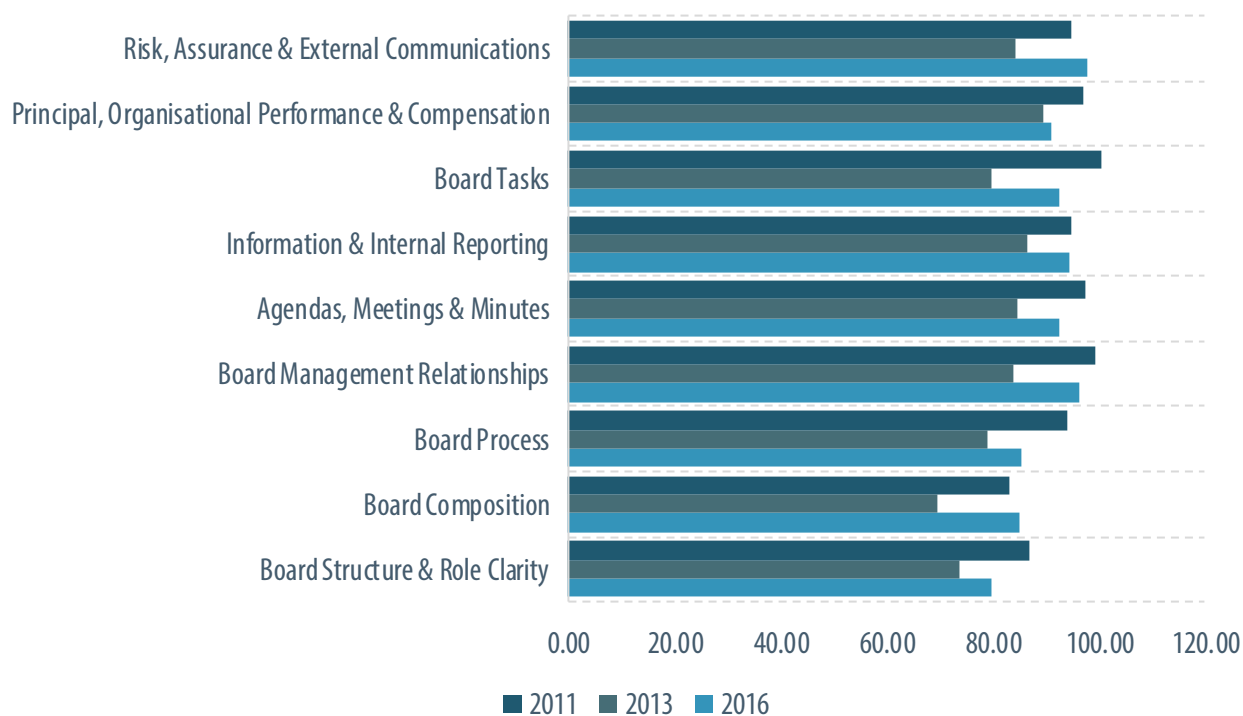


Figure 22: longitudinal data for **Highview College** (if available) showing average scores for **Governance**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

FINANCIAL WELLBEING

The following two pages detail Highview College’s Financial Wellbeing.

The calculation of financial wellbeing includes the indicator of total recurrent income per student; total income/debt (at end of year); total recurrent expenses per student; and the school’s current ratio (current assets / current liabilities); and a

surplus/deficit ratio (recurrent income / recurrent expenses) to provide a broader picture of the school’s financial wellbeing relative to other schools.

All data was derived from the Commonwealth Government Financial Questionnaire provided to ISV by participating schools.

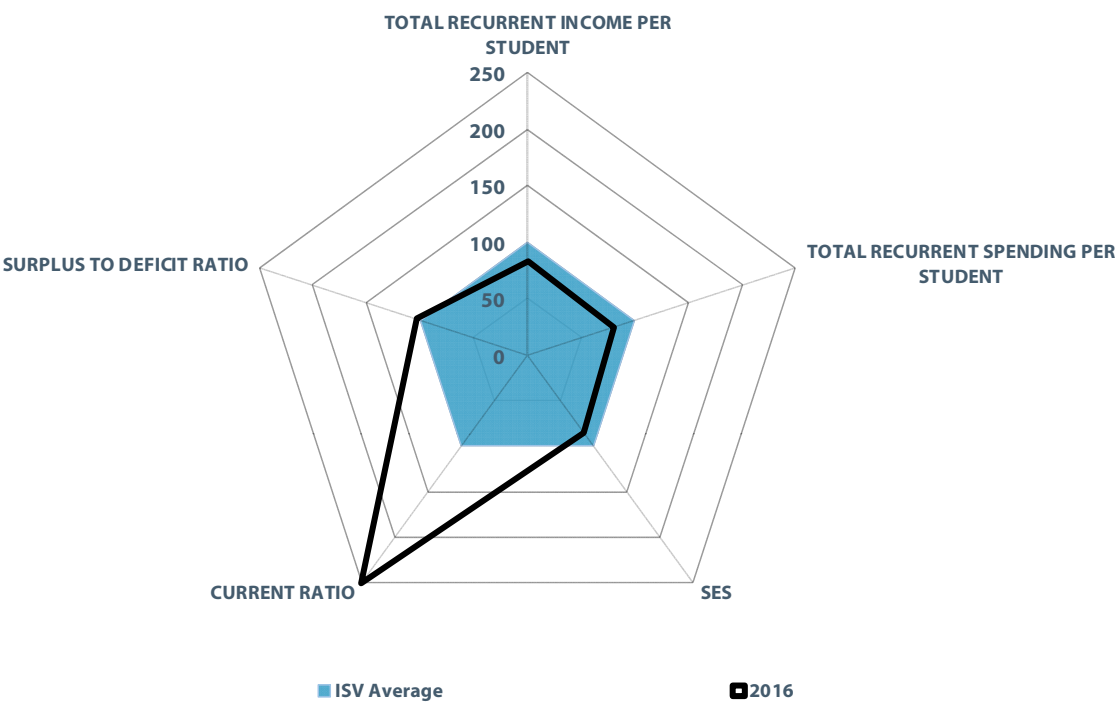


Figure 23: summary chart for indicators of Financial Wellbeing, Highview College.

School level results

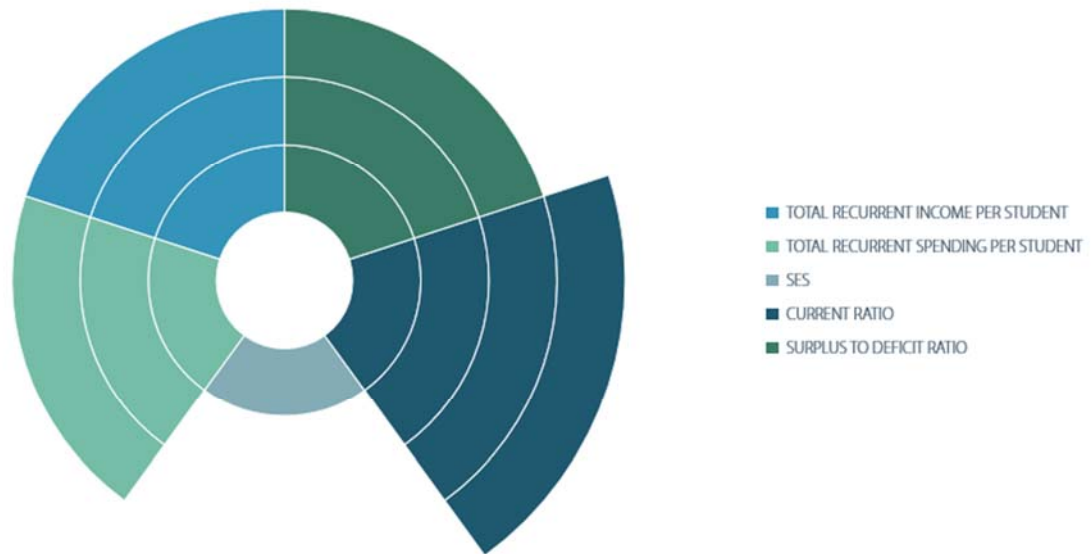


Figure 24: quartile distribution, **Highview College, Financial Wellbeing.**

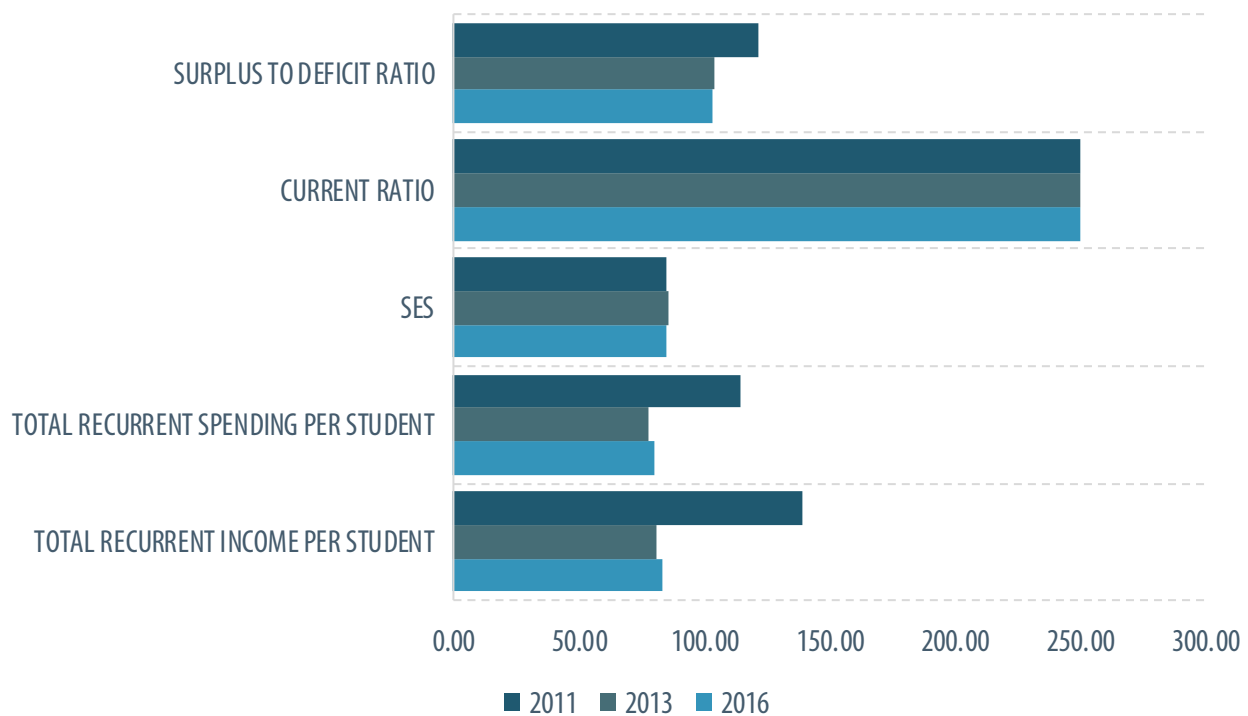


Figure 25: longitudinal data for **Highview College** (if available) showing average scores for **Financial Wellbeing**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

FACILITIES AND RESOURCES

The following two pages show Highview College’s results for the Facilities and Resources domain from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

This is combined with three objective measures to provide an overall view for the school.

The objective measures are: spending per student; ratio of Full-Time Equivalent (FTE) teaching staff compared to FTE students; and total building area per student.

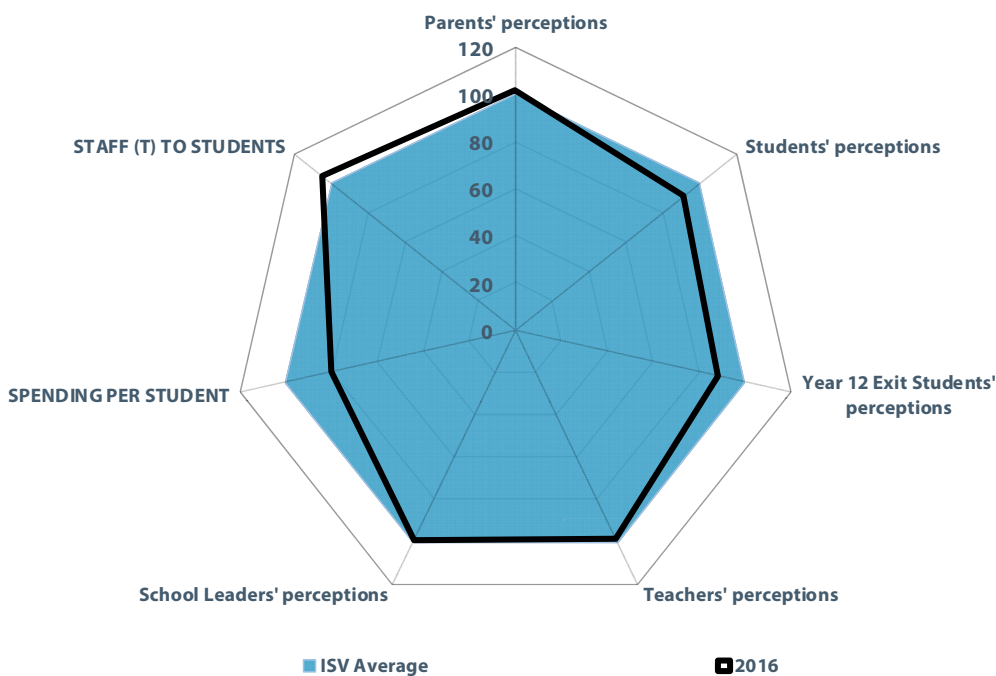


Figure 26: summary chart for indicators of Facilities and Resources, Highview College.

School level results

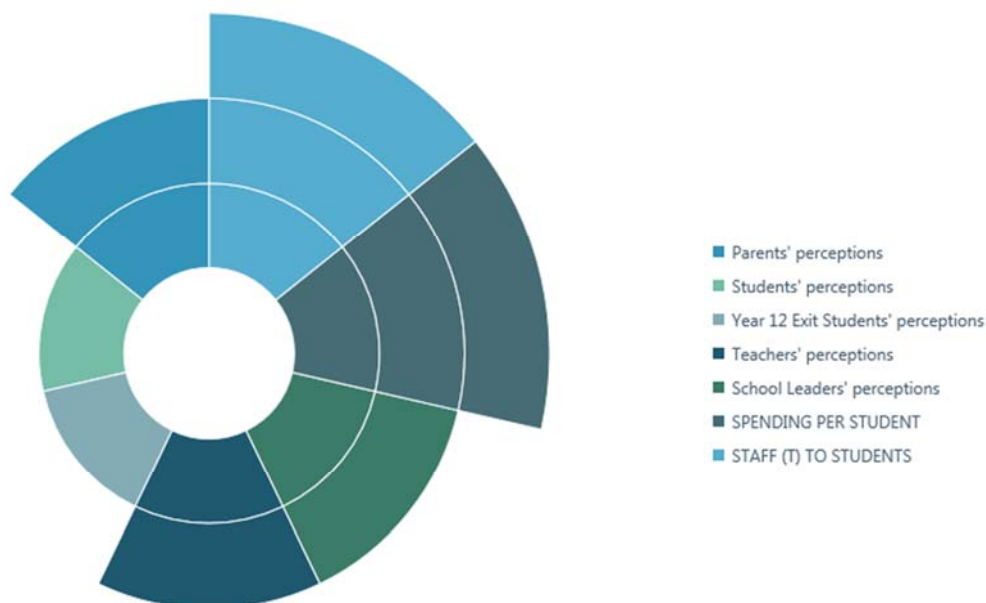


Figure 27: quartile distribution, **Highview College, Facilities and Resources.**

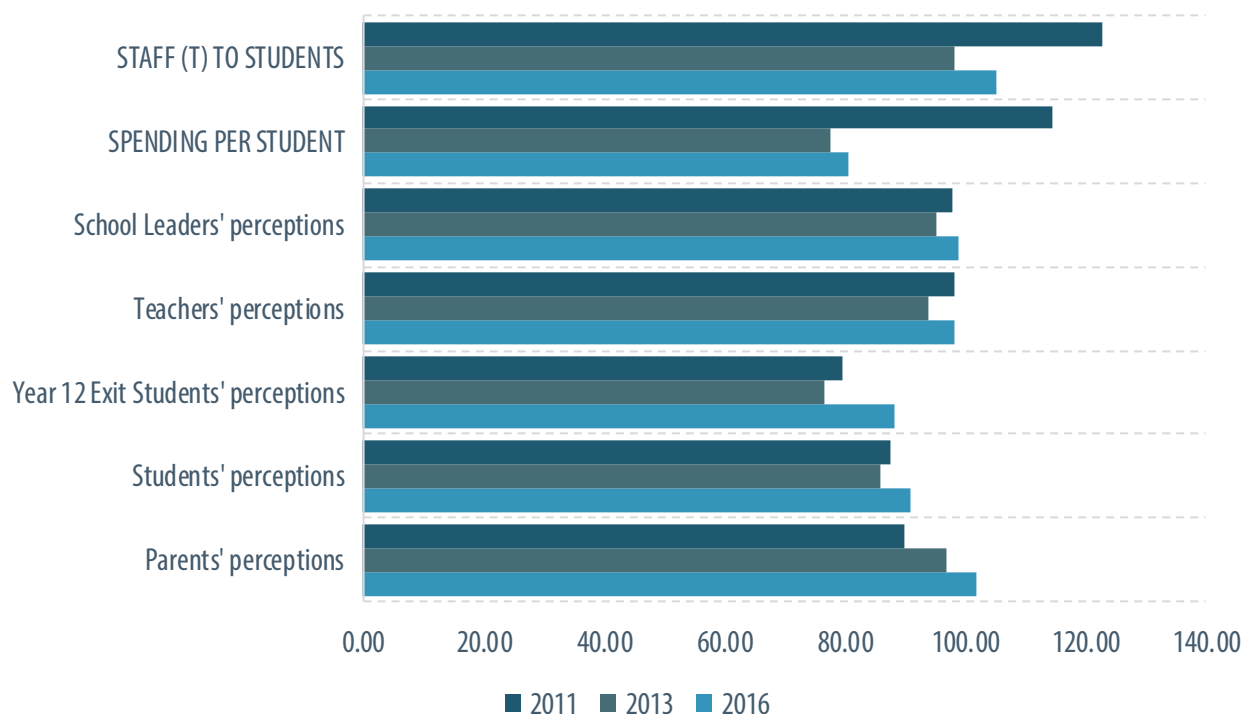


Figure 28: longitudinal data for **Highview College** (if available) showing average scores for **Facilities and Resources**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

STAKEHOLDER MORALE

The following two pages show Highview College's results for Stakeholder Morale domain from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

This domain relies purely on stakeholder perceptions due to a lack of consistent objective measures available across all schools.

