

2020 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 2020 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 28 April 2021 at 11:20 PM by Stephen Parkin (Principal)

The 2020 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 29 April 2021 at 07:52 PM by Andrew Watts (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

School Vision (from 2017 School Strategic Plan):

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 great 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.

School Values (from 2017 School Strategic Plan):

Set in tiered bushland in a green wedge on the rural fringe of the metropolitan area, the School buildings and grounds create 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.

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

General:

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

School Purpose (intent, rationale and focus from 2017 School Strategic Plan):

To improve student academic outcomes, student well-being and engagement by developing a culture of excellence in teaching and learning, creating a climate for learning that meets the needs of the students and empowering students to have a greater say in their learning

The school was founded in 1978 and is situated in Warrandyte, a green wedge suburb, 20 km from the Melbourne CBD. Warrandyte is a predominantly white Anglo-Saxon community, which is reflected in the School's enrolments with 98% of local students having English as the main language spoken at home. The school has grown its cultural diversity by actively marketing for International Students, opening an English Language School on campus, and entering into a sister school relationship with Suzhou Industrial Park Xinghai Experimental Middle School, China.

The School is organized into three sub-schools. Junior School (Years 7 and 8), Middle School (Years 9 and 10) and Senior School (Years 11 and 12). Where the focus moves from transition into secondary school, through consolidation

and development of self and community, then onto academic maturity and transition into tertiary studies or the workplace. In 2020 Warrandyte High School had 388.9 students, 29.9 FTE Teaching staff, 2 Principal class and 12.7 FTE Education Support staff. We have no Aboriginal or Torres Strait Islander staff.

English, Mathematics, Science and Humanities Immersion programs in Years 7 and 8 and the Taking the Challenge program in Year 9 extending 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 2020 over 90% of our Year 10 students took one or more VCE/VET subjects, with the VET programs 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.

Framework for Improving Student Outcomes (FISO)

In 2020, Warrandyte high School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Setting Expectations and Promoting Inclusion.

These were:

- building teacher capacity to differentiate teaching to ensure challenge and progress for every student, in particular with regard to literacy
- employing a whole school approach to wellbeing to ensure a safe and secure learning environment

However, the AIP actions and professional development plans were modified to suit the remote learning.

We did this by:

- conducting online formative assessments such as Kahootz, Quiziz and starters in Word or PDF to determine student's understanding of concepts
- consistently moderated SACs across Units 1-4 to maintain consistency of task and expectation. Unit 3 / 4 outcome expectations informed teaching practice at Units 1 / 2.
- providing literacy support to identified MYLNS students through the use of dedicated Google classrooms
- adjusting instruction processes and products to cater for a range of literacy levels when using online learning tools
- focusing professional learning on how to differentiate during remote learning
- developing and implementing a Remote Learning Plan which enabled student, parents and school staff to work together to support and reinforce expectations about learning and behaviour
- providing professional learning for their teams to prepare for the transition to online and remote learning
- providing professional learning in the use of Google Classroom, Meet, Docs, and the use of Google Drive.
- developing and monitoring meaningful learning goals using compass insights
- developing and monitored meaningful goals for students on Individual Education Plans.
- Learning Specialists joining the Google Classrooms and Meets of selected team members to share expertise and provide feedback/coaching.
- MYLNS teachers co - teaching with some staff to model pedagogies directed at differentiation and support for identified students
- the Student Services Team meeting with parents and students in online to provide support regarding wellbeing and engagement strategies for students.

