

# 2019 Annual Report to The School Community



School Name: Upper Yarra Secondary College (8410)



UPPER YARRA  
SECONDARY COLLEGE

- 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 Qualification 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 2019 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 05 March 2020 at 03:14 PM by Scott Tully (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 November 2020 at 02:56 PM by Keri Morris (School Council President)

## About Our School

### School context

Upper Yarra Secondary College is located in Yarra Junction in the Yarra Valley, 65 kilometres from Melbourne. Our current enrolment is 535. 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 an SFO of 0.55.

The College leadership profile includes 5 Leading Teachers (Curriculum x 2, 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 Doctors in Schools program one day per week, supported by Educational Psychologists, Social Workers and a School Adolescent Health nurse 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.

#### 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. Recent innovations have led to an Outdoor Learning focus which incorporates STEAM thinking through activities such as Aviation, Agriculture and Viticulture. The College values innovation and broad experiences for its students, including the introduction of a coffee van run by students.

### Framework for Improving Student Outcomes (FISO)

In 2019, the College participated in a Professional Learning Community (PLC) Community of Practice (CoP). The PLC initiative aligns with FISO and was instrumental in engaging the school community in the Annual Implementation Plan.

The FISO initiatives targeted in 2019 included:

Building Practice Excellence through (a) a commitment to build the capacity of teachers to use evidence based high impact teaching strategies (HITS); (b) setting high expectations by building teacher capacity to use achievement data to identify students that require intervention or extension and enable teaching at a student's point of need.

Empowering students and building school pride through (a) a development and implementation of strategies to involve students, parents and carers as partners in learning; (b) development and activation of high expectations of students, staff and families.

## Achievement

Academic success of students continues to be at the fore for the College. Teaching and learning success has been driven through a comprehensive understanding of High Impact Teaching strategies (HITS) combined with the implementation of an Instructional Model. The College has a strong focus on differentiation and providing academic opportunities at a student's point of learning. Mathematics has demonstrated strong differentiation throughout the Year 7 - 10 curriculum. The College has undertaken whole school professional learning in the implementation of Professional Learning Communities as a method for structured teacher collaboration related to teaching and learning.

The College continues to seek expertise in education from inside and beyond the local community to further enhance teacher capability.

## 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 wellbeing will be further supported through the analysis of student absences and evaluation of the effectiveness of plans and strategies utilised to improve attendance. 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 college operates a Docotor in school one day per week. This involves a GP, Community Health Nurse, and a Youth Services social worker, working with the school wellbeing 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 modest surplus. Staffing changes combined with an increased student enrollment have led to a lower overall cost and greater revenue than predicted. A greater percentage of families contribute to the College through the Essential Education levy. Property expenses associated with the age of the school continue to be a major drain on the overall operating budget. The school continues to move forward into a healthier financial position making responsible decisions for the students and families of the community. The College allows for innovation and excellence through the financial decisions undertaken. The College has been supported by School Council to prepare for the completion of Stage 1 of a building program. Money has been set aside to ensure the internal facilities are modernised to suit the new building.

**For more detailed information regarding our school please visit our website at**  
<http://www.uysc.vic.edu.au/>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

### School Profile

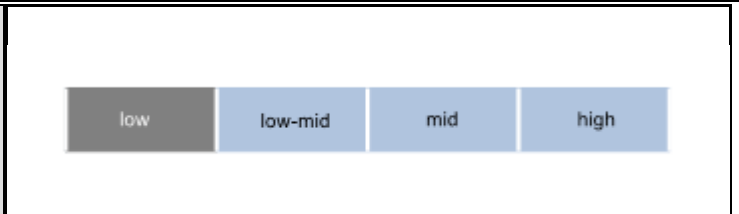
**Enrolment Profile**

A total of 531 students were enrolled at this school in 2019, 241 female and 290 male.

ND were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

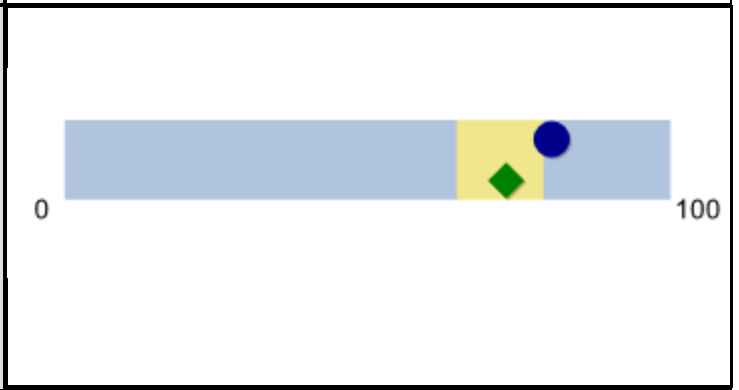
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**Parent Satisfaction Summary**