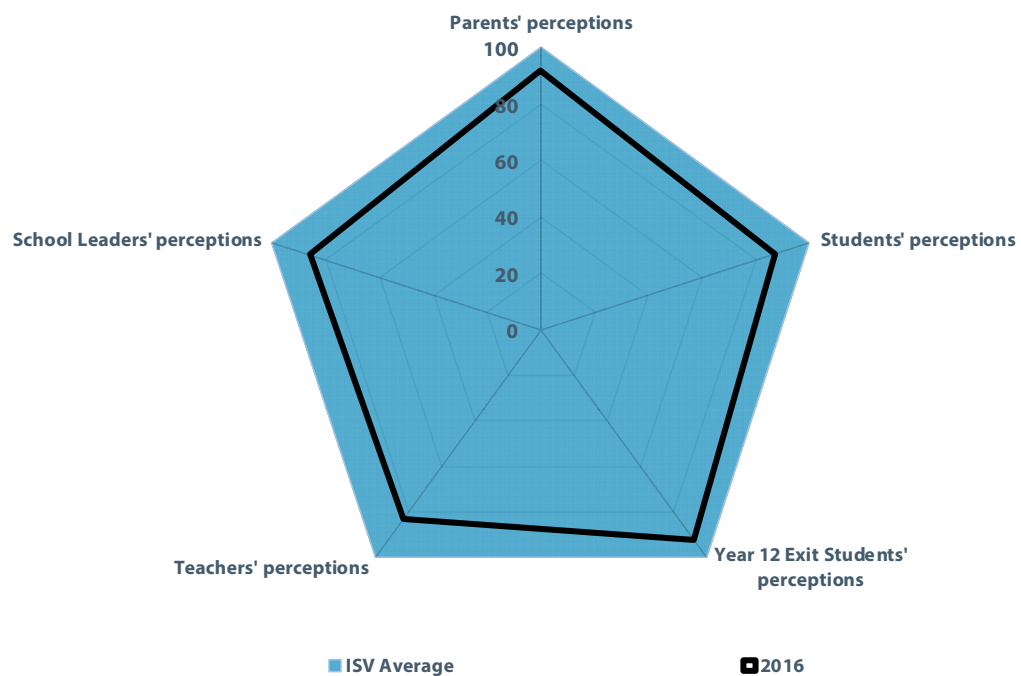


Figure 29: summary chart for indicators of Stakeholder Morale, Highview College.

School level results

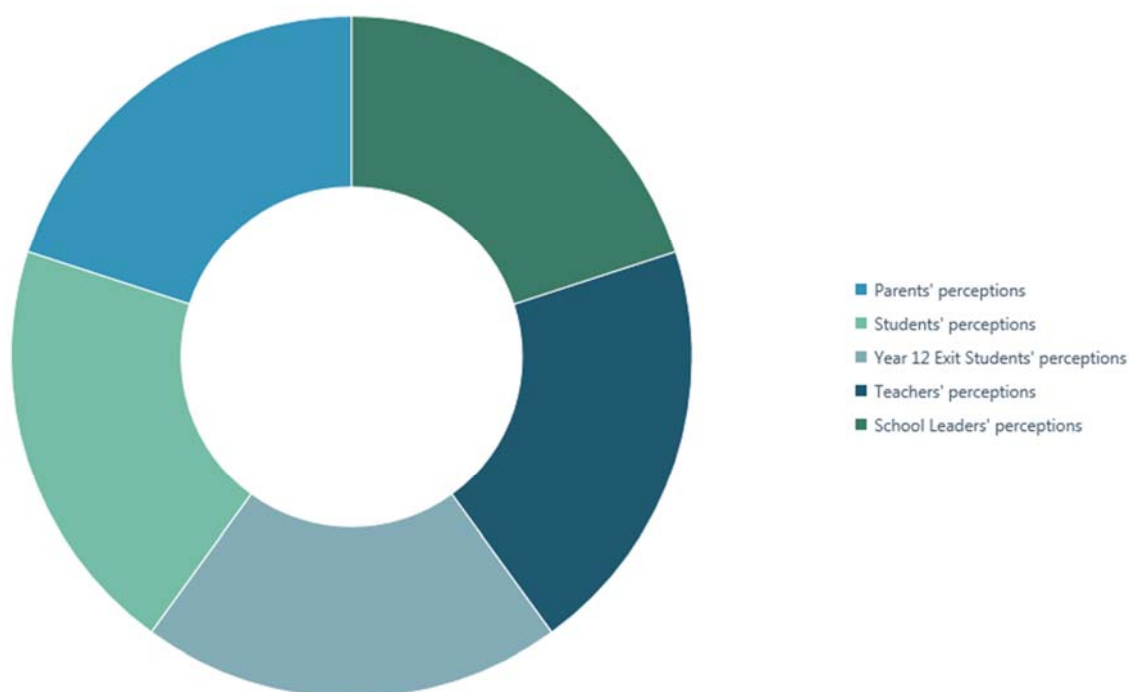


Figure 30: quartile distribution, **Highview College, Stakeholder Morale.**

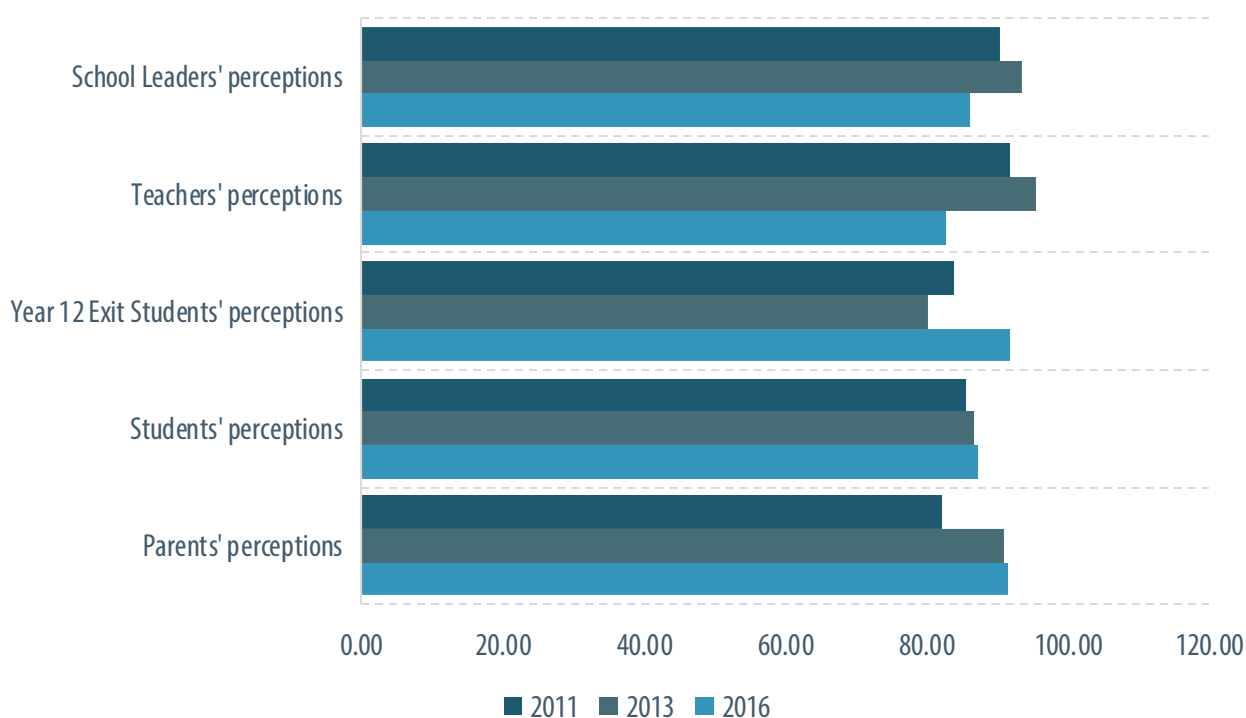


Figure 31: longitudinal data for **Highview College** (if available) showing average scores for **Stakeholder Morale**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

GOAL ALIGNMENT

The following two pages show Highview College’s results for the Goal Alignment domain from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

The charts determine the extent to which the school’s goals align with those of the stakeholders. This domain relies purely on stakeholder perceptions due to a lack of consistent objective measures available across all schools.

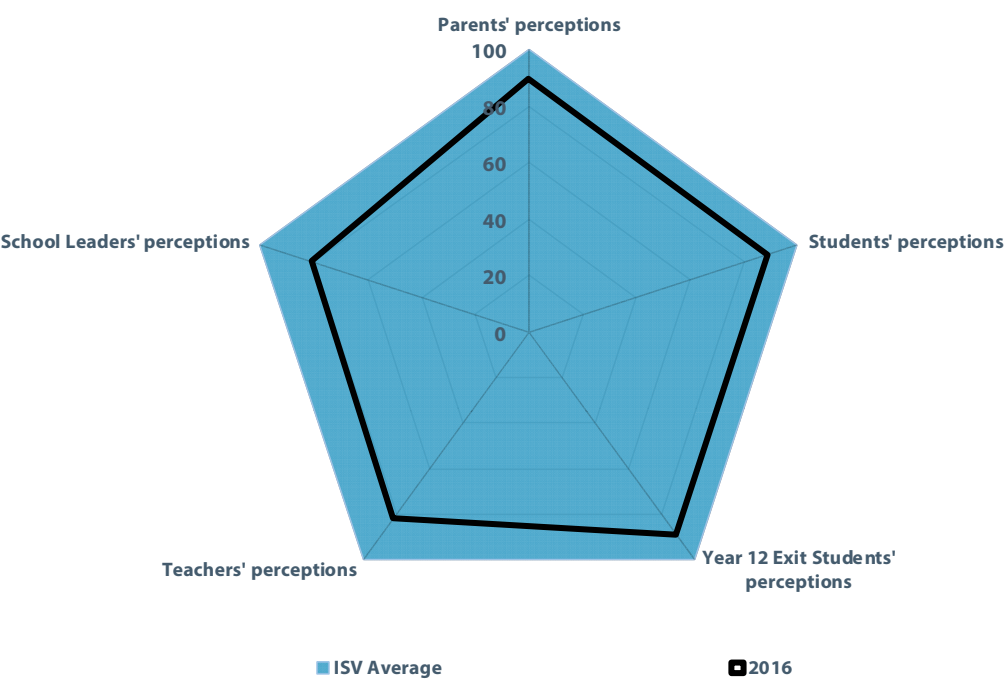


Figure 32: summary chart for indicators of **Goal Alignment, Highview College.**

School level results

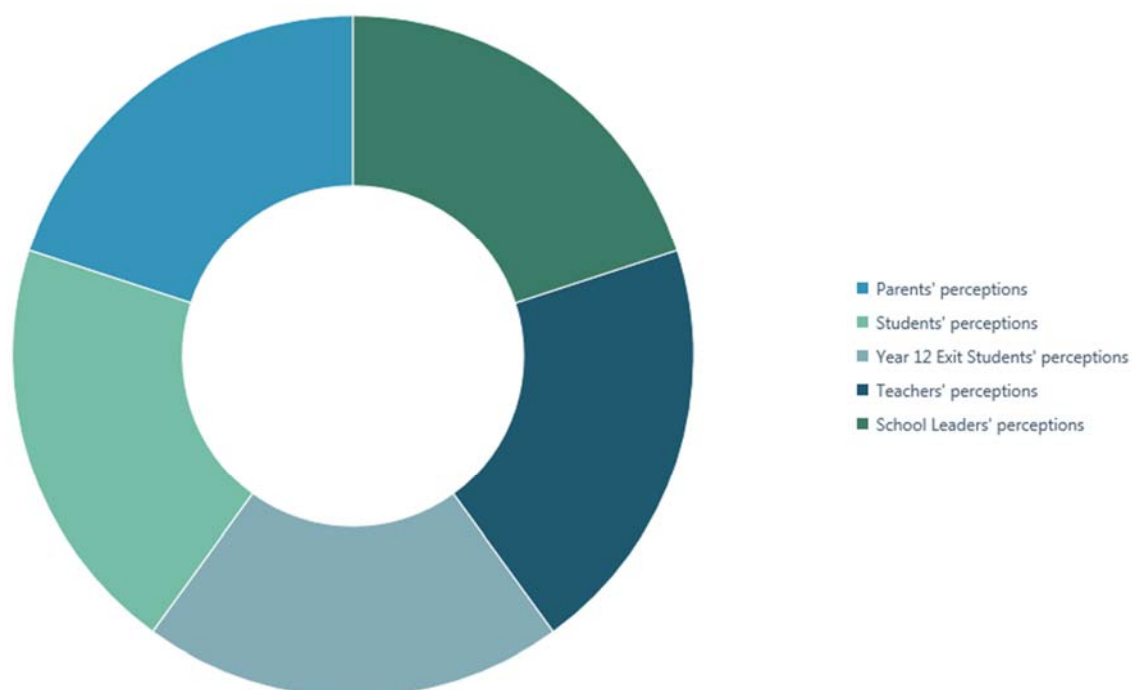


Figure 33: quartile distribution, **Highview College**, **Goal Alignment**.

