

2015 Annual Report to the School Community

Eltham High School

School Number: 7805



Eltham High School

Name of School Principal:

Vincent Sicari

Name of School Council President:

Nicky Hauser

Date of Endorsement:

16 March 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Eltham High School is continuing its 90 year tradition of providing high quality secondary education to its outer urban-rural community. There is a high demand for places in the school with a total enrolment in 2015 of 1386 students. The school has an international reputation for its music program, volleyball program and consistently high VCE results. The Strategic Plan focuses on developing a culture of independence and enjoyment of learning and increased student capacity to take responsibility for their own learning, through the achievement of high quality educational outcomes for all students.

Staff have been actively engaged in a renewal process which began with the IDEAS process resulting into the development of a values statement that underpins all school activities. The Year 7 Integrated Studies program has continued to developed as students engage with their learning through an inquiry process. In 2015 the VCAA Extended Investigation study continued to run and this initiative supports an Inquiry Based Approach and the subject is continuing in 2016 in conjunction with Year 9 Cornerstone Subjects

Staff continued to be supported in their work by the Instructional Coaches to develop curriculum that emphasises higher order thinking skills and the implementation of new technologies in learning. An extensive in-house professional development program was in place to meet the individual needs of staff and this will continue in 2016. In 2015 the notebook initiative continued to support students in years 7 to 12 and ensured a 1:1 computer access ratio across the school.

In 2016 the school enters a year of review and the development of the new School Strategic Plan for 2017 to 2020. We will also continue to move towards a consistent Instructional Practice based on Direct Instruction and Inquiry Based Learning and the development and documentation of the Victorian Curriculum at Years 7 to 10.

Achievement

Student outcomes as measured by teacher judgements against the AUSVels indicate that students from Years 7 – 10 continue to perform well above the state mean. The proportion of students achieving above standard has remained steady across the areas of Reading and Numeracy. When teacher judgements are checked against NAPLAN results, it would appear that the work with teachers to accurately judge students performance is improving although, this comparison is difficult because teachers judge against a curriculum while NAPLAN is reported as a statistic unrelated to a curriculum. For 2015, NAPLAN results at Year 9 indicate that student performance and relative growth in Numeracy have increased from 2014 and now higher in school comparison. In 2015 the school continued to run year 9 Naplan in an examination format and this appears to have had an affect of the past couple of years in improving the number of students who do respond to questions and not withdrawing from the test. This success of this strategy needs to continue to be monitored.

The mean of all VCE studies remained constant and it is above the state mean and each year we work to support students to continue to improve their performance across all studies. The completion rate for students at VCE and VCAL was 100% and VET courses we also completed satisfactorily at 88%. Students funded through the Disability and Impairment program showed to progress against their identified goals. In 2015 the Integrated Studies program based on an Inquiry framework continued in Year7 and in Middle School and the framework was employed through the Extended Investigation Subject at VCE. This was also a success for the school at the VCE level through Unit 3/4 Extended Investigation.

Students participating in the Program for Students with a Disability, all have an Individual Education Plan. These plans are written in consultation within the framework of the Student Support Group meeting and contain information from specialist reports, parents and the student, where appropriate. Student progress is measured against AusVels outcomes and goals and in the Student Support Group meetings held once a term. The student's progress continues to improve through the support of the classroom teachers, Integration program, Sub-Schools and the school leadership team.

Engagement

While the Student Family Occupation measure for Eltham High School is rated high, the number of vulnerable students and families in need of additional care or support is increasing and its not recognised within the Departments meaning of disadvantage. Student perception of their own well being as measured by connectedness to peers, classroom behaviour and safety is very high for secondary schools. There is still an overall positive trend indicating a decline in the number of days absent per student across the school and we would expect this to continue into 2016.

Real School Retention 7 -12 continues to be well above the state mean, as does the real retention of students from Year10 to Year11. Post Year12 destinations continue to favour university over training or full time employment, approximately 86% of students applied for a tertiary place. 86% of these students received a University offer; 9% of these students received a TAFE offer and 5% of students received an offer from an Independent Training College

Post-EHS destination in the category “unknown” remained at zero for 2015. Student engagement is further supported by our extensive co-curricular programs and the ongoing development of staff through an extensive in-house PD strategy including continuation of the instructional coaching program.

