

2019 Annual Report to The School Community



School Name: Warrandyte High School (8437)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 23 April 2020 at 02:57 PM by Stephen Parkin (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 August 2020 at 05:12 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. Recognizing the strong link between self-efficacy and learning, the school promotes student voice, leadership and agency as well as our school values of Respect, Excellence and Integrity.

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. Enabling students to provide teachers with feedback and to give students an authentic say in their learning is central to our mission.

Warrandyte High School actively embraces the Framework for Improving Student Outcomes (FISO) Framework and in particular, the ten High Impact Teaching Strategies (HITS). From this came our whole school Instructional Model.

Twice a year students formally provide teachers with feedback regarding their learning and the teaching strategies they are experiencing. In 2019 we also introduced Student Voice groups. The aim here is to empower students further with their learning and to give them an authentic voice regarding all aspects of their Warrandyte High School experience, both inside and outside of the classroom.

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 and they are also proudly displayed in every classroom.

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 9 students have the opportunity to participate in an intensive Basketball and Football Program. Year 10 students have access to all our VCE/VET subjects providing opportunities for breadth, extension and acceleration. In 2019 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 vibrant and engaging. There are extensive opportunities for students to participate in a host of camps and cultural immersion experiences across all the year levels. Every year we have a dynamic musical production which involves students from all year levels. We have the 4 day Year 7 camp in the Halls Gap region, the Year 9 Melbourne City Experience, the Year 11 tour to Central Australia and Kakadu, the Great Victorian Bike Ride which is open to students from all year levels, the Italy and China cultural immersion trips which are open to students from Year 8 to Year 11. The China Tour includes a visit to our Chinese sister school. These are merely some of the offsite activities and experiences we offer.

Student leadership opportunities include; School Captains, Sport, Music and Production Captains, Student Representative Council and the above mentioned, Student Voice Teams.

In 2019 Warrandyte High School had an enrolment of 428 students with 29.4 equivalent full-time Teaching staff, 2 Principal class and 13.8 equivalent full-time Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2019, the College's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning, and Empowering Students and Building School

Pride.

The KIS were:

- Build teacher capacity to differentiate teaching to ensure challenge and progress for every student, in particular, with regard to literacy.
- Embed a culture of curriculum planning, and assess the impact of learning programs adjusting them to suit individual students.
- Develop and activate high expectations and aspirations of students, staff and families

To support implementation of these KIS:

- Learning Specialists were appointed as professional practice coaches for teachers.
- A whole school Literacy Plan was implemented.
- All curriculum documentation was reviewed.
- Learning Goals were developed with all students and Student Voice Teams implemented

Positive gains in the School Staff Survey and the Student Attitudes to School Survey showed clear evidence of the impact of these strategies, with additional evidence gathered through peer observation and learning walks and recorded as part of 2019 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes. Further evidence was the significant improvement in Reading as evidenced by NAPLAN Learning Gain from Year 7 to Year 9.

The Instructional Model has become part of the accepted culture of the school. Teachers are familiar with all aspects of the model and consistently use the language of the Model in their teaching practice. Learning walks indicate that teachers are embedding the use of Learning Intentions and that co-constructing Success Criteria with students is evolving.

Achievement

In 2019, the school continued work on its strategic plan goal of 'Improving individual student learning outcomes through a differentiated curriculum which stimulates and challenges all students'. Consistent teaching practices, data analysis and point of need teaching was a focus along with the implementation of a whole school Literacy Plan.

Students in Years 7 through to 10 continue to improve in both literacy and numeracy. The school met its 12-month Reading and Numeracy Learning Gain targets in three of the four identified areas, significantly reducing the percentage of Year 9 students achieving Low Gain for NAPLAN Reading and Numeracy and more than doubling the percentage of Year 9 students achieving High Gain in Reading. Similarly the percentage of students in the top two NAPLAN bands improved in both Reading and Numeracy.

There is still work to be done as indicated by the slight decrease in the VCE All Studies mean score and the Key Improvement Strategy of 'Building teacher capacity to differentiate teaching to ensure challenge and progress for every student, in particular, with regard to Literacy' will continue to be a focus in 2020.

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

Engagement

In 2019 Warrandyte High School continued to work on its Strategic Plan Goal of 'Improving student engagement and motivation to learn' through developing more positive classroom environments through consistent classroom management practices and greater personal engagement with students. This has been based on an analysis of internal student surveys and the Attitudes to School Survey (AToSS) run by DET each year. This was further supported

by the introduction of Student Focus Groups to enable a deeper dive into the data. Evidence that this is having an effect can be seen in our improved AToSS data for 2019 where all 12 month targets were met. These measures included Learning Confidence, Motivation and Interest, and Stimulating Learning.

