

# 2020 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](http://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 2020 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 27 April 2021 at 08:23 AM by Bruce Skewes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 07:31 PM by Kim Slavin (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## 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 330 students enrolled and provides for the educational needs of a mixture of rural and semi-rural communities. The student family occupation index in 2020 was 0.4532.

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.

Yea High School also runs an outreach program for students who need to reconnect with education. The Access Yea Community Education (AYCE) Program, supports, or provides for, the educational needs of approximately 130 Yea High School students studying at the following study centres: Reservoir-Epping, Bayswater, Geelong, Langwarrin-Frankston and Eltham, with the Bayswater Centre being the largest of these locations.

The school has approximately 35 equivalent full-time staff, currently 2 Principal class, 26.4 Teachers and 6.8 Educational Support staff.

Yea High School strongly believes that education is best achieved through all key stake-holders working together with staff, parents, carers and community collaborating to help improve the educational outcomes of their young people. Yea High School believes that education should be about one student at a time, and students are better engaged when they are learning through their passions and interests.

### Framework for Improving Student Outcomes (FISO)

Yea High School continued to develop a new instructional model and provide professional learning to staff around that model throughout 2020. Regular professional learning focused on best practice for the provision of remote and flexible learning and the development of Common Assessment Tasks and assessment rubrics. A position of responsibility 'coaching and feedback' was created in 2020, however implementation of a school wide coaching and feedback program was deferred because of remote learning. Data literacy was also a key focus for professional learning toward the end of the school year. The implementation of literacy and numeracy support in the middle years will be a priority for 2021 as well as PLC training.

In the AYCE Program the appointed Learning Specialist focus was on strengthening teaching and learning strategies to improve outcomes for students. Gathering qualitative data, examining feedback as a High Impact Teaching Strategy, and a review of the curriculum continues, in line with the Victorian Curriculum. This is a multi-layered approach that looks at how learning happens for young people, how teachers deliver it, and how it responds to a changing society. Strategies promote high expectations in academic and social engagement for every student, while providing a flexible and targeted approach to help re-engage and connect disengaged students with education. AYCE promotes the narrative of lifelong learners.

### Achievement

Yea High School staff have developed Common Assessment Tasks (CATs), based on developmental rubrics, to assess student learning. Staff have reviewed CATs and student data to better understand student achievement data and identify students at risk, and to develop and implement plans to support student outcomes. Data literacy professional learning was significant and this assisted with the identification of student achievement through remote learning.

The Middle Years Literacy and Numeracy Strategy MLYNS processes have significantly supported the learning goals of students and the school has reviewed student learning data to ensure students who have fallen behind are included in targeted catch up programs.

The AYCE Program continues to implement "Rakkaudesta Lukemisen" which is based upon the Finnish Education Authority's reading program and our students receive achievement certificates signed by Andrew Fairley AM, Consul General for Finland (Victoria). In 2020 AYCE teachers consistently reported that due to all students participating in the reading section of this program, English and Literacy results were improving. They also noted the higher level of confidence and willingness to participate in class and activities in all students.

The school was pleased with the 2020 VCE results, and Year 12 completion rates, despite some disengagement during remote learning. This reflected the support provided by teachers and the resilience shown by the students.

### Engagement

This has been significant work in 2020. The school developed protocols and practices to identify students who were not engaging with remote learning and ensure all students had the opportunity to connect with learning. Teachers also developed remote learning practices to cater for individual student needs. This was done through collaboration with parents or providing additional opportunities for students to engage in learning. Special events and provision of fun sport days have supported positive engagement after remote learning. Student surveys have been undertaken to establish student response to COVID-19, remote learning and to understand the impacts, both positive and negative. Staff have engaged remotely with families providing student exhibitions and student led conferences as these also provide forums for students to share their learning and reflect on their progress.

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 data should be excluded for statistical purposes.

### Wellbeing

Health and wellbeing support during remote learning was a key priority for staff, students and families. Parent/Carer surveys have provided insight into the difficulties of remote learning. Regular contact with students and following up students with limited connection to learning was a significant focus. The student advisory system (an advisor teacher for all students) has assisted the connection and contact with all families. Health and wellbeing supports included providing the opportunity for disengaged students or students at risk to attend school during remote learning. Providing students with the opportunity to connect with teachers and peers 'to catch up' on a regular basis in remote learning was also an important strategy. The school welfare team met regularly to monitor both staff and student health and wellbeing. The AYCE Program worked with a range of specialists to ensure that individual plans were actioned for students, with support from all teachers.