- teachers having one-to-one sessions with students in Google Classroom Meet to discuss and assist with student work.
- using of Google Chat between teacher and students to have 'live' communication that was private during GC MEETs. This way students could ask questions which the whole class could not 'see'.
- teachers giving students a number of options for submitting their work, such as by Word/pdf, PowerPoint or video.
- Communicating regularly with parents/carers via emails to follow up with students' learning and progress
- using Compass to outline weekly lesson plans and set Learning Tasks so that parents could access them and support their children during remote learning

Achievement

During Remote learning the school ran asynchronous learning during the first lockdown and progressed to synchronous learning during the second lockdown. The asynchronous learning was implemented via our Compass Portal. Lesson Plans including Learning Intentions, Success Criteria and Resources were loaded onto Compass for student and parent access. Interaction with teachers was via email and Compass Class Feed. Students were required to exchange such communications with their classroom teachers at least once each day. During synchronous learning students followed their usual timetable, logging on for each class via Google Meet. Using Google Classroom and Google Meet. For both asynchronous and synchronous learning, teachers adapted the curriculum to the remote environment, focusing on formative assessment and using a variety of methods for summative assessment. With synchronous learning this included VCE assessments. Staff were able to utilise online resources for content delivery and assessment. In 2021, one of the foci will be on retaining and further developing formative assessment tools and strategies.

In 2020 no NAPLAN assessment took place. The school's VCE All Studies mean score increased by 6% from the previous year.

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

Engagement

During remote learning the school put in place additional strategies to support student engagement. Teachers adapted the curriculum to more active based learning so that students were not always in front of screens. Each lesson began with a Google Meet to provide personal interaction and a wellbeing check to take place. From that point the class could proceed in several ways. While some students did struggle with the remote learning environment others excelled, and a number of students who had been previously been experiencing engagement challenges with onsite learning, found the remote environment attractive and connected strongly with the opportunities to learn from home. Sub-school leaders also organised whole year level activities during the remote learning period.

Comparative attendance and absence data during the remote learning period was influenced by local processes and procedures. Attendance at Warrandyte High School was very good. This was the result of the strategies put in place to ensure rapid follow up of student non-attendance and the implementation of support processes as appropriate.

Wellbeing

During remote learning the school drew on its existing structures to support student wellbeing. The Sub-school Leaders, Student Services Leader, Wellbeing Leader and Student Support team worked with students and parents, responding to a variety of needs. They were supported by the Principal and Assistant Principal. This included the implementation of weekly 'Wellbeing Wednesdays' and 'Mindfulness Mondays' news feed posts on our Compass portal which included advice and links to articles and wellbeing resources. Student wellbeing was prioritised in every online lesson, with teachers providing students with assistance and support as needed. Students with absences or who had been flagged by classroom teachers were followed up by the Wellbeing team to address any concerns.

Technical support and ICT equipment as needed, was provided by the school through our school IT technicians who

were available at school at designated times each week. parent/Teacher interviews were held remotely. These were so successful and positively received by parents that we have continued to hold them remotely in 2021, even though we are no longer teaching remotely.

Financial performance and position

In 2020, the School finished the year with an operating deficit of \$305,037. This deficit was lower than expected but was attributable to the following reasons:

- Targeted expenditure on a new extension to student dining area and various resources funded from savings.
- A reduction in SRP funded students.
- A decrease in Year 12 international student enrolments due to the impact of university Foundation programs, political situation and COVID-19 restrictions.

COVID-19 had significant effects on the financial situation on Warrandyte High School throughout the year

- Long term student remote learning.
- A decrease in international student enrolments due to the impact of Government Regulations and Covid19
- English Language School not running due to COVID-19 Restrictions.
- The DET CRT School funded program.

Equity funding continued to support our Literacy, Numeracy and Wellbeing programs. Our International Student program although reduced, generated local funding to support the learning of our International Students while also contributing to overall programs across the school

For more detailed information regarding our school please visit our website at
<https://www.warrandytehigh.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 389 students were enrolled at this school in 2020, 170 female and 219 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.

