

Highview College Annual Report



2020

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A Year of Challenge and Triumph

Melinda Scash

Young people are remarkably adaptable. Their resilience and capacity to accept and adapt to change is often underappreciated. The greatest initial difficulty for this year's students was the uncertainty of what was happening. In the early days, the lack of clarity around lockdown time frames was challenging. Teachers were preparing for ambitious new ways to deliver curriculum – creating videoed instruction and creative content then refining ways to continue to meet the specific needs of each student. These simultaneous uncertainties were understandably unsettling for students whether they were in Year 12 or Year 7.

As major events began to be cancelled and the enormity of the risk of the pandemic became evident, our students settled into Remote Learning with determination. It was not their choice. It was not their preference. However, they quickly accommodated the 'new normal' and sustained engagement with their teachers and remained focused on working towards achieving their aspirations. There was a refreshed mutual respect between staff and students as they each witnessed the determination of the other to make Remote Learning as positive as it could be.

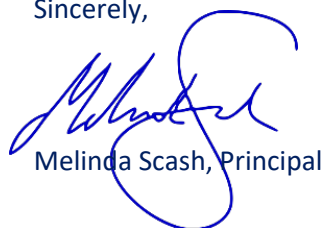
By the second lockdown we had learned important lessons from the first and redesigned the entire timetable to provide technology-free experiences one day per week for students. We designed programs with more depth and fewer points of focus. Our Year 12 cohort engaged in exchanging care packages and staff regularly sent handwritten messages. Additional student wellbeing staff

were also appointed in the second lockdown to ensure students continued to be supported.

Highview staff and students have robust and flexible learning management systems through which all lessons were able to continue throughout Remote Learning. The staff team was extraordinary, despite existing in isolation, they shared strategies, met regularly on-line and worked collaboratively. We are all delighted that we were able to continue to deliver our learning programs. We are extremely proud of all our students and particularly of our graduating class, and we are all grateful to be part of the Highview College staff team supporting our students to thrive.

What our students have achieved, through choosing to engage each day, and making a self-directed effort to remain focused, is the skill of independent learning. This graduating group is very well equipped to meet the challenges and autonomy required in tertiary study. We can't wait to see what they achieve. They earned the respect of the extended Highview College family.

Sincerely,



Melinda Scash, Principal

From the Board Chair

Nickola Allan



After a very challenging and unprecedented year of uncertainty and change it is wonderful to reflect on the achievements and adaptability of each member of the student and staff groups. We congratulate all students for successfully completing this year of schooling, displaying such commitment to your personal growth and studies.

To families and parents of students who have adapted and responded to this very different school year "Thank you". Your involvement and support of your children and the school as a whole is remarkable.

To our Principal, Melinda, thank you for your leadership, transparent communication and innovation during this year. You and the teaching team under your guidance have

adapted and responded at all times with positivity and vigor to achieve positive results for the students, creating opportunity and environments that have enabled true education through wholeness. Your commitment to inclusivity, change and aspiration are evidenced by the development of the new Strategic Plan for 2020-2023 of which engaged with all members of the school community.

A special thank you to the teaching staff who have developed new skills and exemplified to your students the importance of adaptability and resilience. This year would not have been possible without your willingness to engage with your students in so many different ways.

I would also like to acknowledge the Board of Directors who have contributed so graciously throughout this year and also adapted to meeting virtually to ensure goals and commitments were achieved. Your support for the school and local community should not go unnoticed.

While the challenges of 2020 will be long remembered so should the efforts, commitment and willingness for change and continued achievements of the student and staff bodies. This reflects on the Board's investment and vision as Highview being the school of choice within central Victoria.

Managing the COVID Pandemic

Preparing for Remote Learning

We leapt into action, producing handbooks for Parents, Students and Staff. We upskilled teachers in IT platforms and sourced the most accessible (and cost-effective) means of remote delivery. We assisted 60 families with poor internet by providing dongles in Lockdown 1.0.

We offered all families a bursary in Term 2, while the unknown became known.

Outbreak Management Team (OMT)

The OMT was formed immediately and met twice weekly throughout 2020. We responded to cleaning protocols, cancellation of events, rostered staff to babysit for each other and to staff the opening of a section of the school for children of essential workers.

Remote Learning Survey

Survey Data taken in Term 3 Week 3 re preference for returning to on-site learning or continuing Remote Learning.

*Fewer than 50% of students at each of levels 7-11 responded to the survey. The majority of students who did respond at each level indicated they would like to resume Remote Learning as soon as possible. A larger sample will be required to be certain of the preference of these cohorts.

Staff, parents and Year 12 students had response rates higher than 50%. Of those responses, the majority of Year 12 students and staff indicated they would prefer to wait before making any decision to revert to Remote Learning.

Parents responded indicating that we should return to Remote Learning as soon as possible, although a greater proportion, 60%, indicated later or never.

	Yes, resume Remote Learning as soon as possible	Not yet, but perhaps later	No, do not return to Remote Learning
Year 7* Students	50%	27.8%	22.2%
Year 8* Students	40%	25%	35%
Year 9* Students	61.1%	22.2%	16.7%
Year 10* Students	60.9%	26.1%	13%
Year 11* Students	73.7%	15.8%	10.5%
Year 12 Students	34.5%	41.4%	24.1%
Staff	27%	67%	5%
Parents	41%	35%	25%

Safe Working Environments

Working from Home Policies were implemented and Health and Safety issues addressed. Furniture was relocated to staff homes, including: desks, office chairs, dual screens, foot rests, computer risers, extension cords, power boards, Wacom boards, cameras, headphones, video recorders and in some instances, even whiteboards.

Staff were slow to comprehend the need for ensuring safe working environments at home. By the Lockdown 2.0 they were much more aligned with best practice.

Remote Learning Attendance

Highview teachers delivered every lesson live on-line and maintained an attendance roll throughout the Remote Learning periods.

Timetabling for Remote Learning

We sought and were granted an exemption from delivering our LOTE Program remotely. We constructed four entirely rewritten timetables for Years 7-10 as we worked out what was effective in remote delivery. The final version included a mid-week technology-free day.

Cancellation of Events

So many culture-building and character-building events were cancelled. We were unable to meet with parents, community groups or visitors.

Impact on Students

Some students thrived in Remote Learning. However, even before the end of 2020 it was clear that many students would need support to return to routines.

Unexpected Learning

We learned that many of our activities are better facilitated on-line. Parent Teacher Student interviews on-line were more personalised and confidential and preferred by teachers and parents.

School History

Highview College is an ecumenical, co-educational secondary school that offers the families of Maryborough and Central Victoria a low-cost, independent school education that encourages students to embrace their learning opportunities and to lead positive, meaningful and engaged lives.



Maryborough's Brigidine Convent was founded in January 1902. In the same year, St. Joseph's College opened on the same site and operated as a Catholic school until it closed in 1973. The Christian Community College then opened its doors on this site as Australia's first truly ecumenical school. In 1990 the name was changed to Highview College and in 1997 became one of the four foundation members of Ecumenical Schools Australia (ESA).

Over four decades the College has improved facilities and pedagogy, and has a well-supported technology infrastructure. The College offers a range of academic programs to meet the learning needs of each student in a caring, nurturing environment. Through a broad and challenging 7-10 curriculum, students can achieve their full academic potential and also experience a wide range of extra-curricular activities. In Years 11 & 12 the College has an academic focus, offering VCE. We do not offer VCAL, although we do offer a range of VET studies, Distance Education Courses and School Based Apprenticeships.

The school is located on a high point in Maryborough. It comprises the original convent, an early 20th Century, two-story red-brick building, a Junior Secondary Wing, a Senior Centre for Years 11 and 12, a superb Woodwork and Metalwork Centre, well-appointed modern Food Technology kitchen

and separate common rooms for students in Years 10, 11 and 12.

The College has a Master Plan to extend the Science and PE facilities and to upgrade and open the school buildings. The closure of Burns Street and landscaping has assisted in unifying the School onto a single campus.

Student Cohort Information

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 and socio-economic circumstances among the Highview College families for whom the primary language spoken at home is English.

We have 5 students who are indigenous.

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 contribution of less than \$4,000 per annum.

At August Census in 2020 our enrolments were 412.6.

Student Attendance

Strict attendance records are kept with rolls marked every lesson. Absences are followed up 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 Student Wellbeing team 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 2020 was 92%. The breakdown of student attendance for 2020 by year level is as follows:

	Attendance Percentage
Year 7	93%
Year 8	92%
Year 9	92%
Year 10	88%
Year 11	94%
Year 12	93%
TOTAL	92%

Staffing

'Staffing' is a complex mosaic of expertise, experience, retention and recruitment. I am delighted to report that the Highview College staff team is cohesive, collegial and professional. In 2020 we welcomed staff and farewellled staff. We have a balance of experienced and beginning teachers.

