Education and Training
VICTORIA State Government

2015 Annual Report to the School Community

Warrandyte High School

School Number: 8437

Name of School Principal:	Stephen Parkin
Name of School Council President:	Lyn Dyason
Date of Endorsement:	28 April 2016

About Our School

School Context

Warrandyte High School has built and maintained a strong reputation for excellence in academic and creative achievement. Through 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. The School is a learning community that strives for excellence in the delivery of its programs 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. Our teachers work in professional learning teams to develop and implement relevant and innovative programs which facilitate the best possible outcomes for our students.

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

The school was founded in 1978 and is situated in a green wedge, 20 km from the Melbourne CBD. The School facilities are set in tiered bushland creating a calming, safe and supportive atmosphere. The school values of excellence, integrity and respect are proudly displayed on large banners, visible from the main arterial entrance.

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 Middle School. Year 10 students are given access to all our VCE subjects providing opportunities for breadth, extension and acceleration. In 2015 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 year level camps program which include an adventure camp, Melbourne City Experience, and a tour to Central Australia and Kakadu, as well as camps offered across year levels. The latter include the Great Victorian Bike Ride, World Challenge, Italy Tour and China Tour featuring a visit to our Sister School. Student leadership opportunities include; School Captains, Sport, Music and Production Captains, Class Captains and Student Representative Council.

In 2015 Warrandyte High School had an enrolment of 491 students with 31.0 equivalent full-time Teaching staff, 2 Principal class and 13.7 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 and Year 9 NAPLAN Reading results are slightly lower. NAPLAN Relative Growth from Year 7 to Year 9 indicates continued improvement in Writing, Reading and Spelling on this measure, with significantly less students achieving low growth. Growth in Grammar and Punctuation was very similar to 2014 with regard to the percentages in each of the low, medium and high groups. However growth in Numeracy indicated an increase in the percentage of students achieving low growth. Literacy and Numeracy will continue to be a key priority in 2016. Higher student achievement outcomes are the focus of the 'Powerful Learning and Teaching' project.

All PSD 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 sub-school 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 above the State median and reflects a continuing improvement trend over the past three 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 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 Sub-school Teams and the Wellbeing Leader. At each year level dedicated programs are presented to students which address their specific social and personal needs. These include both internally run programs and programs provided by outside agencies such as the YMCA. There has also been a concerted effort to increase student voice through enhancing the role of the Class Captains who support the work of the Student Representative Council.

The 2015 Student Attitudes to School survey data indicated a small overall decline in the Connectedness to School and the Student Perceptions of Safety measures. However, this was not consistent across all year levels with two or more year levels achieving gains on these same measures. In 2016 the School has implemented a new Student Services structure and introduced classroom practices to target these measures.

Productivity

The 2015 School Staff Survey (principal and teacher responses) highlights school climate strengths in collective efficacy, collective responsibility, trust in students and parents, trust in colleagues, guaranteed and viable curriculum, in comparison to all Victorian secondary schools. Improvement in productivity will be supported by the introduction of a new leadership structure aligned to the School Strategic Plan. The 2015 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 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: �yellow▪
Result for this school: ● Median of all Victorian government secondary year levels: ◆

School Profile

Enrolment Profile

A total of 490 students were enrolled at this school in 2015, 234 female and 255 male.
There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

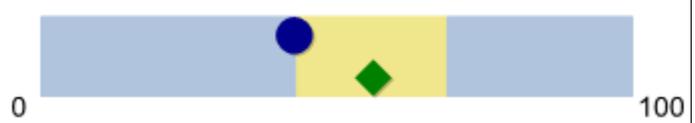| low	low-mid	mid	mid-high	high

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.
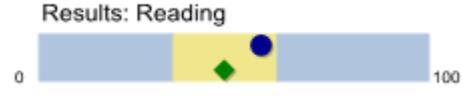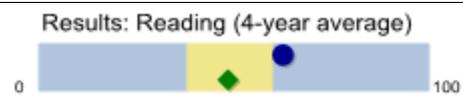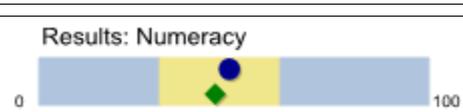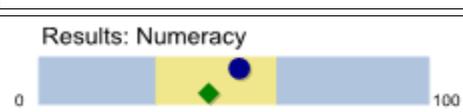
Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years 7 to 10 with a grade of C or above in: • English • Mathematics 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.	Results: English 0 ◼◼◼◼◼ 100 Results: Mathematics 0 ◼◼◼◼◼ 100	Lower Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Key:	Range of results for the middle 60 % of Victorian government secondary year levels:	
	Result for this school: ● Median of all Victorian government secondary year levels: ◆	

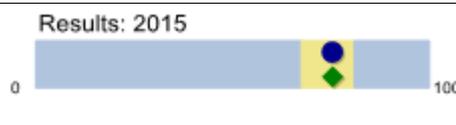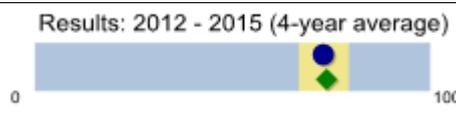| Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.		Lower Lower Lower Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 21 % / Medium 59 % / High 21 % **Numeracy** Low 36 % / Medium 49 % / High 15 % **Writing** Low 45 % / Medium 37 % / High 18 % **Spelling** Low 31 % / Medium 47 % / High 22 % **Grammar and Punctuation** Low 31 % / Medium 47 % / High 22 %	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 23 % / Medium 65 % / High 12 % **Numeracy** Low 51 % / Medium 29 % / High 20 % **Writing** Low 17 % / Medium 51 % / High 32 % **Spelling** Low 23 % / Medium 62 % / High 15 % **Grammar and Punctuation** Low 36 % / Medium 45 % / High 19 %	NAPLAN Learning Gain does not require a School Comparison.
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.	**Results: 2015** (0 – 50) **Results: 2012 - 2015 (4-year average)** (0 – 50)	🟢 Similar 🟢 Similar

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Results: 2015

Similar

Results: 2012 - 2015 (4-year average)

Similar

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93 %	91 %	91 %	93 %	94 %	96 %

Student Retention

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

Results: 2015

Similar

Results: 2012 - 2015 (4-year average)

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.