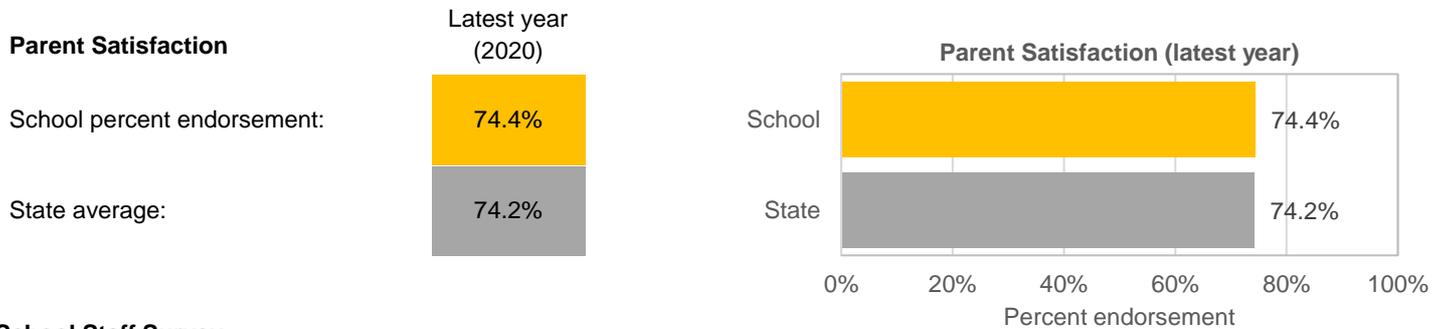
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

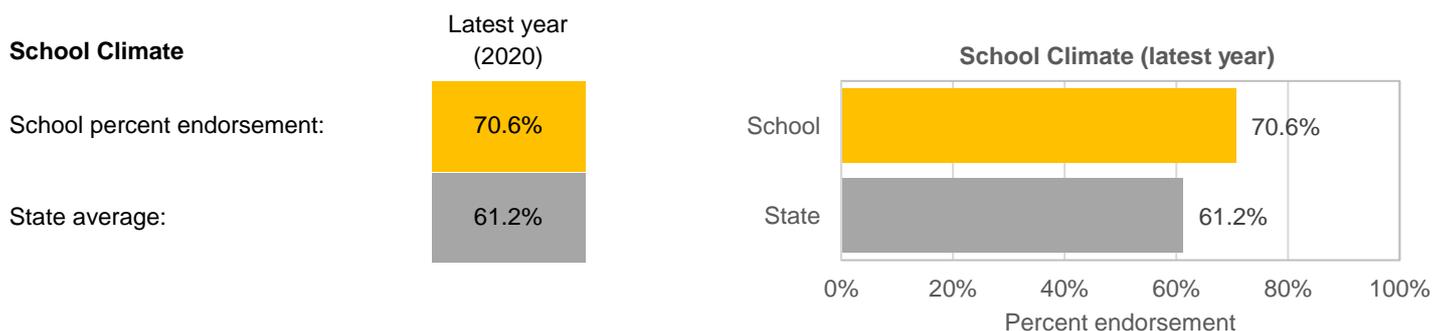


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

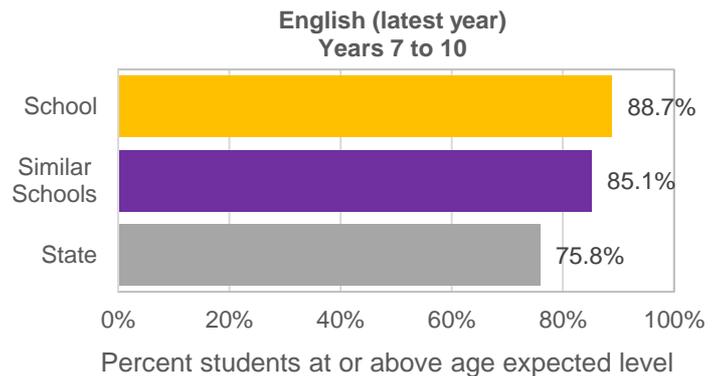
88.7%

Similar Schools average:

85.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

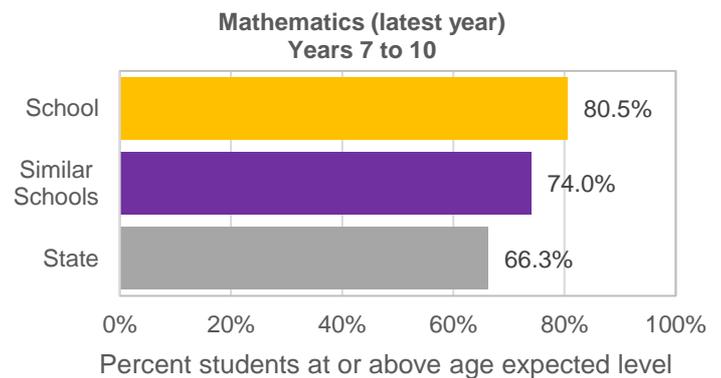
80.5%

Similar Schools average:

