In 2014, the College embarked on the first year of the new Strategic Plan 2014-17 and set ambitious goals and targets that would define the next four years. The year 2014 was characterised by a year of intense planning, development and fine student achievement. It is pleasing to report all goals and targets were achieved.

**Curriculum**

The goal was to deliver relevant, rich curriculum through sound pedagogical practice. The 2014 achievements towards this goal were:

- **Phase 1 Curriculum Redevelopment**: Teachers in their Teacher Learning Teams embarked on the task of redesigning curriculum to articulate AusVELs and incorporate enquiry based learning, problem-solving and high order thinking. The focus of this redevelopment has been to scaffold learning and to provide differentiation to meet the needs of all learners. Integral to learning effectiveness is the development of Learning Maps to identify student achievement. The focus of Learning Maps should be on identifying a student’s gaps in knowledge or skill as well as measuring growth and mastery. Common Assessment Tasks and moderation are a necessity in maintaining learning parity across classrooms. This redesign has incorporated a changed assessment focus. Domains have been able to access AusVEL assessment data to inform differentiated assessment and reporting. Staff Professional Learning has supported the development of pedagogy to deliver quality teaching and learning. The results for student learning outcomes are at a consistently high level across key measures; well exceeding National Year 7 and 9 results. The College has performed above, or substantially above NAPLAN ‘All Schools’, in all five assessed areas and has impressively ‘grown’ students from Year 7 to 9. Teacher assessments against AusVELs indicate that students are performing at a consistently high level in both Maths and English in comparison to the Median for all Victorian Government Schools. The results for student learning outcomes are at a consistently high level across key measures; well exceeding National Year 7 and 9 results. The College has performed above, or substantially above NAPLAN ‘All Schools’, in all five assessed areas and has impressively ‘grown’ students from Year 7 to 9. Teacher assessments against AusVELs indicate that students are performing at a consistently high level in both Maths and English in comparison to the Median for all Victorian Government Schools.

- **Year 10 VCE Classes**: The College investigated Year 10 programs in a range of high-performing settings towards creating a program for Year 10 students to facilitate access to Units 1 and 2 VCE and a variety of new electives in 2015. This necessitated a restructure to Year 10 time allocations and an overall timetable restructure. All Year 9 students and their parents underwent early counselling sessions to prepare them for a choice of pathways in Year 10. It was gratifying to see that 116 students have taken on accelerated VCE units as a result. All students in Year 10 are undertaking Unit 1 Industry and Enterprise as their Vocational Pathway focus. I wish to recognise the work of the Leading Teachers and the Domain Leaders and particularly, acknowledge the leadership of Mrs Maree Gaffney and Mrs Rachel Smith and the work of the Curriculum and Education Committees.
VCE: The College set the target of achieving a mean for VCE study scores of 31 and achieved that, along with the 8.2 of study scores over 40, improving on the previous two years. 33% of VCE Units 3 & 4 students achieved at least one study score of 40+, exceeding the strategic target of 25% respectively. The Dux of the College achieved 99.3, the Second Top achieved 98.45 and the Third Top achieved 98.25. It was exciting to see three students achieve perfect scores of 50 in English, English Literature and Physical Education. The inaugural implementation of the Victoria Baccalaureate saw 14 students successfully achieve this certificate. That 79.7% of students achieve ATAR scores about 50 is testimony to very focussed, committed teachers, informed in their practice from VCAA data and a College priority for Professional Learning for VCE teachers. The work of the Senior Team and VCE teachers has focussed on reviewing and articulation of VCE policy at Viewbank College; close management of students to support improved achievement and retention; as well as a focus on teaching and learning improvement. In 2014, 10 teachers volunteered to be VCE Assessors in their study areas for Professional Learning towards improving the capacity of their students.

The College continued to provide VET/VCE pathways and offer 2 students ABAS. The focus on redeveloping the Vocational Pathways Program began with benchmarking College programs to audit strengths and areas for improvement. Mrs Ruth Perkins undertook much of this analysis as a special project. She sourced the online Careers Resource for parents, students and teachers. A Vocational timeline for delivery to all levels of the College was developed for 2015. The Minister for Education Mr. Martin Dixon, chose the College to launch the new online resource EPPIC in May to facilitate parent conversations with their child about careers.

Early Start-Up for 2015: In 2014, with considerable planning, the College created and implemented the 2015 timetable and from the 24th November, all students and teachers began classes for the new year. This enabled students to settle into their new classes and adjust to new teachers and subject expectations early. This proved to be highly successful in achieving added learning time and has facilitated a smooth start to 2015 proper.

All students identified at risk by poor attendance, failure to submit work or poor academic performance were monitored by Year Level Well-Being Leaders and Individual Learning Plans (ILPs) were devised to set clear goals to support a students’ improvement. Students with special funding were supported in their learning. The College managed to expand the Literacy and Numeracy Intervention Program into Year 8.

