

## 2013 Annual Report to the School Community

Upper Yarra Secondary College

School Number: 8410



Name of School Principal: Robert Miller 2013  
Patricia Broom –Acting 2013

Name of School Council President: Annette Brabazon (2013)  
Michelle Mock 2014

Date of Endorsement: 30<sup>th</sup> April 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

**About Our School**

Upper Yarra Secondary College is located at Yarra Junction in the picturesque Yarra Valley, 65 kms from Melbourne. The College provides students with a safe, healthy and supportive environment that nurtures self-esteem, leadership qualities, talent, curiosity and optimism for the future, providing them with a base to become responsible members of the college and the broader community. Our staff is committed to focus on continuous improvements in curriculum provision and respond to research based trends in current and innovative teaching methods. We provide a range of curriculum choices including VCE, VET and VCAL that support pathways to a wide range of destinations including Universities, TAFE Colleges, apprenticeships and employment. Students develop close relationships with staff via daily contact in our Year Level Team approach. Student leadership and a strong student voice is promoted within a range of opportunities within the College. The College has formed a partnership with Healesville High School and Worawa College known as the Yarra Valley Polytechnic. The Polytechnic is a Trade Training provider and delivers Certificate level training across the three schools involving Automotive, Spray Painting Building and Construction, Hospitality - Commercial Cooking, Cabinet Making and Rural Studies. The College also have links to schools in China, Germany and Japan.

A new model of Inquiry Based Learning has been established in Year 7 and Year 8 and to Year 9 in 2015. FLIP (Future Learners Inquiry Program) has elements of an open plan learning environment, an integrated inquiry based approach to curriculum delivery and an significant literacy focus, personalising learning for students through engagement, acknowledgement of learning styles and preferences and student directed learning. A whole school focus on literacy, supported by a Literacy Coach and a Literacy Committee, has resulted in innovations in intensive reading and writing programs including Independent Reading Workshop and the Writing Workshop. This change in approach has had a significant impact on teaching practice and student engagement and achievement and literacy outcomes. Teachers engage in Professional Learning Teams and focus on research and employing the strategies discussed into classroom practice in an Action Research Model. Students are also encouraged to purchase their own netbooks, tablets or iPads. We are constantly striving to improve the use of technology in the teaching and learning programs with an emphasis being placed on the use of iPads at Year 7 and 8.

Upper Yarra SC has 504 students, 3 Principal class, 49.3 equivalent full-time teaching and 15.87 Education Support staff.

Achievement	Engagement	Wellbeing
<p>Ongoing curriculum development, additional coaching support in literacy and numeracy, detailed examination of data, an emphasis on differentiation, support for low achievers and extension for high achievers, as well as further introduction of technology through an iPad Program at Year 7 are part of a new improvement plan which is being developed for 2014 - 2016. Teacher assessments of the percentage of students at the expected standard in English and Maths at years 7 to 10 are slightly below the state median for government schools. Although the average NAPLAN Numeracy scores at Year 7 and 9 are slightly below state medians, positive trends show that 50% of Year 9 students in Numeracy achieved medium growth while 18% achieved high growth. In relative growth terms, from Years 7-9 in the Medium Category, 53.7% of students are at or above the State mean for Spelling, while 48.5% were at the State mean level for Reading.</p> <p>VCE results were slightly lower in 2013 and yet there were significantly higher percentage of students going on to further study in University or TAFE studies, and fewer into apprenticeships.</p> <p>The provision of exams at all year levels prepares students well for the VCE years, and the College makes explicit use of VCE data to drive improvements each year.</p>	<p>The College provides a comprehensive and focused approach to careers counselling and future planning, with interviews for all students in Years 10-12. This supports students to plan their future and provides a sense of purpose for their educational program, and leads to improved retention rates in later years. We offer fast tracking option for students in Years 10 &amp; 11, provide VCAL and extensive VET options, School Based Apprenticeships, and an extensive vocational and "pathways" counselling service and Careers unit as core curriculum. VCE students benefit from our participation in the Yarra Valley/Ranges VCE Network. The excellent Trade Training facilities in Hospitality and Cabinet Making onsite, enhance the school experience for our students. Further options are available for work skills training on site.</p> <p>We access the Woori Yallock Farm School each week for targeted school leadership programs, offer a School Production, Music program, Peer Support, Alpine School, Sustainability team, Leadership camps, Duke of Ed, Advance and whole school events, promoting a sense of belonging for students. We provide an excellent Learning Support Program for students with special needs and extension options for highly able students will continue to be supported.</p>	<p>School attendance rates continue to improve. Year Level Teams monitor attendance and student issues. A focus on improved teaching and learning, student voice and student engagement, resulted in a continued improvement trend in Student Opinion Survey results. Student opinion from surveys shows continuous improvements across year levels, with Year 7 and Year 9 student data achieving excellent results, well above state mean. This has been achieved through range of strategies embedded within the school program, including an effective "Teams" approach to children's pastoral care and Home Group teacher system.</p> <p>The College works closely with support agencies to address student needs, offering the support from a Student Counsellor, a Chaplain, Secondary School Nurse, a Youth Clinic on site and a mentor program.</p> <p>There is a strong, student leadership culture now embedded and opportunities include College, year level and class Captains, SRC, student-run assemblies and Student Sports Leaders who support the local primary programs. Student participation in all activities has improved. Individual Learning Plans will be an area of focus to continue to improve student engagement.</p>

## 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 526 students were enrolled at this school in 2013, 269 female and 257 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index -SFO, which takes into account parents' occupation.



