

**2014 Annual Report to  
the School Community**

Highvale Secondary College

School Number: 7918



Name of School Principal:

Ian Watkins  
\_\_\_\_\_

Name of School Council President:

Fred Butcher  
\_\_\_\_\_

Date of Endorsement:

24 March 2015  
\_\_\_\_\_

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Highvale Secondary College has a culture which aims to empower students to be active, motivated and independent learners working co-operatively and individually in order to prepare them for a digital and changing society.

This school has 84.2 equivalent full time staff: 3 Principal class, 67.8 teachers and 13.4 Education Support staff.

Our educational philosophy is that students are individuals with differing learning needs. This philosophy is reflected by the student centred vertical curriculum structure, where individual student placement into classes is based on previous experience, ability and interest rather than chronological age.

We actively promote academic excellence with an emphasis on acceleration, enrichment, student leadership and promotion of positive self-esteem.

The College is a registered provider of the International Student programs with around 48 international students coming from a number of countries.

Music is an important feature of the College and we maintain vibrant junior and senior bands. The College provides opportunities such as music ensembles and major music, dance and drama productions.

### Achievement

Highvale 2014 VCE students performed above the middle 60% of Victorian Government Secondary Schools. This performance has been maintained over the last 4 years.

The school comparison measures show that the Year 7 Naplan results are above the range of results for the middle 60% of Victorian Government Schools. There was a pleasing increase in the proportion of students achieving High relative growth compared with similar Victorian students for Year 9 Spelling. Year 9 Reading has been improved compared with the 4 year average and was above the middle 60% of Victorian Government Secondary Schools. Year 9 Naplan results for Numeracy are above the 4 year average and well above the middle 60% of Victorian Schools.

Improvement in English and the VCE continues to be a priority in 2015. Student learning will be further supported by:

- \* the delivery of core English classes in Years 8, 9 and 10.
- \* the delivery of VCE English Language.
- \* enhanced use of data to inform teaching practice.
- \* the development of student learning goals and effective study skills workshops.
- \* continuing to provide tutors to assist senior school students.

### Engagement

In 2014 percentage of students from Year 10 to 12 that go onto further studies or full time employment is above the range of results for the middle 60% of Victorian Government Schools. There has been a slight increase in student retention compared with the 4 year average. The retention result is within the 60% range for Victorian Government schools. Highvale's school attendance rate is similar to other like schools. The school addresses non-attendance through the work of an attendance officer, session by session electronic roll marking and reporting system, an SMS system that promptly advises parents of any non-attendance and a close working relationship between families, the Year Level coordinators and Student Wellbeing Manager. Student engagement will be further supported through the following actions:

- \* review and development of the student representative council and student leadership opportunities
- \* further development of the focus group program
- \* monitor students at risk and provide increased access to managed individual pathways counselling.
- \* developing teacher teams and classroom observation program.

### Wellbeing

Our students' sense of belonging and enjoyment of school is at a similar level to other schools taking into account their students. The student management team closely monitors student wellbeing and support students at risk.

Student wellbeing will be further supported through the following actions:

- \* review and development of the student representative council and student leadership opportunities
- \* further use of the focus group program to deliver student wellbeing incursions.
- \* professional development of staff in a range of student wellbeing programs
- \* the development of a big brother, big sister program.

### Productivity

Over 2014 Highvale Secondary College undertook significant maintenance and refurbishment works to classrooms the VCE centre, Library and administration facilities. The school has constructed a new 200 seat performing arts centre to support its increasing instrumental music program. A new master plan has been developed to reflect the communities vision for the school.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 961 students were enrolled at this school in 2014, 491 female and 470 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

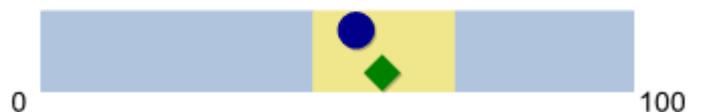
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

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

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



## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Achievement   | Student Outcomes  | School Comparison   |
|---|---|---|
| <p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p> <p>Results: Mathematics</p>   | <p> Similar</p> <p> Similar</p>   |
| <p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>  | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p> |
| <p><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>   | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>   |