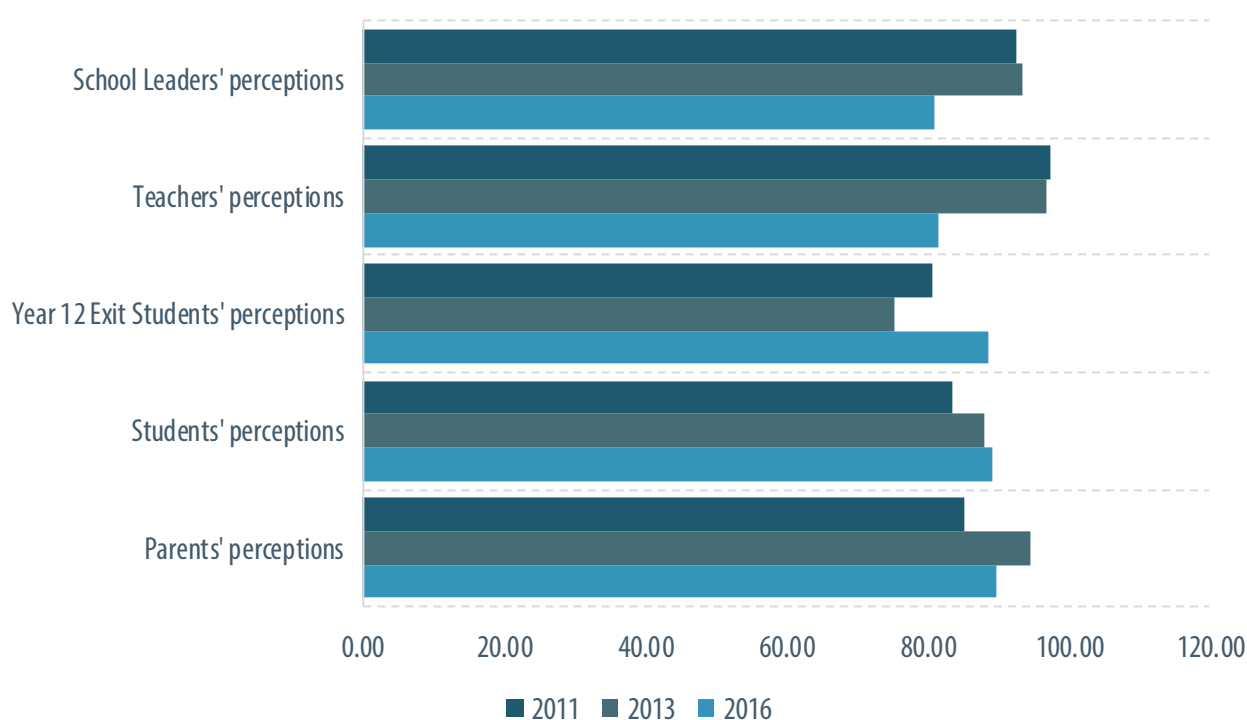


Figure 34: longitudinal data for **Highview College** (if available) showing average scores for **Goal Alignment**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

PARENT AND COMMUNITY INVOLVEMENT

The following two pages show Highview College’s results for Parent and Community Involvement at the school from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

This domain relies purely on stakeholder perceptions due to a lack of consistent objective measures available across all schools.

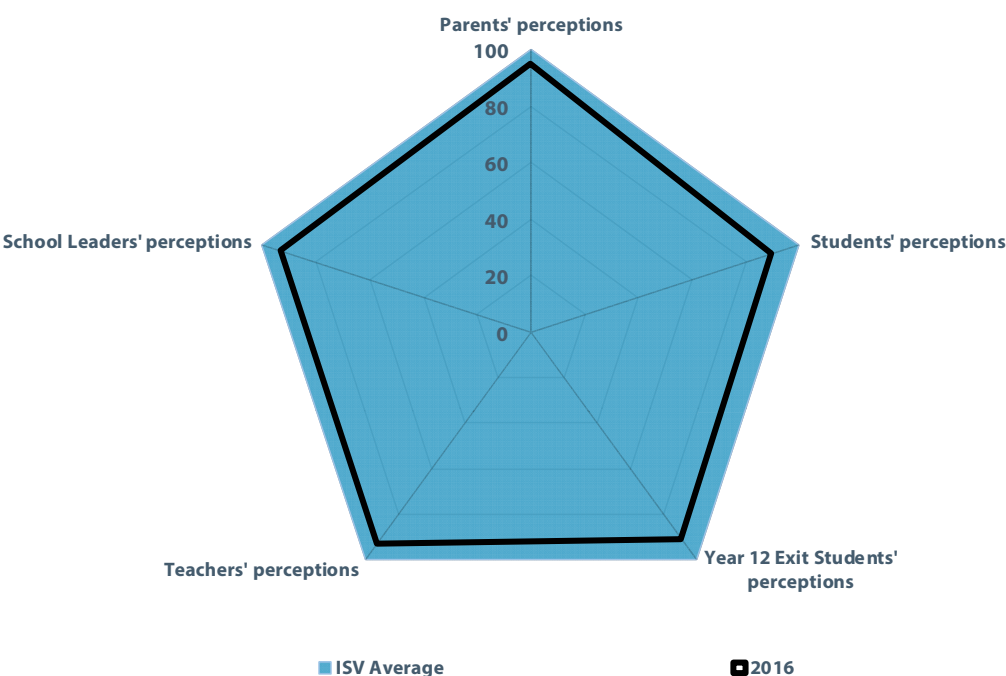


Figure 35: summary chart for indicators of Parent and Community Involvement, Highview College.

School level results

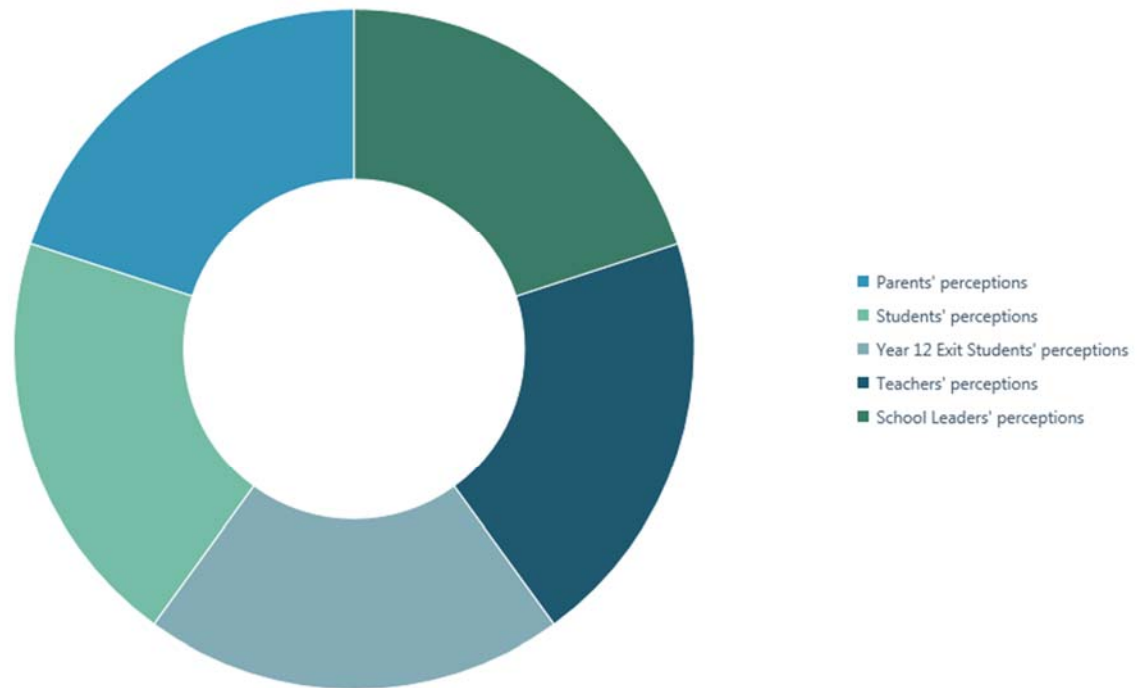


Figure 36: quartile distribution, **Highview College, Parent and Community Involvement.**

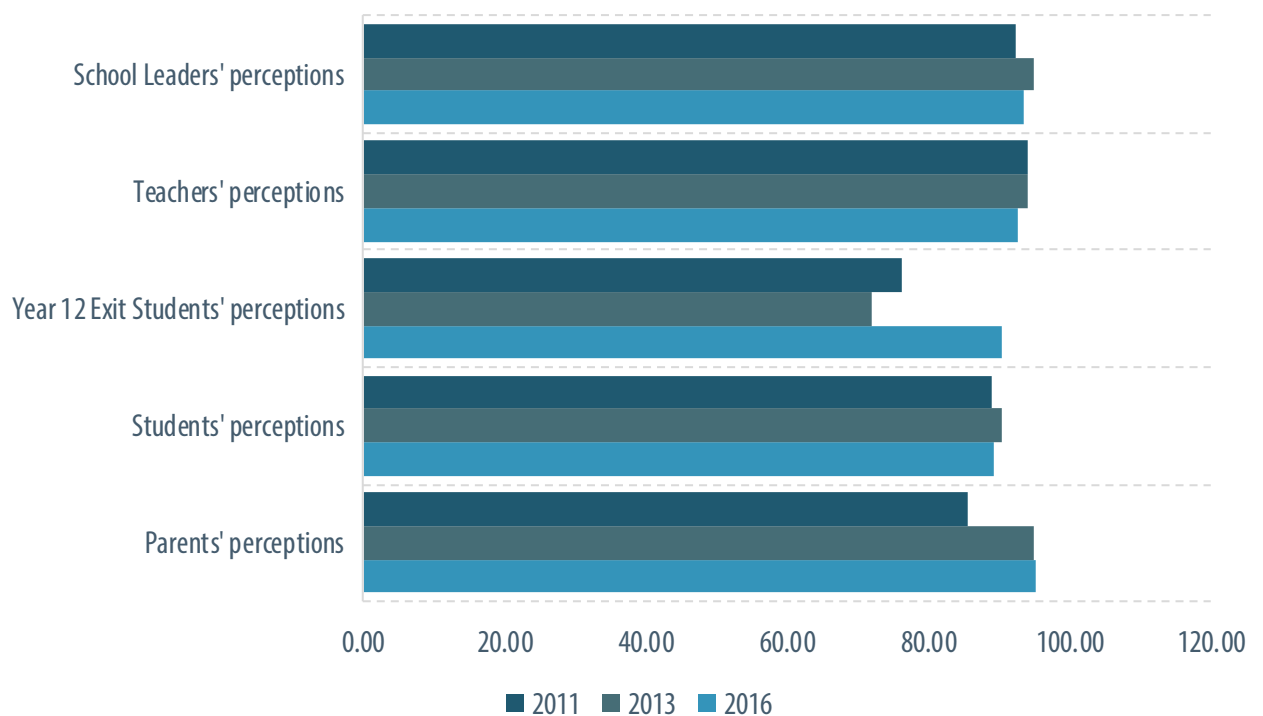


Figure 37: longitudinal data for **Highview College** (if available) showing average scores for **Parent and Community Involvement**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS

The following two pages show Highview College’s results for the Personal and Social Development domain from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

The two objective indicators for this domain are student leadership and community services, which measure the proportion of students who have participated in student leadership and community service programs in the previous twelve months.

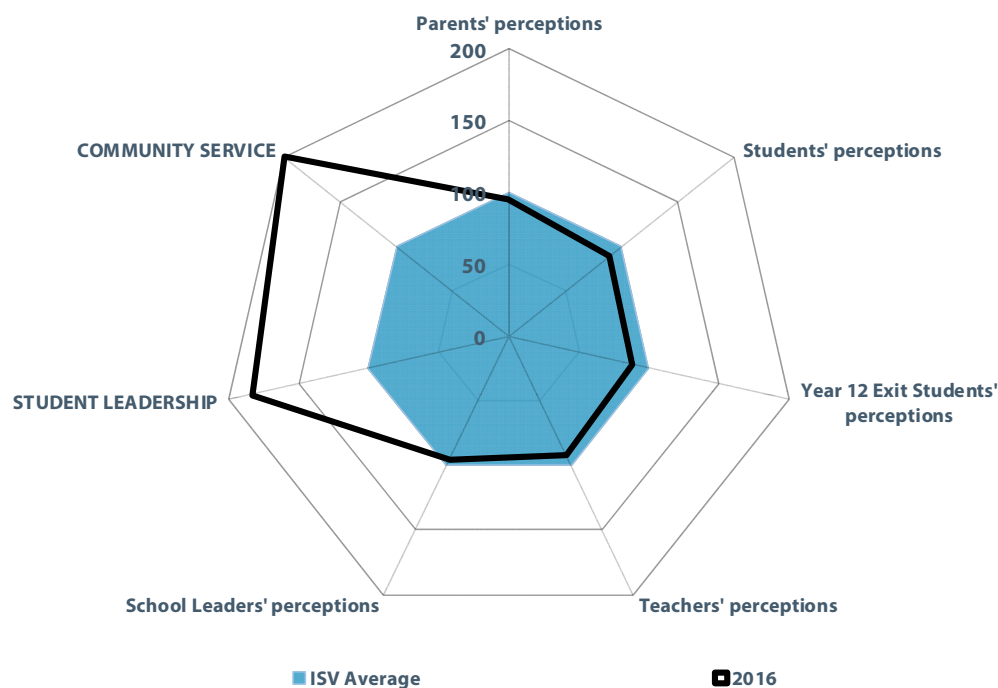


Figure 38: summary chart for indicators of **Personal and Social Development**, Highview College.

School level results

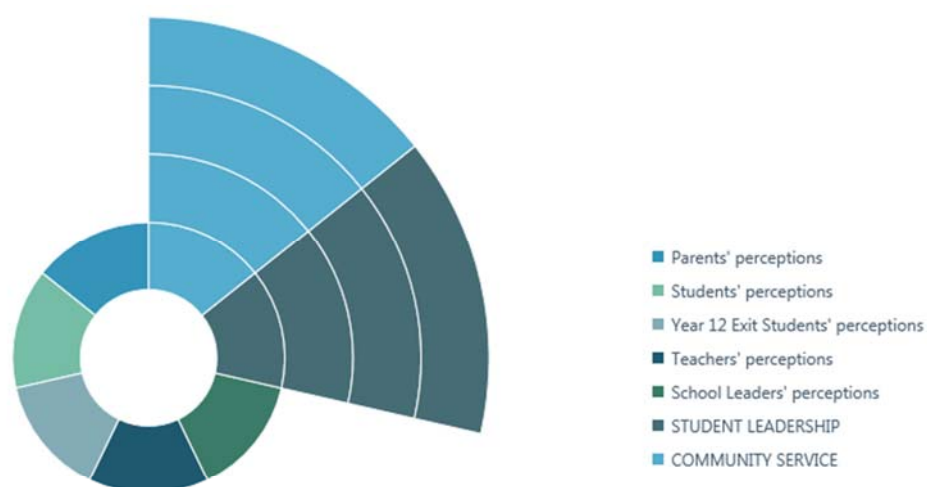


Figure 39: quartile distribution, **Highview College, Personal and Social Development.**

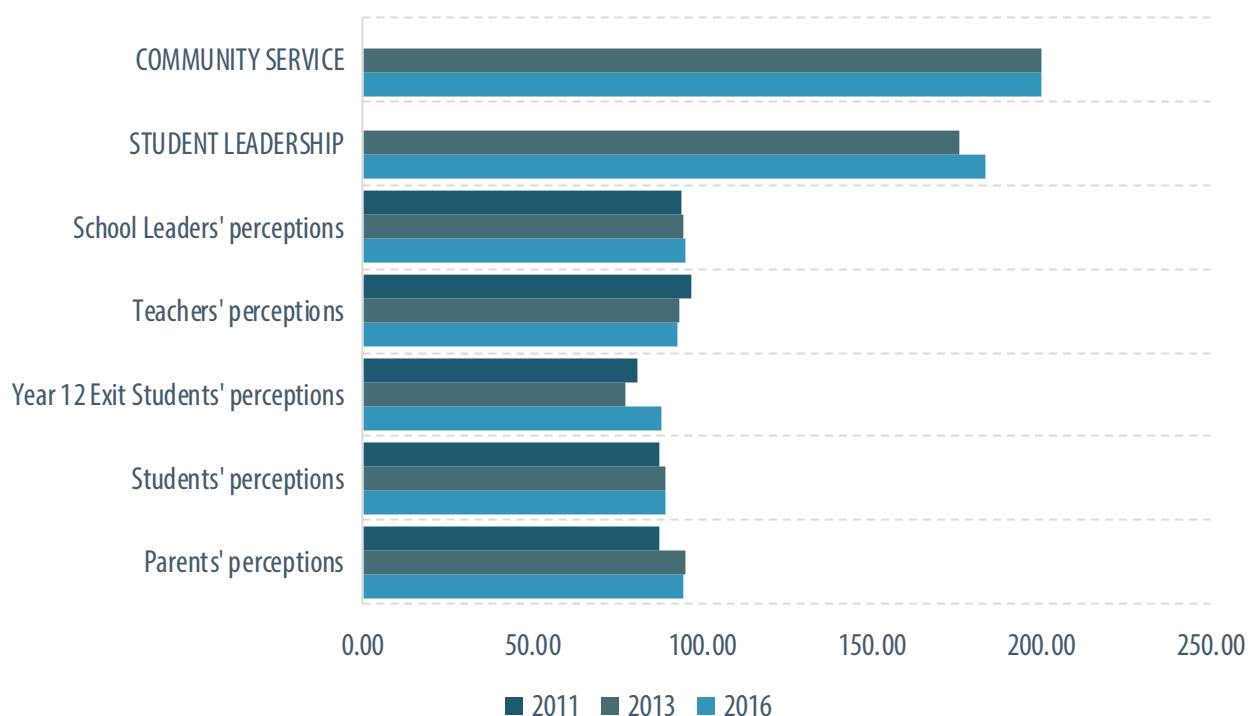


Figure 40: longitudinal data for **Highview College** (if available) showing average scores for **Personal and Social Development**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

HEALTH AND SAFETY

The following two pages show Highview College’s results for the Health and Safety domain from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

The two objective indicators for this domain relate to attendance. Teacher attendance measures the attendance records of teachers at the school, while student attendance measures student attendance as reported to government each year.

