

## 2014 Annual Report to the School Community

Warrandyte High School

School Number: 8437



Name of School Principal:

Stephen Parkin

Name of School Council President:

Paul McNamara

Date of Endorsement:

15<sup>th</sup> April 2015

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Warrandyte High School was founded in 1978 and is situated in a green wedge, 20 km from the Melbourne CBD. The school has built 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 which embraces academic challenge and understands that academic growth is only achieved through hard work. 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. Educational research indicates that the school based factor which has the greatest impact on the learning of students is the classroom teacher. For this reason Warrandyte High School is committed to continually building the capacity of its teachers, striving to make good teachers great and great teachers better. In partnership with Monash University, McREL International and the Mitchell Institute, Warrandyte High School is taking part in the 'Powerful Learning and Teaching Project'. This three year project funded by the Sydney Myer Fund will see a significant investment in further improving the quality and consistency of teacher practice at Warrandyte High School leading to higher student outcomes.

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 in the Junior School. Year 10 students are given access to all our VCE subjects providing opportunities for breadth, extension and acceleration. In 2014 over 90% of our Year 10 students took one or more VCE subjects. VET programs are offered on-site and through a local cluster arrangement. The School's visual and performing arts and digital media programs are acknowledged for their excellence and innovation. There is an extensive camps program which includes a biennial Italy Tour, World Challenge, Great Victorian Bike Ride and Central Australia & Kakadu Tour. Student leadership opportunities include; School Captains, Sport, Music and Production Captains, Class Captains and Student Representative Council.

In 2014 Warrandyte High School had an enrolment of 505 students with 35.3 equivalent full-time Teaching staff, 2 Principal class and 14.5 equivalent full-time Education Support staff.

### Achievement

When compared to schools with similar student profiles, Warrandyte High School students are achieving similar results as measured by VCE median scores across all subjects. Year 9 student performance in reading and numeracy as measured by AusVELS Teacher judgments and NAPLAN indicates our students are achieving above State median. When compared to schools with similar intake characteristics our Year 9 NAPLAN numeracy results are similar, though our Year 9 Naplan Reading results are slightly lower. NAPLAN Relative Growth from Year 7 to Year 9 indicates a significant improvement in Writing and Numeracy which were a focus in 2014. Literacy and Numeracy will continue to be a key priority in 2015 with the introduction of On Demand testing providing increased formative assessment data so that teachers can better respond to student needs.

Higher student achievement outcomes are the focus of the 'Powerful Learning and Teaching' project. All Program for Students with a Disability students have made good progress in relation to their Individual Learning Plans.

## Engagement

The average number of days absent per full-time equivalent student at Warrandyte High School is significantly less than the State median. This very good result is due to our close tracking of student absence and our high quality communication with parents. The school emphasises the strong link between regular attendance and successful learning. All absences are followed up quickly through a strong year level structure. 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 well above the State median and reflects a continuing improvement trend over the past two years. This reflects the breadth of programs available to students and the school focus on building authentic staff and student relationships.

A target of the school's new Strategic Plan is to further improve the transitions between year levels and increase the opportunities for student voice.

## 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 Leader, the Wellbeing Leader and the six Level Leaders. 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 REACH Foundation and the YMCA. There has also been a concerted effort to increase student voice through enhancing the role of the Class Captains who support the work of the Student Representative Council.

The 2014 Student Attitudes to School survey data indicates school strengths in Classroom Behavior, Connectedness to Peers and Student Safety. However the Connectedness to School measure indicates a value which is slightly lower than similar schools. This is at odds with the excellent attendance rates and high student retention level throughout the school and will be the focus of a student led investigation in 2015.

Improving this Connectedness to School measure is also a target of the school's new Strategic Plan.

## Productivity

The 2014 School Staff Survey (principal and teacher responses) highlights school climate strengths in collective efficacy, academic emphasis, trust in students, parents and colleagues, and parent and community involvement, in comparison to all Victorian secondary schools. Improvement in productivity will be supported by a focus upon developing the most important resource, that of the school staff. This is the focus of the 'Powerful Learning and Teaching' project. The 2014 Staff Survey will also be used to identify key priorities and develop an agreed action plan.

