

2013 Annual Report to the School Community

Warrandyte High School

School Number: 8437



Name of School Principal: Dr Stephen Parkin

Name of School Council President: Paul McNamara

Date of Endorsement: 29 April 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Warrandyte High School has built and maintained a strong reputation for excellence in academic and creative achievement in a holistic environment 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 and recognises the strong link between self-efficacy and learning, placing great emphasis on the development of a Growth Mindset, the need for academic challenge and the necessity of hard work to achieve academic growth. The School is a learning community that strives for excellence in the delivery of its programs to its student population and encourages the development of educationally rewarding staff-student relationships. Our teachers work in professional learning teams to develop and implement relevant and innovative programs which facilitate the best possible outcomes for our students. Active Learning Projects and the Taking the Challenge program extend the broad range of core and elective subjects offered in the Junior School and our Year 10 students are given full access to all our VCE subjects providing opportunities for breadth, extension and acceleration. 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 are also extensive student leadership, sporting and camps programs which include a biennial Italy Tour. Through the consideration of each student's academic, creative, sporting and social needs, the school fosters the achievement of high academic standards and the development of confident individuals, who are able to take their place in a rapidly changing world.

In 2013 Warrandyte High School had the average equivalent of 36.7 full-time Teachers, 2 Principal class and 12.8 Education Support staff.

Achievement	Engagement	Wellbeing
<p>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. Year 9 student performance in reading and numeracy as measured by AusVELS Teacher judgements and NAPLAN indicates our students are achieving above State median. NAPLAN Relative Growth in Writing was a little disappointing, and indicated a need to re-arrange the order in which the English curriculum was taught in Year 8 and Year 9. This has been addressed in 2014.</p> <p>Literacy and Numeracy will continue to be a key priority in 2014 with a focus on the use of assessment data to better respond to student needs and the development of best practice with regard to differentiated curriculum</p> <p>In 2013 our Year 10 program was restructured to provide greater opportunities for increased curriculum breadth, extension and acceleration. This led to almost all our Year 10 Students enrolling in one or two Year 11 VCE subjects and a significant number undertaking a VET study.</p> <p>All students on the PSD program have made good progress in relation to their Individual Learning Plans.</p>	<p>Our student attendance results are outstanding with our student attendance outcomes placing us well above the State median. When the data is adjusted for comparison with schools which have similar student profiles our student attendance data is still significantly above the expected level. In 2013, a new electronic roll marking and student management system was introduced to more closely track student attendance and improve communication with parents. This system also gives parents access to real time attendance data. The school places importance on attendance as it correlates with student outcomes. All absences are followed up quickly through a strong sub-school structure. A focus on a safe environment through an agreed code of conduct means that students feel supported and secure at school.</p> <p>When adjusted for our student intake profile, we achieved an increase in student retention from Years 7 to 10 in 2013 with our retention rate comparing favourably with the median result. This correlates with a significant increase in our Student Attitudes to School survey data.</p> <p>A significant contributing factor to engagement is the belief that everybody can improve in all that they do and the provision of challenging work at the appropriate level. In 2013 there has been a concerted effort to embed a 'Growth Mindset' culture into the school. This focuses on the themes of lifelong learning and the strong link between self-efficacy and learning. It celebrates challenge and work ethic and recognises that setbacks and failures are a necessary ingredient in achieving success</p>	<p>The Student Attitudes to School survey data has shown significant improvement in 2013 and indicates that our students enjoy school. Our Parent Opinion survey data has us in the top 15% of Secondary Schools for student safety. This is reflective of the pro-active approach the school has taken to student wellbeing. Teachers work together closely to make explicit their shared understandings of best practice teaching and learning. At the core of this are Growth Mindset, 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. Student engagement and wellbeing has been further supported by a range of actions. These include a commitment to team teaching, the expansion of opportunities for student contribution and leadership and, a strategic focus on improving attendance.</p> <p>In 2014, there will be a further focus on the development of effective pedagogical practices which increase student engagement and outcomes. The increased use of student feedback and the introduction of peer feedback and peer observation will enable teachers to better reflect on their practices.</p>

Performance Summary

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.

