

# 2017 Annual Report to the School Community



School Name: Yea High School

School Number: 8500



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 09:42 AM by Bruce Skewes (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 May 2018 at 12:12 PM by Kim Slavin (School Council President)

## About Our School

### School Context

Yea High School is a co-educational secondary college, situated 100 kilometres north-east of Melbourne. The school has approximately 340 students enrolled and provides for the educational needs of a mixture of rural and semi-rural communities. The school caters for students in the Yea community and the districts of Glenburn, Murrindindi, Molesworth, Killingworth, Highlands, Homewood, Strath Creek, Kinglake and Flowerdale. The school has over 40% of its students travelling by bus from the south of Yea; in particular, these areas include Glenburn, Flowerdale and Kinglake. The student family occupation index in 2017 was 0.422.

Yea High School also co-ordinates the Access Yea Community Education (AYCE) Program. AYCE supports, or provides for, the educational needs of approximately 130 YHS students studying at the following study centres: Reservoir, Bayswater, Mt Martha, Langwarrin-Frankston, Geelong and Eltham.

The school has 35.2 equivalent full-time staff: 2 Principal class, 26.4 Teachers and 6.8 Educational Support staff.

A school review was conducted in 2017 and that provided the basis for the next four year strategic plan which will focus on literacy and numeracy outcomes and student engagement and raising student aspirations.

### Framework for Improving Student Outcomes (FISO)

#### Building Practice Excellence

The emphasis of this FISO initiative in 2017 was the practice of the teaching staff sharing experience, feedback and professional knowledge, particularly in terms of explicit expectations provided to and expected of students, consistency of teacher judgments of student work, and increased accountability (staff and students) for student outcomes. This work required the sourcing and rigorous use of a range of data measures to assess the progress and identify the needs of each student. The use of data to inform teacher practice was a focus across the school.

#### Curriculum planning and assessment

This initiative in 2017 focussed on having curriculum scope and sequence documents fully developed and published, common assessment tasks and rubrics being developed at all year levels and a Year 7 and 8 implicit reading programme established with the support of the University of Melbourne Network of Schools (UMNoS) program. Scope and sequence are able to be accessed by students, parents and staff. Common assessment tasks and rubrics continue to be revised and updated.

### Achievement

In 2017 Yea High School continued in the UMNoS program that focussed on literacy and reading in particular. Improved reading outcomes were identified in the Year 9 NAPLAN results, the school being above the middle 60% of all Victorian Government schools. The percentage of students with 'high' learning gain, Year 7 to Year 9, from NAPLAN data was above 25% in all outcomes except spelling at 22%. The numeracy 'high' gain was 31% significantly above the 12 month target set at 20%. Teacher judgement of student achievement in English was above medium of all government secondary schools but lower for Mathematics. In 2018 a focus will be to develop a more consistent approach to the delivery of Mathematics program Year 7 to Year 9 including staff training, coordination and a documented plan. UMNoS will continue in 2018. The AYCE Program continues to implement "Rakkaudesta Lukemisen" which is similar to the Finnish reading program after a number of VCE students in 2014 to 2015 researched the guidelines that helped the Finnish Education Authority become the most highly recognized education leadership group in the world. Our program has been honoured by a visit to the AYCE Presentation Day by Andrew Fairley AM, Consul General for Finland (Victoria), to acknowledge the participation of AYCE students in this reading program.

In VCE for 2017, the mean Study Score was 28.79 and 100% of students satisfactorily completed their VCE.

All students who studied Senior VCAL satisfactorily completed the year.



## Engagement

Yea High School introduced regular reporting of attendance to parents through improved communication processes and consistent monitoring of attendance by Student Coordinators and Student Advisors. These actions included:

- Immediate school follow up on absence (SMS, email, phone);
- Monitoring of student attendance records focusing on teacher accuracy and unexplained absence;
- Development of attendance plans and targeted Individual Education Plans (IEPs) for students with less than 85% attendance; and
- Development of IEPs for students at risk.

Information on school attendance was regularly conveyed to parents using 'Everyday Counts' school support documentation. Collaboration with the local shire Youth Partnership provided drama and sustainable living programs at school that are being taken up by students. AYCE students participate in the organization of the Knox Community Festival.

In 2018 the school will document and implement a whole school approach to student pathways from Year 7 as well as monitor the impact of whole school approaches to maximise student engagement with learning.

The student retention rate is influenced strongly by the AYCE component. After an individual program with a flexible learning approach and much support from medical experts, psychiatrists and psychologists, many students, with monitoring, return to their local school which is a major aim of the program. However some students decide to complete their Year 12 at AYCE. Thus this retention rate data should be excluded for statistical purposes.

