

# 2018 Annual Report to The School Community



School Name: Upper Yarra Secondary College (8410)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 12 March 2019 at 11:46 AM by Scott Tully  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 12:46 PM by Glenn Bray (School  
Council President)

## About Our School

### School context

Upper Yarra Secondary College is located in Yarra Junction in the Yarra Valley, approximately 65 kilometres from Melbourne. The College is in a unique position regarded as both Metro and rural. Our current enrollment is 520; many of our students travel extensive distances to attend school from outer rural communities. The College is well regarded for supporting its 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 students come from a wide range of socio-economic backgrounds, with a consistently low socio-economic profile.

The College is an integral part of the Lilydale and Upper Yarra Education plan revolutionizing education in the Outer East. Upper Yarra Secondary College is participating in a building program delivering a new Science, technology, Engineering, Arts and Mathematics (STEAM) centre and building on the environment resources with a theme of Outdoor Learning. Bring the outdoors in and the indoors out to enhance the learning experiences of students.

The College leadership profile includes 5 Leading Teachers (Curriculum x2, Junior, Middle and Senior-Sub-School). The college staff support our students by working in year level teams led by a Team leader. The teams are responsible for overseeing curriculum, pedagogy and well-being and student management for students within their Year Level. We have a strong well-being team and run a Youth Clinic one day per week, and work on a five day timetable consisting of five 60 minute periods.

We provide a range of curriculum choices including VCE, VET and VCAL that support pathways to a wide range of destinations including Universities, TAFE, apprenticeships and employment. Students develop close relationships with staff via daily contact in our Year Level Teams approach. Student leadership is promoted within a range of opportunities within the college, in SRC, College Captains, Peer Support, Advance, Duke of Ed and Sports Leadership programs. The College has a very active student leadership team with the SRC and student leaders combining.

#### Innovation and Future Directions

1. The College completed their review in 2017 with future directions being linked to Literacy and Numeracy, community engagement and promotion of high expectations in all areas of the College.
2. A model of Inquiry Learning developed at Upper Yarra Secondary College is now well established in Year 7 and 8. FLIP (Future Learners Inquiry Program) has elements of an Open Plan learning environment, closer attachments of fewer teaching staff for more time with students, an integrated inquiry based approach to curriculum delivery and enhanced processes that focus on more personalised learning for students through engagement of activities that relate to a variety of learning styles.
3. Innovations in reading and writing programs including Independent Reading, Readers and Writers Workshops have been developed and are having an impact on teaching practice and student engagement and achievement. A Sharing Classrooms program has also had an impact on improving pedagogy. Teachers engage in Professional Learning Teams and via the focus on research outcomes employ strategies discussed into classroom practice in an Action Research model.

### Framework for Improving Student Outcomes (FISO)

Upper Yarra Secondary College participates in a Secondary School focused 'Literacy Across the Curriculum' FISO group. More than 12 other Secondary Schools are involved in the FISO focus with a determination to share resources and knowledge of effective Literacy strategies. Upper Yarra secondary College actively participates in regular discussions and Professional Learning regarding contemporary Literacy improvement strategies. The College supports a number of key staff to attend 'Leading Literacy' through Bastow and has a PLT focused on embedding Writing To Learn strategies into all Domains across the school. The school continues to focus on student achievement in writing and the collective responsibility of all members of staff in achieving student gains. A collaborative FISO group was formed with local Primary Schools targeting writing moderation to further enhance the learning through the Secondary FISO group.

The College participated in a FISO group with local Primary schools designed to achieve a greater level of moderation and alignment in teacher judgments in writing. The FISO group employed experts in the field to facilitate collaboration and deep analysis of writing samples in the Yarra Valley.

The College also participated in the Professional Learning Community process and continues to be involved with a network of schools implementing the PLC process as a part of College operations and the PLC process will be a major focus for the College in the future.

## Achievement

Upper Yarra Secondary College continues to focus on improving the learning growth of all students through a rigorous, documented curriculum that reflects the Victorian Curriculum. Strong improvements in Learning Gain, particularly in Reading, Writing and Numeracy are evidence of improvements in teacher moderation and analysis of the Victorian Curriculum. The College continues to focus on the Literacy requirements of each Domain and endeavours to produce a differentiated Curriculum that meets the needs of all students.

NAPLAN demonstrated significant improvement amongst the Year 9 cohort in all areas. In particular, reading results increased as a result of a renewed focus on independent reading and individual conferencing. Numeracy gains have been made in 2018, responsible for the small growth in the 4-year average. The College has moved to a fully differentiated Mathematics approach during 2018.

VCE completion and VCE achievement both continue to demonstrate strong improvement. VCE mean study scores fluctuate with both improved individual scores and a greater number of students undertaking the studies. Both VETiS and VCAL placements are increased and the number of students satisfactorily completing their units of competency is high. In particular, the VCAL program continually improves and meets the needs of the students in the school community.