74.0%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

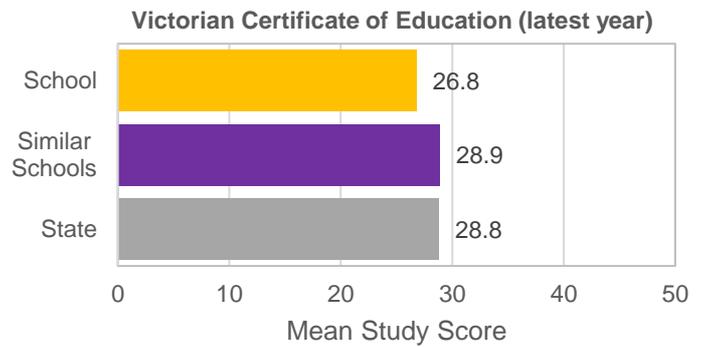
ACHIEVEMENT (continued)

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	Latest year (2020)	4-year average
School mean study score	26.8	26.6
Similar Schools average:	28.9	29.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

VET units of competence satisfactorily completed in 2020:

93%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

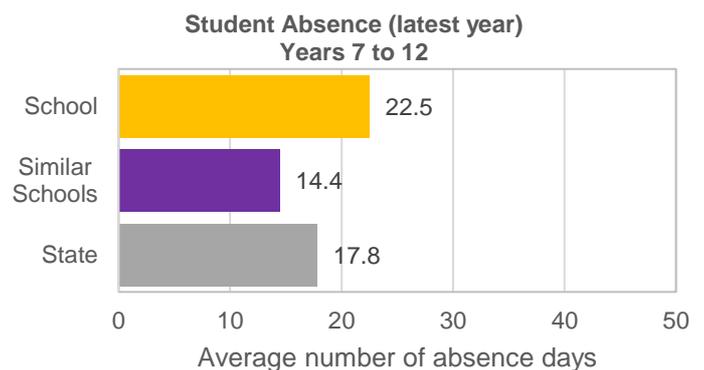
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	22.5	18.7
Similar Schools average:	14.4	17.0
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

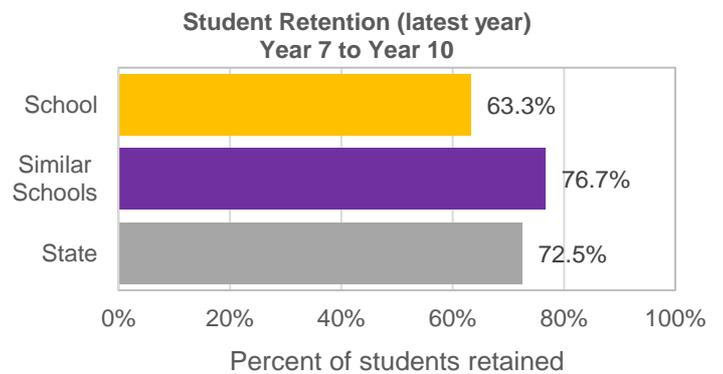
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	89%	87%	83%	88%	93%	94%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	63.3%	74.7%
Similar Schools average:	76.7%	76.6%
State average:	72.5%	72.9%



