

# 2017 Annual Report to the School Community



School Name: Wangaratta High School

School Number: 8425

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Wangaratta High School is the single government secondary education provider in Wangaratta and district. In 2017 Wangaratta High School had a student population of approximately 785 students. Our vision is to enable every child to achieve their personal best, build positive relationships and contribute to their local and global community. Our values; personal best, ready to learn, safe and respectful, together with our mantra; "Learning matters, Relationships matter and I matter" are the key elements of our core beliefs and are the basis for all the work we do together to ensure that your child enjoys their educational journey, and exceeds their own expectations. We offer a vast range of educational experiences both inside and outside the classroom, including very strong links with our local and broader community. Our core focus is on Quality Learning in which every child knows and understands themselves as a learner and works at their pace to develop their skills in a range of areas to broaden their horizons and stretch their aspirations about their future.

Our students and staff now have access to the new Flexible Learning Centre building that are used for Middle Years classes from Years 7 to 9. This new Flexible Learning Centre will provide our students with state of the art facilities providing the latest resources that will support the teaching and learning that will take students into the 21<sup>st</sup> Century. It means that that the school now has a new Flexible Learning Centre that will complement the M- Building that comprises technology, arts and specialist subjects and the Senior School.

### 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 building practice excellence. The other improvement priority was establishing a positive climate for learning by empowering students and building school pride. Key improvement initiatives were:

- Building practice excellence
- Empowering students and building school pride

### Achievement

The percentage of students in the top 3 bands of testing in Years 7 were slightly below the median of all Victorian government secondary schools in reading and numeracy. In Year 9 numeracy which was similar in school comparison, whilst reading was slightly higher. The mean study score for all VCE subjects was slightly above the state average. In 2017 90% of students completed their VCE with 24% of these enrolled in VET units. 86% of students satisfactorily completed their VET units and in 2016 52% of students satisfactorily completed their VCAL studies. In 2017 the school began the development and implementation of the new Victorian curriculum; this work has progressed well.

**PLEASE NOTE:** The Teacher Judgement data is not available due to a DET systems error that prevented the submitted data from being accessible for this Annual Report.

### Engagement

In 2017 the number of absences for full time students was above the median of all Victorian government secondary schools. The retention of Year 7 students who remain at the school through to Year 10 was similar to all Victorian government secondary schools. The % of students from Year 10-12 leaving to undertake further studies or full time employment was similar to other schools over the four-year average of 2014-2017.

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 school survey in terms of connectedness to school shows that the school is performing to a similar level as 'like' secondary schools in 2017. (Like schools are those with students of similar backgrounds and characteristics).

Students' attitudes in terms of management of bullying was lower than other 'like' secondary schools both in 2017.

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. The school continues to establish consistent and high expectations through the development and implementation of a school wide positive behaviour management plan.

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 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	
<p><b>Enrolment Profile</b></p> <p>A total of 785 students were enrolled at this school in 2017, 408 female and 377 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	





## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Higher</li> <li> Similar</li> <li> Similar</li> <li> Lower</li> </ul>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 43%, Medium: 44%, High: 13%</p> <p><b>Numeracy</b> Low: 31%, Medium: 54%, High: 15%</p> <p><b>Writing</b> Low: 48%, Medium: 29%, High: 22%</p> <p><b>Spelling</b> Low: 33%, Medium: 46%, High: 21%</p> <p><b>Grammar and Punctuation</b> Low: 46%, Medium: 48%, High: 7%</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 24%, Medium: 50%, High: 26%</p> <p><b>Numeracy</b> Low: 45%, Medium: 43%, High: 12%</p> <p><b>Writing</b> Low: 34%, Medium: 54%, High: 13%</p> <p><b>Spelling</b> Low: 28%, Medium: 61%, High: 11%</p> <p><b>Grammar and Punctuation</b> Low: 23%, Medium: 58%, High: 18%</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: 2017 0 to 50 scale, school score (blue dot) is above state median (green diamond).</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is above state median (green diamond).</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 2em;">●</span> Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 90%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 24%</p> <p>VET units of competence satisfactorily completed in 2017: 86%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 52%</p>		



## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <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>89 %</td> <td>89 %</td> <td>85 %</td> <td>82 %</td> <td>85 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	85 %	82 %	85 %	89 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	85 %	82 %	85 %	89 %									
<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: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

### Engagement

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

### Wellbeing

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

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



## What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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

## Financial Performance and Position

### Financial performance and position commentary

Our [2017 Annual Report](#) shows a net operating surplus of \$335,457. The financial position shows that our carried forward figures of \$453,000 and is fully committed in our 2018 financial year. This is broken up into operating reserve, capital grounds and school based programs.

The school's financial position is sound as we continually try to meet the needs of providing a high quality of education to our students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,138,916	High Yield Investment Account	\$174,422
Government Provided DET Grants	\$1,277,102	Official Account	\$15,364
Government Grants Commonwealth	\$3,638	Other Accounts	\$263,214
Government Grants State	\$34,725	<b>Total Funds Available</b>	<b>\$453,000</b>
Revenue Other	\$2,505		
Locally Raised Funds	\$405,123		
Capital Grants	\$200,000		
<b>Total Operating Revenue</b>	<b>\$9,062,009</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$415,165		
Equity (Catch Up)	\$49,052		
<b>Equity Total</b>	<b>\$464,217</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,894,004	Operating Reserve	\$51,554
Books & Publications	\$7,370	Capital - Buildings/Grounds incl SMS<12 months	\$200,000
Communication Costs	\$37,320	Maintenance - Buildings/Grounds incl SMS<12 months	\$140,714
Consumables	\$194,287	School Based Programs	\$60,731
Miscellaneous Expense <sup>3</sup>	\$527,520	<b>Total Financial Commitments</b>	<b>\$453,000</b>
Professional Development	\$42,459		
Property and Equipment Services	\$546,403		
Salaries & Allowances <sup>4</sup>	\$290,004		
Trading & Fundraising	\$39,867		
Travel & Subsistence	\$2,931		
Utilities	\$144,387		
<b>Total Operating Expenditure</b>	<b>\$8,726,553</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$335,457</b>		
<b>Asset Acquisitions</b>	<b>\$146,572</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