## 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 VETis offerings at UYSC to five by including Certificate III in Sport and Recreation Certificate II in Aviation and Certificate II in Outdoor Recreation. All VCAL students undertake a Certificate II in Business Studies. This is in addition to the Certificate II in Furniture and Certificate III in Catering Operations already being offered previously.

The college has formal partnerships with Deakin (DEAP), LEAP, Arts Centre First Call Fund, Monash University through the student teacher placement program in 2017, RMIT SNAP program and “Designing Futures” program, New Pedagogies for Deeper Learning Global project, Eastern Health Services MOU. We are building our networks through working closely with the Shire Yarra Ranges Youth Services, and the OELLN .The college has links to Japan and China and students may participate in International Student Exchange.

Student engagement and well-being will be further supported through the analysis of student absences and evaluation of the effectiveness of plans and strategies utilised to improve attendance. Significant reduction in non-attendance in 2018 was achieved through a targeted approach and Community of Practice within the network. Retention rates continue to improve.

## Wellbeing

The College has a 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 well-being program is now lead internally by a full time well-being coordinator with the required skills to offer counselling to students.

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 well being team on site. 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 well-being programs and positive school culture to improve student pride and connectedness to, and sense of belonging to the school.

Our Support Teacher program gives all students in Years 7-12 a teacher that they and their parents can communicate with as a “first port of call”.

## Financial performance and position

Sound financial practices see the school with a small surplus. Staffing changes have led to a lower overall cost than predicted. The retirement of senior staff to be replaced by graduate teachers has contributed to a surplus. Families continue to support the College in greater numbers with their essential items charges and voluntary contributions. Property expenses associated with the age of the school continue to be a major drain on the overall operating budget; however support from DET in 2018 has led to a decreased burden on the College. The

school continues to move forward into a healthier financial position. The College is preparing to embark on a building program and has taken a responsible approach to self-fund items for associated school related expenses within the program.

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

### Enrolment Profile

A total of 520 students were enrolled at this school in 2018, 225 female and 295 male.

np percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	76.3	72.4	64.8	78.4

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	58.3	51.5	41.4	61.2

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	66.8	79.1	64.9	89.9	Similar
Mathematics	47.8	69.4	49.3	85.5	Similar

### NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	47.7	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	39.5	50.8	37.5	66.7	
Year 9	Reading (latest year)	40.4	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	32.1	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	43.9	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	42.1	51.4	38.1	66.0	
Year 9	Reading (4 year average)	35.5	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	26.3	41.8	30.1	59.1	Lower

### NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	33.3	46.2	20.5
Year 5 to 7	Numeracy	44.7	46.1	9.2
Year 5 to 7	Writing	29.3	56.1	14.6
Year 5 to 7	Spelling	35.4	46.3	18.3
Year 5 to 7	Grammar and Punctuation	39.0	47.6	13.4
Year 7 to 9	Reading	32.6	39.5	27.9
Year 7 to 9	Numeracy	30.6	51.0	18.4
Year 7 to 9	Writing	18.8	58.3	22.9
Year 7 to 9	Spelling	29.2	52.1	18.8
Year 7 to 9	Grammar and Punctuation	33.3	56.3	10.4

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	25.7	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	26.7	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **95 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **39 percent**.

VET units of competence satisfactorily completed in 2018: **72 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **98 percent**.

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	19.9	20.6	15.9	25.1	Higher
Average number of absence days (4 year average)	23.4	20.2	16.0	24.5	Similar

## Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	89	89	90	92	94

## Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	74.0	75.0	66.7	81.7	Similar
Retention (4 year average)	72.8	75.0	66.2	80.4	Similar

## Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	75.0	91.7	83.1	99.3	Lower
Student Exits (4 year average)	87.1	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	49.4	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	47.0	52.9	44.5	61.9	Similar

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	57.1	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	56.4	56.0	47.5	66.4	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$5,759,534
Government Provided DET Grants	\$1,196,964
Government Grants Commonwealth	\$13,320
Government Grants State	\$5,439
Revenue Other	\$81,060
Locally Raised Funds	\$447,690
<b>Total Operating Revenue</b>	<b>\$7,504,007</b>
Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$652,975
Equity (Catch Up)	\$0
Transition Funding	\$48,237
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$701,212</b>
Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,327,271
Adjustments	\$0
Books & Publications	\$7,872
Communication Costs	\$30,290
Consumables	\$151,913
Miscellaneous Expense <sup>3</sup>	\$467,330
Professional Development	\$48,650
Property and Equipment Services	\$563,885
Salaries & Allowances <sup>4</sup>	\$225,421
Trading & Fundraising	\$27,007
Travel & Subsistence	\$7,731
Utilities	\$116,442
<b>Total Operating Expenditure</b>	<b>\$6,973,812</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$530,195</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$404,030
Official Account	\$48,264
Other Accounts	\$100,290
<b>Total Funds Available</b>	<b>\$552,584</b>

Financial Commitments	Actual
Operating Reserve	\$227,605
Other Recurrent Expenditure	(\$2,805)
Provision Accounts	\$0
Funds Received in Advance	\$81,484
School Based Programs	\$86,330
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,971
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$552,584</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').