

# 2017 Annual Report to the School Community



School Name: Warrandyte High School

School Number: 8437



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 05:03 PM by Stephen Parkin (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 05:50 PM by Andrew Watts (School Council President)



## About Our School

### School Context

Warrandyte High School is building a strong reputation for excellence in academic and creative achievement. Through a holistic approach where every student is valued and supported to achieve their personal best, the School encourages students to grow as individuals and participants in the wider community. Recognising the strong link between self-efficacy and learning, the School promotes student voice and places emphasis on the development of a Growth Mindset, which embraces academic challenge. Our teachers work in professional learning teams to develop, implement and continually improve, relevant, innovative programs, which facilitate the best possible outcomes for our students.

Our four whole school theories of action are:

- Prioritise High Expectations & Authentic Relationships
- Emphasise Inquiry Focused Teaching
- Adopt Consistent Teaching Protocols
- Adopt Consistent Learning Protocols

Our six theories of action for teachers are:

- Harness Learning Intentions, Narrative & Pace
- Set Challenging Learning Tasks
- Frame Higher Order Questions
- Connect Feedback to Data
- Commit to Assessment for Learning
- Implement Cooperative Groups

The school was founded in 1978 and is situated in a green wedge, 20 km from the Melbourne CBD. The School facilities are set in tiered bushland creating a calming, safe and supportive atmosphere. The school values of excellence, integrity and respect are proudly displayed on large banners, visible from the main arterial entrance.

English, Mathematics, Science and Humanities Immersion programs in Years 7 and 8 and the Taking the Challenge program in Year 9 extend the broad range of core and elective subjects offered. Year 10 students are given access to all our VCE/VET subjects providing opportunities for breadth, extension and acceleration. In 2017 over 90% of our Year 10 students took one or more VCE/VET subjects. VET programs are offered on-site and through a local cluster arrangement. The School's visual and performing arts and digital media programs are acknowledged for their excellence and innovation. There is an extensive year level camps program which include an adventure camp, Melbourne City Experience, and a tour to Central Australia and Kakadu, as well as camps offered across year levels. The latter include the Great Victorian Bike Ride, World Challenge, Italy Tour and China Tour featuring a visit to our Sister School. Student leadership opportunities include; School Captains, Sport, Music and Production Captains, Class Captains and Student Representative Council.

In 2017 Warrandyte High School had an enrolment of 450.6 students with 32.55 equivalent full-time Teaching staff, 2 Principal class and 13.8 equivalent full-time Education Support staff.

### Framework for Improving Student Outcomes (FISO)

#### Improvement initiative: Building Practice Excellence

##### Key improvement strategies

- Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.
  - Develop and implement Professional Learning in student data analysis to identify Student Point of Need to inform teaching
  - Staff Performance and Development Plans to contain a data focussed goal
  - Embed School wide Instructional Model
  - Participation in Coaching for Leadership teams
  - Create a meeting structure that supports the School Improvement Team (SIT) to meet regularly to aid the implementation of the AIP.

School Improvement Team (SIT) to participate in regular meetings with the Senior Education Improvement Leader (each term) to monitor school improvement in line with the Annual Implementation Plan.

##### Progress achieve

- Professional Learning activities on identifying data sources and interpreting Naplan and VCE data, implemented for all PTTTs.
- Professional learning timeline published.
- All staff PDPs submitted. All teaching staff have the following data focussed goal in their PDP.
  - Goal: By the end of the 2017 performance and development cycle, I will have actively used at least two sources of data to identify the Point of Need of my students and differentiated the learning appropriately.



- All staff PDPs completed with authentic feedback provided to staff
- Cycle of inquiry has been completed over last 5 weeks of Term 2
- Regular learning walks undertaken
- Leadership team participating in Bastow 'Coaching for Leadership Teams' program.
- 360 degree feedback and culture audit completed
- FISO Continua of Practice for School Improvement 2017 explicitly used in development of SSP and AIP.
- Evidence provided through end of cycle PDP process

**Improvement initiative: Curriculum planning and assessment**

Key improvement strategies-

- Embed a culture of curriculum planning, and assess the impact of learning programs adjusting them to suit individual needs.
  - Develop and implement a formal process to use student achievement to effectively monitor and review Curriculum Plan, teaching and learning and assessment strategies.
  - Teachers use student data to plan and implement learning and assessment for student needs.

Progress achieved:

- VRQA compliance signed off.
- Curriculum review completed and all documentation updated.
- Evidence of Point of Need learning provided through PDP End of Cycle reviews.

**Achievement**

When compared to schools with similar student profiles, Warrandyte High School students are achieving similar results as measured by VCE median scores across all subjects. Student achievement in English as measured by AusVELS Teacher judgments indicated that the percentage of students in Years 7 to 10 working at or above expected standards was higher than the State Median and similar to schools with similar intake characteristics. In Mathematics the percentage was higher than the State Median and higher than schools with similar intake characteristics. Year 9 NAPLAN indicates our students are achieving above the State Median in both Reading and Numeracy. When compared to schools with similar intake characteristics our Year 9 NAPLAN Reading results are similar and the Numeracy results are higher. NAPLAN Relative Growth from Year 7 to Year 9 indicates a significant improvement in Numeracy from 2016 (10% reduction in Low Growth and 19% increase in High Growth) and a small improvement in Spelling (2% decrease in Low Growth and 4% increase in High Growth). This trend was not shared with Writing (14% increase in Low Growth and 6% decrease in High Growth) and Reading (8% increase in Low Growth and 5% decrease in High Growth). Grammar and Punctuation had a reduction in Low Growth of 2% but also a reduction in High Growth of 11%. Literacy is a key priority in 2018.

