

**2014 Annual Report to
the School Community**

Upper Yarra Secondary College

School Number: 8410



**UPPER YARRA
SECONDARY COLLEGE**

www.uysc.vic.edu.au

Name of School Principal: PATRICIA BROOM

Name of School Council President: GLEN BRAY

Date of Endorsement: 29TH APRIL 2015

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 2014.

About Our School

School Context

Upper Yarra Secondary College is a small school located at Yarra Junction, 65 kms from Melbourne. It is in a beautiful rural setting on the fringes of North Eastern Region with approximately 520 students. Some students travel extensive distances (20-30kms) to attend school from outer communities. Most students travel by bus to school. UYSC provides a comprehensive range of options relevant to our community, including VCE, VCAL and VET programs.

In 2014 Upper Yarra Secondary College had 2 Principal class, a Senior and Junior School Leader, 41.1 equivalent full-time teaching and 13 EFT Education Support staff. In term 3 2014, the school went through a Peer review and VRQA. The SFO is 0.68.

The college employs a Teaching and Learning / Literacy coach: and in 2012 - 2014, a coach with a Sharing Classrooms Program. Considerable resources have been directed towards our Literacy Improvement Strategies.

The college gives significant professional learning opportunities to focus on continuous improvement in curriculum provision and research based pedagogy. In particular, the Future Learners Inquiry Program (FLIP) and a school wide literacy approach: Writing in the Content Areas is evident of this approach by incorporating research based practice and innovative teaching methods with a focus on literacy. FLIP has incorporated appropriate teaching and learning pedagogy within an open plan learning environment in Year 7. The curriculum is designed as an integrated inquiry based approach and personalized learning is evident in the topics and curriculum delivery, accommodating learning styles and preferences, with an emphasis on student directed learning. A whole school focus on literacy, supported by a Literacy Coach and a Literacy PLT, has resulted in innovations in intensive reading and writing programs, including embedded Independent Reading and the Readers and Writers Workshops.

This change in approach has had a significant impact on teaching practice and student engagement and has directly led to improved achievement and literacy outcomes. There has been a whole school approach to including the *Gradual Release of Responsibility* (GRR) as core practice. We have developed a Numeracy Plan, and will be extending our work to support Numeracy improvement across the school in 2015.

All teachers engage in Professional Learning Teams (PLT). The college has focused on current research for classroom practice and encourages the use of designated strategies in an action research model.

The school environment has improved significantly over the last five years, with a college wide focus on developing an orderly learning environment. Students have responded positively to college enforcement of rules and policies regarding proactive behaviour management, and we have increased enrolments across all year levels. Retention rates and attendance have improved as have student and staff attitudes to school survey data. UYSC is a largely mono - cultural environment with no ESL students. Students with a Disability have shown satisfactory progress, achieving at, or above, the targets of their Individual Learning Plans

Achievement

Upper Yarra Secondary College has a comprehensive Literacy Plan that saw its second year of implementation in 2014. To date it has implemented the following:

- ❖ A school wide "Writing to Learn initiative,
- ❖ Reading and writing workshops in English classes Years 7 to 9.
- ❖ Common 'Learning to Write Approaches' in all domain areas (apart from Mathematics).
- ❖ An Inquiry based Learning curriculum in years 7 and 8 that has a significant literacy focus.

Through the use of consistent approaches to teaching and learning initiatives the school has seen an improvement in student writing, reading and thinking. This is evident in samples of student worked compereed to previous years and in some testing regimes.

In 2014, the implementation of the whole school Numeracy Plan began. This included increased communication with feeder Primary Schools, a major aspect being the return of Year 7 NAPLAN data to each student's previous school. UYSC NAPLAN data was shared with all staff, with professional development sessions emphasizing the rich data available, e.g. the Item Analysis Reports. The links between particular questions and Domain-based curricula were published and an audit of numeracy across the curriculum was undertaken. The median NAPLAN Numeracy scores at Year 9 were the highest in the last 5 years. At Year 9, 30% achieved low, 52% medium and 18% high growth. However, high growth was achieved across all bands. The students who have been through the Literacy program at UYSC, and are now in year 9, have showed marked improvements in outcomes in various testing forums.

Increased confidence and skill has resulted in increased comfort and proficiency by students in using different apps for learning with the Year 7 and 8 iPad program.

UYSC increased its mean VCE study score from 23 to 24.8 and had 85% of our Year 12 students go onto further education and 15% to employment. The University entry was at 34% and TAFE entry at 51%. All students in the 2014 cohort transitioned into either education or employment. Of the 51% at TAFE, 13% of these students are doing a TAFE year and then transitioning into a 2nd year degree course either at Deakin or RMIT.