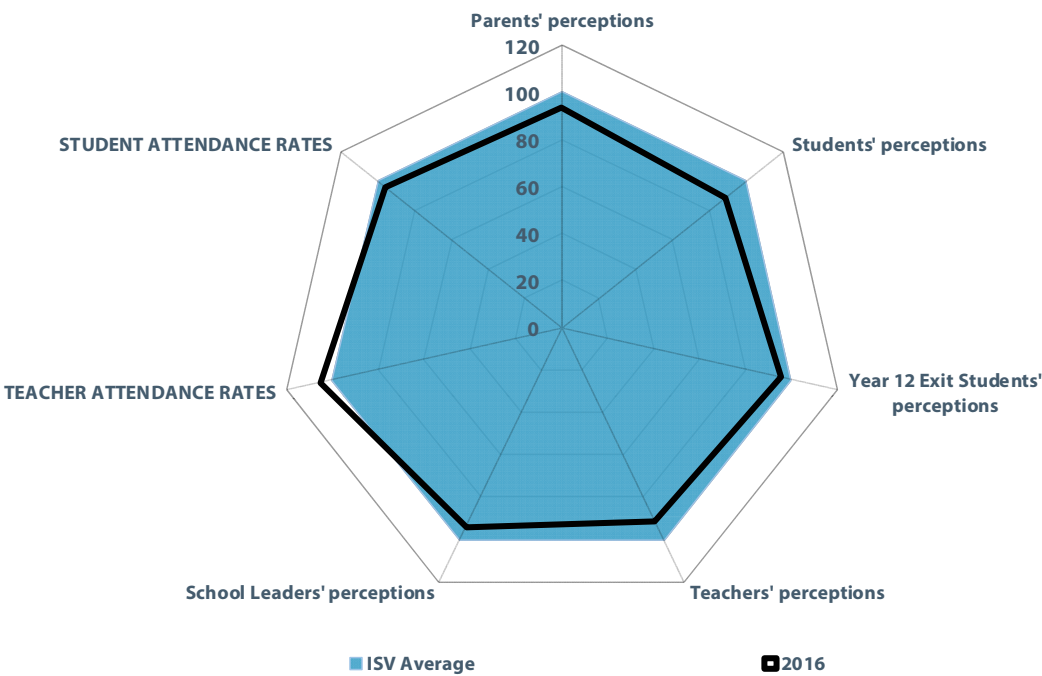


Figure 41: summary chart for indicators of **Health and Safety**, Highview College.

School level results



Figure 42: quartile distribution, **Highview College, Health and Safety.**

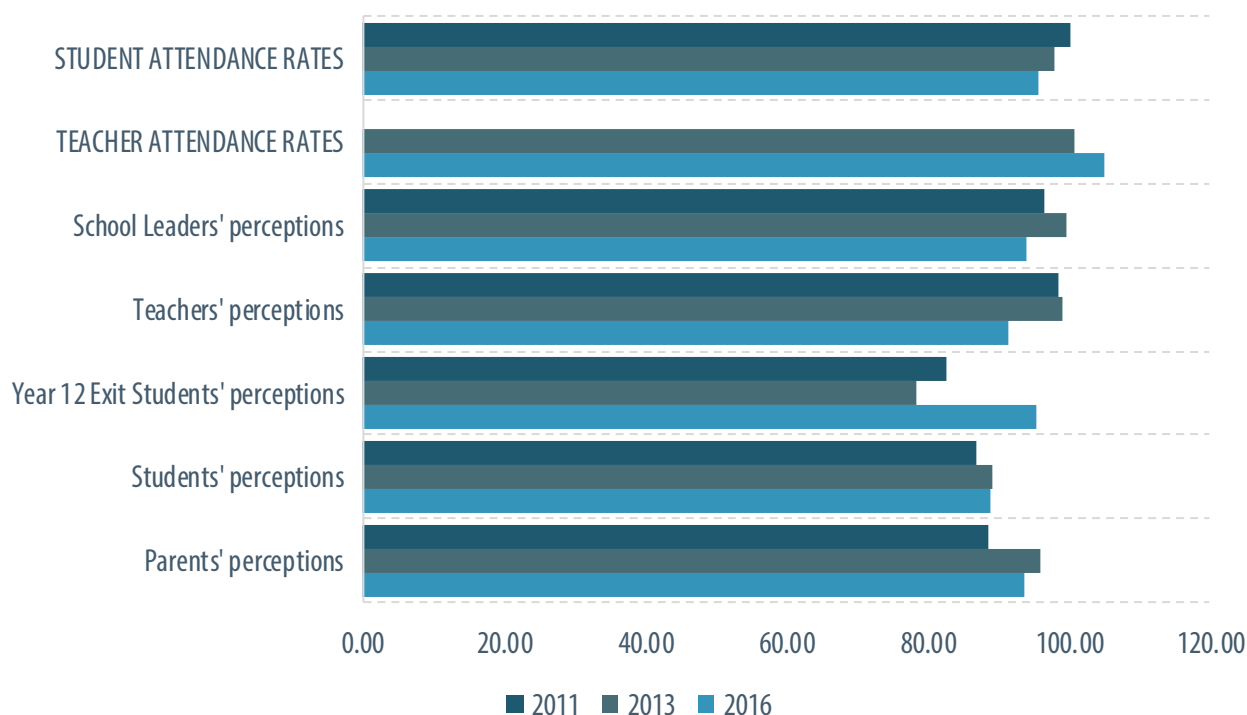


Figure 43: longitudinal data for **Highview College** (if available) showing average scores for **Health and Safety**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

SECTION 4: STAKEHOLDER PERSPECTIVES

“

This section displays the school's results for the LEAD Report domains per stakeholder group.

Like the previous section, it shows an overall, 360-degree view of performance, the schools result in relation to the quartile distribution, and longitudinal data on the school's performance.

”



PARENT PERCEPTIONS

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of the parents at Highview College.

The results were derived from the school’s participation in the LEAD Parent Satisfaction Survey.

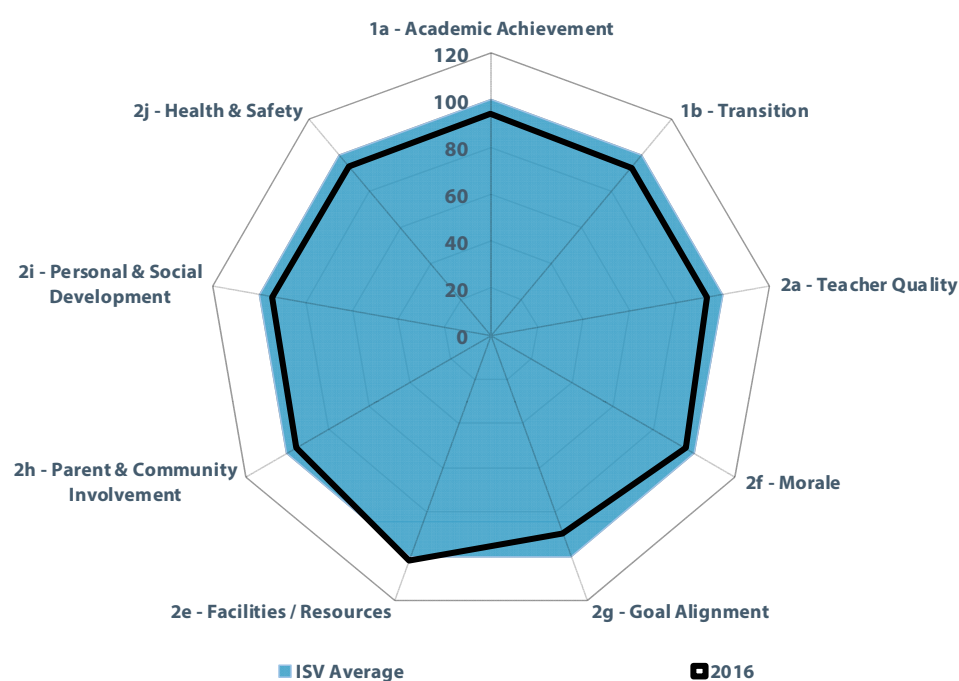


Figure 44: summary chart for indicators of **Parent Perceptions, Highview College.**

School level results

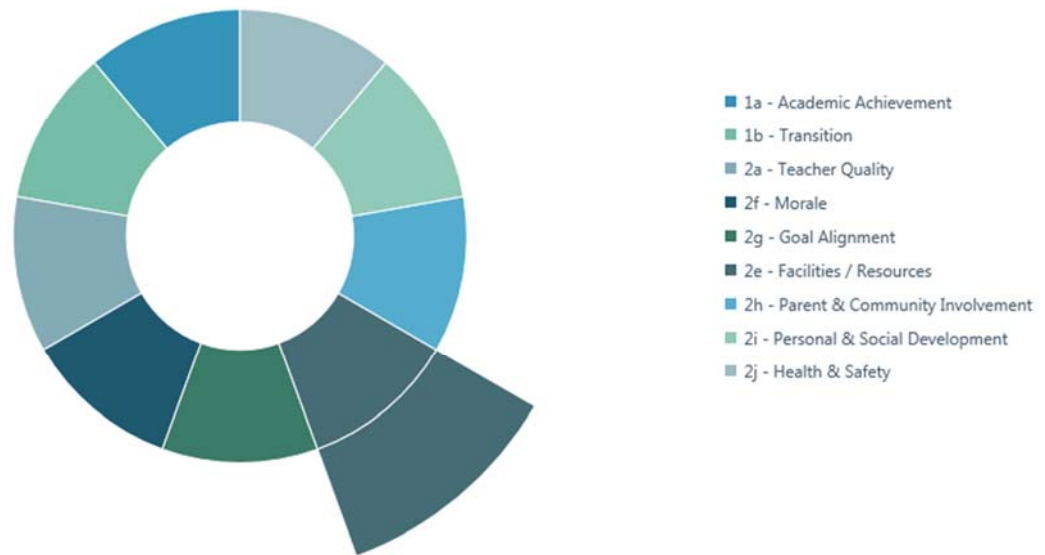


Figure 45: quartile distribution, **Highview College, Parent Perceptions.**

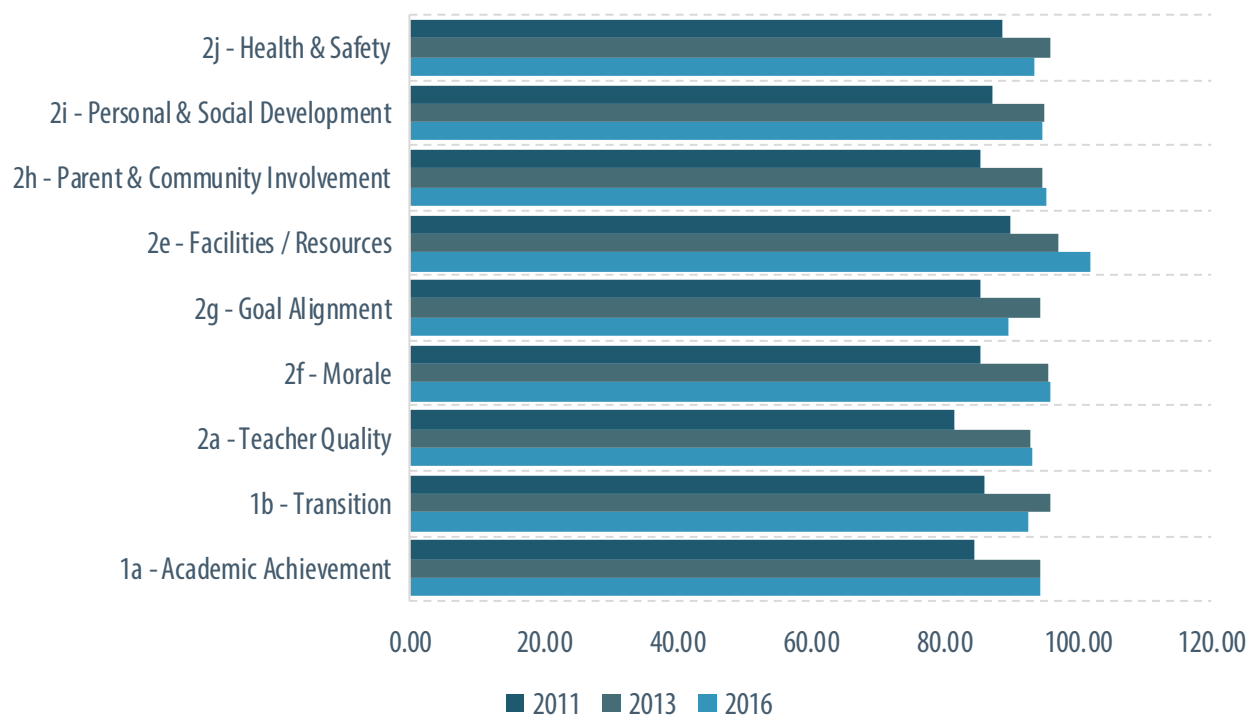


Figure 46: longitudinal data for **Highview College** (if available) showing average scores for **Parent Perceptions**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

STUDENT PERCEPTIONS

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of students at Highview College.

The results were derived from the school’s participation in the LEAD Student Satisfaction Survey.

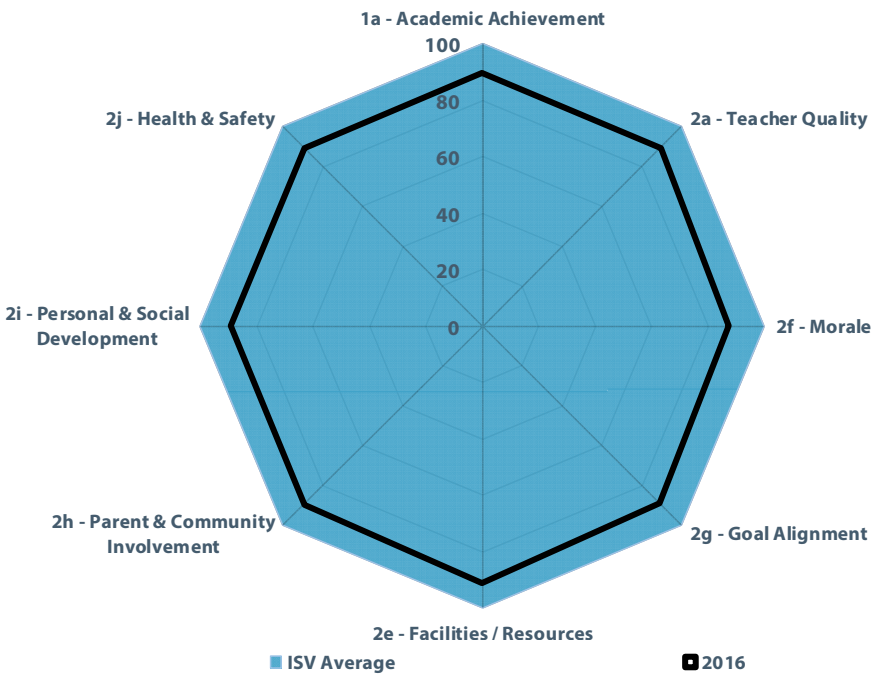


Figure 47: summary chart for indicators of **Student Perceptions, Highview College.**