New staff in 2020

Mitchell Byrne
 Veronica Chia
 Lachlan Dempsey
 Stephanie Di Sante
 Rachael Hillier
 Taylor Mason
 Karen Medlyn
 Brendan Rayson
 Mykel Smith

Level	2016	2017	2018	2019	2020
1	0	5	2	3	3
2	0	3	4	4	1
3	3	1	4	3	4
4	1	5	0	4	4
5	6	2	2	0	4
6	3	2	2	3	1
7	0	3	1	1	3
8	3	1	3	3	1
9	4	2	0	2	1
10	1	4	1	0	3
11	18	15	21	22	18
TOTAL	39*	43*	40*	45*	43*

* Not equivalent to FTE

Staff Qualifications

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

2020 Executive

Melinda Scash

Principal

B Ed (Psych, Lit, Lang) MACE, ACEL

Wendy Hare

Director Professional Practice

B Ed (PE/Sc)

Stuart Mandersloot

Director Administration

B Eng (Hons), Dip Ed (Maths/Physics)

Christopher Plucke

Business Manager

CPA, AICD

Student Wellbeing Leadership Team

Brogahn Richards

Head of Junior School (Year 7)

B Ed (P-10)

Luke Treacy

Head of Junior School (Year 8)

B Ed (PE)

Chris Egan

Head of Middle School (Year 9)

Dip T (P-10)

Samantha Kent

Head of Middle School (Year 10)

B Arts, B Ed

Dean Langley

Head of Senior School

B App Sc, Dip Ed

Curriculum Advancement Team

Lorraine Caldwell

Head of Learning Support

M Ed, Grad Dip Sp Ed, Dip T (Prim)

Lucy Freemantle

Head of PE/VET

B App Sci (PE), Dip Ed (Sec)

Amy Knott

Head of Humanities/LOTE

B Ed / B Arts (Eng, Hist)

Karen Lenk

Head of English

B Arts, Dip Ed, B Ed (Prim)

Jordan Forster

Head of Mathematics

B Bus, Grad Dip Ed

Neil Holton

Head of Technology

Dip Tech Teach

Andrea Youren

Head of Science

B App Sci (Hons), Grad Dip Ed

Leisha Skilton

SEQTA Professional Learning Technician

B Ed (Sci/Maths)

Teachers

Jamie Briody

B Ed (P-10)

Mitchell Byrne

B SpSci, Masters of Ed (Sec)

Veronica Chia

Master of Teaching (Prim/Sec)

Andrea Collings

B Arts (Drama/Dance), B Ed

Jacinta Davies (on leave)

B Vis Arts, Grad Dip Ed

Lachlan Dempsey

B Ed (P-10)

Stephanie Di Sante

B Ed

Kathleen Dunne

Chef, Grad Dip Tech Ed

Kate Edwards

B Arts, Grad Dip Ed

Carel Fourie

B Arts, Grad Dip Ed

James Fox

B Ed (PE)

Rachael Hillier

B Sci, Master of Teaching (Sec)

Vanessa Hurse

B Ed (P-10)

Patrick Jenes

B App Sci, Grad Dip Ed (Sec)

Donna Kempster (on leave)

B Ed (Prim)

Joshua Knott

B Ed / B Arts (Mathematics, Music)

Jerry Lau

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

Natalie Lohmann

B Ed (Prim)

Sarah Lovel

B Ed (PE, Psych)

Taylor Mason

B Ed (Health, PE)

Karen Medlyn

B Ed (Vis. Arts)

Maree Payne (on leave)

B Comm, Grad Dip Ed (Prim)

Terry Payne (on leave)

B Ed (PE/Sci), Grad Cert Env&OEd

Jeanean Pritchard

B Arts, Dip Ed, Cert IV W, Cert IV BM

William Radford

B Arts, B Ed

Brendan Rayson

B Ed (Prim/Sec)

Patricia Sharkey
B Sci, Dip Ed

Cory Skilton
B Ed / B Arts (Eng, Lit, Hist)

Christopher Smart
B Ed (PE/Outdoor Ed)

Mykel Smith
B Ed (PE, Mathematics)

Laurissa Steel (on leave)
B Ed (Indo) (P-12)

Alex Sutton
B Ed (PE/Health)

Aileen Thomas
B Ed (Gen Sc), B Sci (Biology)

Teaching Assistants

Food Technology Judith Brennan

Technology/Art Glen Fithall

Learning Support Ruth Gerolemou

Learning Support Maree Gordon

Chaplain Mitchell Lovell

Learning Support Christine Melton

Science Lab Geoff Mullen

Food Technology Gayle Parker

Learning Support Luke Tatchell

Administration Staff

Public Relations Melissa Adams
Library Manager Christine Cananzi

Accounts Assistant Karen Crutchfield

IT Manager David Delves

IT Assistant Lucas Fitt

Careers Co-ordinator Janelle Howlett

Receptionist Sarah Johnson

Library Assistant Rachel Mitchell

Principal's PA Kylie Moore
Registrar Kay Murray

Receptionist Sharon O'Shea

Maintenance Staff

Project Manager Shane Harman

Staff Numbers

Based on August Census

For 2020, the staff numbers were:

- 42 Teachers (39.95 FTE)
- 2 Exec (2.0 FTE)
- 11 Administration staff (8.75 FTE)
- 9 Teaching Assistants (4.43 FTE)
- 1 Maintenance staff (1.00 FTE)

Of these 65 employees, there are 38 females and 27 are males. There are no indigenous staff at Highview. Five were born in an overseas country, while the rest were born in Australia.

Staff Retention

At the end of 2020, 5 staff retired or resigned. The retention rate was therefore 92.30%.

Staff / Student Ratios

Full time teachers equivalent to 39.95
 $412.6/39.95 = 10.32$

Full time non-teachers equivalent to 16.18
 $412.6/16.18 = 25.50$

Satisfaction Surveys

Staff, Students and Parents were surveyed in 2020. Several surveys were also completed in response to COVID planning.

Parent Satisfaction Survey

Overall, this survey has shown an increase in satisfaction in a range of areas; an overall mean score of 82% was reported (+2% in 2020). There has also been a significant increase with regard to parents' perceptions with the way in which the school is being managed (+7% in 2020; 73% vs 80%). These results should be commended considering the current issues within the community and school environment, and the challenges that have arisen.

Areas of strength

The statistical comparison of Highview College to the Independent Schools Benchmark showed significantly higher satisfaction ratings for 14 of the 22 items. The greatest comparative differences relative to an increase in satisfaction ratings for Highview College were for the following items:

- 'Teachers communicate with me regularly about my child's progress';
- 'Students present themselves with pride';

- 'I have access to my child's teacher(s) when I feel the need to contact them'; and
- 'This school keeps me well-informed of my child's academic progress'.

Student Satisfaction Survey

Overall, the 2020 survey recorded significantly higher results regarding students being happy at Highview College (73% mean vs 59% in 2019). Students at Highview College showed an overall mean satisfaction level of 73% (up 7% from the 2019 survey). This is 8% higher than the National Benchmark and 4% higher than the Independent Schools Benchmark. These results should be commended considering the current environment within the community and the challenges that have arisen this year.

Areas of strength

Relative to the Independent Schools benchmark, Highview College was higher for 16 of the 22 items.

Staff Satisfaction Survey

Overall, this survey has shown an increase in satisfaction in a range of areas; an overall mean score of 79% was reported (+6% in 2020). There was a remarkable increase in the mean level of agreement with regard to the school being well managed (61% in 2019 vs 75% in 2020). The survey also recorded a substantial increase in staff members' happiness with their decision to work at Highview College, with a mean score of 88% (up 8% from the 2019 survey).

Areas of strength

Compared with the Independent Schools benchmarks, Highview College had a higher rating in 15 of the 22 items.

DELTA Program

The DELTA Program was designed by the Student Wellbeing Leadership Team specifically to meet the needs of young people in this region. The Program includes positive education, mindfulness, gratitude, brain training, and a commitment to the psychological, emotional, social, physical and academic health of every student.

DELTA is an acronym for 'Developing Engaged Learners and Thriving Adults'. It also evokes the fertile river delta (green) and the Greek letter which is a triangle representing change. We have added our school logo to represent that this is a Highview College Program.

Highview has a Head of Year at each Level, Year 7-10 and a Head of Senior School supporting Year 11 & 12 students.