## Performance Summary

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

| Achievement  | Student Outcomes   | School Comparison   |
|--|--|---|
| <p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <p><b>Reading</b><br/>Low: 20%, Medium: 55%, High: 25%</p> <p><b>Numeracy</b><br/>Low: 24%, Medium: 56%, High: 20%</p> <p><b>Writing</b><br/>Low: 32%, Medium: 45%, High: 23%</p> <p><b>Spelling</b><br/>Low: 22%, Medium: 52%, High: 26%</p> <p><b>Grammar and Punctuation</b><br/>Low: 22%, Medium: 50%, High: 28%</p> | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <p><b>Reading</b><br/>Low: 23%, Medium: 49%, High: 28%</p> <p><b>Numeracy</b><br/>Low: 26%, Medium: 48%, High: 26%</p> <p><b>Writing</b><br/>Low: 29%, Medium: 46%, High: 25%</p> <p><b>Spelling</b><br/>Low: 24%, Medium: 45%, High: 31%</p> <p><b>Grammar and Punctuation</b><br/>Low: 20%, Medium: 54%, High: 26%</p> | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>  | <p>Results: 2014: School score is above the state median (30).</p> <p>Results: 2011 - 2014 (4-year average): School score is above the state median (30).</p>  | <p> Similar</p> <p> Similar</p>                                   |
| <p>Students in 2014 who satisfactorily completed their VCE: <b>97%</b><br/>           Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>4%</b><br/>           VET units of competence satisfactorily completed in 2014: <b>86%</b><br/>           Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: <b>N/A</b></p>   |  |   |

## Performance Summary

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

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

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

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

# How to read the Performance Summary

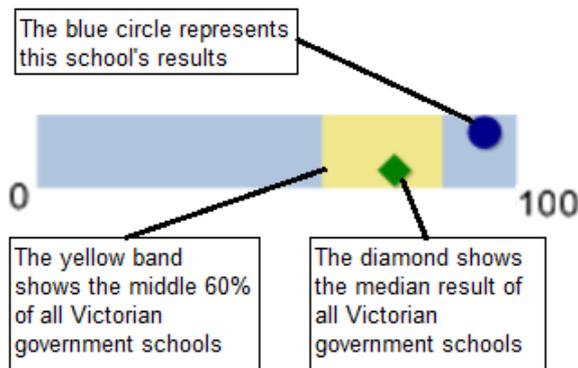
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

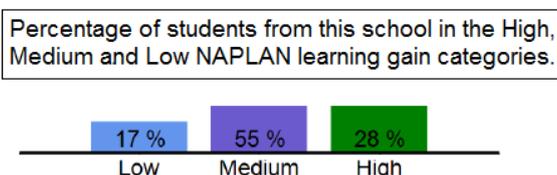
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

| Revenue                         | Actual             |
|---------------------------------|--------------------|
| Student Resource Package        | \$7,254,950        |
| Government Provided DE&T Grants | \$780,442          |
| Government Grants Commonwealth  | \$14,661           |
| Government Grants State         | \$16,783           |
| Revenue Other                   | \$72,336           |
| Locally Raised Funds            | \$1,465,340        |
| <b>Total Operating Revenue</b>  | <b>\$9,604,512</b> |

| Funds Available               | Actual             |
|-------------------------------|--------------------|
| High Yield Investment Account | \$251,349          |
| Official Account              | \$2,594            |
| Other Accounts                | \$753,813          |
| <b>Total Funds Available</b>  | <b>\$1,007,757</b> |

| Expenditure                        |                    |
|------------------------------------|--------------------|
| Student Resource Package           | \$7,292,586        |
| Books & Publications               | \$17,394           |
| Communication Costs                | \$28,291           |
| Consumables                        | \$221,362          |
| Miscellaneous Expense              | \$775,489          |
| Professional Development           | \$43,309           |
| Property and Equipment Services    | \$397,375          |
| Salaries & Allowances              | \$404,408          |
| Trading & Fundraising              | \$371,763          |
| Travel & Subsistence               | \$10,303           |
| Utilities                          | \$69,182           |
| <b>Total Operating Expenditure</b> | <b>\$9,631,461</b> |

| Financial Commitments                                |                    |
|--|--------------------|
| Operating Reserve                                    | \$89,617           |
| Asset/Equipment Replacement < 12 months              | \$176,048          |
| Beneficiary/Memorial Accounts                        | \$6,652            |
| Cooperative Bank Account                             | \$22,358           |
| Revenue Received in Advance                          | \$426,268          |
| School Based Programs                                | \$4,533            |
| Region/Network/Cluster Funds                         | \$39,765           |
| Repayable to DEECD                                   | \$60,435           |
| Other recurrent expenditure                          | \$1,006            |
| Asset/Equipment Replacement > 12 months              | \$96,123           |
| Maintenance -Buildings/Grounds incl<br>SMS>12 months | \$84,952           |
| <b>Total Financial Commitments</b>                   | <b>\$1,007,757</b> |

|                                       |                   |
|---------------------------------------|-------------------|
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$26,950)</b> |
| <b>Asset Acquisitions</b>             | <b>\$317,108</b>  |

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

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

Highvale Secondary College provided significant funds for the construction of a 200 seat performing arts centre. The College engaged an architect to help in the development of a new master plan. A number of wall mounted LCD televisions and window blinds were installed in various learning areas around the school enabling teaching staff to connect lap top computers and other forms of media and effectively display this information to further enhance student learning.