The school continued to work with families to ensure students were at school and learning, emphasizing 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 less than the State median and reflects our close tracking of student absence and our high quality communication with parents. However, it has increased slightly from last year and our processes will be reviewed in 2020. 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.

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 Student Services Team 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 the introduction of Student Focus Groups and enhancing the role of the Student Leadership Team and the Class Captains who support the work of the Student Representative Council. In 2020 Student Voice Teams will also be implemented.

The 2019 Student Attitudes to School survey data indicated a significant improvement in our students' 'Sense of Connectedness' which is now above the State Median. There was also an increase in the 'Management of Bullying' factor, though we are still below the State Median.

The Strategic Plan Goal to 'Enhance the wellbeing of all students in the school' with its KIS of 'Employing a whole school approach to wellbeing to ensure a safe and secure learning environment' is a focus of our 2020 AIP.

Financial performance and position

In 2019, the School finished the year with an operating deficit of \$473,941. This deficit is somewhat misleading as the income and expenditure related to our International Student Program impacts our Financial Performance Position in different calendar years. In 2018 \$340,910 was banked from ISP revenue to offset the staffing cost of this program. This money then becomes part of the expenditure in 2019 and hence appears as part of the Operating Deficit.

The other \$133,031 of the Deficit is attributable to:

- Targeted expenditure on a new extension to student dining area and various new equipment and resources funded from savings.
- Salaries and Allowances due to a large number of staff sick leave absences caused by serious illness.

Equity funding continued to support our Literacy, Numeracy and Wellbeing programs.

Our International Student program generated local funding to support the learning of our International Students while also contributing to overall programs across the school.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 428 students were enrolled at this school in 2019, 197 female and 231 male.

5 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.3	73.0	64.9	79.3

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	61.8	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.2	78.4	63.3	90.2	Above
Mathematics	81.3	67.9	47.2	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	62.7	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	61.5	53.9	40.0	67.6	-
Year 9	Reading (latest year)	52.7	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	43.1	42.9	29.9	59.9	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	59.2	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	57.0	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	47.0	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	48.2	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	30.6	53.1	16.3
Year 5 to 7	Numeracy	32.7	59.2	8.2
Year 5 to 7	Writing	27.7	53.2	19.1
Year 5 to 7	Spelling	34.7	42.9	22.4
Year 5 to 7	Grammar and Punctuation	12.2	63.3	24.5
Year 7 to 9	Reading	22.2	46.7	31.1
Year 7 to 9	Numeracy	16.3	67.4	16.3
Year 7 to 9	Writing	33.3	47.6	19.0
Year 7 to 9	Spelling	40.0	51.1	8.9
Year 7 to 9	Grammar and Punctuation	31.1	48.9	20.0

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	25.2	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	26.9	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **100 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **10 percent.**

VET units of competence satisfactorily completed in 2019: **93 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	20.4	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	17.0	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	89	86	90	92	94

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	75.3	75.6	66.7	82.1	Below
Retention (4 year average)	76.8	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	97.3	90.1	81.8	98.6	Above
Student Exits (4 year average)	93.5	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	54.1	52.0	43.6	61.9	Similar
Percent endorsement (3 year average)	49.9	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	51.7	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	48.7	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,240,612
Government Provided DET Grants	\$644,675
Government Grants Commonwealth	\$16,499
Government Grants State	\$8,820
Revenue Other	\$54,032
Locally Raised Funds	\$756,986
Capital Grants	\$0
Total Operating Revenue	\$5,721,624

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,701
Transition Funding	\$0
Equity (Catch Up)	\$22,755
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$49,457

Expenditure	Actual
Student Resource Package ²	\$4,586,817
Adjustments	\$455
Books & Publications	\$1,724
Communication Costs	\$8,605
Consumables	\$169,202
Miscellaneous Expense ³	\$811,964
Professional Development	\$11,515
Property and Equipment Services	\$294,038
Salaries & Allowances ⁴	\$203,796
Trading & Fundraising	\$7,184
Travel & Subsistence	\$0
Utilities	\$98,422
Total Operating Expenditure	\$6,193,723
Net Operating Surplus/-Deficit	(\$472,099)
Asset Acquisitions	\$35,718

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$944,330
Official Account	\$45,939
Other Accounts	\$55,978
Total Funds Available	\$1,046,247

Financial Commitments	Actual
Operating Reserve	\$256,001
Other Recurrent Expenditure	\$12,247
Provision Accounts	\$0
Funds Received in Advance	\$105,316
School Based Programs	\$244,020
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$334,228
Asset/Equipment Replacement < 12 months	\$42,823
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,019,635

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 20 Mar 2020 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.

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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').