The Heads of Year do not teach more than 12 lessons, allowing them to be available for students when required. The Heads of School are experienced educators and hold Mental Health First Aid and Medical First Aid qualifications.

School-wide Commitment to DELTA

At the foundation of Highview College is a commitment to 'Education through Wholeness'. Every member of staff is required to 'see' the whole student. Every member of staff is required to understand the unique circumstances, challenges, strengths and aspirations of each student.

Every member of staff has a commitment to notice if a student is tired, hungry or unhappy. This is a shared responsibility. All staff have a commitment to assist students to achieve wellbeing.

We all take responsibility to teach students the skills to develop, maintain and protect wellbeing. These skills include:

- Developing, maintaining and valuing organisation for learning
- Being able to reflect meaningfully on past academic performance
- Being able to set meaningful and aspirational goals for learning
- Developing revision practices for learning
- Understanding and managing stress for learning
- Building a repertoire of relaxation techniques
- Understanding the plasticity and complexity of the brain
- Being aware of environmental factors that affect learning
- Developing cybersafety behaviours for learning and life
- Understanding and managing relationships for learning
- Being able to feel and express gratitude for learning and life
- Being able to accept responsibility for choices and apologising when necessary

- Developing an understanding of the importance and mutual value of community service
- Being able to identify bullying and bystander behaviour and intervene appropriately
- Developing behaviours for adolescents to protect mental health (and strategies if at risk)
- Identifying and emulating admirable qualities of role models
- Seeking, finding and sharing motivation for learning
- Being able to harness the power of collaboration for learning
- Developing the understanding that the our lives are shaped by our choices
- Extending confidence, courage and compassion for life

DELTA Mentors

DELTA Mentors meet with their DELTA students for 44 minutes three times a week. Each day begins with a 10 minute briefing and 'check in'.

DELTA Mentors are critical to establishing and sustaining student wellbeing. They:

- Are the first point of contact for parents and students
- Communicate concerns and commendations to parents on behalf of the teaching team
- Ensure that parents are consulted and informed about how staff are intervening to support their son/daughter

DELTA Mentors have an overarching responsibility to:

- Know students in their DELTA group personally and well

- Continuously monitor the wellbeing of each student
- Be informed and share information relevant to difficulties or changes at home
- Be aware of and report friction in social relationships to the Head of School
- Liaise with the Head of School in relation to meeting student needs in areas of personal development
- Collate feedback in regard to concerns and affirmations from each student's teachers

DELTA is Central to a Highview Education

- DELTA is equivalent in time and expectation to an academic class
- Preparation and reporting time is provided within a teacher's load, (as is the case for academic classes)
- Mentors communicate frequently with the parents of the students in their DELTA class, in liaison with the Heads of School

External Programs Aligned with DELTA

The College also embraces a number of additional external programs to extend student experience and confidence. These include training in:

- Study skills
- Leadership capacity
- Cybersafety
- Team Building
- Resilience Strategies

Ecumenical Ethos

As an Ecumenical School we have a focus on faith and service. We have a Chaplain who meets with students on a needs basis and participates in student activities.

Highview College is a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life.

Our community grows in an environment where ecumenism is foundational; where our values are embraced; where mutual respect demands a hospitality that reaches out and welcomes those of all cultures and beliefs; and where excellence in every endeavour is sought and applauded.

We acknowledge and pay respect to the Dja Wurrung, as the original custodians of the land.

Links with the Community

A young person with connections to others in different circumstances have a better perspective of what to value. Students generally actively participate in local and international community service, supporting a range of service groups focused on needs in the region. In 2020 we raised funds for community support organisations but could not participate as we usually would.

International Tours

International experiences are often life-changing for adolescents. Students are exposed to different cultures and living conditions of those in less privileged circumstances. They make a meaningful contribution to supporting those communities and are enriched by the relationships which are forged through working together. These authentic experiences reshape a child's sense of gratitude and pave the way to understanding they can make a difference as individuals. In recent years the following tours have been experienced by over 100 local young people and 20 staff.

2017 Laos and Japan
2018 Thailand and Fiji
2019 Cambodia and Laos
2020 Tanzania and Fiji CANCELLED

Unfortunately, in 2020 our overseas experiences were necessarily cancelled.

FedUni Links Partnerships

Karen Lenk

Our relationship with FedUni was challenged this year with remote access only, as government restrictions prevented any live interaction. Planning and organisational meetings were conducted remotely, and live student and staff events expected to run in 2020 were postponed until 2021.

We welcomed an ex-Highview student as a PST from FedUni who met the challenge of teaching science via on-line learning with much energy and enthusiasm. This also was a positive challenge for her Highview Mentor teacher.

We also participated in some on-line lesson sharing. Highview staff were given lesson plans to use themselves if they wished to, and provide feedback on for FedUni PSTs. Some Highview staff also shared their own video lessons for PST discussion.

The quest to publish a paper about our partnership has developed into an added reflection on how Remote Learning has influenced our Highview-FedUni relationship. We are hoping this new angle will make this relevant to our current climate in education. We look forward to re-booting a more action-filled, live partnership in 2021.

Teaching & Learning

Wendy Hare Director of Professional Practice

The Highview classroom provides a dynamic learning space where teachers and students are provided with regular opportunities to develop respectful and constructive relationships.

Staff participate in a variety of collegial teaching practices and professional development to both affirm and further develop their best practice. At Highview, teaching focusses on effective communication and feedback, where our students and their learning outcomes are central to our methodologies. This is emphasised by our incorporation of discursive teaching practices to facilitate a rich co-constructive learning environment, where students are engaged, feel valued and can competently and confidently thrive.

There is an expectation that teachers are highly competent in the knowledge and skills required to enrich and extend the students they work with. There is also an expectation that their work with our students exemplifies the pride, dedication and passion required to facilitate our students to be the best they can be – as they move towards their future pathways.

As the Director of Professional Practice (DPP), I work closely with the Heads of Department (Heads of Faculty). As their Line Manager, I acknowledge and value the work and time commitment required of them and their leadership responsibilities as we collaboratively 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 strategies to support and enhance academic progress, improving student outcomes, best practice, accurate documentation, teaching responsibilities, policy development, effective feedback, reporting protocols, Faculty budgets & booklists, and much more.

Heads of Faculty 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. This year, we welcomed a new Head of Technology (Neil Holton). His years of experience with Systems Technology, in particular, has proven to be most advantageous.

Heads of Faculty also monitor assessment and feedback provided to students and their families, via our 'SEQTA Learn' and 'SEQTA Engage' platforms. This monitoring is guided by policies and ensures procedural consistency and transparency. My role is to also conduct SEQTA audits and to support Heads of Faculty in their management and implementation of processes.

Professional Learning

It is important that staff remain current with the key knowledge and skills required within their specialty areas. Every member of staff is encouraged to source relevant Professional Learning opportunities which align with their professional annual goals. 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 through a variety of professional providers.

Staff have had the opportunity to attend a number of Professional Learning sessions at Highview this year. The AITSL Professional Learning requirements are met through our internal provision of scheduled workshops.

In Term 1, we were privileged to have James Anderson continue his connection with Highview, as he presented to our curriculum leaders. James is a renowned leader regarding growth mindsets and Habits of Mind. He is working with our leaders so they can plan future professional development opportunities regarding introductions to the 'Learning Landscape' and strategies to promote 'Agile Learners'. This is a project that will take a number of years to explore and deliver. It aims to equip teachers with the knowledge and capabilities to improve student learning outcomes and guiding them to become more competent and courageous in their thinking and learning.

We value our investments in the professional learning we select for our staff. It is important that we examine what we have learnt and aim to use this as part of our strategies to improve our craft. Therefore, this year, teaching staff are exploring the Habits of Mind and are investigating their implementation within their classrooms.

Towards the end of Term 1 we needed to plan and prepare for the challenges of teaching off-site due to the necessary precautions required to help Australia manage the threat of a global pandemic – one that many of us had never experienced in our lifetimes. Suddenly, the focus for our whole staff Professional Learning

shifted to focus on staff pedagogy and improving expertise in technology platforms and applications which can facilitate effective and professional classroom Remote Learning environments.

The last week of Term 1 was dedicated to staff training and preparation for remote delivery. Much needed to be pre-planned so all staff could approach Remote Teaching with consistency and confidence.

Our learning goals for this specialised week of staff training were – planning, accountability, and guidelines for consistency in implementation, delivery and assessment.