Note: This measure uses data from the previous year.

Results: 2014
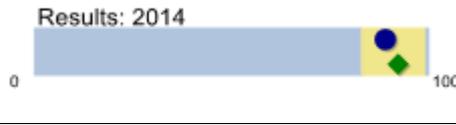
Similar

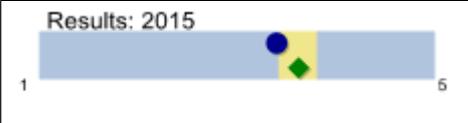**Results: 2011 - 2014 (4-year average)**

Similar

Performance Summary

Key:	Range of results for the middle 60 % of Victorian government secondary year levels:	▢
	Result for this school: ●	Median of all Victorian government secondary year levels: ◆

Wellbeing	Student Outcomes	School Comparison

Students Attitudes to School - Connectedness to School

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

Results: 2015

Results: 2012 - 2015 (4-year average)
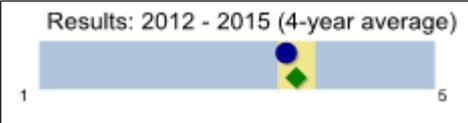
Similar

Similar

Students Attitudes to School - Student Perceptions of Safety

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.
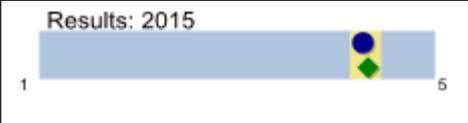
Results: 2015

Results: 2012 - 2015 (4-year average)
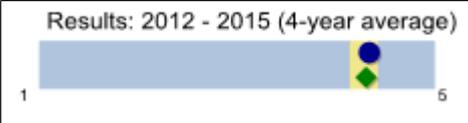
Lower

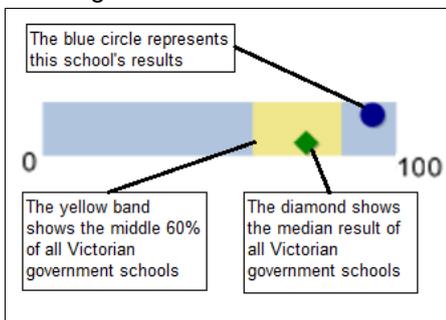Similar

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.


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'.
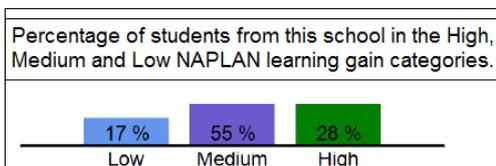
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.
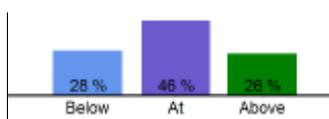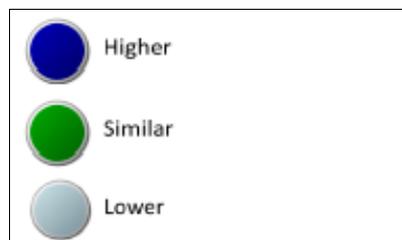

What is a *School Comparison*?

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 Aboriginal 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 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual
Student Resource Package	$4,545,536
Government Provided DET Grants	550,165
Government Grants Commonwealth	$7,880
Government Grants State	$22,911
Revenue Other	$36,255
Locally Raised Funds	836,490
Total Operating Revenue	**$5,999,236**

Funds Available	Actual
High Yield Investment Account	$6,143
Official Account	$347,647
Other Accounts	$491,095
Total Funds Available	**$844,886**

Expenditure	
Student Resource Package	$4,564,164
Books & Publications	$9,115
Communication Costs	$13,269
Consumables	$153,017
Miscellaneous Expense	$623,183
Professional Development	$20,034
Property and Equipment Services	$350,436
Salaries & Allowances	$63,744
Trading & Fundraising	$18,182
Travel & Subsistence	$361
Utilities	$68,569

Financial Commitments	
Operating Reserve	$114,600
Asset/Equipment Replacement < 12 months	$107,918
Maintenance - Buildings/Grounds incl SMS<12 months	$102,559
Revenue Receipted in Advance	$77,191
School Based Programs	$177,168
School/Network/Cluster Coordination	$320
Provision Accounts	$30,000
Repayable to DET	$23,035
Other recurrent expenditure	$19,218
Asset/Equipment Replacement > 12 months	$78,642
Capital - Buildings/Grounds incl SMS>12 months	$50,000
Maintenance -Buildings/Grounds incl SMS>12 months	$64,237
Total Financial Commitments	**$844,886**

Total Operating Expenditure	**$5,884,073**
Net Operating Surplus/-Deficit	**$115,163**
Asset Acquisitions	**$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

Annual result was a surplus of $115,163. The majority of this surplus was due to a 2015 budgeted expenditure item (purchase of student laptop computers) being deferred to 2016 due to post Christmas delivery. Other contributions to this surplus included; parent payments exceeded budget by 3%, increased numbers of Overseas Fee Paying Students and Short Term Leave Reimbursement. The SRP deficit of $17427 will be repaid in Term 3 2016.