### Financial performance and position

Yea High School's 2020 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 revenue paid in advance for 2021 Year 7 and Year 8 camps, together with student payments for 2021 Central Australian Tour. Maintenance funding is targeted to support major roofing work in the gymnasium. Equipment replacement funding carried forward from 2020 is targeted at the school mini bus replacement and grounds tractor mower replacement. Funds supporting the AYCE program are carried forward, with funding allocated to support staff 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), maintaining the invoicing of affiliation fees, receipting of funds

and payment of accounts for expenses incurred by the group..

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

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 318 students were enrolled at this school in 2020, 148 female and 170 male.

3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

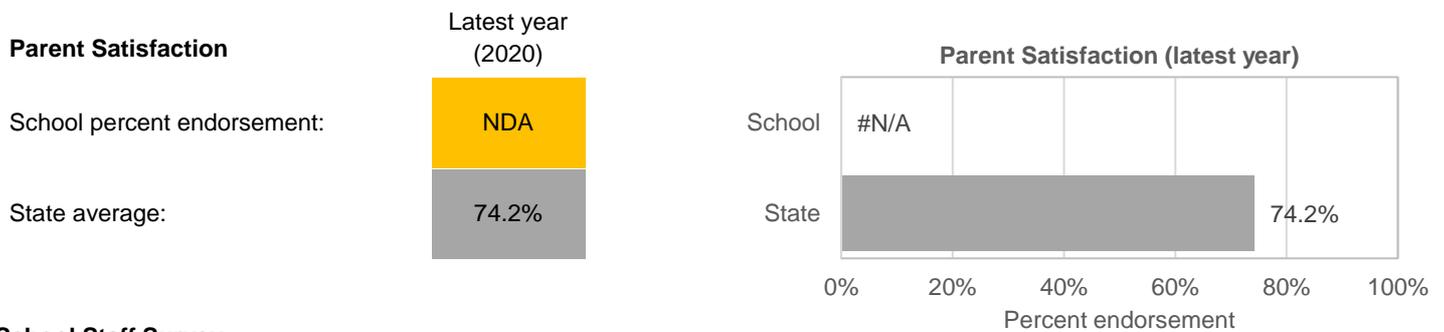
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

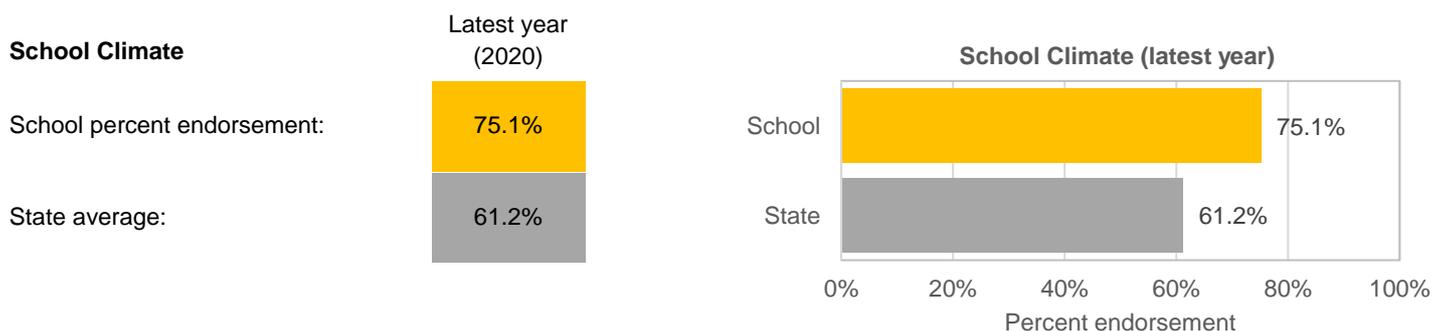


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

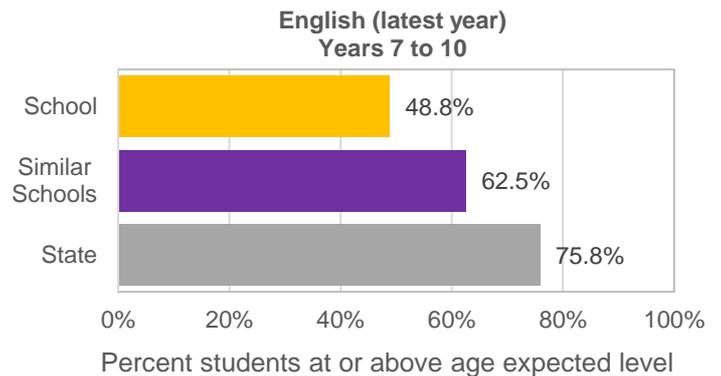
48.8%

Similar Schools average:

62.5%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

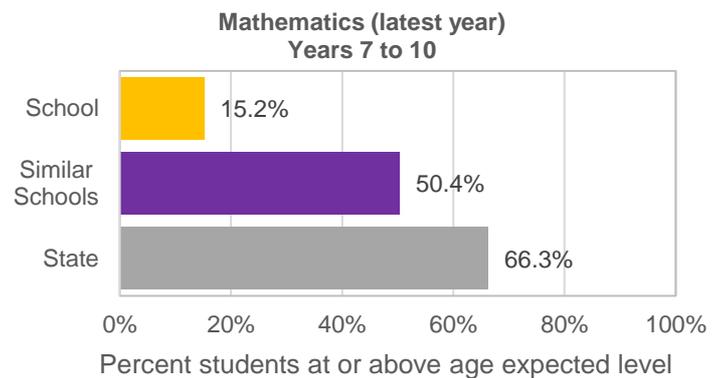
15.2%

Similar Schools average:

50.4%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

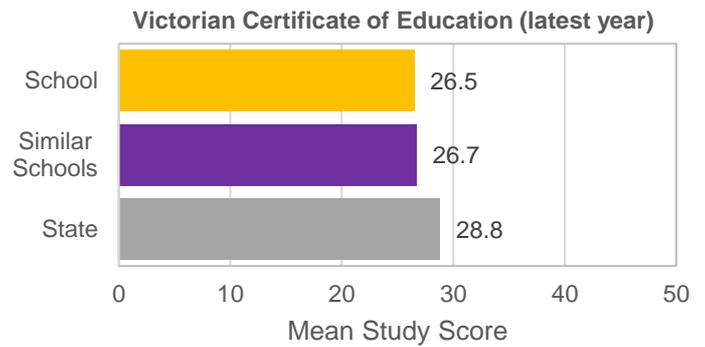
## ACHIEVEMENT (continued)

### 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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	26.5	26.7
Similar Schools average:	26.7	26.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

5%

VET units of competence satisfactorily completed in 2020:

60%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

49%

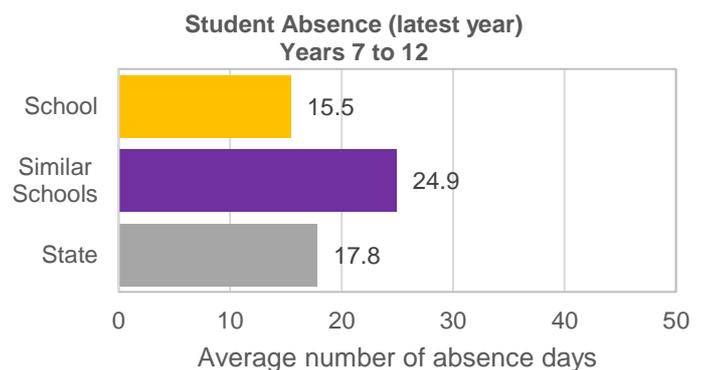
## ENGAGEMENT

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	15.5	19.1
Similar Schools average:	24.9	24.5
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

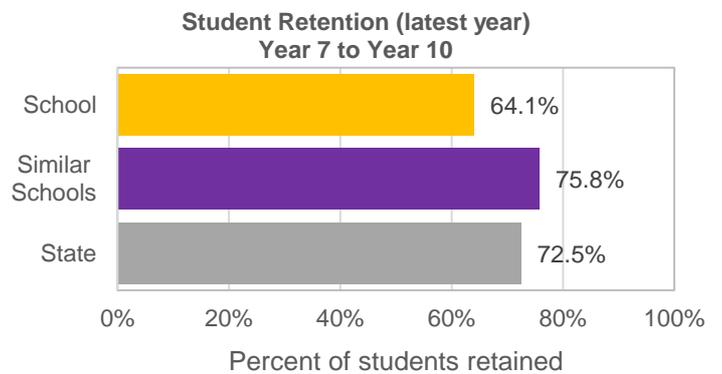
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	91%	92%	90%	94%	90%	95%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	64.1%	66.1%
Similar Schools average:	75.8%	76.1%
State average:	72.5%	72.9%