1:1 Laptop Implementation and eLearning

The College set the target of undertaking a year of planning towards a 2015 Implementation of a 1:1 Laptop Program at Years 7 and 10. To this end the College employed JDLF Consulting (Compass) to assist in the determination of devices and the delivery of parent purchasing arrangements. The College conducted three consultation sessions with Year 9 Parents and two for prospective Year 7 Parents to enable parents to participate in this implementation with regards to hardware, software, logistics and payments. The ICT Sub-Committee of College Council provided further parent voice. The insight and commitment to ensuring a quality implementation was indeed impressive. Staff and students were encouraged to give input and a Seeding Team of staff were appointed to promote laptop best practice and coach peers. Staff undertook considerable IT Professional Learning to facilitate
and support teaching learning strategies as well as this implementation and this is ongoing. Assistant Principal, Mr John Munro has been invaluable in driving this key College project.

**Focussing on the Future:**

While there were many other initiatives in the areas of Wellbeing and Engagement, the greatest strategic challenge during 2014 has been in the planning for long term enrolment growth. The enrolment in 2014 reached 1151 with 208 students commencing in Year 7. The teaching staff 76.4 FTE, Education Support Staff, (10.9 FTE) including 9 Leading Teachers, 2 Assistant Principals and 1 Principal. However, it has been increasingly evident that there has been a growing demand for student places and along with that imperative there is the need to expand the staff and facilities. DET long term planning documents indicate that from 2015 to 2018 enrolments are projected to climb to approximately 1350 students. The challenge in 2014 was to seek improved facilities in the short-term and strive for permanent infrastructure for the long-term. The North- Western Region acknowledged that the College was eligible for an extra allocation for space and after further consultation, three relocatables were delivered to provide, five classroom spaces and some office/withdrawal rooms. These have been beautifully renovated and with a furnishing grant of $25,000, they are now quality teaching and learning spaces.

In terms of a strategic focus to provide much needed infrastructure, there had been considerable groundwork laid in readiness. The ‘Strategic Directions Blueprint: College Council Focus 2010-11’, the College Council working plans developed in 2012 and my paper ‘Viewbank College Building Project – Vision for the Future’, as well as a variety of compelling College data, had already been conveyed to the Banyule City Council, the Member for Ivanhoe, Anthony Carbines and the Liberal candidate, Carl Ziebell to create leverage with candidates in the lead-up to the 2014 State Election. Given the dire economic climate of the past five years, 2014 was the only opportunity to strive to achieve the College building priorities. In the lead up to the election, I secured visits from the Premier Dennis Napthine; the then Leader of the Opposition, Daniel Andrews and also a separate visit from James Merlino, the Deputy Leader of the Opposition along with the respective candidates for the seat of Ivanhoe. Mayor Craig Langdon had also been instrumental in lobbying for the College project. The work of the Member of Ivanhoe, Mr Anthony Carbines proved invaluable in successfully securing a guaranteed $11.5 million pledge to achieve a dedicated Performing Arts/Music Teaching Centre and Administration/Staff Space. The College is in an exciting phase as we begin the actual fine-tuning of plans for the proposed facilities and place the College in readiness for the commencement of the construction.

On reflection, Viewbank College should be proud of the attainment of all goals and targets as outlined in the Strategic Plan and Annual Implementation Plan for 2014. I wish to thank the teaching staff for their focus on curriculum development and their own extensive personal development towards enhancing outcomes for all students. The Leading Teacher team worked tirelessly to deliver in each of their areas of responsibility. The Business Manager, Mrs Natalie Kennan and ESS staff underpin all we do with such good grace and commitment and I wish to acknowledge their important contribution. Natalie’s care to detail has strengthened fiscal management and administrative practices and I thank her for work.

I would like to acknowledge the parents who contribute via the three “Friends” groups: Friends of Music, Friends of Viewbank and Friends of the Performing Arts. They ensure that the College has support for many of the extra-curricular programs and for generating much
needed funds to provide extra resources or facilities. I also wish to thank Mrs Lynette Matthew and her daughter Catherine, for the organization of the Presentation Ball, supported by Mr Damian Schulz and Ms Samantha Sissons. Those parents who volunteer for Canteen contribute not only to the provision of a viable Canteen, but help generate funds that go towards College improvements. Thank you to the parent volunteers who run the Second-Hand Uniform Shop. Particularly, I wish to acknowledge the Year 7 and 10 parents for their support and considerable outlay towards ensuring that their children would access the 1:1 Laptop Program and subscribe to Learning Fields, the provider of online text books. This initiative is a first for the College.

The College Council, under the leadership of Damian Schulz, has actively worked to assist in implementing and achieving of the College targets for 2014. I thank Damian for his energy, involvement and care to attention. The goodwill, commitment and time that our councillors devote to this College, supports the work of innovation, continuous improvement and improved student outcomes.

From a personal perspective, I wish to thank my immediate colleagues, Assistant Principals Mr John Munro and Mrs Maree Gaffney, for their enormous commitment, their support and fine leadership.

Judith Craze
Principal
“Caring for Excellence”