Key: Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 543 students were enrolled at this school in 2013, 266 female and 278 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



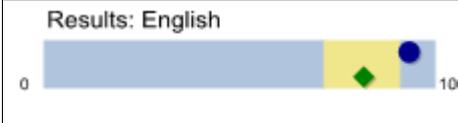
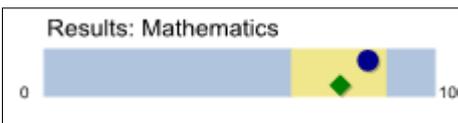
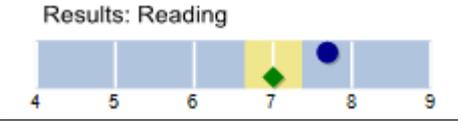
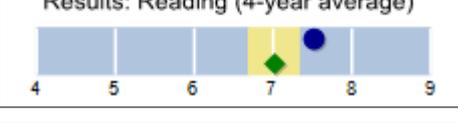
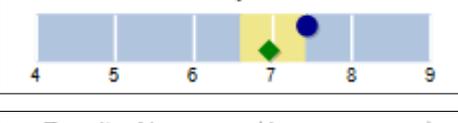
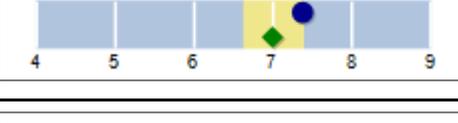
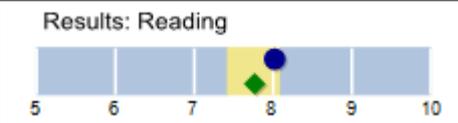
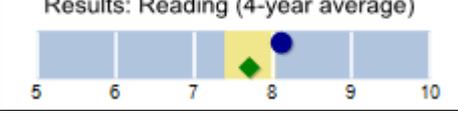
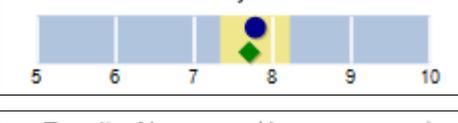
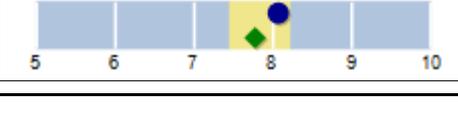
Parent Satisfaction Summary

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.



Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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> Similar</p> <p> Similar</p>



Students in 2013 who satisfactorily completed their VCE: [98%](#)

Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: [22%](#)

VET units of competence satisfactorily completed in 2013: [93%](#)

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: [N/A](#)

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

Engagement

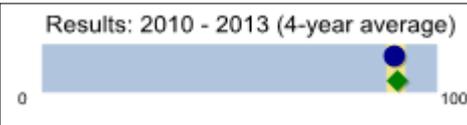
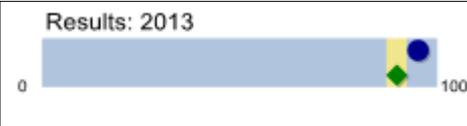
Student Outcomes

School Comparison

Student Attendance

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

Average 2013 attendance rate by year level:



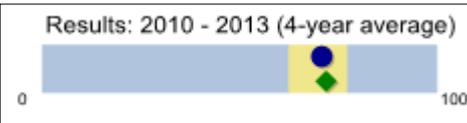
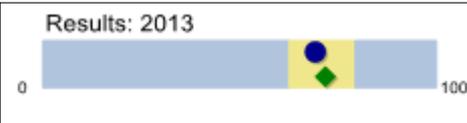
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
95 %	95 %	94 %	96 %	96 %	96 %

 Higher

 Similar

Student Retention

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

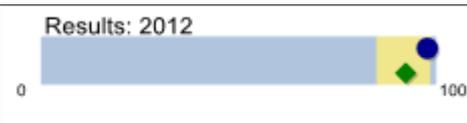


 Similar

 Similar

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.



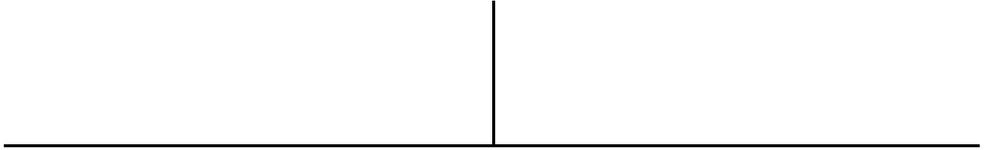
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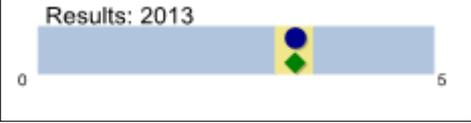
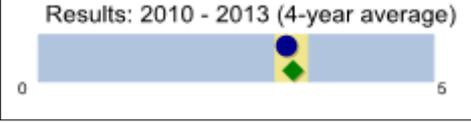
Department of Education and
Early Childhood Development