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

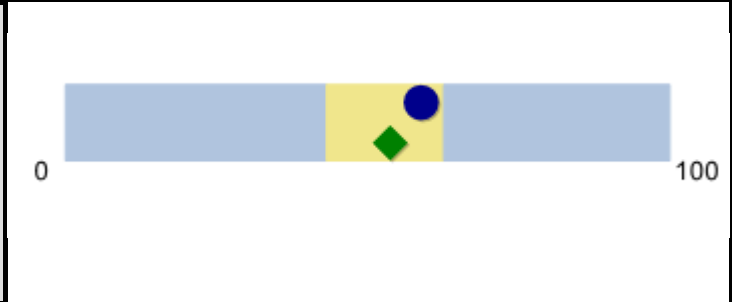
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




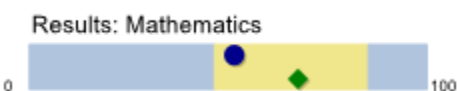


**School Staff Survey**

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

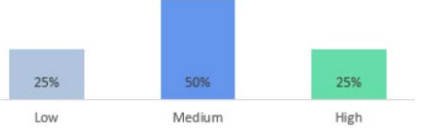




Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar </p> <p>Similar </p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below














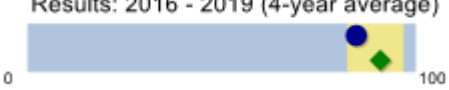

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above <span style="color: teal; font-weight: bold;">●</span></p> <p>Above <span style="color: teal; font-weight: bold;">●</span></p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>33 % Low    48 % Medium    19 % High</p> <p><b>Numeracy</b></p> <p>32 % Low    54 % Medium    14 % High</p> <p><b>Writing</b></p> <p>30 % Low    45 % Medium    25 % High</p> <p><b>Spelling</b></p> <p>23 % Low    56 % Medium    21 % High</p> <p><b>Grammar and Punctuation</b></p> <p>30 % Low    49 % Medium    21 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>22 % Low    50 % Medium    28 % High</p> <p><b>Numeracy</b></p> <p>22 % Low    60 % Medium    17 % High</p> <p><b>Writing</b></p> <p>16 % Low    57 % Medium    27 % High</p> <p><b>Spelling</b></p> <p>15 % Low    65 % Medium    20 % High</p> <p><b>Grammar and Punctuation</b></p> <p>28 % Low    49 % Medium    23 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </p>
<p>Students in 2019 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>22%</b>            VET units of competence satisfactorily completed in 2019: <b>81%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: <b>81%</b></p>		



## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar												
 Below															
Engagement	Student Outcomes	Similar School Comparison													
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>													
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <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>88 %</td> <td>89 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	88 %	89 %	91 %	94 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
90 %	87 %	88 %	89 %	91 %	94 %										
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Similar </p>													
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </p>													

### Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,262,709	High Yield Investment Account	\$548,299
Government Provided DET Grants	\$1,066,905	Official Account	\$36,456
Government Grants Commonwealth	\$20,502	Other Accounts	\$0
Government Grants State	\$28,278	<b>Total Funds Available</b>	<b>\$584,755</b>
Revenue Other	\$62,414		
Locally Raised Funds	\$430,220		
<b>Total Operating Revenue</b>	<b>\$7,871,029</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$632,571		
Equity (Catch Up)	\$45,510		
<b>Equity Total</b>	<b>\$678,082</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,697,567	Operating Reserve	\$225,746
Books & Publications	\$6,790	Other Recurrent Expenditure	(\$2,805)
Communication Costs	\$46,989	Funds Received in Advance	\$183,937
Consumables	\$136,486	School Based Programs	\$28,128
Miscellaneous Expense <sup>3</sup>	\$499,585	Asset/Equipment Replacement < 12 months	\$25,000
Professional Development	\$30,955	Maintenance - Buildings/Grounds < 12 months	\$26,034
Property and Equipment Services	\$482,077	Capital - Buildings/Grounds > 12 months	\$100,000
Salaries & Allowances <sup>4</sup>	\$266,271	<b>Total Financial Commitments</b>	<b>\$586,040</b>
Trading & Fundraising	\$22,590		
Travel & Subsistence	\$6,750		
Utilities	\$123,438		
<b>Total Operating Expenditure</b>	<b>\$7,319,499</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$551,530</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

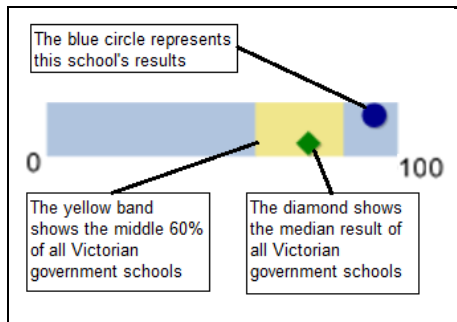
### Engagement

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

### Wellbeing

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

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

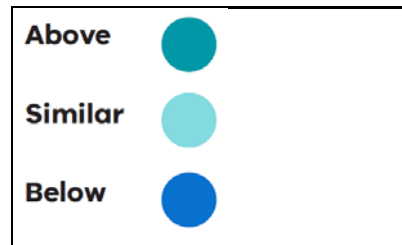


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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