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



#### Parent Satisfaction Summary

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



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

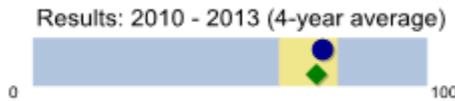
## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 41%, Medium: 49%, High: 11%</p> <p><b>Numeracy</b> Low: 34%, Medium: 55%, High: 11%</p> <p><b>Writing</b> Low: 40%, Medium: 50%, High: 10%</p> <p><b>Spelling</b> Low: 36%, Medium: 50%, High: 14%</p> <p><b>Grammar and Punctuation</b> Low: 47%, Medium: 41%, High: 12%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 32%, Medium: 48%, High: 20%</p> <p><b>Numeracy</b> Low: 32%, Medium: 50%, High: 18%</p> <p><b>Writing</b> Low: 48%, Medium: 42%, High: 10%</p> <p><b>Spelling</b> Low: 31%, Medium: 54%, High: 15%</p> <p><b>Grammar and Punctuation</b> Low: 42%, Medium: 45%, High: 13%</p>	<p>NAPLAN Relative Growth 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: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students in 2013 who satisfactorily completed their VCE: 98%</p> <p>Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 19%</p> <p>VET units of competence satisfactorily completed in 2013: 79%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 84%</p>		

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p><i>School attendance data was not available for this report due to IT damage in 2013.</i></p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 784 1024 880"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<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: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p><b>Results: 2012</b></p>  <p><b>Results: 2009 - 2012 (4-year average)</b></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>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

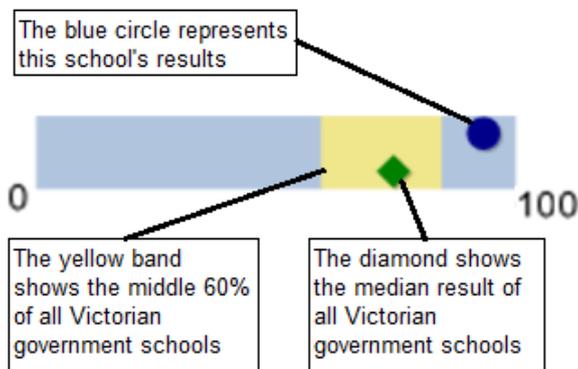
## What are student outcomes?

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

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

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

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



## What is a *School Comparison*?

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

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

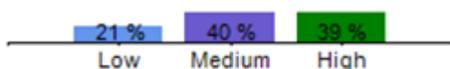
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

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

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Government Provided DE&T Grants	\$712,872	High Yield Investment Account	\$125,524
Government Grants Commonwealth	\$163,991	Official Account	\$11,859
Revenue Other	\$33,998	Other Accounts	\$40,758
Locally Raised Funds	\$321,734	<b>Total Funds Available</b>	<b>\$178,141</b>
<b>Total Operating Revenue</b>	<b>\$1,232,594</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Books & Publications	\$14,736	Operating Reserve	\$54,807
Communication Costs	\$25,900	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$160,245	Revenue Received in Advance	\$23,617
Miscellaneous Expense	\$447,450	School Based Programs	\$24,666
Professional Development	\$27,845	Region/Network/Cluster Funds	\$50,000
Property Maintenance	\$377,858	Other recurrent expenditure	\$5,051
Salaries & Allowances	\$203,162	<b>Total Financial Commitments</b>	<b>\$178,141</b>
Trading & Fundraising	\$37,010		
Travel & Subsistence	\$20,700		
Utilities	\$91,175		
<b>Total Operating Expenditure</b>	<b>\$1,406,081</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$173,486)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

December 2013

Other Department Grants for 2013 consisted of an Energy Efficient Grant of \$10,000.00 and a Learning Difficulties Support Grant of \$13,999.99. Other Commonwealth Grants include National Partnerships group funding of \$50,000.00 which will be expended in 2014 in a joint "Writing to Learn" project across UYSC and 3 local Primary Schools. Low SES funding of \$113,991.00 was also received and used towards a Literacy Coach and our Teaching and Learning Coach and supports various literacy and numeracy support programs across the school, such as Quicksmart. Subject contributions are paid by only 45% of families. Upper Yarra Secondary College has not received significant additional funding to assist with the additional expected maintenance of our older facilities & buildings. This impacts the school over and above what is allocated in our cash budget.



Australian Government



## National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013  
Allocation

Low SES School Communities	\$117,568
Improving Literacy and Numeracy	\$140,707

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

**Notes:**

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

**National Partnership for Low Socio-Economic Status School Communities**

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Building teacher capacity (professional learning opportunities)

Improved monitoring of student performance information

Timely student intervention and support

**National Partnership for Empowering Local Schools**

Not Applicable