Wellbeing

Student wellbeing, as measured by the Student Attitudes to School survey indicates that students are highly connected to the school, they have high levels of confidence in their learning and they rate teacher effectiveness and empathy, stimulating learning and motivation more highly than do their peers in other schools. The school actively recognises that students have different learning needs and some are confronted with obstacles that impinge on their learning. The school engages with alternative settings as a form of support for some students and Eltham High School is reported as having an impressive record of being able to re-engage these students in their learning on their return to the school. The continued roll out of the Compass portal, together with a focus on staff marking the roll at the start of each lesson, has seen a more accurate record of attendance and increase parent engagement with the portal to access real-time information. Student engagement is further supported by our extensive co-curricular programs and the ongoing development of staff through an extensive in-house PD strategy including continuation of the coaching program.

Productivity

In 2015, a day consisted of 4 periods each of 72 minutes.

Period	Time
1	8:55 – 10:07
2	10:12 – 11:24
recess	11:24 – 11:54
3	11:54 – 1:06
lunch	1:06 – 1:58
4	1:58 – 3:10

The following was Workforce plan for 2015. The Workforce Plan is based on the program of the school, allotments, etc.
 Enrolment - 1386 students (an increase of 34 students) as anticipated
 Teachers – 92.8 EFT (Excluding the Principal)
 ES Staff - 16.0 EFT
 ES – Integration – 5.4 EFT
 Leadership Profile - Principal, 3 AP positions, 8 LT positions

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 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.

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: 

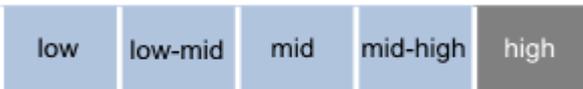
School Profile

Enrolment Profile

A total of 1385 students were enrolled at this school in 2015, 675 female and 709 male. There were 0% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

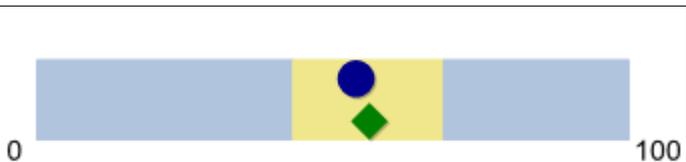
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

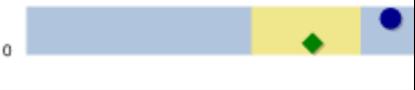
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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 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 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"> English Mathematics <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>	<div data-bbox="555 465 986 591"> <p>Results: English</p>  </div> <div data-bbox="555 716 986 842"> <p>Results: Mathematics</p>  </div>	<div data-bbox="1021 465 1436 591">  Similar </div> <div data-bbox="1021 716 1436 842">  Similar </div>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<div data-bbox="555 1057 986 1227"> <p>English</p> <p>No Data Available</p> </div> <div data-bbox="555 1335 986 1505"> <p>Mathematics</p> <p>No Data Available</p> </div>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Lower</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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **100%**

Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **13%**

VET units of competence satisfactorily completed in 2015: **88%**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **100%**

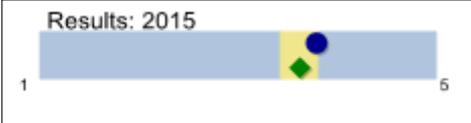
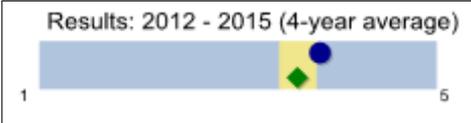
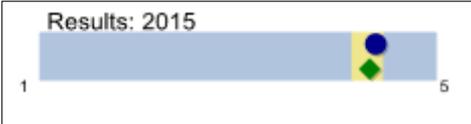
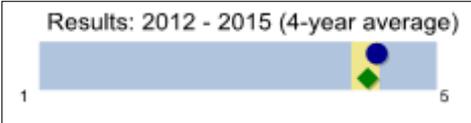
Performance Summary

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="536 853 975 949"> <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>93 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	92 %	91 %	93 %	93 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	92 %	91 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> 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: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</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: 

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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</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).