All PSD students have made good progress in relation to their Individual Learning Plans.

**Engagement**

The school emphasises the strong link between regular attendance and successful learning. All absences are followed up quickly through a strong Sub-School structure. The average number of days absent per full-time equivalent student at Warrandyte High School is significantly less than the State median and better than schools with similar intake characteristics. This very good result indicates that our students enjoy being at school and reflects our close tracking of student absence and our high quality communication with parents. A focus on a safe environment through an agreed code of conduct means that students feel supported and secure at school.

Student retention from Year 7 to Year 10 is above the State median and higher than schools with similar student profiles.

**Wellbeing**

The core of the school's wellbeing program is Restorative Practice and the establishment of a safe and supportive learning environment. The program is overseen by the Sub-School Teams and the Wellbeing Leader. At each year level dedicated programs are presented to students which address their specific social and personal needs. These include both internally run programs and programs provided by outside agencies such as the YMCA. There has also been a concerted effort to increase student voice through enhancing the role of the Student Leadership Team and the Class Captains who support the work of the Student Representative Council.

The 2017 Student Attitudes to School survey data indicated that our students 'Sense of Connectedness' was slightly below the State Median and similar to schools with similar intake characteristics. On the 'Management of Bullying' factor, we were again slightly below the State Median and similar to schools with similar intake characteristics.



For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 451 students were enrolled at this school in 2017, 206 female and 245 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Similar</li> <li> Lower</li> <li> Higher</li> <li> Similar</li> </ul>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 34%, Medium: 43%, High: 23%</p> <p><b>Numeracy</b> Low: 27%, Medium: 47%, High: 27%</p> <p><b>Writing</b> Low: 31%, Medium: 51%, High: 18%</p> <p><b>Spelling</b> Low: 33%, Medium: 49%, High: 18%</p> <p><b>Grammar and Punctuation</b> Low: 29%, Medium: 58%, High: 13%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 33%, Medium: 40%, High: 26%</p> <p><b>Numeracy</b> Low: 23%, Medium: 61%, High: 16%</p> <p><b>Writing</b> Low: 23%, Medium: 60%, High: 18%</p> <p><b>Spelling</b> Low: 19%, Medium: 58%, High: 23%</p> <p><b>Grammar and Punctuation</b> Low: 30%, Medium: 46%, High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score (blue dot) is ~45, state median (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is ~45, state median (green diamond) is 30.</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>91%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>11%</b>          VET units of competence satisfactorily completed in 2017: <b>95%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>0%</b></p>		



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>92 %</td> <td>91 %</td> <td>88 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	88 %	94 %	92 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>● Higher</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	88 %	94 %	92 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Higher</p> <p>● Higher</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

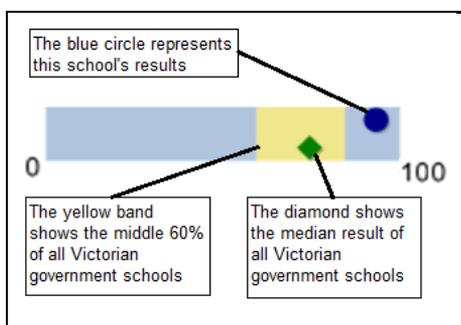
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

#### Financial summary for the school year of 2017

In 2017, the School finished the year with an operating deficit of \$199,354. This deficit was attributable to two reasons. Student Laptops are normally an annual expenditure. In 2017 there were two payments made. 2017 laptops paid in February \$125,860 (normally paid in December 2016) and 2018 laptops paid in December \$152,625. There was also expenditure associated with the establishment of the English Language Centre and the expansion of the International Student Program.

International Student numbers increased by 25 from 2016 to 2017, whilst SRP funded student numbers declined by 40.

Equity funding supported our Literacy, Numeracy and Wellbeing Programs in salary, professional development and resources.

Victorian Curriculum funding for CRT support to allow staff to receive professional development in the new curriculum.

Victorian Youth Leaders final funding received to support students who toured China interested in learning cultural differences between China and Australia 2016.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,178,607	High Yield Investment Account	\$3,480
Government Provided DET Grants	\$873,239	Official Account	\$326,050
Government Grants Commonwealth	\$15,268	Other Accounts	\$681,990
Government Grants State	\$24,172	<b>Total Funds Available</b>	<b>\$1,011,520</b>
Revenue Other	\$41,495		
Locally Raised Funds	\$773,871		
<b>Total Operating Revenue</b>	<b>\$5,906,653</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$21,315		
Equity (Catch Up)	\$19,374		
<b>Equity Total</b>	<b>\$40,689</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,506,794	Operating Reserve	\$238,650
Books & Publications	\$4,495	Asset/Equipment Replacement < 12 months	\$93,669
Communication Costs	\$12,201	Capital - Buildings/Grounds incl SMS<12 months	\$48,124
Consumables	\$197,969	Maintenance - Buildings/Grounds incl SMS<12 months	\$25,230
Miscellaneous Expense <sup>3</sup>	\$565,521	Revenue Receipted in Advance	\$123,398
Professional Development	\$23,135	School Based Programs	\$100,465
Property and Equipment Services	\$604,317	Repayable to DET	\$330,443
Salaries & Allowances <sup>4</sup>	\$79,186	Other recurrent expenditure	\$2,160
Trading & Fundraising	\$12,828	Asset/Equipment Replacement > 12 months	\$49,380
Travel & Subsistence	\$10,366	<b>Total Financial Commitments</b>	<b>\$1,011,520</b>
Utilities	\$89,195		
<b>Total Operating Expenditure</b>	<b>\$6,106,006</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$199,354)</b>		



**Asset Acquisitions**

**\$0**

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*