This week of upskilling covered platforms such as:

- Google Meet, Google Classrooms and Google Hangouts
- MyEd
- Highview Cloud
- Making and editing lesson videos
- SEQTA Forums
- Kahoots

We also determined and communicated guidelines for Remote Teaching such as:

- OH&S Working from Home expectations
- Administration of Attendances
- Revised assessment guidelines, with an emphasis on more regular formative feedback
- New and more regular meeting schedules
- Student, Parent and Teacher Manuals were prepared and published on our website to assist with the transition to

Remote Learning (during Terms 2, 3 and the beginning of Term 4)

During Term 2, Week 3 we conducted another staff PL training day (on-line). This aimed to not only allow staff an opportunity to review and share their on-line experiences, but to build on their on-line strengths as well as focus on areas they could further develop. We also conducted some more in-depth IT training workshops to extend staff's confidence and competence.

During Term 3 we asked staff to increase their expertise in specific assessment platforms. We held a further training day where staff were introduced to platforms that could be used to authenticate assessments with more accuracy during Remote Learning. We conducted training in platforms such as STILE and Exam.net. This particular on-line platform was first introduced in Sweden and is currently used in a number of countries for many of their secondary and tertiary examinations. After training, staff could choose which assessment platforms they wanted to utilise in their classrooms.

During Term 4, in alignment with our Strategic Priority to improve student outcomes and results, our next staff PL days focussed on curriculum review and promoting academic rigor. Many Faculties are already in the process of reviewing their curriculum from Year 11 downwards. Our ongoing goals are currently threefold:

1. To interrogate our assessment tasks and ensure they are structured to facilitate a degree of achievability as well as a degree of challenge.
2. To provide clearly identifiable rubrics and criteria for each summative assessment task.
3. To ensure each curriculum area from Year 7, links their learning pathways to VCE, by sequencing identified and essential VCE key knowledge and skills.

Finally, there is much to learn in the world of education. Individual Professional Learning opportunities are encouraged and supported by our Executive team so staff can advance their specific knowledge and skills in the areas where they teach. There are clear and simple processes in place to facilitate applications and their approval.

For all cases of PL, there is the aim that the acquired learning benefits the staff member/s and that this therefore extends to their colleagues and students.

Teaching & Learning On-Line

We created Help Guidebooks for Parents, Teachers and Students.

In what was a changing educational environment, it seemed that everyone outside education now had the answers to teaching and learning in an on-line space.

At Highview, we believed in our teachers and trusted that with the right support, they would manage the change-and they did so admirably.

We reassured our teachers, that on-line teaching does not mean that they should upend everything they knew and did because good teaching is still good teaching, regardless of the environment.

We explained to staff that the school environment consisted of four elements:

1. Students, children and their families – who remained supportive
2. Skilled teachers – with their knowledge of teaching and learning
3. The curriculum – which did not require significant change, and
4. The classroom – the main element that did change.

Teaching can be described in four dimensions:

1. Connecting with students – this easily and effectively continued in the on-line environment.
2. Knowing the objectives that you are working toward in any teaching session.
3. Knowing how you lead students to the objectives – this initially took up new energy as we investigated more suitable learning activities in the on-line space.
4. Assessing whether the objectives were achieved – this only required some small adaptations but did not fundamentally change. What did the student learn & understand and what can they now achieve and do?

Although we supported our staff with a number of days of Professional Learning to consolidate their skills in IT platforms and applications, these skills were not exclusive to remote delivery and can be utilised in any teaching environment. The time we invested in IT training was positive and is a sustainable strategy that will continue to benefit our staff, students and families.

I would like to thank a number of staff who were able to lead specific training sessions for colleagues:

- Jerry Lau – SEQTA Forums
- Leisha Skilton - SEQTA operations
- Cory Skilton and Patrick Jenes - MyEd
- Andrea Youren - STILE and Exam.Net
- Lucas Fitt & David Delves – Google Meet and on-line advice for all our platforms and applications throughout Remote Learning
- Dean Langley and Lucas Fitt – making videos using OBS

These experts, also had a number of 'Champions' who assisted to teach others, as the entire staff worked collaboratively to support each other. I thank the staff for their professionalism and collegiality.

We also provided the following adjustments to our routines to accommodate an on-line environment:

- We adjusted assessment policy guidelines to provide more regular formative feedback to students in SEQTA. This was aimed to maintain and possibly even extend our focus on promoting student development and learning outcomes.
- We conducted face-to-face staff meetings on-line and increased the frequency of Curriculum, Student Wellbeing and general staff meetings so we could remain in touch with each other and stay abreast of changes and associated implications
- We conducted Year level Award Ceremonies on-line

Although I recognise that Remote Learning had its challenges, I would also suggest that there were a number of positives that assisted us in

our transition. Specifically, our 1-to-1 Laptop Program, coupled with SEQTA (on-line lessons, feedback, assessment and communications), provided an amazing foundation for Highview to move confidently forward Remote Learning.

The Remote Learning environment showcased some strategies that both the business and education sectors will no doubt utilise in the future. The ease of communication across regions and countries and the rise in adaptations and utilisation of technology has seen the world embrace new possibilities.

One simple example of this is that we held Parent-Student-Teacher meetings on-line using a secure platform. This was very successful and is a likely candidate for future P-S-T meetings – regardless of our return to on-site learning.

Another example is that many educational providers and organisations have continued with their shift from face-to-face conferences and workshops to virtual (on-line) delivery. This often minimises interruptions to our classes, reduces risks associated with travelling, allows teachers to engage safely from school or their own home and reduces overall costs.

Implications of Interrupted Learning for our Senior Students

VCAA adjusted Unit 3&4 Study Designs to accommodate the interruptions to learning due to a number of factors such as bushfires, COVID and Remote Learning. Assessments were reduced in many of the studies so teachers could adequately deliver the key knowledge required for most Unit 4 courses. Our VCE teachers needed to be flexible and their adaptability, particularly regarding essential practical classes, demonstrated

competence, resourcefulness and innovation. Their dedication to our senior students was praise worthy.

Consideration of Disadvantage

As VCAA assessment requirements were also updated. We established a Consideration for Educational Disadvantage Team (CED) to help our Unit 3&4 staff understand and navigate the new requirements and monitor the impact on individual students. As part of the CED team, I understand and appreciate the time and effort of team members as they worked closely with Faculty Leaders and Senior VCE teachers.

Classroom Observations

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

Procedural guidelines have been implemented for Heads of Faculty to conduct agreed Lesson Observations of staff within their Faculties. This is completed a minimum of once per Semester and provides opportunities for Heads of Faculty to hold constructive conversations with their staff. This not only promotes management and leadership skills for Heads of Faculty, it also provides opportunities to build respectful relationships within Faculty teams. Teachers focus on the development of their craft. During Remote Learning in Terms 2 and 3, Heads of Faculty were still easily able to support their teams with lesson observations and reviews on-line.

Observations are often a two way learning experience. They are conducted in agreement and provide the basis of many collegial conversations.

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, regardless of years of experience.

Heads of Faculty conduct the majority of our observations and are most suited for this role because:

- They have developed knowledge of the content and appropriate teaching skills
- They already have supportive leadership and managerial relationships with their own Faculties, and
- They can provide timely and relevant feedback to facilitate the enhancement of the teaching craft.

The observational process was based on our Highview developed SMaRT Strategies, as well as the AITSL teaching standards. It relies on the collation of evidenced based data that exemplifies how our craft is meeting our prescribed strategies and teaching standards.

Professional Goal Setting

Our Annual Review process now incorporates Habits of Mind as one of our reflective SMART goals for next year. This review process also empowers Heads of Faculty, 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 three step process involves:

1. The process commences by completing the AITSL Self-Assessment Tool (SAT). The individual staff

member reviews the 16 Habits of Mind and selects one to consider.

2. They also reflect on their year and prepare for the Annual Review Meeting (ARM) discussions. The focus is on strengths, Areas for Development and three SMART goals for the following year.
3. The Head of Faculty and staff member agree on a time to meet for their Annual Review Meeting (ARM), the final reflection and goal setting template is completed collaboratively and co-signed by both parties.

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 as well as our belief that all teachers at Highview College should strive for best practice.

The Role of DPP

Just as Heads of Faculty monitor, check, support and praise their team, I too, support and acknowledge the Heads of Faculty. 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 2020, in collaboration with CAT, we reviewed policies in the following areas:

- 'Feedback, Assessment & Reporting Policy' – adding a number of appendixes, including management of plagiarism
- 'ICT Policy'

- Professional Learning Policy
- Understanding by Design Policy
- Working from Home Policy

Further to Policy development, I am also involved in determining protocols and procedures that link 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 assisted in areas such as:

- NAPLAN & VCE Examination administration
- VCE Acceleration guidelines and interviews
- Head of Faculty reviews
- SEQTA Audits
- SEQTA Reports
- UBDs

There are a number of areas relating to VCE where my role requires collaboration with our Head of Senior school. Working with Dean Langley, in his newly appointed role this year, has been very productive. We have been able to collaborate on many VCE curriculum and performance issues as well as VCAA/VASS data interrogations. I thank him for his collaboration and dedication.

