

2016 Annual Report to the School Community



School Name: Wangaratta High School

School Number: 8425

Name of School Principal:

Gary Fletcher

Name of School Council President:

Andrew Gibson

Date of Endorsement:

27 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Wangaratta High School is the single government secondary education provider in Wangaratta and district. In 2016 Wangaratta High School has a student population of approximately 850 students. In 2015 Wangaratta High School undertook a priority review. From this review it was identified that the school offers a curriculum which provides opportunities for a diverse range of student pathways and significant opportunities for students in extracurricular programs such as student leadership development, performing arts and sports including snow sports. Some challenges identified through the review are inconsistent implementation of initiatives introduced into the school, the learning growth of students in both literacy and numeracy along with a lack of leadership capacity, role clarity and clarity around student behaviour management. The school is currently in the final stages of a major capital works program that will see the completion of flexible learning spaces across the whole school. These spaces will continue to ensure that Wangaratta High School challenges itself to be a place of high achievement in a modern learning facility.

Framework for Improving Student Outcomes (FISO)

The framework for improving student outcomes undertaken by the school was focused on improving excellence in Teaching and Learning through improving professional leadership across the school:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams

Achievement

The percentage of students in the top 3 bands of testing in Years 7 and Year 9 were equal to or above the median of all Victorian government secondary schools. Except for Year 9 numeracy which was slightly below. The mean study score for all VCE subjects was slightly below the state average. In 2016 98% of students completed their VCE with 17% of these enrolled in VET units. 84% of students satisfactorily completed their VET units and in 2016 52% of students satisfactorily completed their VCAL studies. In 2016 the school began the development for implementation of the new Victorian curriculum in 2017; this work has progressed well.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In 2016 the number of absences for full time students was above the median of all Victorian government secondary schools. The retention of Y7 students who remain at the school through to Y10 was similar to all Victorian government secondary schools. The % of students from Y10-Y12 leaving to undertake further studies or full time employment was similar to other schools over the four-year average of 2012-2016.

The school spent time in seeking to improve consistency in the approach to behaviour management including the use of restorative practices. The school worked on improving transition for all students including meeting with all feeder schools and developing course counselling to support and improve student pathways. Improving the communication with parents and the community was seen as a focus area and increasing the use of compass to facilitate this.

Wellbeing

The student attitudes to schools' survey in terms of connectedness to school shows that the school is performing to a similar level to all Victorian government secondary schools both in 2016 and in the four-year average from 2012-2016. Students' attitudes in terms of perception of safety was slightly lower than all other Victorian government secondary schools both in 2016 and over the four-year average.

The school spent time recognizing the need for students to feel safe and valued and commenced the work around building positive relationships by implementing student leadership positions and increasing the opportunities for student voice.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 845 students were enrolled at this school in 2016, 438 female and 407 male. There were 1% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<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>● Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<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 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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5-7 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>43%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	49%	22%	Numeracy	29%	52%	19%	Writing	23%	53%	24%	Spelling	29%	54%	17%	Grammar and Punctuation	25%	43%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 17% VET units of competence satisfactorily completed in 2016: 84% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 52%</p>																										



Performance Summary

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

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. 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>88 %</td> <td>85 %</td> <td>87 %</td> <td>86 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	85 %	87 %	86 %	87 %	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	85 %	87 %	86 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> Similar</p>												
<p>Students exiting to further studies and full-time employment</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>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Similar</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

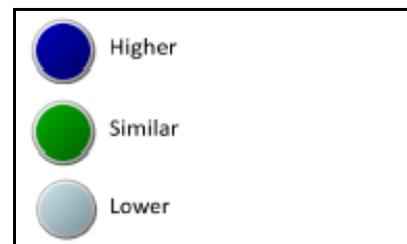
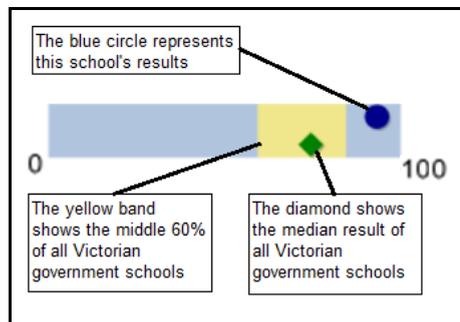
What are student outcomes?

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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

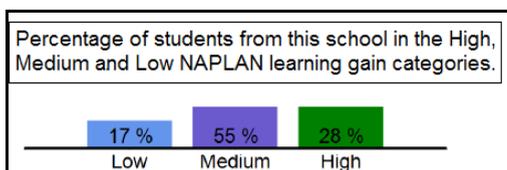
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$7,659,299
Government Provided DET Grants	\$1,544,718
Government Grants Commonwealth	\$2,905
Revenue Other	\$183,704
Locally Raised Funds	\$514,369
Total Operating Revenue	\$9,904,997

Expenditure	Actual
Student Resource Package	\$7,651,830
Books & Publications	\$11,135
Communication Costs	\$38,370
Consumables	\$243,388
Miscellaneous Expense	\$684,246
Professional Development	\$37,422
Property and Equipment Services	\$515,390
Salaries & Allowances	\$372,854
Trading & Fundraising	\$52,759
Travel & Subsistence	\$2,651
Utilities	\$128,988

Total Operating Expenditure **\$9,739,032**

Net Operating Surplus/-Deficit **\$165,964**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$144,832
Official Account	\$7,059
Other Accounts	\$306,809
Total Funds Available	\$458,700

Financial Commitments	Actual
Operating Reserve	\$47,608
Capital - Buildings/Grounds incl SMS<12 months	\$47,578
Cooperative Bank Account	\$294
School Based Programs	\$92,117
Region Coordination	\$12,166
Capital - Buildings/Grounds incl SMS>12 months	\$258,938
Total Financial Commitments	\$458,700

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.