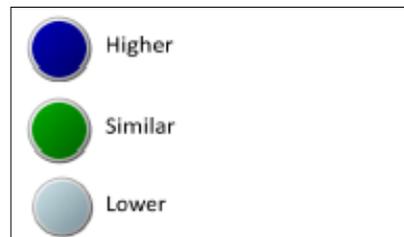
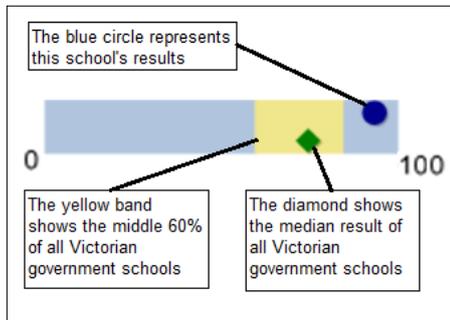
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

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.

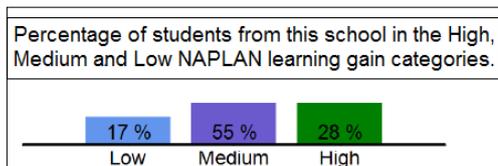
A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

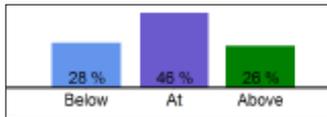


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,838,119	High Yield Investment Account	\$137,349
Government Provided DE&T Grants	\$1,427,550	Official Account	\$2,439
Government Grants Commonwealth	\$15,589	Other Accounts	\$243,300
Government Grants State	\$21,963	Total Funds Available	\$383,089
Revenue Other	\$147,285		
Locally Raised Funds	\$2,244,856		
Total Operating Revenue	\$14,695,549		
Expenditure		Financial Commitments	
Student Resource Package	\$10,767,683	Operating Reserve	\$68,785
Books & Publications	\$15,514	Asset/Equipment Replacement <12 months	\$31,636
Communication Costs	\$26,493	Beneficiary/Memorial Accounts	\$12,619
Consumables	\$315,604	Cooperative Bank Account	\$7,244
Miscellaneous Expense	\$1,102,816	Revenue Received in Advance	\$170,938
Professional Development	\$44,035	School Based Programs	\$51,572
Property and Equipment Services	\$660,081	School/Network/Cluster Coordination	\$15,771
Salaries & Allowances	\$1,105,933	Provision Accounts	\$18,975
Trading & Fundraising	\$248,909	Other Recurrent Expenditure	\$5,549
Travel & Subsistence	\$4,910	Total Financial Commitments	\$383,089
Utilities	\$135,666		
Total Operating Expenditure	\$14,427,644		
Net Operating Surplus/-Deficit	\$235,251		
Asset Acquisitions	\$89,679		

Student Resource Package Expenditure figures are as of 04 March 2016 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.

Financial performance and position commentary

The 2015 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan, to improve student outcomes and support student learning.

The Financial Performance Summary for 2015 shows an operating surplus of \$267,906 which includes a small surplus of \$70,436 in the credit component of the 2015 SRP budget which will be bought forward to the 2016 SRP budget. The

remaining operating surplus allows the school to budget for the replacement of assets and equipment in 2016 and to provide for current financial commitments as well as maintaining a small operating reserve.

To support student learning in the digital classrooms at Eltham High School the ICT infrastructure is continually being upgraded. In 2015 a new ICT server was purchased for over \$30,000 as well as several data projectors to further utilise the resources available to students.

Donations by families to the School Building Fund allowed facility works to be carried out throughout the year which included the refurbishment of the Senior and Middle sub school offices; upgrades to student toilet blocks as well as the installation of air conditioners to classrooms in the Art/Technology and English blocks.

Locally raised funds account for 58% of the 2015 revenue and includes funds received for Subject Contributions 21% (Essential items/Course Charges/Music Fees/Notebook Program), Camps and Excursions/Special Events 19% (excursions/camps, Y12 Formal, School Production, AMEB), Trading Operations 8% (Canteen, PE Uniforms, Second Hand Books), Donations 5% (Building Fund/General Contribution), Hire of School Facilities/Sale of Class Materials/Commission 1%, Fundraising 1% (Friends of Music, Drama Production Adelaide Fringe Festival, Alumni Entertainment books); Other Locally Raised Funds 3% (Staff Association, After School Music and Drama, School Magazine etc.). This continued support from families and the community allows the school to provide the best possible programs and facilities to our students.