I am grateful for the professionalism of the CAT members, Leisha Skilton in her role of leading SEQTA, Stuart Mandersloot as Director of Administration and our Principal, Melinda

Scash for her determination and dedication to Highview.

2020 Senior Secondary Completion & Achievement

INFORMATION, 2020

VCAA School number: 01413

VCAA School name: HIGHVIEW CHRISTIAN COMMUNITY COLLEGE

Address locality: MARYBOROUGH

School Programs:

Number of VCE 3-4 Units with enrolments 26

Number of VET certificates with enrolments 7

Student Cohort:

Number of students:

Enrolled in a VCE 3-4 Unit	65
Enrolled in a VET certificate	33
Enrolled in VCAL -	NA
Percentage applying for tertiary places	86

Student Achievement:

Percentage of satisfactory VCE completions	98
Percentage of VET units of competency completed	94
Percentage of VCAL units completed -	NA
Median VCE study score	27
Percentage of study scores of 40 and over	1.6

2020 Results

A bit of a rundown on 1st round VTAC offers:

39 students applied for further study through VTAC.

37 First round offers were made:

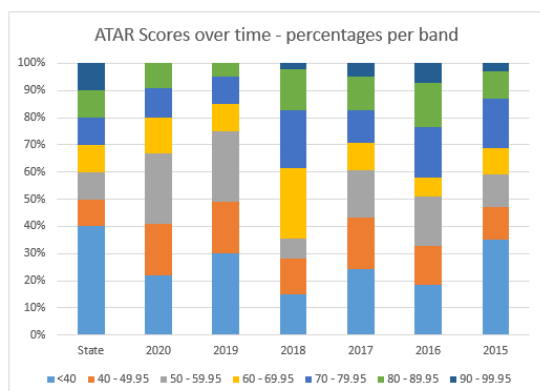
25 students received offers for their first preference

In addition to this, there have been students apply interstate also:

- 4 students applied to study through UAC

- All 4 students received an offer
- 3 students received offers for their 1st preference
- 2 students applied to study through QTAC
- 2 students received offers
- 1 student received an offer for their 1st preference

Results Over Time



2020 ATAR scores were an improvement over 2019 but were still poorer than most other recent years at the higher end.

At the bottom end our results have improved, with only 22% of our students getting ATARs below 40 and 59% getting ATARs above 50.

Learning Support

Lorraine Caldwell

In 2020, The Learning Support Faculty has been committed to supporting students and families as they responded to an ever changing learning environment due to the COVID pandemic. The focus continued to be on building relationships with students as they extended their IT and organisation skills to keep up with the academic demands of school.

Support in Action

Learning support classes in 2020 included four Year 7 groups, three Year 8 groups, three Year 9 groups and two Year 10 groups. One student in Year 11, who was preparing for transition to

work and/or further training in 2021, enrolled in Learning Support by special arrangement.

The total number of students participating in regular learning support classes was 46. A further 10 students received in-class support by having access to a Learning Support Aide in core classes.

Two Year 8 students have continued in the Macqlit Program in 2020. Macqlit is an explicit and systematic reading intervention for small groups of older, delayed readers.

The five Learning Support Aides, spend allocated time in classes to further support and empower students. Their work is invaluable as they fulfil a number of support roles including: motivating, enabling, monitoring and congratulating students as they meet challenges.

Highview College participated in the 2020 NCCD Nationally Consistent Collection of Data on Students with Disabilities.

Collaboration

The Learning Support Faculty has continued to collaborate with the Mathematics Department to deliver the ACCESS Mathematics Program. ACCESS Mathematics is designed to suit the varying needs of students who require a modified program to experience success in Mathematics.

Students who may benefit from the ACCESS Program are identified in the first term of Year 7 each year, through screening, classroom observation and consultation with parents. Once students commence the program, they continue until the end of Year 10.

In collaboration with Bendigo TAFE, a past Highview College student completed a Learning Support Aide placement in Semester 2. Even though this was interrupted during the time of Remote Learning, the student was able to meet all the requirements of her course.

All staff in the Learning Support Faculty value establishing and maintaining positive relationships with students and their families to support student engagement and academic achievement. Consequently, numerous student/parent Support group meetings have been held to create and review Individual Learning Plans. For most of the year, these have needed to be via Google or Zoom meetings.

Daily informal collaborations occur with teachers at Highview to talk about ways to enhance their teaching practice to support students with disabilities and learning difficulties. These frequent conversations demonstrate teacher commitment to inclusive teaching practice.

Professional Learning

The year began with a Professional Learning session delivered by Learning Support staff to the College teaching team about providing and modifying programming and making adjustments for students with Learning Disabilities and difficulties.

In February, two teachers from Learning Support attended a two day Professional Learning Activity, run by the Catholic Education Office, Ballarat, which focused on Severe Language Disorder. This event provided a welcome opportunity to work with one of our feeder schools, St. Augustine's, Maryborough, to understand the language demands placed

on students with academic learning delay and how best to support them.

One staff member attended a Professional Learning Day at the Statewide Vision Assessment Clinic in Melbourne, to learn about the impact of impaired vision on learning and how to support students in a school environment.

Learning Support Aides continued working through the ETAPS (Effective Teacher Aide Practices for Schools) modules created by the Australian Teacher Aides Association. Though these are best completed as a group, Aides were able to progress through the modules individually, on-line.

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.

Information Technology

David Delves

Keeping teachers teaching and students learning may sound like a modest IT mission. Except that teachers and students are individuals. Thus there are seventy variations on how to teach and 430 ways of learning. Add record keeping and accounting, then the remit of the IT department is extensive. *'If it plugs into the wall, it is ITs responsibility'* is a rough summary that misses half of what we do.

Users do not see most of what IT does. The significant capital expenditure and work

completed in 2020 was mostly behind the scenes.

2020 also was the most unusual year I have ever experienced in IT. In a short space of time, we had set up staff and students for Remote Learning. Fortunately, our existing 1-to-1 laptop deployment and SEQTA Learning Management System meant that the only other system needed was to get everyone using Google Meet as the video conferencing tool.

With support and training, the Teachers soon got the hang of Google Meet and embraced Remote Learning. Highview was able to pivot as needed throughout the year from classroom to Remote Learning with little angst. Mainly due to curriculum continuity provided by the SEQTA Learning Management software.

Almost 20% of our students live on remote rural properties with limited internet access incapable of running video conferencing. Highview provided sixty 4G Internet Dongles to these families in the first lockdown in an effort to reach every student. Provided they had reasonable mobile phone access; the dongles worked well. For a few families, we also provided booster aerials for the dongles. This left only a handful of students who could not use Videoconferencing but could still access email and SEQTA via satellite

Remote Learning meant IT had to learn new skills such as video editing and event streaming, and this took hundreds of hours of work.

IT also ran an on-line help desk which was accessible through Google Meet every day throughout each Remote Learning period.

Network Server upgrade

If 2020 was not busy enough, we had always planned, during the July holidays, to do a major server upgrade to replace equipment now over five years old and out of warranty. This \$150K project could not be delayed and meant a lot of additional work was done in those holidays to ensure business continuity.

We are now set for another five years, and no one even noticed that this had been done.

Other Projects

IT had also intended to do further network switch upgrades and several other minor projects. However, all were delayed to 2021 to ensure ongoing support for staff and students during Remote Learning.

Ongoing activities completed in 2020:

- Deployment of 176 new laptops for students in Years 7 and 10
- Software licence renewals for Microsoft and Adobe
- Repair of over 200 laptops – particularly challenging during Remote Learning
- Assistance to users with software issues and 'how-to' questions
- General server maintenance and software updates
- Laptop operating system and software image creation and updating
- Maintenance of antivirus systems
- Maintenance of email system
- Maintenance of printers
- Maintenance of data projectors and electronic boards
- Maintenance of internal phone system

- Maintenance of network switches and cabling
- Testing and tagging of laptop power supplies.

This was the busiest year in terms of general support for staff and students, particularly during Remote Learning.

Remote Learning is now something that we can do as require. This is testament to the collaboration between staff and with students to get the job done well.