Warrandyte High School



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

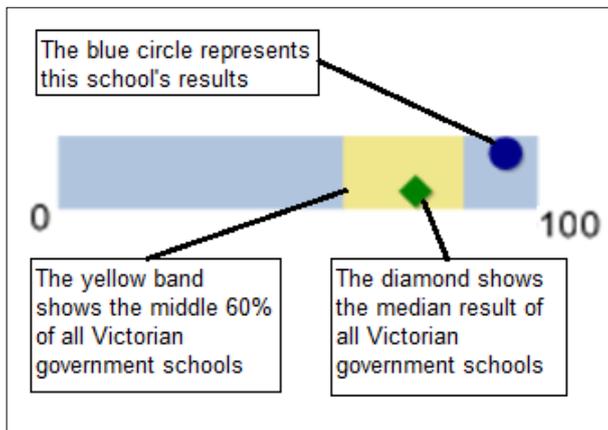
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

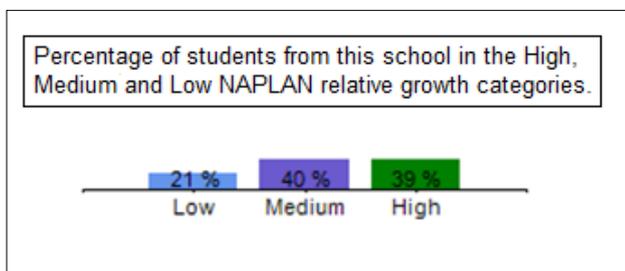
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

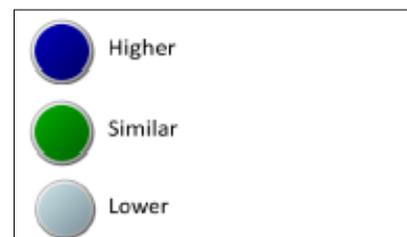


What is a School Comparison?

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: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 'About Our School' 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, 2013

Revenue	Actual
Government Provided DE&T Grants	\$369,119
Government Grants Commonwealth	\$5,937
Government Grants State	\$17,250
Revenue Other	\$57,201
Locally Raised Funds	\$827,140
Total Operating Revenue	\$1,276,648

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$4
Official Account	\$65,824
Other Accounts	\$478,267
Total Funds Available	\$544,095

Expenditure

Books & Publications	\$11,746
Communication Costs	\$22,317
Consumables	\$139,232
Miscellaneous Expense	\$466,068
Professional Development	\$24,176
Property Maintenance	\$801,747
Salaries & Allowances	\$100,744
Trading & Fundraising	\$82,172
Utilities	\$80,491
Total Operating Expenditure	\$1,728,693

Financial Commitments

Operating Reserve	\$216,167
Asset/Equipment Replacement < 12 months	\$45,203
Maintenance - Buildings/Grounds incl SMS<12 months	\$55,973
Revenue Received in Advance	\$76,466
School Based Programs	\$49,206
Repayable to DEECD	\$156,780
Other recurrent expenditure	\$5,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$15,558
Total Financial Commitments	\$620,352

Net Operating Surplus/-Deficit (\$452,045)

Asset Acquisitions \$0

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

2013 saw revenue meeting budget at 101% with the expenditure falling just under budget at 96%. The Assisted Supplementary Maintenance Grant received in 2012 was completed during 2013 to the value of \$324,839. The ELS Specialisation Grant of \$50,000 received in 2012 for the creation of an Editing Suite in the Doig Learning Centre commenced with 33% of works (\$17,527) completed by December 2013. It is expected that the Editing Suite will be completed in 2014.



National Partnerships Annual Activity and Accountability Statement 2013

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 2013 Allocation	Empowering Local Schools	\$0
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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.
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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.

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

National Partnership for Low Socio-Economic Status School Communities

Not Applicable

National Partnership for Empowering Local Schools

The Empowering Local Schools National Partnership empowers participating schools to make decisions at the local level and supports them to better respond to the needs of students and the school community. Schools participated in one of four initiatives: School Partnerships, Specialisation Grants, Supporting Professional Practice or Local Administration Bureau.