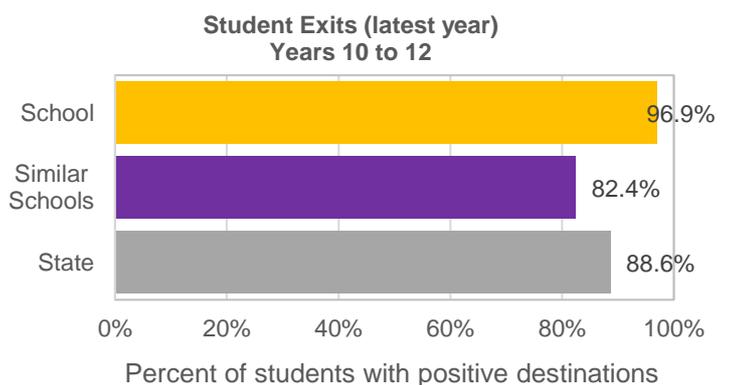
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	96.9%	94.7%
Similar Schools average:	82.4%	83.6%
State average:	88.6%	89.1%



## WELLBEING

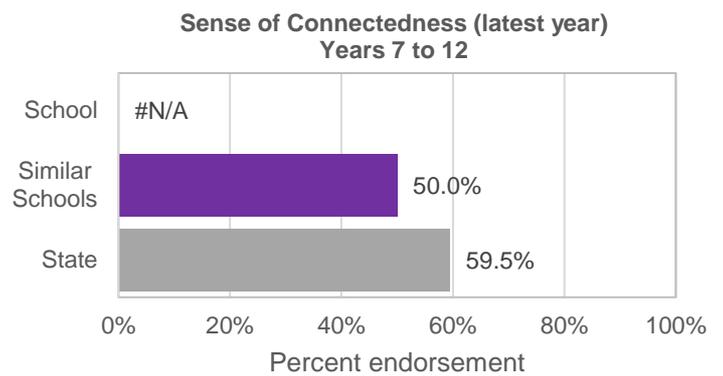
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	62.5%
Similar Schools average:	50.0%	49.3%
State average:	59.5%	55.3%



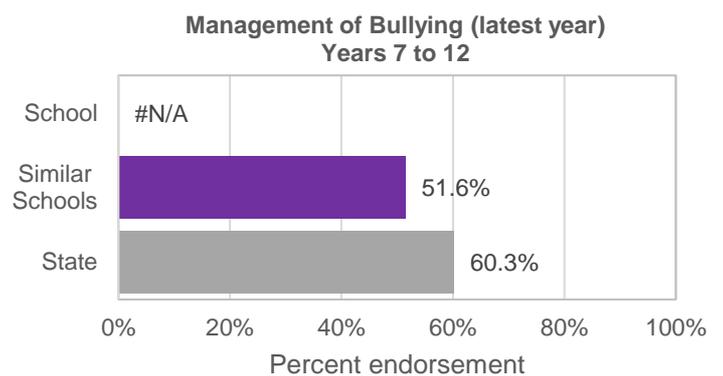
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.4%
Similar Schools average:	51.6%	52.2%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,360,344
Government Provided DET Grants	\$770,609
Government Grants Commonwealth	\$856
Government Grants State	\$11,921
Revenue Other	\$454,057
Locally Raised Funds	\$155,331
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,753,118</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$135,131
Equity (Catch Up)	\$22,490
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$157,621</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,158,977
Adjustments	NDA
Books & Publications	\$1,549
Camps/Excursions/Activities	\$35,250
Communication Costs	\$25,232
Consumables	\$97,821
Miscellaneous Expense <sup>3</sup>	\$23,664
Professional Development	\$10,555
Equipment/Maintenance/Hire	\$123,931
Property Services	\$169,930
Salaries & Allowances <sup>4</sup>	\$349,919
Support Services	\$119,706
Trading & Fundraising	\$68,532
Motor Vehicle Expenses	\$5,490
Travel & Subsistence	NDA
Utilities	\$59,822
<b>Total Operating Expenditure</b>	<b>\$5,250,380</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$502,738</b>
<b>Asset Acquisitions</b>	<b>\$27,020</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,301,297
Official Account	\$202,761
Other Accounts	\$71,303
<b>Total Funds Available</b>	<b>\$1,575,360</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$168,928
Other Recurrent Expenditure	\$1,324
Provision Accounts	NDA
Funds Received in Advance	\$111,059
School Based Programs	\$901,663
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$5,950
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$245,811
Asset/Equipment Replacement > 12 months	\$70,695
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,505,429</b>

*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.*