School level results

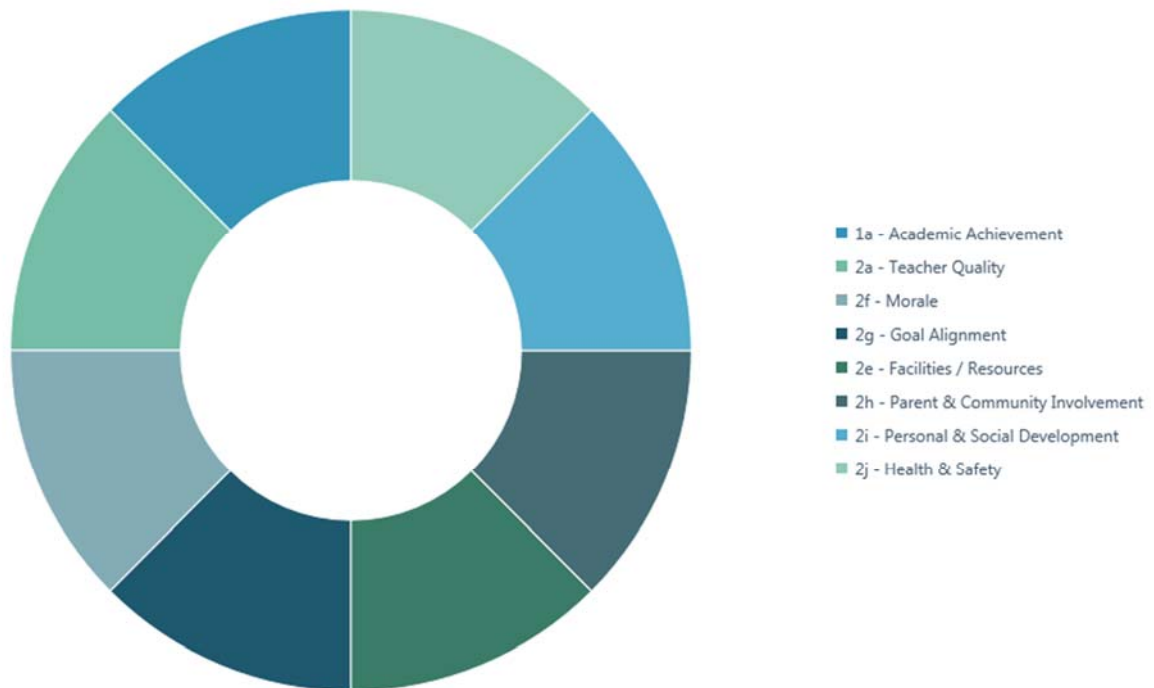


Figure 48: quartile distribution, **Highview College, Student Perceptions.**

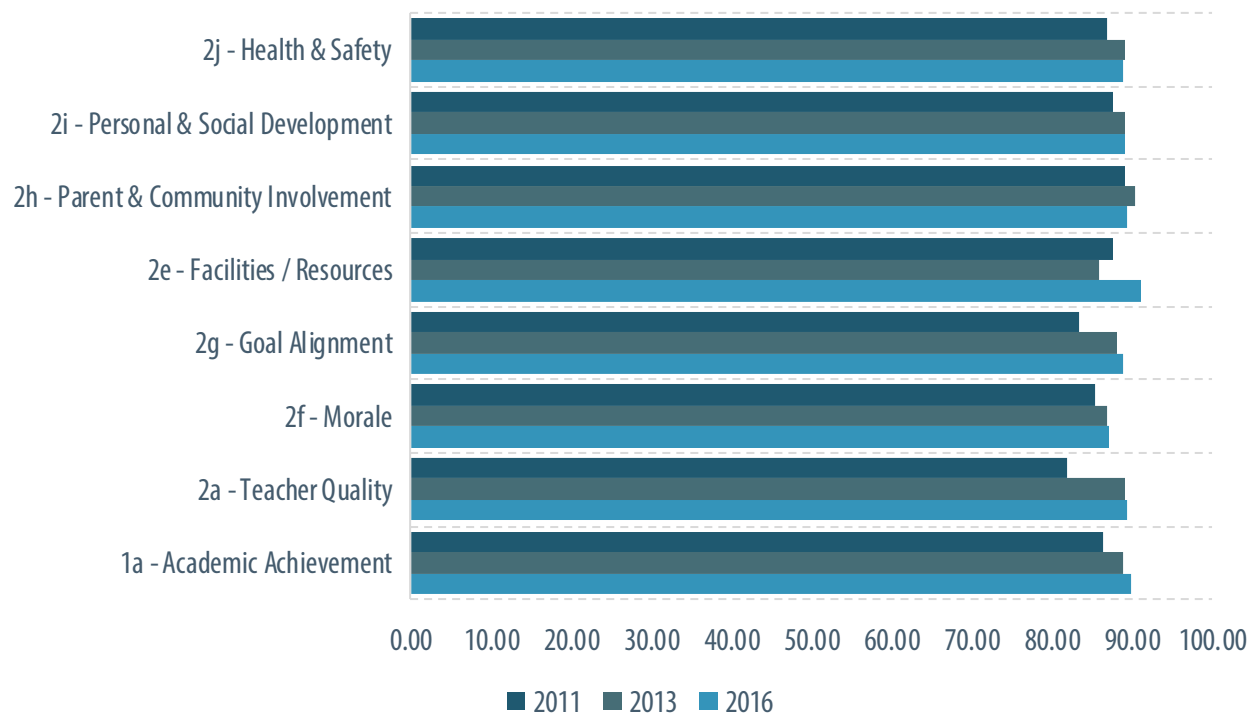


Figure 49: longitudinal data for **Highview College** (if available) showing average scores for **Student Perceptions**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

YEAR 12 EXIT STUDENT PERCEPTIONS

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of exiting Year 12 students at Highview College.

The results were derived from the school’s participation in the LEAD Year 12 Exit Survey.

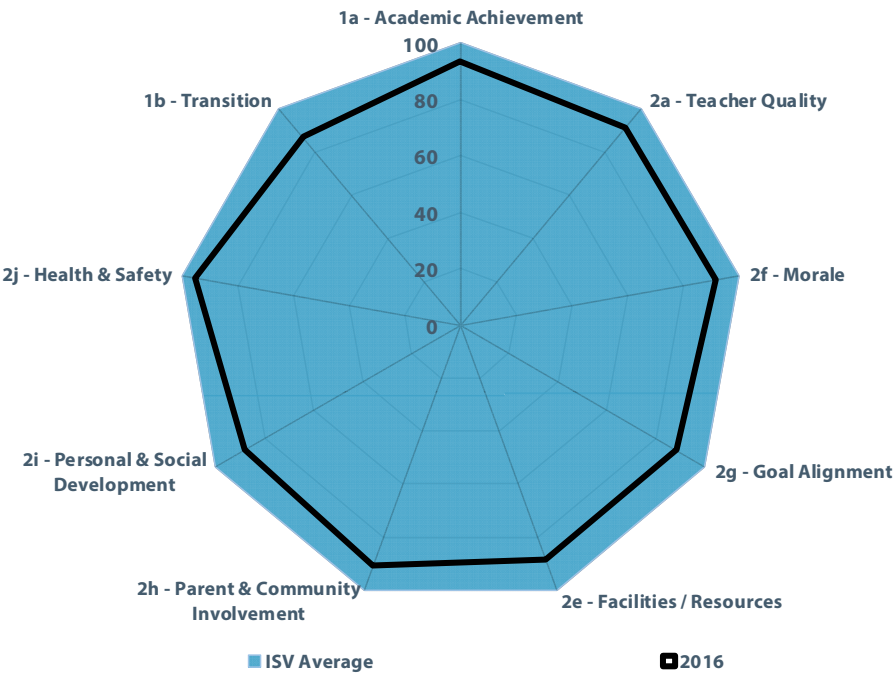


Figure 50: summary chart for indicators of Year 12 Exit Student Perceptions, Highview College.

School level results

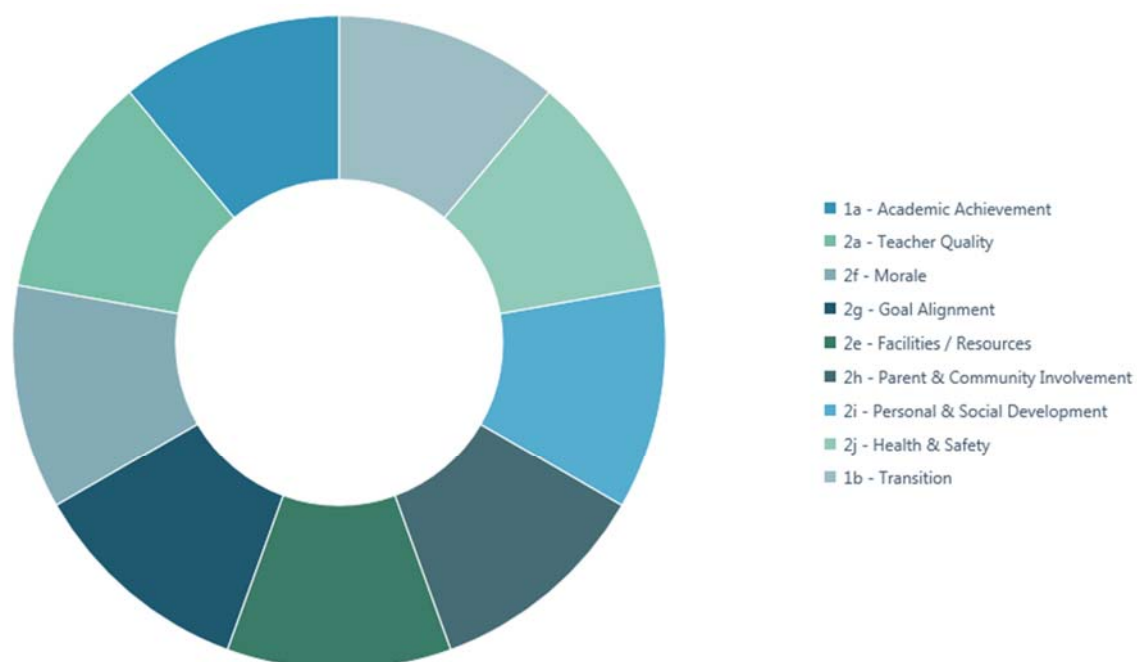


Figure 51: quartile distribution, **Highview College**, Year 12 Exit Student Perceptions.

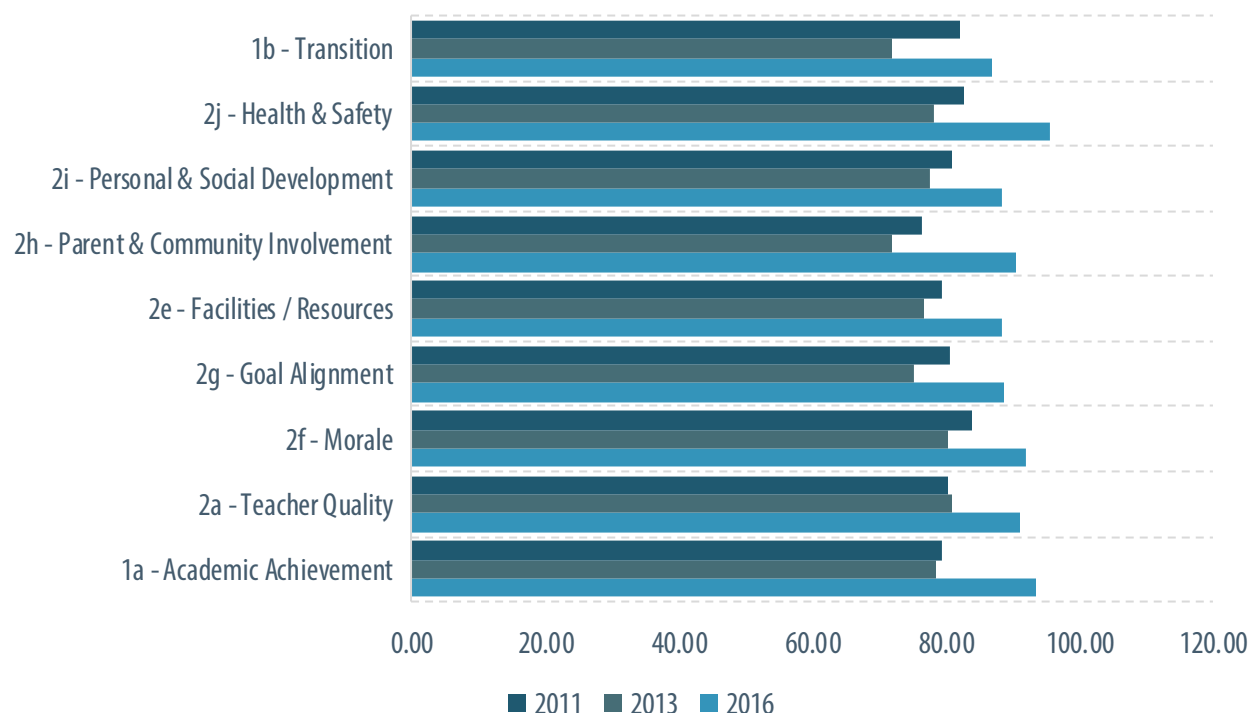


Figure 52: longitudinal data for **Highview College** (if available) showing average scores for **Year 12 Exit Student Perceptions**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

TEACHERS PERCEPTIONS: School Effectiveness

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of teachers at Highview College.

The results were derived from the school’s participation in the LEAD Staff Satisfaction Survey.

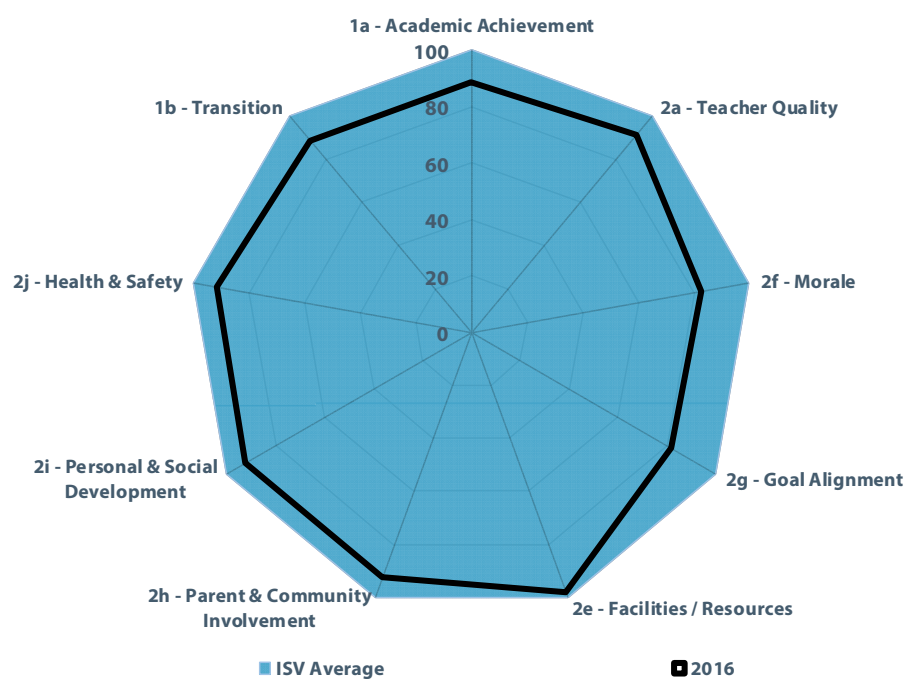


Figure 53: summary chart for indicators of **Teacher Perceptions: School Effectiveness, Highview College.**

School level results

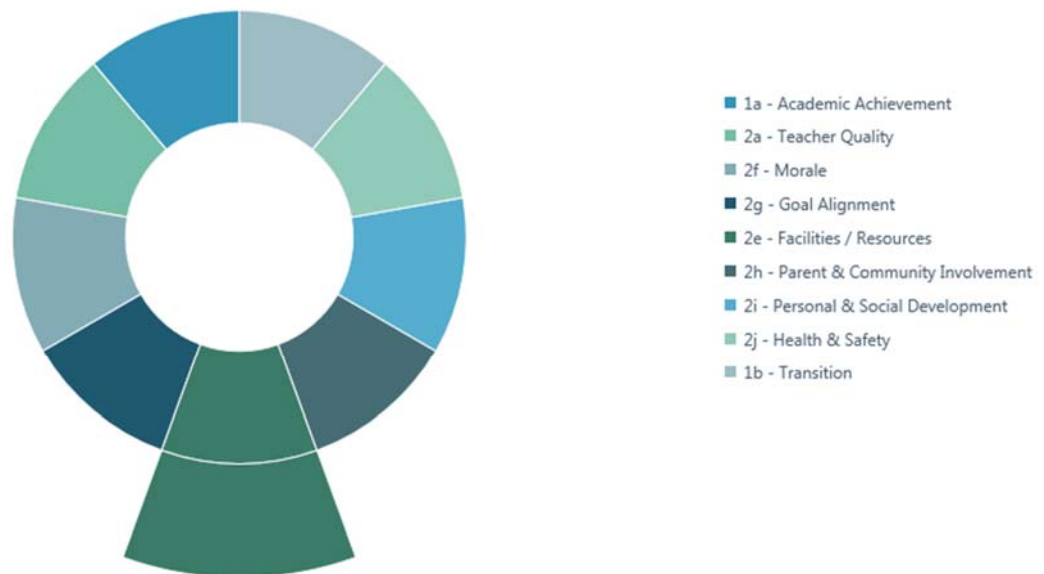


Figure 54: quartile distribution, **Highview College, Teacher Perceptions: School Effectiveness.**