Junior School – Years 7&8

Brogahn Richards & Luke Treacy

As the Year 7s started their first year of secondary schooling, they knew it was going to be a memorable year, one that they would never forget. This would be a year of firsts and adjustments to the new terrain:

- Mastering the combination lock
- Conquering the laptop
- Decoding a secondary school timetable
- Making new friends
- Remembering teachers' names and faces
- Exploring their new campus
- Navigating Highview's on-line learning platforms (SEQTA, Outlook, STILE, MyEd, Sports Tracker)
- Participating in House Sport

Not only did they master all of these things within our short-lived first term, but they also handled two extended periods of Remote Learning with resilience and optimism.

We were very happy to finish the year on a high note, at our annual Year 7 camp to Halls Gap. Students enjoyed the opportunity to

reconnect, after such a disconnected year. They also experienced canoeing, abseiling, hiking, archery and orienteering activities throughout the camp. It was a wonderful note to finish the year on.

The Year 8 cohort were fortunate to attend the Anglesea Surf Excursion just prior to the first COVID lockdown. The group enjoyed the chance to surf, kayak, swim and feel the sand beneath their toes. Having their DELTA Mentors and fellow Year 8 staff attend and get to know each other, was the perfect way to start the school year.

The Year 8 students, like all students across Victoria, entered Remote Learning unsure of what to expect. This digital generation instantly embraced the on-line environment, and certainly kept the IT team on their toes.

Patience was tested when one term on-line became two, sport was cancelled, and holidays were spent at home. We were very proud of the maturity and resilience all the students displayed throughout this time.

The Junior School staff and students were very excited to return to campus for Term 4. Where complaints were replaced with gratitude, and appreciation of the structure and social aspects of learning at school.

Middle School – Year 9

Chris Egan

What a year it has been, and I don't mean in a good way. What started off as another exciting year to look forward to, became a year to forget, a year of uncertainty.

There were some positives in so far as both students and teachers were so good at adapting to being on-line. It would be safe to

say that some students ‘thrived’ in lock-down, while others struggled.

Many students missed daily socialising with their friends and the routine of the classroom. Other students found that they worked better when there were no distractions.

Unfortunately, the Year 9s missed out on quite a few things including the Year 9 camp at Lady Northcote, participating in Mission Month in May, the ‘Road to Zero’ presentation about road safety, the School Social, and the House Athletics Carnival. Not only could we not leave the school on excursions, but we could not have people come in to the school for presentations.

The positives would have to be the support from the students and their parents as we moved to Remote Learning. It was a totally new way of providing lessons and there was a steep learning curve. The other positive was that we were able to avoid any student becoming ill with COVID.

Thank you to all the Year 9s and their parents for the tremendous effort they put in during this difficult time.

Year 9 STRIVE

Patrick Jenes

2020 was a year which has further highlighted the importance of the STRIVE Program. ‘Strength, Thinking, Reflection, Innovation, Versatility and Energy’, the components of STRIVE were needed more than ever to deal with Remote Learning and lockdown.

The start of the Program saw the continuation of the annual ‘Top Gear’ activity day. Students built cars and raced around an obstacle course. This was an opportunity to build respect, trust

and rapport within small teams. The drivers of each team were blindfolded and a partner navigated them as they sought to win the race. As the term progressed, a number of team building activities were undertaken where leadership, thinking and innovation were the main focus.

Due to COVID constraints and changes to timetabling, the STRIVE staff needed to be versatile in the delivery of the program. After the first lockdown, the Year 9 cohort was divided into three groups rotating with other electives each term spending five periods a week on STRIVE.

‘Major Enquiry Projects’ were completed and presented via on-line classes at the conclusion of each term. To begin, proposals were completed and practical topics were chosen based on each student’s interests. Due to all the restrictions many students had to use their thinking, innovation and adaptability more than ever when planning their projects. Lots of students needed to reconsider and change their original plans.

The first group of students was outstanding during the lockdown period, all completing their weekly reflections via Google Docs and receiving frequent teacher feedback. Projects included: running, automotive, constructing fire pits, building chicken coups, learning French, learning musical instruments, composing music and creating YouTube channels. It was impressive to see the resilience of these students and how well they adapted to learning from home.

The second group of Year 9 STRIVE students were once again exceptional in their independent learning, especially with returning to school for a short period of time

and then heading back to on-line learning. The bar set high with the initial group of students, this further motivated the group to improve on presentations and speeches. Projects included: constructing 1001 paper cranes, building an energy efficient wind turbine and one student spending close to 500 hours creating a computer operating system from scratch!

The final group was back at school which had a number of boundaries different to the first two groups. During class time they were not able to leave class without permission to pursue practical projects such as painting, construction, fitness challenges and music activities. They had to use their class time more efficiently to plan their week to complete their practical components. They also encountered more pressure when presenting their projects, as the first two groups did so through a computer screen. The third group had to present in person in front of the class.

After the projects were completed, students reflected on the process. They were able to realise that most projects whilst having an end goal, can still be used to achieve further goals and that life is an ongoing pursuit of learning and development.

It was such a pleasure seeing students test their boundaries and pursue their passions. For some finding motivation was difficult and for others circumstances led to a number of road blocks. Just as in everyday life, these hurdles were met head-on and with self-reflection and discovery. Everyone should be so proud of their achievements in 2020 and continue to STRIVE into their futures.

Middle School - Year 10

Samantha Kent

I commend all Year 10 students for persisting through the challenges that have been thrown their way, but for also taking the time to celebrate the wins, no matter how minor.

Throughout the year, students demonstrated commitment to their studies, resilience, and compassion, despite the rollercoaster that they have been on. During our two phases of Remote Learning, they remained in contact with their friends and teachers and highlighted the importance of sticking together, even when we are apart. Students have demonstrated to themselves that even during the most trying times, they are capable of achieving great things.

I hope that this year has been rewarding in some way for all students. Although it is not how they anticipated their Year 10 experience to unfold, given that we missed out on our Melbourne Experience Camp and the annual sporting and social events, I hope that they enjoyed their time and made some lasting memories with their friends and family, given the circumstances.

A sincere thank you to parents and guardians for the love and support that they have provided their child during the year, particularly while they were learning from home. Who would have thought that we could transform a kitchen table into a high school student's virtual classroom? Thank you also to the Year 10 DELTA Mentors – Leisha Skilton, Lachlan Dempsey, Mykel Smith and Will Radford – for their support of our students during these trying times.

The way that all Year 10 students conducted themselves throughout the year, and their

consistent mature approach to their learning, is something that I am proud of. They all deserve to be proud of their achievements!

I am so thankful to have shared my first year as Head of Year 10 with such a fantastic cohort of students. I wish you all the best as you shift your focus towards VCE or the future pathway of your choice. May you all achieve your aspirations!

Senior School – Years 11&12

Dean Langley

Many might say that this has been a year to forget. On the contrary, I believe it is a year to remember. It hasn't had the style and ceremony of previous VCE years, but it sure has been a year with a significant point of difference, one that students will be talking about for many years to come.

In the true sense of the word, it has been a year of education for all of us. The Senior School students have missed out on some of the traditional activities and formalities of VCE this year. However, being restricted to Remote Learning has forged learning independence. Year 11 students have had opportunity to develop independent study skills that can support their Year 12 studies next year, and the current Year 12 students have experienced study independence this year not that dissimilar to life as a tertiary student.

Term 1 began with such positive energy and excitement. It was to be the year of evolvment and enriching our VCE students with stronger VCE comprehension and career development knowledge. Mrs Janelle Howlett and I seek to assist students become more responsible in researching career options and setting goals for their future. This positivity flowed through the DELTA program with all

VCE students being exposed to seminars on VCE scores and ATAR calculations and individual Career Pathway advice.

Leadership was the focus of Year 11, with students learning how to become Peer Support Leaders and developing transition and teamwork activities for Year 7 students as part of the 'Support 7' Program. It is unfortunate they were unable to put all of their hard work and preparation to good use as was intended. I acknowledge and congratulate too, Mrs Lucy Freemantle for her professionalism and passion in driving the 'Support 7' Program preparation throughout the Term 1 DELTA lessons.

We were also lucky to squeeze in and celebrate the Year 11 Presentation Dinner towards the end of Term 1. It is a formal evening with families present and individuals are introduced and presented to the Highview community. It truly was a successful evening enjoyed by all who were present earmarking the beginning of the Senior School journey for our Year 11 students. This wonderful event signified what would be one of the last school gatherings for the next two terms as we embarked thereafter on a Remote Learning experience none of us could have predicted.