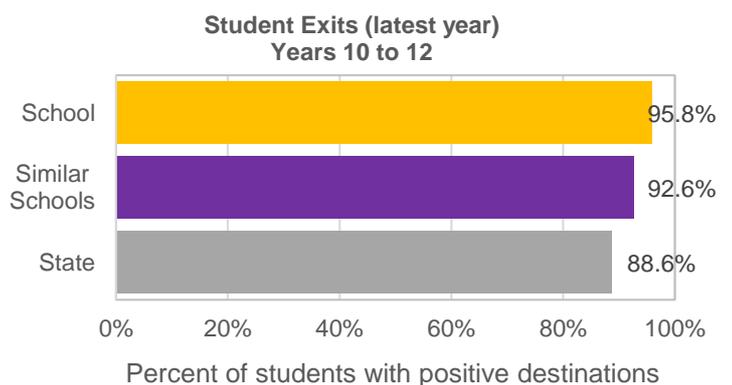
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	95.8%	93.4%
Similar Schools average:	92.6%	93.0%
State average:	88.6%	89.1%



WELLBEING

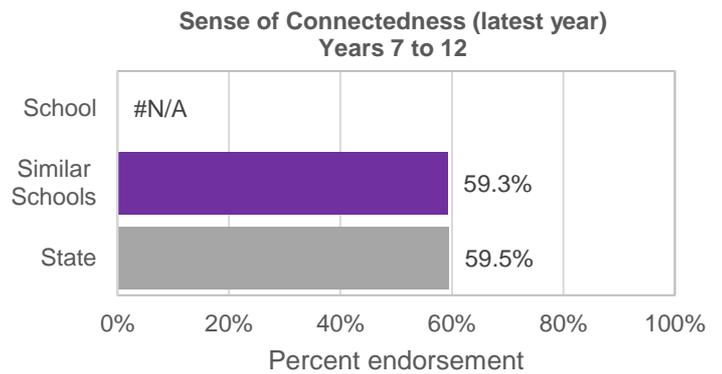
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	50.0%
Similar Schools average:	59.3%	54.2%
State average:	59.5%	55.3%



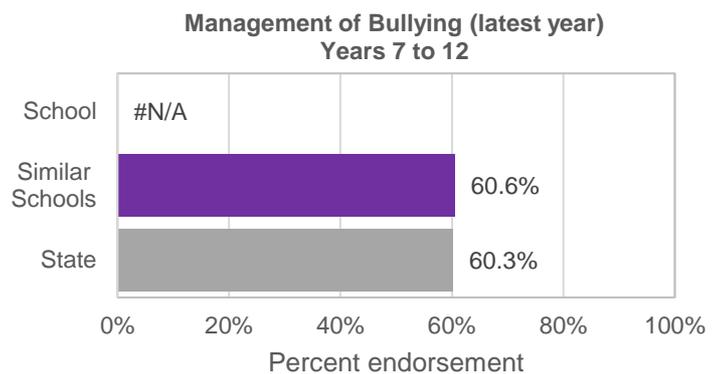
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	48.7%
Similar Schools average:	60.6%	57.5%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,072,698
Government Provided DET Grants	\$743,535
Government Grants Commonwealth	\$5,323
Government Grants State	\$9,725
Revenue Other	\$26,238
Locally Raised Funds	\$341,747
Capital Grants	NDA
Total Operating Revenue	\$5,199,266

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,980
Equity (Catch Up)	\$15,743
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$44,723

Expenditure	Actual
Student Resource Package ²	\$4,509,278
Adjustments	NDA
Books & Publications	\$1,241
Camps/Excursions/Activities	\$74,177
Communication Costs	\$8,651
Consumables	\$101,089
Miscellaneous Expense ³	\$183,438
Professional Development	\$6,989
Equipment/Maintenance/Hire	\$187,382
Property Services	\$51,102
Salaries & Allowances ⁴	\$127,011
Support Services	\$167,838
Trading & Fundraising	\$1,694
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$5,496
Utilities	\$90,649
Total Operating Expenditure	\$5,504,303
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$83,924

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$922,929
Official Account	\$53,417
Other Accounts	\$58,901
Total Funds Available	\$1,035,246

Financial Commitments	Actual
Operating Reserve	\$159,621
Other Recurrent Expenditure	\$2,978
Provision Accounts	NDA
Funds Received in Advance	\$141,382
School Based Programs	\$298,893
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$288,704
Asset/Equipment Replacement < 12 months	\$52,148
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$114,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,057,726

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.