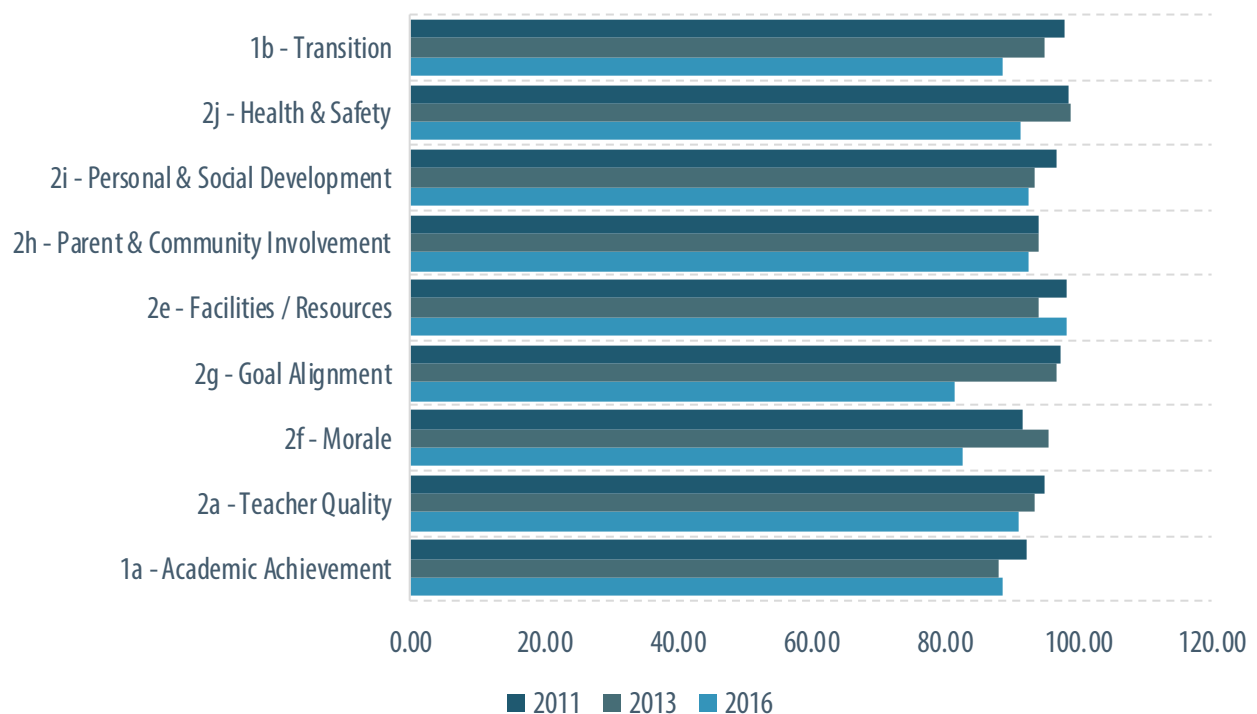


Figure 55: longitudinal data for **Highview College** (if available) showing average scores for **Teacher Perceptions: School Effectiveness**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

TEACHERS PERCEPTIONS: The Workplace

The following two pages present an overview of how teaching staff perceive the working environment at Highview College.

The results were derived from the LEAD Staff Satisfaction Survey, and are not included in the LEAD domains of school effectiveness.

The questions for each of these five domains are taken directly from the LEAD Staff Satisfaction Survey.

Please note that data in the LEAD Report have been treated differently to the Staff Survey in that all the benchmarks and your school’s results have been averaged to a score of 100 to enable a straightforward comparison.

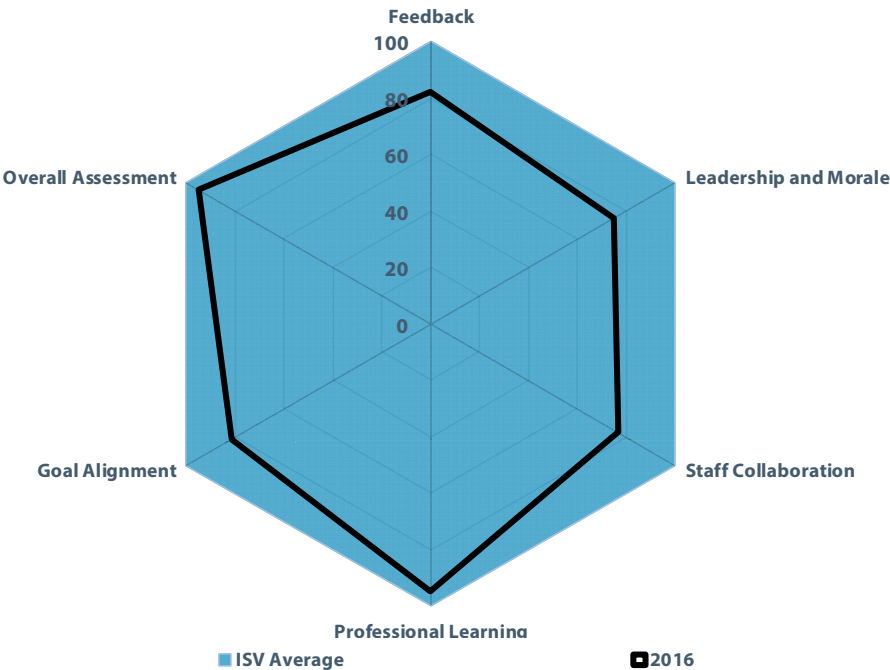


Figure 56: summary chart for indicators of **Teacher Perceptions: The Workplace, Highview College.**

School level results



Figure 57: quartile distribution, **Teacher Perceptions: The Workplace.**

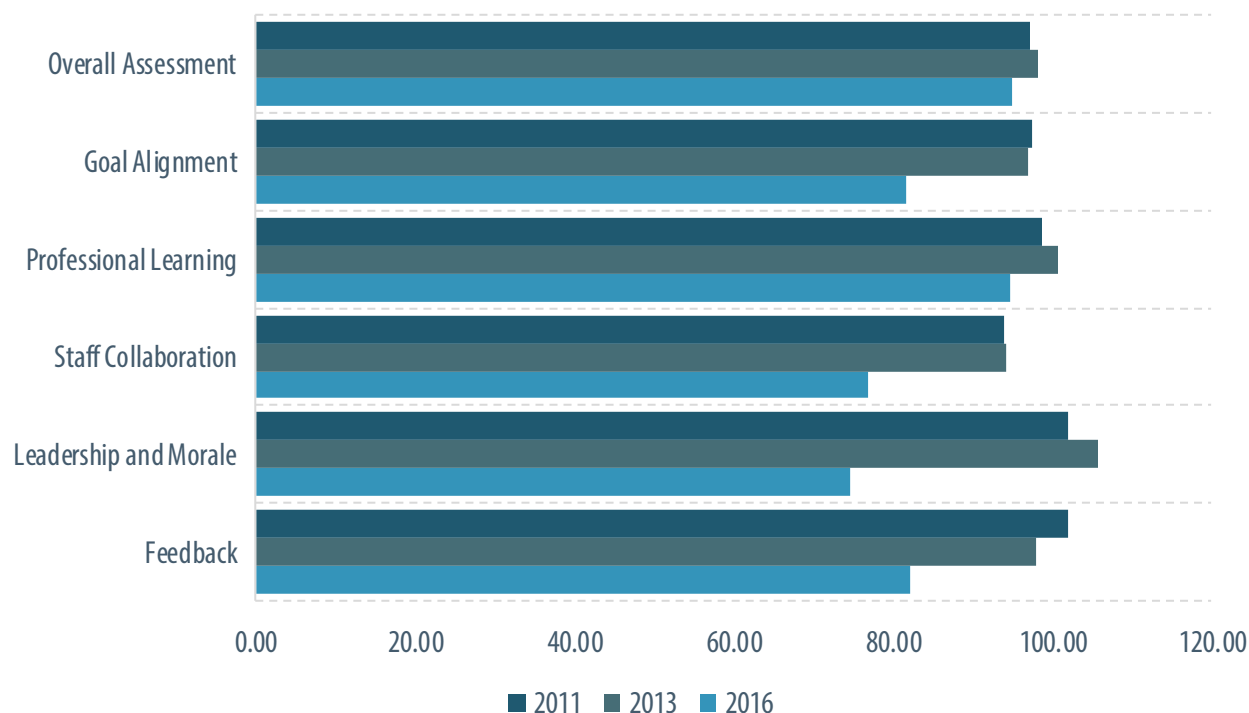


Figure 58: longitudinal data for **Highview College** (if available) showing average scores for **Teacher Perceptions: The Workplace**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

SCHOOL LEADERS PERCEPTIONS: School effectiveness

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of teachers at Highview College.

The results were derived from the school’s participation in the LEAD Staff Satisfaction Survey.

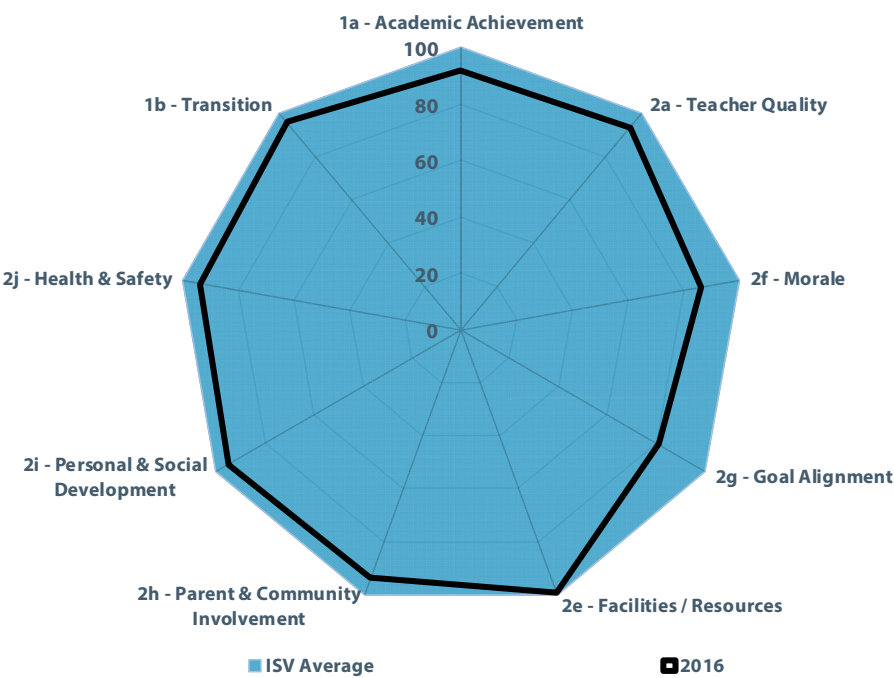


Figure 59: summary chart for indicators of **School Leader Perceptions: School Effectiveness, Highview College.**

School level results

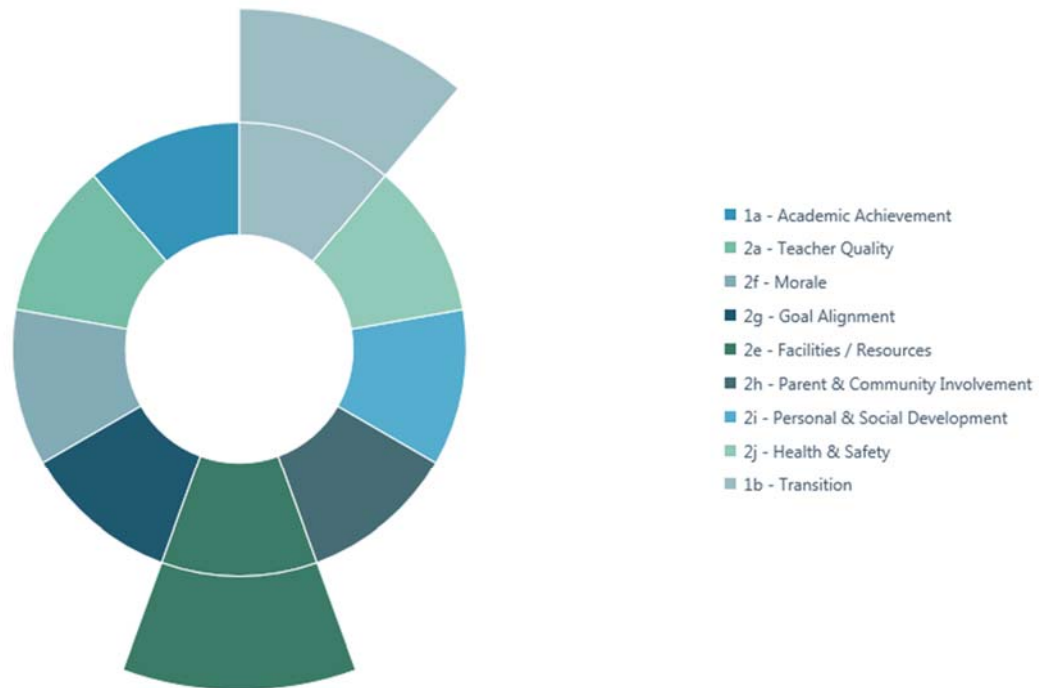


Figure 60: quartile distribution, **Highview College, School Leader Perceptions: School Effectiveness.**

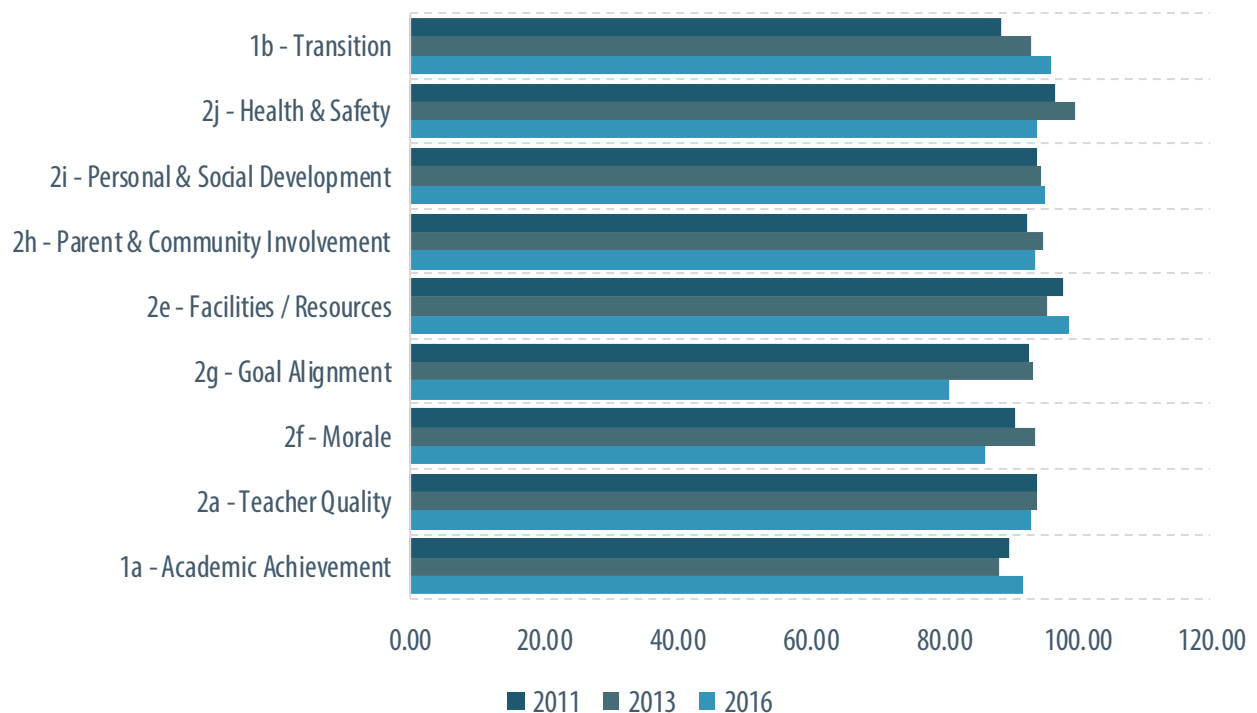


Figure 61: longitudinal data for **Highview College** (if available) showing average scores for **School Leader Perceptions: School Effectiveness**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

SCHOOL LEADERS PERCEPTIONS: The Workplace

The following two pages present an overview of how teaching staff perceive the working environment at Highview College.