## Wellbeing

The school has a strong advisory system with staff assigned to student advisory groups. Advisors are in regular contact with families to establish goals and report on student learning outcomes and wellbeing. The 2017 health and wellbeing focus was on student resilience and providing support for students by:

- Improved coordination with local support services
- Implementation of a Resilience Action Plan developed in conjunction with the Murrindindi Shire and LLEN
- Funding provided through Student Support Service to continue Psychologist services.

The implementation of whole school approach to student welfare and management will be a focus for 2018.

For more detailed information regarding our school please visit our website at  
<http://www.yeahs.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 341 students were enrolled at this school in 2017, 166 female and 175 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Higher</li> <li> Lower</li> <li> Similar</li> <li> Lower</li> </ul>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>66%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>58%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>48%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	60%	30%	Numeracy	17%	66%	17%	Writing	16%	48%	35%	Spelling	26%	58%	16%	Grammar and Punctuation	35%	48%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	10%	60%	30%																							
Numeracy	17%	66%	17%																							
Writing	16%	48%	35%																							
Spelling	26%	58%	16%																							
Grammar and Punctuation	35%	48%	16%																							
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>54%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>43%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>38%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	54%	30%	Numeracy	26%	43%	31%	Writing	25%	50%	25%	Spelling	30%	49%	22%	Grammar and Punctuation	35%	38%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	16%	54%	30%																							
Numeracy	26%	43%	31%																							
Writing	25%	50%	25%																							
Spelling	30%	49%	22%																							
Grammar and Punctuation	35%	38%	27%																							
<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>15%</b>            VET units of competence satisfactorily completed in 2017: <b>81%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>100%</b></p>																										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 958 1008 1048"> <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>91 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> <td>87 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	89 %	89 %	87 %	95 %	<p>Results: 2017</p> <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	89 %	89 %	87 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Lower</p>												
<p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Higher</p> <p> Higher</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

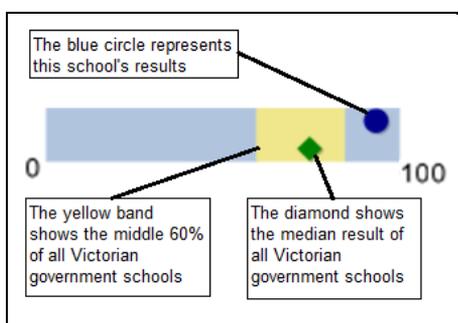
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

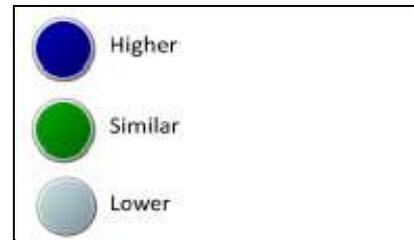


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

The school's finance statement reflects both Yea High School and AYCE program combined revenue and expenditure. The net operating surplus will cover financial commitments carried forward from 2016.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,667,968	High Yield Investment Account	\$482,399
Government Provided DET Grants	\$576,893	Official Account	\$15,586
Government Grants Commonwealth	\$5,935	Other Accounts	\$437,383
Government Grants State	\$22,110	<b>Total Funds Available</b>	<b>\$935,369</b>
Revenue Other	\$325,469		
Locally Raised Funds	\$254,006		
<b>Total Operating Revenue</b>	<b>\$4,852,382</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$57,271		
Equity (Catch Up)	\$25,969		
<b>Equity Total</b>	<b>\$83,239</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,573,211	Operating Reserve	\$167,548
Books & Publications	\$3,563	Maintenance - Buildings/Grounds incl SMS<12 months	\$86,586
Communication Costs	\$14,462	Revenue Received in Advance	\$27,187
Consumables	\$113,438	School Based Programs	\$736,780
Miscellaneous Expense <sup>3</sup>	\$295,931	School/Network/Cluster Coordination	\$9,731
Professional Development	\$35,011	Provision Accounts	\$4,145
Property and Equipment Services	\$234,777	Asset/Equipment Replacement > 12 months	\$57,495
Salaries & Allowances <sup>4</sup>	\$216,789	<b>Total Financial Commitments</b>	<b>\$1,089,472</b>
Trading & Fundraising	\$79,333		
Travel & Subsistence	\$2,257		
Utilities	\$46,895		
<b>Total Operating Expenditure</b>	<b>\$4,615,668</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$236,713</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.*