

2018 Annual Report to The School Community



School Name: Yea High School (8500)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 28 April 2019 at 02:23 PM 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 Registration 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 2018 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.

To be attested by 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 350 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 approximately 40% of its students travelling by bus from the south of Yea; in particular, these areas include Glenburn, Strath Creek, Flowerdale and Kinglake. The student family occupation index in 2018 was 0.4414 .

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 35.9 equivalent full-time staff: 2 Principal class, 25.3 Teachers and 8.6 Educational Support staff.

A school review was conducted late 2017 and the 2018 Annual Implementation Plan was prepared to support the findings from the review. The four year strategic plan focuses on literacy and numeracy outcomes, teacher practice, student engagement and raising student aspirations.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

1. Implementing professional learning to support best practice instruction.

Independent reading, informed by the University of Melbourne Network of Schools professional learning was implemented at years 7 to 10 with additional class time allocation and teacher resources to support the strategy. Professional development also focused on the use of High Impact Teaching Strategies to inform instruction. The implementation of a consistent approach to Math Pathways Year 7 - 9 including training, coordination and a documented plan for the Math Pathways program was a focus.

2. To improve the effective use of data to inform teacher instructional practice.

Teachers and learning domains used formative assessment to tailor their teaching to student point of need and to evaluate the effectiveness of their teaching. Student learning growth (ODT and NAPLAN), VCE data and student feedback was also used to inform instructional practice. Staff, as a team, had opportunities to consider consistent assessment strategies and practice, focusing on the use of rubrics.

3. Building teacher capacity through coaching and feedback.

The SIT developed their expertise to improve the quality of peer coaching. Multiple forms of observation and feedback such as classroom observations and learning walks were provided to staff and the use of data and engagement with HITS was a key focus in professional development.

Intellectual engagement and self-awareness

1. The implementation of whole school approach to student welfare and management

The school reviewed its student management systems and developed and implemented a student management matrix based on school values. Explicit instruction of the student management matrix and expected behaviours was provided across the school.

2. To document and implement a whole school approach to student pathways from Year 7

A review of the school approach to student pathways with a particular focus on an alignment between Year 7 and Year 9 was undertaken to ensure intended outcomes and curriculum initiatives were documented and shared through the school community. The leadership team facilitated opportunities for staff to consider their role in fostering student motivation and confidence for learning.

Achievement

In 2018 Yea High School continued in the UMNoS program that focused on literacy and reading in particular. Challenges for 2019 were identified in the 2018 Year 9 NAPLAN results, the gains over recent years were not evident in 2018. The percentage of students with 'medium' learning gain, Year 7 to Year 9, from NAPLAN data was at or above 50% in Reading, Writing and Numeracy. High growth was down on the significant results students achieved in 2017. Teacher judgement of student achievement in English and Mathematics reflected the NAPLAN results. The percentage of students at or above level was significantly less than the 2016 and 2017 percentage of students. In 2019 a focus will be to develop a more consistent approach to the delivery of Mathematics program, Year 7 to Year 9, including staff training and an emphasis on the important of Science, Technology, Engineering and Mathematics learning. Reading support, provided by the UMNoS team, will continue in 2019 and regional focus on writing will be adopted by the school. In VCE in 2018, the mean Study Score was 26.7 and 94% of students satisfactorily completed their VCE. In 2018 the percentage of VCAL completions was 94%.

Engagement

Yea High School had 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.

The Local Learning and Employment Network provided a program to Year 9 students, Project Ready, to support student pathways and engagement in learning. Edrolo a VCE online program was provided to senior students to support their learning. Elevate, a program to support study programs and study habits, was also provided to the senior students. Student pathways and alignment from Year 7 to Year 12 was a focus in 2018.

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 2018 health and wellbeing focus was on supporting students with Individual Education Plans and providing students with support, as needed, with health services. The ongoing need for student support for health services is a consideration for 2019.

The implementation of whole school approach to student welfare and management was an AIP initiative in 2018. Students, Years 10 - 12, had high to very high positive responses to the student attitudes to school survey. All but three factors were above the 80 percentile against all Victorian government schools. Year 7 - 9 students reported a lack of confidence and ability to set and meet goals which the school needs to address in 2019.