The results were derived from the LEAD Staff Satisfaction Survey, and are not included in the LEAD domains of school effectiveness.

The questions for each of these five domains are taken directly from the LEAD Staff Satisfaction Survey.

Please note that data in the LEAD Report have been treated differently to the Staff Survey in that all the benchmarks and your school’s results have been averaged to a score of 100 to enable a straightforward comparison.

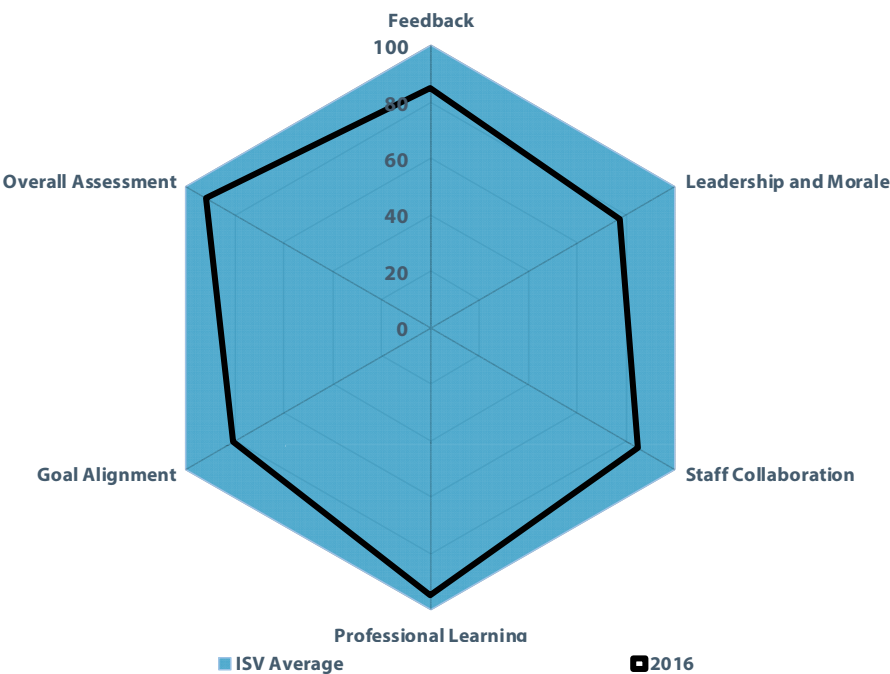


Figure 62: summary chart for indicators of **School Leader Perceptions: The Workplace, Highview College.**

School level results



Figure 63: quartile distribution, **Highview College, School Leader Perceptions: The Workplace.**

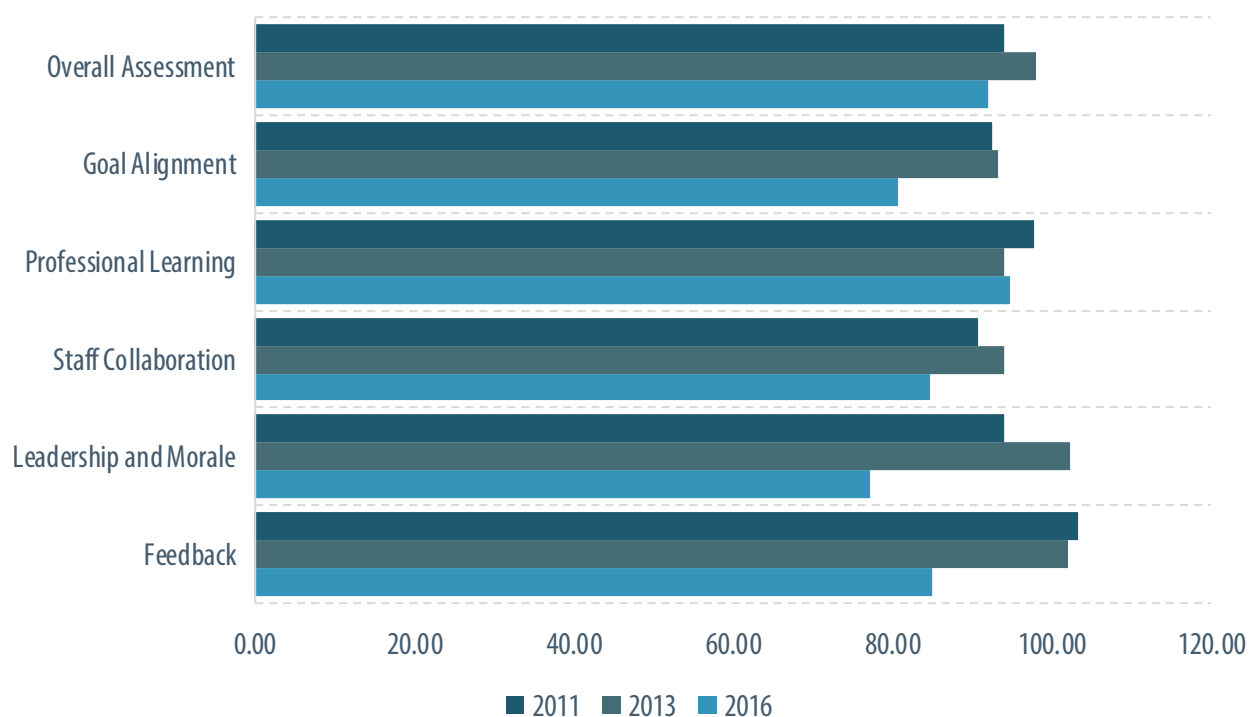


Figure 64: longitudinal data for **Highview College** (if available) showing average scores for **School Leader Perceptions: The Workplace**. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

APPENDICES



APPENDIX A:

Income and expenditure per student

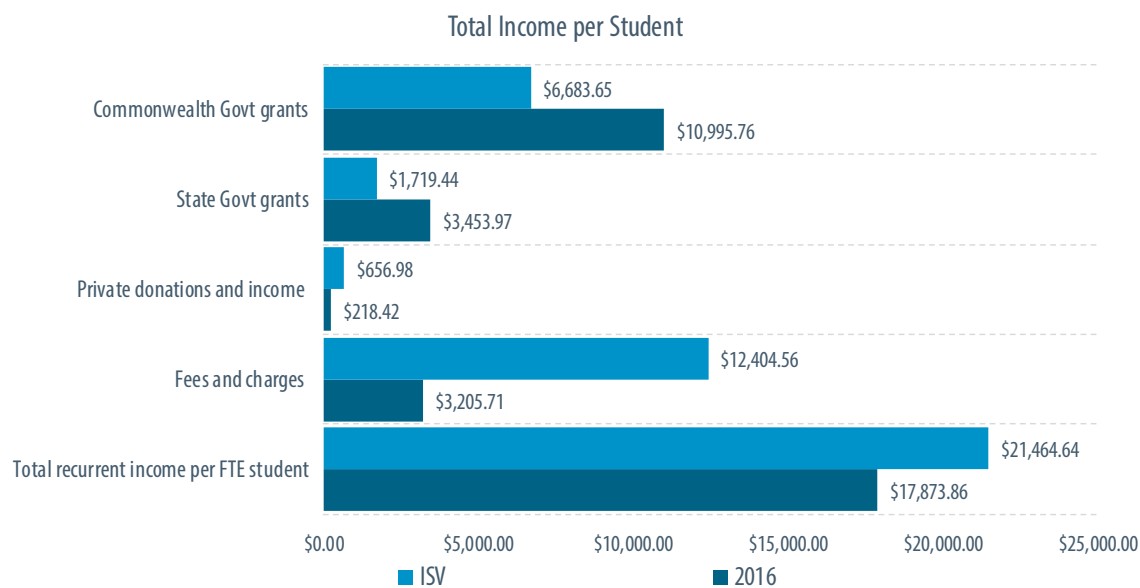


Figure 65: total income per student.

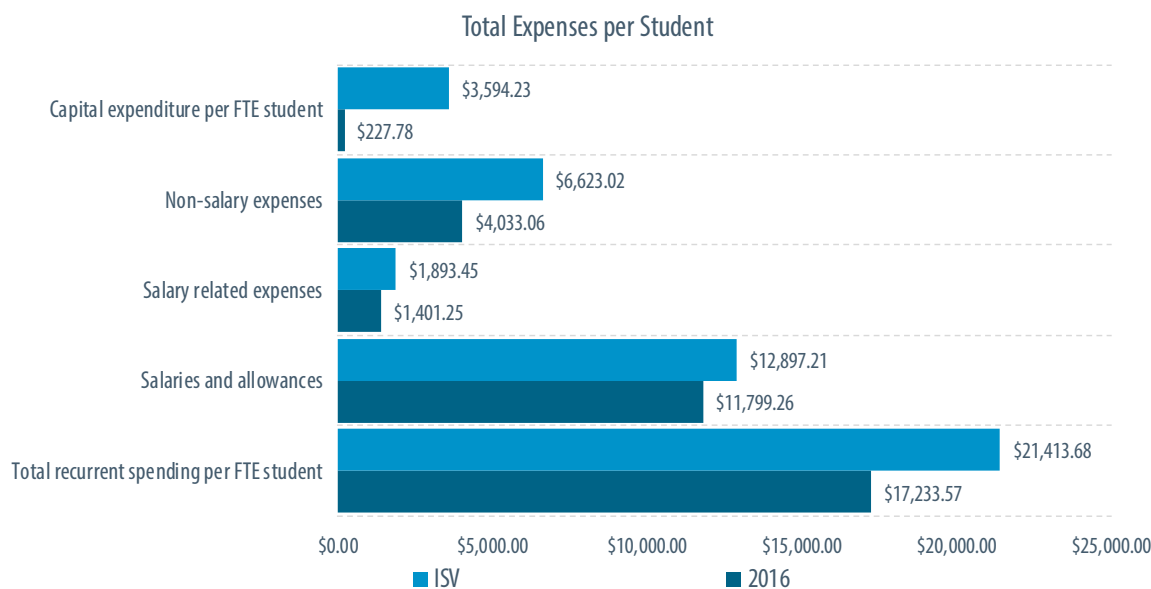


Figure 66: total expenses per student.

APPENDIX B:

Summary of results by top and bottom quartile

Overall School Performance for Parents' perceptions were in the lower quartile
 Overall School Performance for Students' perceptions were in the lower quartile
 Overall School Performance for Year 12 Exit Students' perceptions were in the lower quartile
 Overall School Performance for Teachers' perceptions were in the lower quartile
 Overall School Performance for School Leaders' perceptions were in the lower quartile
 Overall School Effectiveness for Governance were in the lower quartile
 Overall School Effectiveness for FINANCIAL WELLBEING were in the upper quartile
 Overall School Effectiveness for Personal & Social Development were in the upper quartile
 Stakeholder Overall Satisfaction for Parents' perceptions were in the lower quartile
 Stakeholder Overall Satisfaction for Students' perceptions were in the lower quartile
 Stakeholder Overall Satisfaction for Year 12 Exit Students' perceptions were in the lower quartile
 Stakeholder Overall Satisfaction for Teachers' perceptions were in the lower quartile
 Stakeholder Overall Satisfaction for School Leaders' perceptions were in the lower quartile
 Academic Achievement for Parents' perceptions were in the lower quartile
 Academic Achievement for Students' perceptions were in the lower quartile
 Academic Achievement for Year 12 Exit Students' perceptions were in the lower quartile
 Academic Achievement for Teachers' perceptions were in the lower quartile
 Academic Achievement for School Leaders' perceptions were in the lower quartile
 Academic Achievement for YEAR 7 NAPLAN were in the lower quartile
 Academic Achievement for YEAR 9 NAPLAN were in the lower quartile
 Academic Achievement for MEDIAN ATAR SCORE were in the lower quartile
 Transition for Parents' perceptions were in the lower quartile
 Transition for Students' perceptions were in the lower quartile
 Transition for Year 12 Exit Students' perceptions were in the lower quartile
 Transition for Teachers' perceptions were in the lower quartile
 Transition for RETENTION were in the lower quartile
 Teacher Quality for Parents' perceptions were in the lower quartile
 Teacher Quality for Students' perceptions were in the lower quartile
 Teacher Quality for Year 12 Exit Students' perceptions were in the lower quartile
 Teacher Quality for Teachers' perceptions were in the lower quartile
 Teacher Quality for School Leaders' perceptions were in the lower quartile
 Teacher Quality for SCHOOL were in the upper quartile
 Teacher Quality for START SALARIES were in the lower quartile
 Governance for Board Structure & Role Clarity were in the lower quartile
 Governance for Board Composition were in the lower quartile
 Governance for Board Process were in the lower quartile
 Governance for Board Management Relationships were in the lower quartile
 Governance for Agendas, Meetings & Minutes were in the lower quartile
 Governance for Information & Internal Reporting were in the lower quartile
 Governance for Board Tasks were in the lower quartile
 Governance for Principal, Organisational Performance & Compensation were in the lower

Governance for Risk, Assurance & External Communications were in the lower quartile

Financial Well-being for SES were in the lower quartile

Financial Well-being for CURRENT RATIO were in the upper quartile

Facilities / Resources for Students' perceptions were in the lower quartile

Facilities / Resources for Year 12 Exit Students' perceptions were in the lower quartile

Morale for Parents' perceptions were in the lower quartile

Morale for Students' perceptions were in the lower quartile

Morale for Year 12 Exit Students' perceptions were in the lower quartile

Morale for Teachers' perceptions were in the lower quartile

Morale for School Leaders' perceptions were in the lower quartile

Goal Alignment for Parents' perceptions were in the lower quartile

Goal Alignment for Students' perceptions were in the lower quartile

Goal Alignment for Year 12 Exit Students' perceptions were in the lower quartile

Goal Alignment for Teachers' perceptions were in the lower quartile

Goal Alignment for School Leaders' perceptions were in the lower quartile

Parent & Community Involvement for Parents' perceptions were in the lower quartile

Parent & Community Involvement for Students' perceptions were in the lower quartile

Parent & Community Involvement for Year 12 Exit Students' perceptions were in the lower

Parent & Community Involvement for Teachers' perceptions were in the lower quartile

Parent & Community Involvement for School Leaders' perceptions were in the lower quartile

Personal & Social Development for Parents' perceptions were in the lower quartile

Personal & Social Development for Students' perceptions were in the lower quartile

Personal & Social Development for Year 12 Exit Students' perceptions were in the lower quartile

Personal & Social Development for Teachers' perceptions were in the lower quartile

Personal & Social Development for School Leaders' perceptions were in the lower quartile

Personal & Social Development for STUDENT LEADERSHIP were in the upper quartile

Personal & Social Development for COMMUNITY SERVICE were in the upper quartile

Health & Safety for Parents' perceptions were in the lower quartile

Health & Safety for Students' perceptions were in the lower quartile

Health & Safety for Year 12 Exit Students' perceptions were in the lower quartile

Health & Safety for Teachers' perceptions were in the lower quartile

Health & Safety for School Leaders' perceptions were in the lower quartile

Health & Safety for STUDENT ATTENDANCE RATES were in the lower quartile

Parents' Perceptions for Academic Achievement were in the lower quartile

Parents' Perceptions for Transition were in the lower quartile

Parents' Perceptions for Teacher Quality were in the lower quartile

Parents' Perceptions for Morale were in the lower quartile

Parents' Perceptions for Goal Alignment were in the lower quartile

Parents' Perceptions for Parent & Community Involvement were in the lower quartile
 Parents' Perceptions for Personal & Social Development were in the lower quartile
 Parents' Perceptions for Health & Safety were in the lower quartile
 Students' Perceptions for Academic Achievement were in the lower quartile
 Students' Perceptions for Teacher Quality were in the lower quartile
 Students' Perceptions for Morale were in the lower quartile
 Students' Perceptions for Goal Alignment were in the lower quartile
 Students' Perceptions for Facilities / Resources were in the lower quartile
 Students' Perceptions for Parent & Community Involvement were in the lower quartile
 Students' Perceptions for Personal & Social Development were in the lower quartile
 Students' Perceptions for Health & Safety were in the lower quartile
 Year 12 Exit Students' Perceptions for Academic Achievement were in the lower quartile
 Year 12 Exit Students' Perceptions for Teacher Quality were in the lower quartile
 Year 12 Exit Students' Perceptions for Morale were in the lower quartile
 Year 12 Exit Students' Perceptions for Goal Alignment were in the lower quartile
 Year 12 Exit Students' Perceptions for Facilities / Resources were in the lower quartile
 Year 12 Exit Students' Perceptions for Parent & Community Involvement were in the lower quartile
 Year 12 Exit Students' Perceptions for Personal & Social Development were in the lower quartile
 Year 12 Exit Students' Perceptions for Health & Safety were in the lower quartile
 Year 12 Exit Students' Perceptions for Transition were in the lower quartile
 Teachers' Perceptions for Academic Achievement were in the lower quartile
 Teachers' Perceptions for Teacher Quality were in the lower quartile
 Teachers' Perceptions for Morale were in the lower quartile
 Teachers' Perceptions for Goal Alignment were in the lower quartile
 Teachers' Perceptions for Parent & Community Involvement were in the lower quartile
 Teachers' Perceptions for Personal & Social Development were in the lower quartile
 Teachers' Perceptions for Health & Safety were in the lower quartile
 Teachers' Perceptions for Transition were in the lower quartile
 School Leaders' Perceptions for Academic Achievement were in the lower quartile
 School Leaders' Perceptions for Teacher Quality were in the lower quartile
 School Leaders' Perceptions for Morale were in the lower quartile
 School Leaders' Perceptions for Goal Alignment were in the lower quartile
 School Leaders' Perceptions for Parent & Community Involvement were in the lower quartile
 School Leaders' Perceptions for Personal & Social Development were in the lower quartile
 School Leaders' Perceptions for Health & Safety were in the lower quartile
 Teachers' Workplace Perceptions for Feedback were in the lower quartile
 Teachers' Workplace Perceptions for Leadership and Morale were in the lower quartile
 Teachers' Workplace Perceptions for Staff Collaboration were in the lower quartile
 Teachers' Workplace Perceptions for Goal Alignment were in the lower quartile
 Teachers' Workplace Perceptions for Overall Assessment were in the lower quartile
 School Leaders' Workplace Perceptions for Feedback were in the lower quartile
 School Leaders' Workplace Perceptions for Leadership and Morale were in the lower quartile
 School Leaders' Workplace Perceptions for Staff Collaboration were in the lower quartile
 School Leaders' Workplace Perceptions for Professional Learning were in the lower quartile
 School Leaders' Workplace Perceptions for Goal Alignment were in the lower quartile
 School Leaders' Workplace Perceptions for Overall Assessment were in the lower quartile

APPENDIX C: READING YOUR CHARTS

Radar charts for annual performance

The radar charts present a 360-degree view of the school's performance for the current reporting year.

