

# 2012 Annual Report to the School Community

Warrandyte High School  
School Number: 8437



#### Warrandyte High School

Warrandyte High School's mission is to challenge every learner within a safe and supportive environment. This core purpose is underpinned by our values of excellence, integrity and respect. In order to achieve our mission, Years 7&8 students undertake a program of core subjects, including immersion *Active Learning Projects*, and practical classes. The Year 9 program also features core subjects and is enriched through our *Taking the Challenge* program and electives, this is extended in Year 10 where students also have access to the full range of VCE subjects for extension and acceleration. These extension and acceleration opportunities continue into Year 11. We offer a range of post-compulsory subjects, including VET: both internally and through clusters of schools. Others may complete a GAP program, according to their needs as individual learners.

Our 550 students come from a range of different primary schools; many travelling long distances by bus to reach us. Situated on the rural fringe of the metropolitan area, the community of Warrandyte is similar to a country town. The school has excellent relationships with local community groups such as Rotary, Lions and the CFA. A low proportion of students come from families where English is the second language.

In 2012, the school had 44.2 equivalent full-time teachers, 2 EFT Principal class and 12.2 EFT Education Support staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>When compared to schools with similar characteristics, Warrandyte High School students are achieving similar results as measured by VCE median scores across all subjects and VELS Teacher judgements in English and Mathematics. Year 9 student performance in reading and numeracy as measured by NAPLAN has increased when compared with other schools with similar characteristics. This occurred through consistent and purposeful teaching.</p> <p>Numeracy will continue to be a key priority in 2013 through the maths intervention program, Quicksmart, and continued systematic tracking of individual student progress.</p> <p>Student learning will be further supported through our 1:1 netbook program which will see all students from Year 7 to Year 12 accessing anywhere, anytime, learning in 2013. This will be enhanced by a comprehensive ICT professional learning program for teachers.</p> <p>An extensive review of the Years 9 &amp; 10 teaching and learning programs was finalised in 2012. This review has created greater opportunities for individualised learning, including extension and acceleration, through structural changes and a consistent whole school approach to effective teaching and learning with a focus on high expectations of student achievement.</p> <p>All students on the PSD program have made good progress in relation to their Individual Learning Plans.</p>	<p>Student attendance at Warrandyte High School is similar to schools which have students of similar background characteristics to our students. In 2013, a new electronic roll marking and student management system has been introduced to more closely track student attendance and improve communication with parents. This system will also give parents access to real time attendance data.</p> <p>In 2012, teachers worked together closely to make explicit their shared understandings of best practice teaching and learning. At the core of this was key learning in restorative practice and the establishment of a safe and supportive learning environment.</p> <p>Each year level of students has had dedicated programs which address their specific social and personal needs. These have included expert speakers such as the REACH Foundation and the YMCA.</p> <p>There has been a concerted effort to extend student consultative groups at each year level, who support the work of the Student Representative Council. In 2012, student engagement and wellbeing will be further supported by a range of actions. These include a commitment to team teaching, restorative practices, the expansion of opportunities for student contribution and leadership and finally, a strategic focus on improving attendance through close monitoring and prompt follow up.</p>	<p>Our ability to retain students from Years 7- 10 increased slightly in 2011 and is still on a comparable level to other similar government schools. In 2012, 70% of students continued on to tertiary education. Of these students, 53% went to University and 47% to TAFE. The remaining students had positive pathways to employment and training.</p> <p>Student Pathways and Transitions is supported by a vast range of learning opportunities through a comprehensive personalised careers program for Years 9-12 including Work Experience. As well, students can be involved in an enrichment program at Years 10-11 by undertaking a VCE/VET study or GAP program. VCAL is available through our links with other community providers.</p> <p>In 2012, the school expanded the academic transition program between Years 10 &amp; 11 and Years 11 &amp; 12. This was also supported by a Study Skills program and visits to tertiary institutions. The school will continue to use the Student Performance Analysis software and Compass to identify and respond to individual learning needs.</p>

For more detailed information regarding our school please visit our website at

[www.warrandytehigh.vic.edu.au](http://www.warrandytehigh.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

## Warrandyte High School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

**Key:**

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:


### School Profile



- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.   
 1 7
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.   
 1 5
- Overall socio-economic profile   
 low low-mid mid mid-high high   
 Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language   
 low low-mid mid mid-high high
- 536 students (263 female, 273 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

## How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



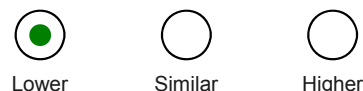
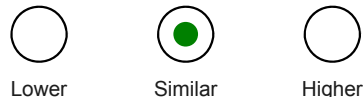
#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### School Comparison



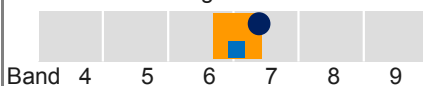
#### 2. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

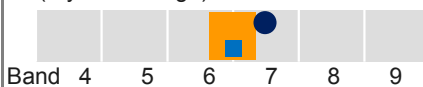
Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