Financial performance and position

Yea High School 's 2018 finance statement reflects combined revenue and expenditure held in accounts for both Yea High School and our flexible learning program, Access Yea Community Education (AYCE).

Funds carried forward include payments for 2019 Year 7 and Year 8 camps, together with students payments for 2019 Central Australian Tour. Maintenance funding is targeted to support major roofing work in gymnasium. Equipment replacement funding carried forward from 2018 is targeted at the school mini bus replacement and grounds tractor mower replacement. Funding to support the AYCE program is carried forward, with funding to support staffing employment on a needs basis. CSEF funding is carried forward for eligible families as credit for camps, sports and excursions. Yea High School is the banking school for Hume region branch of Victorian Association of Secondary School Principals (VASSP), invoicing schools school for affiliations and paying expenses incurred.

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: 

School Profile

Enrolment Profile

A total of 336 students were enrolled at this school in 2018, 161 female and 175 male.

1 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

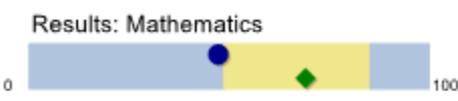
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



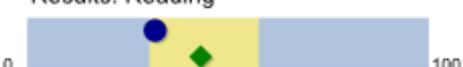
Performance Summary

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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Lower</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>NAPLAN Year 7</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>NAPLAN Year 9</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>  | <p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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> | | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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> | | <p>NAPLAN Learning Gain 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> |
| <p>Students in 2018 who satisfactorily completed their VCE: 96% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 25% VET units of competence satisfactorily completed in 2018: 85% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 98%</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>Average Number of Student Absence Days</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>School Comparison 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 2018 attendance rate by year level:</p> <table border="1"> <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>90 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 90 % | 91 % | 90 % | 92 % | 91 % | 88 % | <p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Higher</p> <p> Higher</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 90 % | 91 % | 90 % | 92 % | 91 % | 88 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p> | <p> Lower</p> <p> Lower</p> | | | | | | | | | | | | |
| <p>Exit Destinations</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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p> | <p> Similar</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>Students Attitudes to School - Sense of Connectedness</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Higher</p> <p> Higher</p> |
| <p>Students Attitudes to School - Management of Bullying</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Higher</p> <p> Higher</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|--------------------|---|--------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$3,855,107 | High Yield Investment Account | \$433,354 |
| Government Provided DET Grants | \$615,932 | Official Account | \$128,880 |
| Government Grants Commonwealth | \$5,029 | Other Accounts | \$445,431 |
| Government Grants State | \$12,371 | Total Funds Available | \$1,007,664 |
| Revenue Other | \$396,009 | | |
| Locally Raised Funds | \$275,355 | | |
| Total Operating Revenue | \$5,159,803 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$71,294 | | |
| Equity (Catch Up) | \$23,163 | | |
| Equity Total | \$94,457 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,710,503 | Operating Reserve | \$13,221 |
| Books & Publications | \$1,064 | Other Recurrent Expenditure | \$5,732 |
| Communication Costs | \$14,416 | Funds Received in Advance | \$49,937 |
| Consumables | \$128,742 | School Based Programs | \$757,643 |
| Miscellaneous Expense ³ | \$250,263 | Funds for Committees/Shared Arrangements | \$11,775 |
| Professional Development | \$25,790 | Maintenance - Buildings/Grounds < 12 months | \$118,662 |
| Property and Equipment Services | \$257,432 | Asset/Equipment Replacement > 12 months | \$50,695 |
| Salaries & Allowances ⁴ | \$335,405 | Total Financial Commitments | \$1,007,664 |
| Trading & Fundraising | \$106,168 | | |
| Travel & Subsistence | \$3,593 | | |
| Utilities | \$56,300 | | |
| Total Operating Expenditure | \$4,889,676 | | |
| Net Operating Surplus/-Deficit | \$270,126 | | |
| Asset Acquisitions | \$16,800 | | |

- (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 15 March 2019 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.

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*' or '*ND*' 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').