Year 12 may not have experienced their customary graduation or ceremonies traditionally presented at Highview at the year's end, but they did receive a celebration of their completion of studies that they should never forget. With special acknowledgement and thanks to Mrs Melissa Adams, Miss Sarah Lovel and our Principal Ms Melinda Scash our Year 12 students experienced Highview's first informally described 'graduation camp' held at the Lady Northcote campsite near Bacchus Marsh.

It truly was an evening of celebration where our graduates were able to come together and reflect on their time at Highview. It was a most deserving reward, after what has been a trying year for Senior students.

A heartfelt acknowledgment goes out to Senior School leaders, Lily Cain and Bhowmick Malik, for fulfilling their School Captain roles albeit differently than how they may have expected. A highlight for me was the effort made by School Captains, Council Leaders and House Leaders to solemnly respect our fallen ANZACs with an on-line dawn candle on ANZAC Day that touched the hearts of the Highview Community. We commend our school leaders for this poignant moment early in our Remote Learning experience in 2020.

In what could be described as a year of challenge and an opportunity for personal growth, Term 4 did culminate with a Final Year 12 Celebration Day to remember. Beside the pleasure of being back in a classroom learning environment and being able to interact in person and not through a computer, the last day of schooling for Year 12 was a true highlight of the year.

Our graduates did celebrate in the traditional Highview way, with lots of fun and frivolity, but it was all done in the most respectful and genuine way. Graduates acknowledging the importance of the teachers in their lives and expressed their gratitude for their time at Highview.

A significant and heartfelt moment was the 'guard of honour' walk through the campus at the end of the day with every school student forming a lined path clapping and congratulating our graduates as they made their way to The Quad where Year 7 students

passed on their graduation gift bags and time capsules. Our graduates of 2020 are to be congratulated and we wish them well on the next steps of their life journey.

Humanities

Amy Knott

It has been a truly exceptional year this year for the school, and indeed the world. The pandemic of COVID-19 has brought unforeseen changes to the world around us. While it has exposed the weaknesses of economies, epidemic response and human ignorance, it also has revealed great strengths.

This year I have been so incredibly proud to be a leader of an excellent team of teachers. And while the government scrambles to hire tutors to help students 'catch up' I do not believe this year was wasted. I have seen students and staff flourish under challenging circumstances and several positive experiences which shall enable Highview College to move confidently into the future better than ever.

During Remote Learning, much work was done behind the scenes to re-calibrate the learning experiences to suit Remote Learning. We knew that we needed to adapt as a team and ensure our units and resources were suitable for on-line learning.

For junior students, we emphasised maintaining quality learning and accountability. Weekly workbooks clearly outlined learning content and activities in a single document for ease of access. Students attended every scheduled class. Feedback was regularly entered into SEQTA, and parents well informed of student progress in their weekly work and activities.

At the junior level, we completely re-wrote each program to suit Remote Learning and also incorporated further differentiation. We added in elements of student choice - allowing students to take advantage of the unique home environment to learn in innovative ways - such as doing creative projects, videos, songs, or listening to podcasts. Videos explained essential skills and assignments, and teachers guided students through content and assessments. We split classes into groups by ability to better assist.

At the senior level, students were kept highly accountable in their studies through regular task submission requirements and completion of SACs in a variety of different formats. Teachers created a variety of ways for students to access help - video demonstrations, class explanations and walk-throughs, as well as meetings in smaller groups on-line and in help sessions.

We have recently completed an overhaul of all excursions and incursions in Humanities, creating some new experiences better suited to target student interest, engagement and develop key subject skills. We are excited to bring these options to students in the new year with new experiences planned for Years 7, 8 and 10.

Textbook allocations and EdRolo resources have been updated for students, with re-consideration of current options leading to improved resources for students in History, Legal Studies and Business Management at the VCE level. All resources for junior students are created by their classroom teachers and are updated continuously.

While this year has certainly brought with it significant challenges, I am incredibly proud of

the work that the Humanities staff have completed in this time to move us forward into an exciting 2021 for the Humanities Faculty.

English

Karen Lenk

Students this year have been phenomenal in their positivity and productivity in English despite the interruption of classroom learning to on-line Remote Learning. This year has meant that many of the live activities and external performances students experienced in past years were unavailable to them due to government restrictions. We did refresh aspects of our English courses to include elements of student feedback and to allow for engagement in relevant social issues that impact on young people today.

The new comparative poetry unit involved an entire section where students were provided the opportunity to reflect on how the works studied changed their view of the world.

In response to the Black Lives Matter movement, we included a unit of work analysing Martin Luther King's 'I Had a Dream' speech.

This year the focus was on developing academic rigour across the board. In response to this, two new initiatives were introduced in Year 10 English. One included practice tasks for the VCE General Achievement Test (GAT). These were incorporated into the English curriculum to familiarise and support students in their understanding of VCE. Students have approached these tasks positively and with confidence and we have been pleased to see some good writing produced from these tasks.

A further improvement is the introduction of a full three hour Year 10 English exam. This is to

assist students in their understanding of how senior English examinations are run. It will be the longest amount of unbroken writing time students will experience, and this task will provide them with valuable experience and insight designed to assist them in their preparation for VCE.

Tutoring after school was run regularly for any students requiring extra support in any aspect of the VCE English course. These were run on an as-needed basis, in consultation with Mr Radford, who kindly gave up his time to run these sessions. They still existed on-line in Google-Meets with another staff member in attendance also.

To enhance their understanding of the set English texts this year, Year 12 students took notes from a comparative performance of 'The Longest Memory' and 'The Seven Stages of Grieving'. Because of government restrictions, this was delivered on-line. Students were also given the opportunity to view revision lectures and workshops delivered by Year 12 English exam assessors to assist them in their study of these two new texts. These events gave our students a unique insight into the texts and encouraged them to see the characters and ideas from a different perspective. These were valuable activities that linked well with the requirements of the English end of year examination.

This six day program was run in December 2019 and January 2020 to assist in the preparation of students entering Year 12 English in 2020. This 'leg-up' program, allowed students to get a bit of a head start in reading and understanding their Year 12 English texts before the formal academic year began. Attendance was optional, and it was very pleasing to see that a considerable number of

students attended. Students were given the opportunity to commence their English holiday homework during that time. Thank you to Mr Radford for running this event.

Science

Andrea Youren

STEM continues to be a priority for the Science Faculty at Highview College. In Terms 1 and 4, Highview students had the opportunity to use the Pascoe sensors and data logger technology we purchased at the end of 2019. The accuracy of recording data over extended periods using this equipment has significantly improved the academic rigour of experiments and allowed Highview to undertake a suite of new experiments that in the past simply weren't possible.

Biology students investigated enzyme and photosynthesis reactions, cellular respiration rates in crickets and performed DNA manipulation inserting jellyfish genes into bacteria inducing the bacteria to fluoresce. Chemistry students used the new equipment to investigate colorimetry to determine the concentration of contaminants in water. Physics students made great use of the new SMARTCARTS for experimenting on motion and forces measuring data more accurately. Highview staff look forward to the opportunity to utilise these more in the future.

Despite spending much of the year learning remotely, the Science staff team has remained very active in creating learning opportunities for our students. Science students have continued to learn and experience science concepts through a variety of innovative ways despite much of the year being spent away from laboratories.

Some students carried out activities and conducted basic experiments at home such as Year 7 making a toilet paper model of the Solar System and Year 8 making a model of a lung. Many of our Senior Science students watched videos of chemical experiments conducted by teachers at school or undertook virtual practicals such as virtual piglet dissections. Other students participated in webinars with leading experts in the field such as scientists from ANSTO and zookeepers from Melbourne Zoo in order to complete required assessments.

Some students still undertook student-designed investigations at home such as Chemistry students testing conditions that make laundry detergent more effective. The STILE education program app has always been an important learning tool for the Science Faculty, however, in 2020 it became our saving grace. VCE students were also granted access to STILE and this allowed all Highview students to continue to learn at a high level even in lockdown.

A lot of 'thinking outside the box' has taken place to ensure that our students have continued to learn and experience Science at Highview throughout 2020.

STEM opportunities

Students in Year 7 were lucky enough to experience one excursion this year. The students travelled to Ecolinc in Bacchus Marsh and investigated the health of the Serendip Sanctuary wetland ecosystem.

In January this year, Year 12 student, Kayla Blazko, attend the National Youth Science Forum in Brisbane. This was a very rewarding experience for Kayla, providing her the

opportunity to experience Science outside of the high school environment.

We have also 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 be nominated to attend all these events and go through a rigorous selection process. Unfortunately, a number of the planned events did not go ahead in person but instead were held on-line.