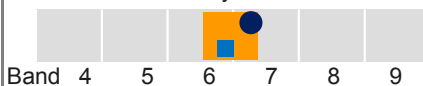
#### Results: Reading 2012



#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



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

#### 3. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

#### Results: Reading 2012



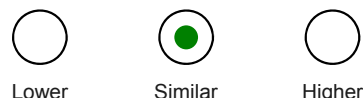
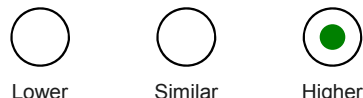
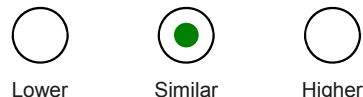
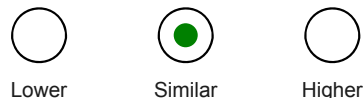
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012






#### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

Key:

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### Student Learning

#### 4. 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.

Percent of students in 2012 who satisfactorily completed their VCE: 99%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 11%

Percent of VET units of competence satisfactorily completed in 2012: 97%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: N/A

### Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

#### 5. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
89%	87%	85%	86%	88%	94%

### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Pathways and Transitions

#### 7. Student retention

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

#### 8. Students exiting to further studies and full-time employment

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

### Student Outcomes

Results: 2011



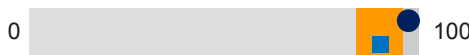
Results: 2008 - 2011 (4-year average)



Results: 2011



Results: 2008 - 2011 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2012

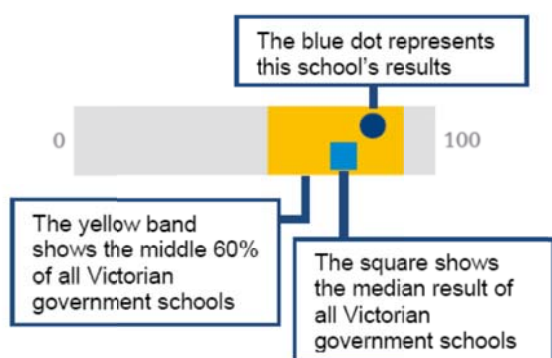
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$1,135,743
Commonwealth Government Grants	\$80,210
State Government Grants	\$17,831
Other	\$54,572
Locally Raised Funds	\$800,408
<b>Total Operating Revenue</b>	<b>\$2,088,764</b>

### Expenditure

Salaries and Allowances	\$65,043
Bank Charges	\$3,211
Consumables	\$176,770
Books and Publications	\$8,462
Communication Costs	\$20,467
Furniture and Equipment	\$270,994
Utilities	\$65,209
Property Services	\$469,672
Travel and Subsistence	\$45
Motor Vehicle Expenses	\$0
Administration	\$26,459
Health and Personal Development	\$483
Professional Development	\$12,322
Entertainment and Hospitality	\$15,672
Trading and Fundraising	\$78,796
Support / Service	\$113,851
Miscellaneous	\$295,937
<b>Total Operating Expenditure</b>	<b>\$1,623,393</b>

**Net Operating Surplus/-Deficit** **\$465,371**

**Capital Expenditure** **\$6,718**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$152
Official Account	\$464,733
Other Bank Accounts (listed individually)	
Building Fund	\$15,277
Library Fund	\$3,142
Term Deposit	\$100,000
Term Deposit	\$221,372
Term Deposit	\$260,498
(insert)	\$
<b>Total Funds Available</b>	<b>\$1,065,175</b>

### Financial Commitments

Financial Commitments	2012 Actual
School Operating Reserve	\$151,700
Assets or Equipment Replacement <12 months	\$115,343
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$399,750
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$161,404
School based programs	\$52,517
Region / Network / Cluster Funds	\$
Provision Accounts	\$4,000
Repayable to DEECD	\$160,184
Other Recurrent Expenditure (Accounts Payable)	\$5,000
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$15,277
Maintenance - Building / Grounds including SMS >12 months	\$
<b>Total Financial Commitments</b>	<b>\$1,065,175</b>

## Financial performance and position commentary

In 2012, Warrandyte High School received an Assisted Supplementary Maintenance Grant of \$522,480 with an additional grant of \$46,182. This grant was specifically for repairs to termite damaged building fabric, accessibility works in theatre and roofing works in gymnasium. 58% of the works have been completed with 42% to be completed in 2013. We also received an Empowering Local Schools National Partnership Specialisation Grant of \$50,000 in July. This grant will be funding the creation of an Editing Suite within the Doig Learning Centre which will commence in 2013.

## Smarter Schools National Partnerships Annual Activity and Accountability Statement 2012

### 8437 Warrandyte High School

*Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.*

National Partnership Name	National Partnership on Empowering Local Schools	
2012 Allocation	National Partnership for Low Socio-Economic Status School Communities (where applicable)	National Partnership on Empowering Local Schools (where applicable)
		\$50,000
School Co-investment	Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.	

**Notes:**

- *National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.*
- *Expenditure at the school level may not have been spent in the year the direct support was received.*
- *Some schools are holding funds on behalf of other schools for a group improvement project.*
- *Schools with a \$0 allocation are:*
  - *being supported by a group improvement project where the funding is held by another school, or*
  - *receiving funding in subsequent years.*

The school is participating in the following initiatives to support the achievement of its goals and targets:

#### 2012 Low Socio-economic Status School Communities National Partnership Initiative Details

Not applicable

#### 2012 Empowering Local Schools National Partnership Initiative Details

Under the specialisation initiative the school can specialise in a field of their choice, such as languages, maths, science or design. Schools are able to implement innovative solutions designed to broaden student choices in the government school system, meet student need, improve student outcomes in their local context, and allow schools to become unique and pursue their own and their community's goals.