Whilst the majority of students undertake the Victorian Certificate of Education (VCE), a Victorian Certificate of Applied Learning (VCAL) program is run in Year 11 and 12. A growing number of students elect to undertake a Vocational Education Program (VET) as part of their VCE or VCAL program either at the College, in another school or at nearby tertiary providers.

We continue to implement AusVELS and the National Curriculum with an emphasis on including the cross curriculum priorities and adopting the F-10 curriculum planning and reporting guideline and we are part of the Valley/Yarra Ranges VCE Network, working with the nearest six secondary schools to support our VCE students and teachers to improve student outcomes.

Engagement

The college curriculum choices including VCE, VET and VCAL support pathways to a wide range of destinations including Universities, TAFE colleges, apprenticeships and employment. Access to VET and VCAL enable our students to better consider learning pathways beyond high school. We have increased VET's offerings at UYSC to four by including Certificate III in Sport and Recreation and Certificate II in Outdoor Recreation. This is in addition to the Certificate II in Furniture and Certificate III in Catering Operations already being offered previously. We have also nearly doubled the number of students in both first and second year of Catering Operations.

The college has formal partnerships with Deakin (DEAP), LEAP, Arts Centre First Call Fund, Monash Uni through the student teacher placement program in 2015, RMIT SNAP program and "Designing Futures" program, New Pedagogies for Deeper Learning Global project, Eastern Health Services MOU, and Upper Yarra Community House / Yarra Valley school MOU. We are building our networks through working closely with the Shire Yarra Ranges Youth Services, and the OELLN. The college has links to China and students may participate in International Student Exchange in Germany and Japan.

Student engagement and wellbeing will be further supported in 2014 through the analysis of student absences and evaluation of the effectiveness of plans and strategies utilised to improve attendance. Retention rates continue to improve. Our "Options" program once a week, gives students in Years 7-10 a broad ranges of subjects and activities from which to choose beyond the core curriculum. They work in mixed age interest groups, and the connections beyond Home groups have been beneficial to all.

A Hands On Learning Program was introduced in 2014 to engage some of the students who were not being catered for with in the core program. This has been an effective program for participants. We also make use of the Woori Yallock Farm School on day per week, and have developed an environmental and leadership program through our access with students of Year 9 attending during 2014. This will move to Y8 in 2015.

Wellbeing

The College has well-regarded welfare supports, ensuring students learn within a safe, healthy and supportive environment. Student leadership and other proactive programs are key strategies to address social issues. Student support staffing includes a Chaplain for three days per week, a school counsellor for two days, a school Nurse for two days, SSSO access and a social worker engaged through Medicare Local. The college operates a Youth Clinic one day per week. This involves a GP, Community Health Nurse, and a Youth Services social worker, working with the school wellbeing team on the school property. We have established a "Respectful Relationships" program that will be implemented as part of sustainable Year 8 & 9 program. Our Koori students are supported and the school identifies as being open and inclusive, establishing a confident group of students, recognizing the cultural heritage of the families within our community.

The College environment is characterised by very high levels of student safety as seen in the Student attitude to school survey data. Programs such as Peer Support, Student Leadership options, Duke of Ed and Human Powered Vehicle all contribute to a supportive student community environment. Whole school events such as Swimming and Athletics days, Camps program, Interschool sport and music, Art and SRC are but a few on offer for student participation.

To ensure the students have a good transition to high school, we offer a Supported Transition Program at Year 6/7, which is an extended program for those who will struggle with various aspects of moving to high school. We continue to strengthen the school's wellbeing programs and positive school culture to improve student pride and connectedness to, and sense of belonging to the school.

Within the New Pedagogies for Deep Learning, the 6 Competencies are embedded within our strategic plan as core areas of focus across all areas of the school, both in personal development and in Curriculum development.

Creativity Critical Thinking Citizenship Communication Character Collaboration

Productivity

The school has gone through some staffing changes and reassignment and review of programs offered and their impact on student outcomes. Some areas will need to be reduced for 2015. The buildings have required some major maintenance and other areas have been upgraded to accommodate changing school priorities. We access VLN – Virtual Learning Network, and Distance Ed to support students in some very small VCE classes, and still offer a broad range of subjects, and reviewed all policies and processes to ensure we can offer additional activities. There will be benefits for students from offering further Vet courses onsite in 2015, and we will be seeking external use of facilities to support the costs within the college. Funding has been directed to the key focus areas of the Strategic Plan, in Intensive Literacy and Curriculum focus for staff PD.