Mathematics

Jordan Forster

This year has given all teachers and students across the State a new set of challenges we never could have expected, and the Highview College Mathematics Faculty was no exception!

Prior to entering a period of Remote Learning, 2020 saw the implementation of Mathletics across Years 7-10. This has helped to streamline homework programs across these year levels and has given students additional resources to assist in their learning. This proved to be a timely change, as Mathletics has been a key feature of our curriculum delivery during Remote Learning. For VCE classes, access to Edrolo has proven more beneficial than ever during Remote Learning, which we have now made available to our Year 11 General Mathematics classes as well as Year 12 classes.

Across all year levels teachers have used a variety of these on-line resources, along with webcams, visualiser desk cameras and drawing tablets to assist in delivering their lessons. Some lessons have been recorded and made available on the School's Cloud server for students to review, and students have utilised

email and SEQTA forums to submit questions to teachers seeking assistance.

One of the biggest challenges for the Mathematics Faculty during Remote Learning was accommodating assessment. Often students are required to complete Mathematics assessments without a calculator, however this was impossible to enforce during periods of Remote Learning. To combat this, teachers worked hard to write assessment which would more thoroughly assess student understanding of concepts rather than their fundamental mathematical skills. Delivery of assessment was often done using MyEd and STILE, which couple well with the School's integration of SEQTA. This is definitely something that I can see us continuing to utilise in the future, whether in periods of Remote Learning or not.

Physical Education

Lucy Freemantle

2020 has been like no other. With its many challenges, teachers and students were given the opportunity to step up and prove they have what it takes to stay fit and active even in a pandemic! During the many weeks of Remote Learning Years 7-10 students were encouraged to participate in their own fitness programs and record their sessions in a journal. Even the Unit 1&2 Physical Education students got in on the act and took photos showing the vast array of activities they were involved in.

Unit 2 Health & Human Development students were lucky to receive a new electronic baby to practice their parenting skills. The baby kept some students up at night as well as challenged their patience. All students had shown great maturity throughout the 48 hours of care.

VCE/VET Sport & Recreation classes experienced some hurdles due to the many COVID-Safe restrictions. Through many modifications of activities and having to get parents to be clients for the students, Google Meet instructions and some school-based activities, Unit 3&4 were able to complete their Certificate 3.

The Unit 1&2 Sport & Recreation students were fortunate to complete their First Aid certificate early in Term 4. They were the first group to complete this certificate in-house with all equipment owned by Highview and led by Highview staff.

Duke of Edinburgh had to make some changes to its course as well. If 2020 has taught us one thing, it was to be flexible and modify tasks. For their Community Service students read on-line to young children from Central Goldfields Child Care Centre as well as students from Spring Gully Primary School in Bendigo. They also cleaned local areas by picking up papers. For many their skill entailed growing vegies in their vegetable gardens at home. Early Term 4 the students were very lucky to attend a three day camp to Mount Kooyoora where they honed in on their navigation skills, walked up a mountain range and cooked some nutritious meals.

Next year Physical Education at Years 7 to 9 will have four periods a week. This will allow students to experience a well-rounded curriculum that will include health, physical recreation and physical education concepts as well as sport education.

Duke of Edinburgh

Christopher Smart

Duke of Edinburgh has once again been a successful program despite the challenges

COVID-19 posed. Students had to adapt, improvise and demonstrate greater independent learning than ever before. With the COVID-Safe restrictions, students were unable to physically volunteer their time as they have in previous years. To overcome this, students participated in weekly skype meetings with the Maryborough Goldfields Childcare Centre and Spring Gully Primary School where we conducted visual science experiments, book reading sessions and question time about the students' Highview experiences.

Like the Duke of Ed Service component, the Duke of Ed Skill component also needed modification to meet COVID restrictions. While working from home, students completed a variety of different skills such as building or renovating their home vegetable gardens, cake decorating, baking, cooking, drawing, farming or learning Auslan.

Students and teachers were extremely excited when the government allowed school camps to go ahead. After weeks of eager planning and preparation, students participated in a three day camp to Kooyoora State Park. Students completed a 7km navigation course where they had to find various checkpoints using their navigation skills. They bushwalked the local area, explored Melville Caves and learnt about the Indigenous History and Early European History of the area. It was a fantastic, adventurous journey and I thank all staff members and students who were involved allowing this opportunity to go ahead.

In light of the COVID challenges, it was amazing to see how students adapted their goals to

fulfil the requirements of the Duke of Edinburgh Bronze Award. It is a testament to the students' independence, commitment and work ethic.

Sport

Luke Treacy

2020 has been a crazy year. Pre-COVID, we had the unusual experience of a thunderstorm causing the cancellation of our House Swimming Carnival prior to the relay races. Chisholm were 188 points in front at this point, and crowned winners of the event.

Our teams performed well at the ICCES Swimming, Badminton and Table Tennis, which proved to be our final sporting event of the year.

We look forward to 2021. Enjoying House Carnivals together, renewing our local rivalry with MEC, and competing hard in the ICCES competitions.

Congratulations to this year's Leaders, who, despite missing the opportunity to lead their teams across the House Cup events, remained professional and motivated in their roles. They continued to meet regularly, including a Leadership Forum with Brisbane Lions footballers Jarrod and Thomas Berry.

New Netball dresses were also ordered earlier this year. The new design, to include more red, will prevent clashes with MEC and ICCES team uniforms. Congratulations to our House Leaders, in particular Mia Harrison, for being the driving force behind these new dresses.

Finance

Chris Plucke

Sources of Income

Schools are required to include details of income broken down by the funding source. Highview College's income for 2020 was as stated in the table below.

Income	2020	2019	2018
COMMONWEALTH GOVERNMENT	5,537,466	5,213,829	4,977,470
STATE GOVERNMENT	1,662,453	1,723,355	1,672,095
SCHOOL FEES	1,012,540	1,240,340	1,184,446
OTHER PRIVATE INCOME	1,109,357	183,781	169,386
TOTAL INCOME	9,321,816	8,361,305	8,003,397

Categories of Expenditure

Schools are required to include details of expenditure broken down by category. Highview College's expenditure for 2020 was as stated in the table below.

Expenditure	2020	2019	2018
SALARIES (INCLUDING ON-COSTS)	6,229,223	5,998,424	5,737,983
TUITION	271,092	347,944	310,616
GENERAL ADMINISTRATION	419,961	524,998	433,732
FINANCE (INSURANCE, INTEREST)	64,695	58,702	54,100
OPERATIONS	367,152	356,188	247,468
TOTAL EXPENDITURE	7,352,123	7,286,256	6,783,899

2019 Post-School Destination

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2019, from Highview College, Central Goldfields (S) and Victoria

Post-School destination	Highview College		Central Goldfields (S)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	16	72.7	31	64.6	19923	74.5
Bachelor degree	15	68.2	24	50.0	14561	54.5
Certificates/diplomas	1	4.5	5	10.4	3183	11.9
Certificate I-III	-	-	4	8.3	684	2.6
Certificate IV or higher	1	4.5	1	2.1	2499	9.3
Apprenticeship/traineeship	-	-	2	4.2	2179	8.2
Apprenticeship	-	-	-	-	1616	6.0
Traineeship	-	-	2	4.2	563	2.1
Not in Education or Training	6	27.3	17	35.4	6812	25.5
Employed	4	18.2	7	14.6	2713	10.1
Employed full-time	2	9.1	3	6.3	767	2.9
Employed part-time	2	9.1	4	8.3	1946	7.3
Looking for work	1	4.5	4	8.3	1150	4.3
Deferred	1	4.5	5	10.4	2718	10.2
NILFET	-	-	1	2.1	231	0.9
Unknown	-	-	-	-	-	-
Total respondents	22	100.0	48	100.0	26735	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 2019, Highview College, Central Goldfields (S) and Victoria

Post-school destination	Highview College			Central Goldfields (S)			Victoria		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Bachelor degree	42.1	65.4	68.2	33.3	44.4	50.0	54.9	54.1	54.5
Certificates/diplomas	21.1	7.7	4.5	13.7	11.1	10.4	12.1	12.8	11.9
Apprenticeship/traineeship	5.3	-	-	9.8	7.9	4.2	8.1	8.2	8.2
Employed	10.5	7.7	18.2	19.6	15.9	14.6	11.3	11.5	10.1
Looking for work	5.3	-	4.5	5.9	4.8	8.3	3.2	3.2	4.3
Deferred	15.8	19.2	4.5	17.6	15.9	10.4	10.0	9.6	10.2
NILFET	-	-	-	-	-	2.1	0.4	0.4	0.9
Unknown	-	-	-	-	-	-	-	-	-
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