In each radar chart, your school's data is presented as the bold black radar line against the coloured background which is an average score (mean) of all Independent schools in the sample, referred to throughout as the benchmark.

Benchmarks are made up of all schools who have participated in the surveys. If a school has participated in a particular survey more than once, then only the latest results for that school have been included in the benchmarks.

All benchmarks and your school's results have been averaged to a score of 100 to enable a straightforward comparison across these charts.

We have not presented rankings of your school. However, it will be clear if your school is in the average range for an issue because its bold radar line will sit at or close to the edge of the benchmarked (coloured) background.

If your school's results extend beyond the benchmark (the coloured background), this can be read as achieving above the average.

If your school's results fall short of the benchmark, this can be read as achieving below the average.

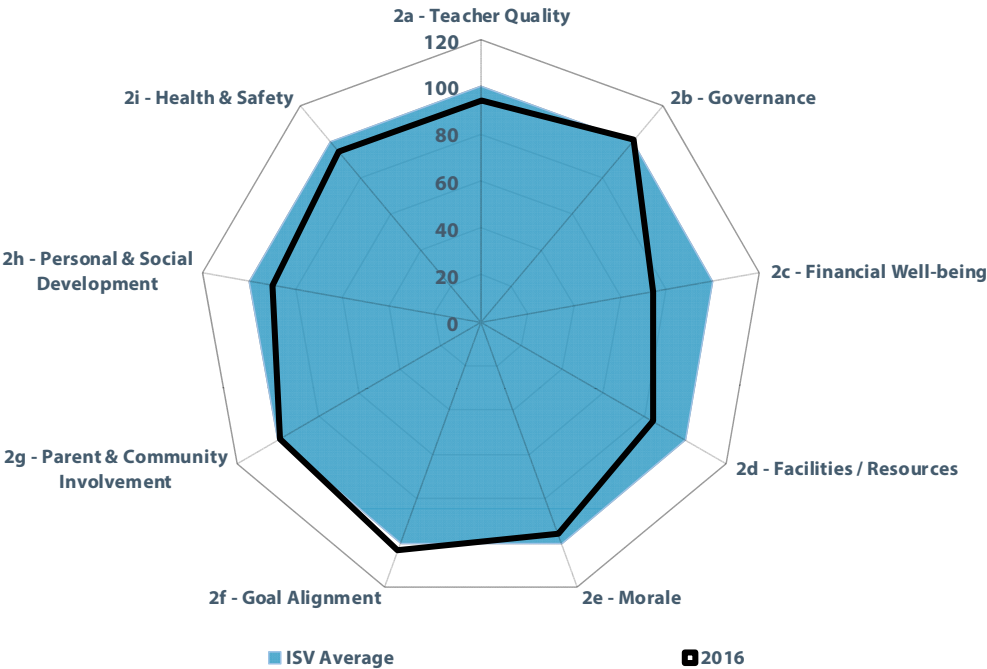


Figure 67: example radar chart.

Quartile distribution charts

In many charts we display your data using a quartile distribution.

The questions making up each domain are grouped and averaged across all respondents to two decimal points.

The data from all schools in the sample is then divided into four equal parts so that each part represents one-quarter of the data set. This is shown in the example below.

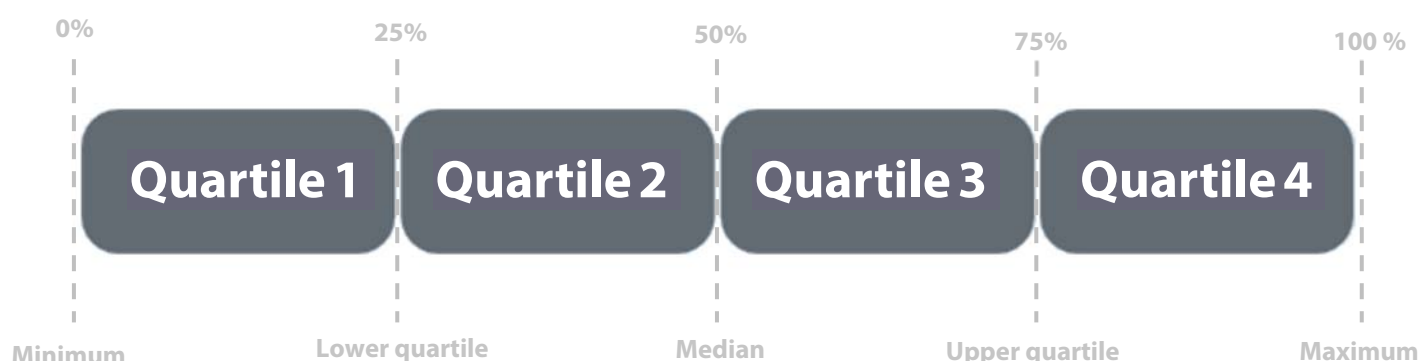


Figure 68: quartile distribution explained.

If your school's result falls to the right of the upper quartile (in the box labelled Quartile 4), it is in the top 25 per cent of all schools for this measure.

Conversely, if your school's data falls to the left of the lower quartile (in the box labelled Quartile 1), it is in the bottom 25 per cent of schools. Fifty per cent of all schools will fall in either box labelled Quartile 2

(between 25 and 50 percent) or Quartile 3 (between 50 and 75 per cent).

To read the quartile charts in this report, simply count the number of coloured blocks presented in each domain. The diagram below explains how to interpret your charts.

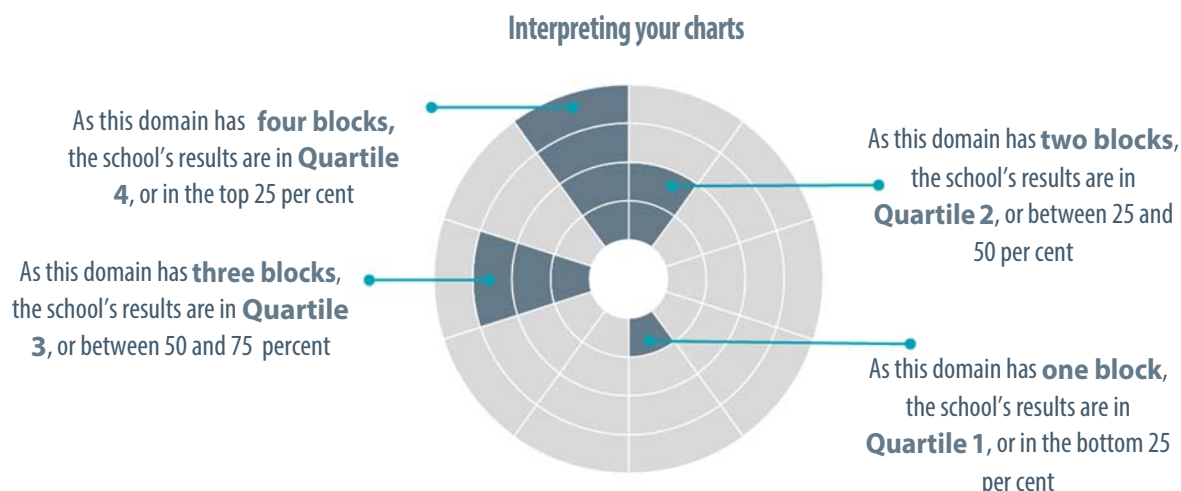


Figure 69: explanation of quartile distribution charts.

- Feel the pulse of the school
- Challenge practices
- Know how you compare

Appendix B – 2017 Year 7 Student and Parent Surveys

Do you feel happy in Year 7 at Highview College?	Count	Proportion
I am extremely happy in Year 7 at Highview	17	20.7%
I am very happy in Year 7 at Highview	33	40.2%
I am sometimes happy in Year 7 at Highview	25	30.5%
I am not always happy in Year 7 at Highview	5	6.1%
I am not happy in Year 7 at Highview	2	2.4%
Totals	82	100%
Do you feel that your Highview College teachers care about you?	Count	Proportion
All my teachers care about me	18	22.0%
Most of my teachers care about me	43	52.4%
Some of my teachers care about me	18	22.0%

Do you feel that your Highview College teachers care about you?	Count	Proportion
Not many of my teachers care about me	1	1.2%
None of my teachers care about me	2	2.4%
Totals	82	100%
Do you feel supported with personal issues when you need help?	Count	Proportion
I always receive help when I need it	25	30.5%
I usually receive help when I need it	33	40.2%
I sometimes receive help when I need it	20	24.4%
I rarely receive help when I need it	2	2.4%
I never receive help when I need it	2	2.4%
Totals	82	100%

Do you enjoy the subjects offered in Year 7 at Highview College?	Count	Propn
I enjoy all my subjects	14	17.1%
I enjoy most of my subjects	43	52.4%
I enjoy some of my subjects	18	22.0%
I do not enjoy most of my subjects	7	8.5%
Totals	82	100%
Do you feel supported in your learning when you need assistance?	Count	Proportion
I always receive help when I need it	18	22.0%
I usually receive help when I need it	46	56.1%
I sometimes receive help when I need it	15	18.3%
I rarely receive help when I need it	1	1.2%

Do you feel supported in your learning when you need assistance?	Count	Proportion
I never receive help when I need it	2	2.4%
Totals	82	100%
Do you feel confident that you are being extended in your learning?	Count	Proportion
I am always being extended	16	19.5%
I am often being extended	28	34.1%
I am sometimes being extended	27	32.9%
I am rarely being extended	6	7.3%
I am not being extended	5	6.1%
Totals	82	100%

Do you feel you receive enough information through SEQTA?	Count	Proportion
I receive all the information I need through SEQTA	22	26.8%
I receive most of the information I need through SEQTA	34	41.5%
I receive some information through SEQTA	14	17.1%
I receive little information through SEQTA	9	11.0%
I do not receive enough information through SEQTA	3	3.7%
Totals	82	100%
Do you feel that you have developed good friendships at Highview College?	Count	Proportion
I have great friends	55	67.1%
I have good friends	21	25.6%

Do you feel that you have developed good friendships at Highview College?	Count	Proportion
Sometimes I have friends	2	2.4%
I have few friends	2	2.4%
I have no friends	2	2.4%
Totals	82	100%
Do you feel that at Highview College activities are well-organised and clearly communicated?	Count	Proportion
I always know what is happening	19	23.2%
I usually know what is happening	42	51.2%
I sometimes know what is happening	17	20.7%
I rarely know what is happening	2	2.4%

Do you feel that at Highview College activities are well-organised and clearly communicated?	Count	Proportion
I never know what is happening	2	2.4%
Totals	82	100%

Do you feel that your child is happy in Year 7 at Highview College?	Count	Propn
My child is very happy at Highview College	28	39.4%
My child is happy at Highview College	33	46.5%
My child is sometimes happy at Highview College	8	11.3%
My child is rarely happy at Highview College	2	2.8%
Totals	71	100%
Do you feel that Highview College teachers care about your child?	Count	Propn
All of my child's Highview College teachers care about him/her	34	47.9%
Most of my child's Highview College teachers care about him/her	32	45.1%
Some of my child's Highview College teachers care about him/her	5	7.0%
Totals	71	100%

Do you feel your child enjoys the subjects offered in Year 7 at Highview College?	Count	Propn
My child enjoys all his/her subjects at Highview College	13	18.3%
My child enjoys most of his/her subjects at Highview College	47	66.2%
My child enjoys some of his/her subjects at Highview College	7	9.9%
My child enjoys a few of his/her subjects at Highview College	3	4.2%
My child enjoys none of his/her subjects at Highview College	1	1.4%
Totals	71	100%
Do you feel that your child is well-supported in his/her learning when he/she needs assistance?	Count	Propn
My child always receives assistance when needed	27	38.0%
My child usually receives assistance when needed	38	53.5%
My child sometimes receives assistance when needed	5	7.0%

Do you feel that your child is well-supported in his/her learning when he/she needs assistance?	Count	Propn
My child rarely receives assistance when needed	1	1.4%
Totals	71	100%
Do you feel confident that your child is being extended in his/her learning?	Count	Propn
My child is always being extended at Highview College	21	29.6%
My child is often being extended at Highview College	32	45.1%
My child is sometimes being extended at Highview College	17	23.9%
My child is rarely being extended at Highview College	1	1.4%
Totals	71	100%
Do you feel you receive enough information through SEQTA?	Count	Propn
I receive all the information I need through SEQTA	27	38.0%

Do you feel you receive enough information through SEQTA?	Count	Propn
I receive most of the information I need through SEQTA	31	43.7%
I receive some information through SEQTA	9	12.7%
I do not receive enough information through SEQTA	4	5.6%
Totals	71	100%
Do you feel that your child is safe at Highview College?	Count	Propn
I feel that my child is very safe at Highview College	52	73.2%
I feel that my child is usually safe at Highview College	18	25.4%
I sometimes feel that my child is safe at Highview College	1	1.4%
Totals	71	100%

Appendix A – 2016 ISV Survey Results

HIGHVIEW COLLEGE EXPERIENCE DAY



Full Name _____

Group (please tick)

A

☐

B

☐

C

☐

D

☐

MORNING THOUGHTS

Welcome to Highview College! How do you feel right now?

Good

☐

Great

☐

Not sure

☐

Place a tick next to the classes you are looking forward to today (you may tick as many boxes as you like)

Cooking

☐

Sport

☐

WOW

☐

Science

☐

Art

☐

Maths

☐

DELTA

☐

Are you worried about any of the following (you may tick as many boxes as you like)

Making friends

☐

The classes

☐

Meeting teachers

☐

Finding my way
around the school

☐

We hope you enjoy your day at Highview!



(Have A Nice Day!)

HIGHVIEW COLLEGE EXPERIENCE DAY

**HAVE A
GREAT
AFTERNOON**

Full Name _____

Group (please tick)

A

☐

B

☐

C

☐

D

☐

AFTERNOON THOUGHTS

Now that you have had some classes and met some other Year 6s, how are you feeling now?

Good

☐

Great

☐

Not sure

☐

Place a tick next to the classes you enjoyed today (you may tick as many boxes as you like)

Cooking

☐

Sport

☐

WOW

☐

Science

☐

Art

☐

Maths

☐

DELTA

☐

Are you still worried about any of the following (you may tick as many boxes as you like)

Making friends

☐

The classes

☐

Meeting teachers

☐

Finding my way
around the school

☐

We have enjoyed getting to know you today!