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

## 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 505 students were enrolled at this school in 2014, 245 female and 261 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

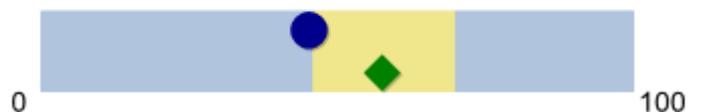
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## 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>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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

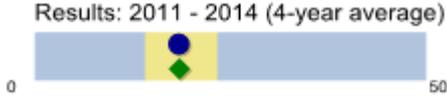
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 25%, Medium: 59%, High: 16%</p> <p><b>Numeracy</b> Low: 21%, Medium: 57%, High: 22%</p> <p><b>Writing</b> Low: 33%, Medium: 45%, High: 22%</p> <p><b>Spelling</b> Low: 25%, Medium: 55%, High: 19%</p> <p><b>Grammar and Punctuation</b> Low: 28%, Medium: 52%, High: 19%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 37%, Medium: 48%, High: 15%</p> <p><b>Numeracy</b> Low: 34%, Medium: 39%, High: 27%</p> <p><b>Writing</b> Low: 27%, Medium: 46%, High: 27%</p> <p><b>Spelling</b> Low: 45%, Medium: 38%, High: 18%</p> <p><b>Grammar and Punctuation</b> Low: 31%, Medium: 50%, High: 19%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2014 0 50</p> <p>Results: 2011 - 2014 (4-year average) 0 50</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **4%**  
 VET units of competence satisfactorily completed in 2014: **97%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **N/A**

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	92 %	92 %	93 %	95 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	92 %	92 %	93 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>

# How to read the Performance Summary

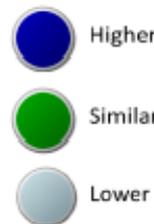
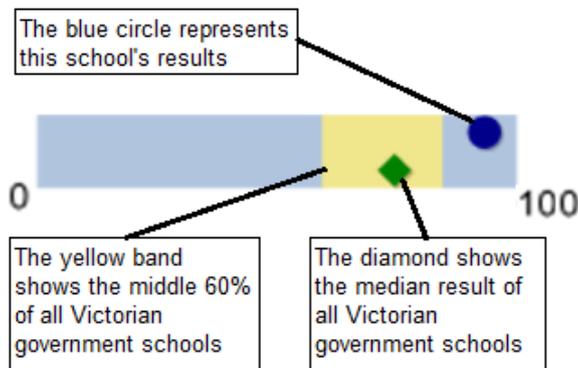
## What are student outcomes?

*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.



## 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.

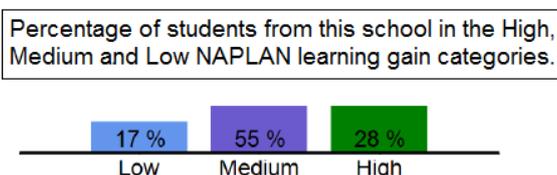
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,370,285
Government Provided DE&T Grants	\$459,612
Government Grants Commonwealth	\$6,769
Government Grants State	\$24,160
Revenue Other	\$107,422
Locally Raised Funds	\$976,923
<b>Total Operating Revenue</b>	<b>\$5,945,172</b>

Funds Available	Actual
High Yield Investment Account	\$5,367
Official Account	\$215,861
Other Accounts	\$459,312
<b>Total Funds Available</b>	<b>\$680,539</b>

Expenditure	
Student Resource Package	\$4,363,678
Books & Publications	\$16,791
Communication Costs	\$14,984
Consumables	\$157,316
Miscellaneous Expense	\$500,894
Professional Development	\$24,550
Property and Equipment Services	\$454,170
Salaries & Allowances	\$103,959
Trading & Fundraising	\$80,809
Travel & Subsistence	\$0
Utilities	\$78,815
<b>Total Operating Expenditure</b>	<b>\$5,795,966</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$149,206</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Financial Commitments	
Operating Reserve	\$224,463
Asset/Equipment Replacement < 12 months	\$49,582
Capital - Buildings/Grounds incl SMS<12 months	\$39,459
Revenue Received in Advance	\$168,176
School Based Programs	\$65,859
Region/Network/Cluster Funds	\$5,586
Provision Accounts	\$10,000
Other recurrent expenditure	\$5,000
Asset/Equipment Replacement > 12 months	\$90,726
Maintenance -Buildings/Grounds incl SMS>12 months	\$21,688
<b>Total Financial Commitments</b>	<b>\$680,539</b>

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

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

In 2014 the revenue budget exceeded expectations at 116% with the expenditure meeting budget at 102%. Areas exceeding revenue budget were in both Commonwealth & State Government Grants and Locally Raised Funds. Commonwealth Grants being from Universities for the supervision of Student Teachers and State Government Grants for the supervision of VCE exams. Locally Raised Funds saw an increase in fundraising activities and parent payments.

In 2014 Warrandyte High School became the banker school for the local division of School Sport Victoria and also saw the completion of the Editing Suite, a grant received in 2012.