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 503 students were enrolled at this school in 2014, 236 female and 267 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

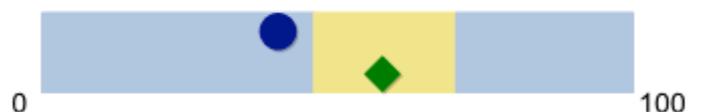
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 are the highest possible score.



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"> 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>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</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>NAPLAN Year 9</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> Higher</p> <p> Similar</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>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>Reading Low: 48% Medium: 40% High: 11%</p> <p>Numeracy Low: 59% Medium: 32% High: 10%</p> <p>Writing Low: 45% Medium: 46% High: 9%</p> <p>Spelling Low: 32% Medium: 55% High: 14%</p> <p>Grammar and Punctuation Low: 41% Medium: 47% High: 12%</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>Reading Low: 46% Medium: 34% High: 21%</p> <p>Numeracy Low: 32% Medium: 51% High: 17%</p> <p>Writing Low: 28% Medium: 57% High: 15%</p> <p>Spelling Low: 26% Medium: 56% High: 18%</p> <p>Grammar and Punctuation Low: 36% Medium: 44% High: 20%</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>Results: 2014 0 to 50 scale. School result (blue dot) is approximately 45. State median (green diamond) is 30.</p> <p>Results: 2011 - 2014 (4-year average) 0 to 50 scale. School result (blue dot) is approximately 45. State median (green diamond) is 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **97%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **28%**
 VET units of competence satisfactorily completed in 2014: **80%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **79%**

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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" data-bbox="571 819 1027 920"> <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>87 %</td> <td>83 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	83 %	91 %	93 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	87 %	83 %	91 %	93 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

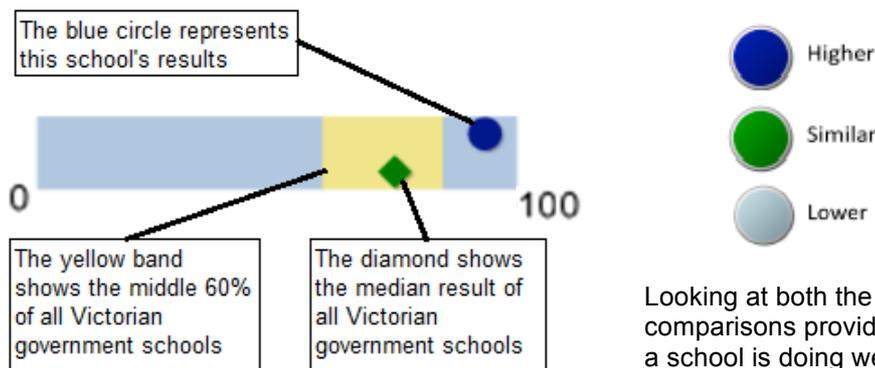
What are student outcomes?

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.

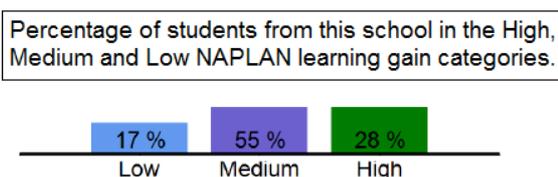
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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 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.

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 recognizes 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	Funds Available	Actual
Student Resource Package	\$4,942,513	High Yield Investment Account	\$23,391
Government Provided DE&T Grants	\$692,068	Official Account	\$11,723
Revenue Other	\$35,345	Other Accounts	\$40,000
Locally Raised Funds	\$404,850	Total Funds Available	\$75,115
Total Operating Revenue	\$6,074,776		
Expenditure		Financial Commitments	
Student Resource Package	\$4,952,733	Operating Reserve	\$20,000
Books & Publications	\$12,340	Revenue Received in Advance	\$33,650
Communication Costs	\$21,227	Region/Network/Cluster Funds	\$10,850
Consumables	\$117,221	Provision Accounts	\$10,614
Miscellaneous Expense	\$453,591	Total Financial Commitments	\$75,115
Professional Development	\$26,877		
Property and Equipment Services	\$353,695		
Salaries & Allowances	\$173,402		
Trading & Fundraising	\$22,423		
Travel & Subsistence	\$10,242		
Utilities	\$84,521		
Total Operating Expenditure	\$6,228,273		
Net Operating Surplus/-Deficit	(\$153,496)		
Asset Acquisitions	\$0		

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

Salaries and Allowances refer to school-level payroll.

Financial performance and position commentary

UYSC had a deficit of \$153,496 in 2014. The school has been working to enable the school to transition from a deficit to "within a budget" situation.