

2020 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).
- 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 2020 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 2021 at 01:31 PM by Scott Tully (Principal)

The 2020 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 03 August 2021 at 02:11 PM by Robert Hay (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 565. 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. The College has been funded 3 stages of a building program totaling almost \$20m to rejuvenate the facilities and support team teaching and innovative teaching and learning
3. 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.
4. 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)

The FISO school improvement model continues to underpin the teaching and learning direction of the College. Although the school began the year strongly implementing Professional Learning Communities targeting specific problems of practice, the transition to Remote and Flexible learning forced a pivot in design. The College implemented a strong focus on student well being to maintain student connectedness with the College, with their education and ensuring student well being was considered. Development of innovative integrated learning tasks utilising online platforms ensured students maintained their learning and were able to stay connected to their peers and teachers.

Inclusion in the Lilydale and Upper Yarra Education Plan places the FISO continuum and the heart of teaching and learning decisions, striving to achieve embedding status.

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.

Remote and Flexible learning had its greatest impact on the learning growth of all students. Balancing the well being, social and emotional needs of students and their families against academic rigor was at the fore. Teacher judgments reflect the impact of remote learning on student outcomes when direct teacher student face to face teaching and learning is interrupted.

Engagement

Upper Yarra Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, respect, excellence and responsibility.

This year the College focused on building school pride and empowering student voice. Although impacted by the effects of Remote and Flexible Learning, students regularly met with Support teachers and as a leadership group to influence the College operations. The College was responsive to the needs of students and families.

In 2020, Upper Yarra Secondary College continued to work with families to ensure students were at school and learning during onsite instruction. The college continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The college works closely with the re-engagement officer to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

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 three 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 extensive extra curricular activities 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 strong surplus. The effects of remote and Flexible learning have impacted the College through significantly lower operating costs. 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 3 stages of a building program. Money has been set aside to ensure the internal facilities are modernised to suit the new building.

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 565 students were enrolled at this school in 2020, 259 female and 306 male.

NDP percent of students had English as an additional language and 2 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.

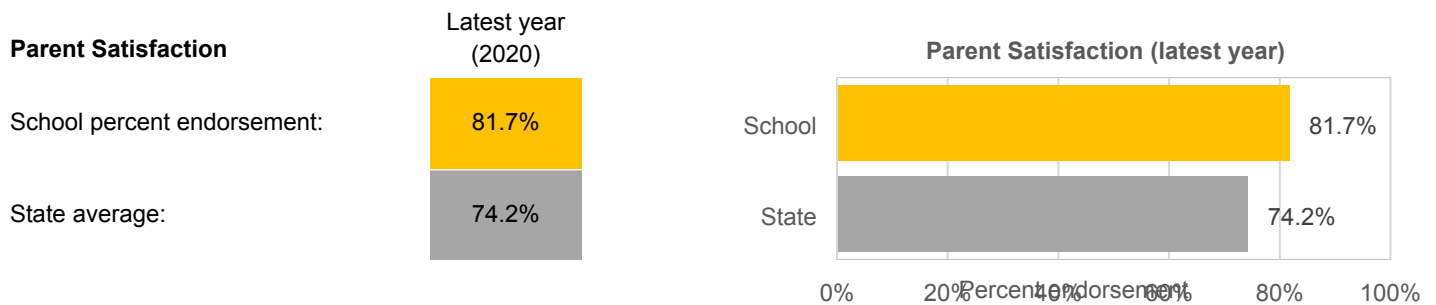
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

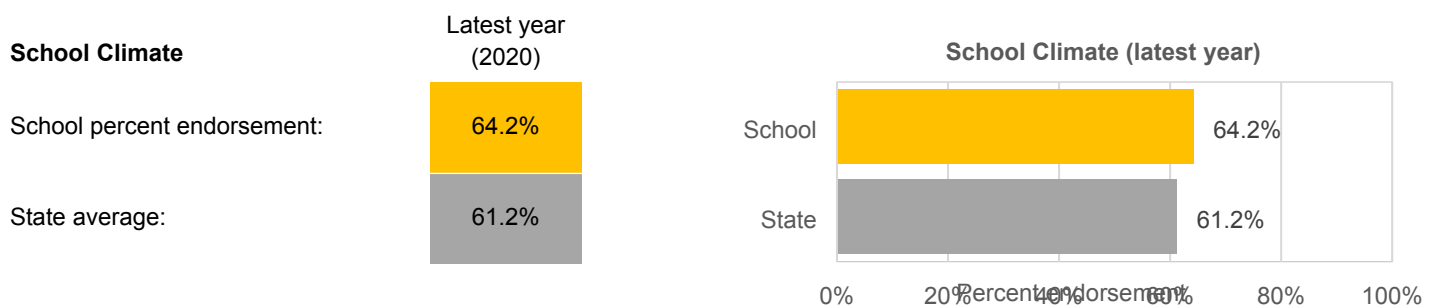


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

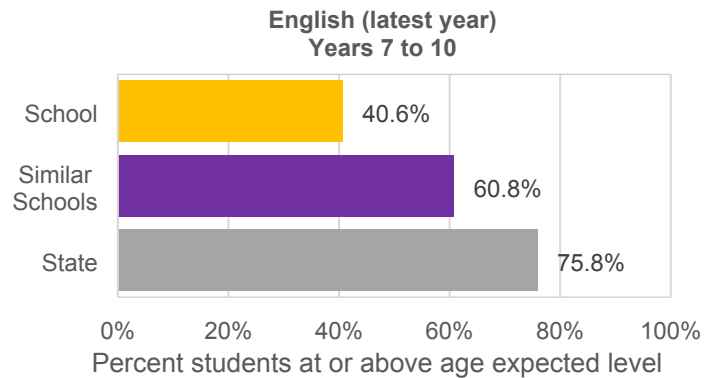
40.6%

Similar Schools average:

60.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

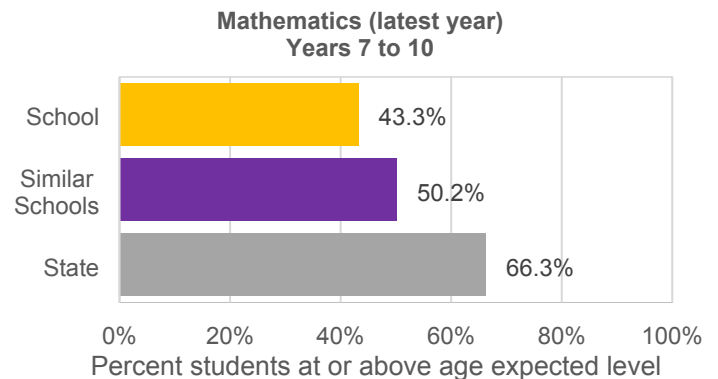
43.3%

Similar Schools average:

50.2%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

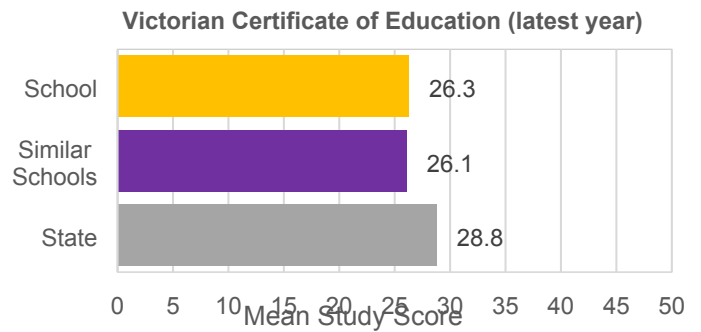
ACHIEVEMENT (continued)

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	Latest year (2020)	4-year average
School mean study score	26.3	26.3
Similar Schools average:	26.1	26.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

VET units of competence satisfactorily completed in 2020:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

90%

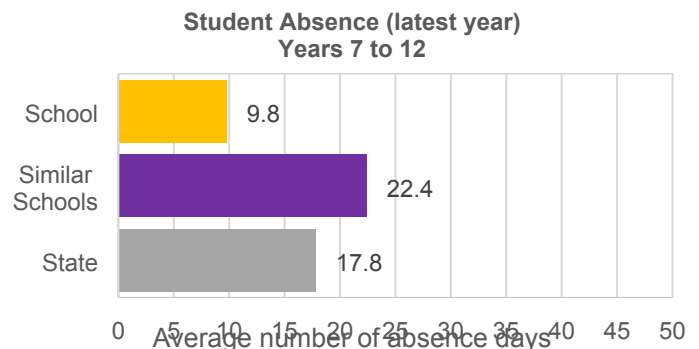
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.8	18.5
Similar Schools average:	22.4	23.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

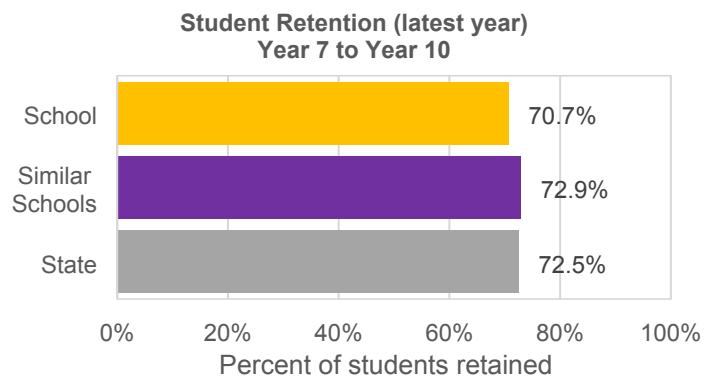
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	95%	94%	95%	95%	96%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	70.7%	72.2%
Similar Schools average:	72.9%	72.7%
State average:	72.5%	72.9%



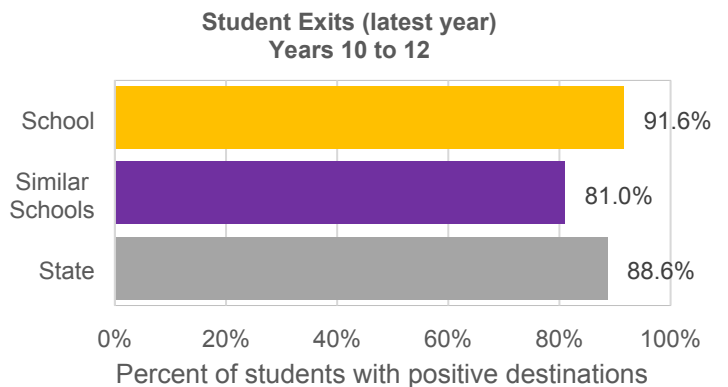
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	91.6%	84.5%
Similar Schools average:	81.0%	82.4%
State average:	88.6%	89.1%



WELLBEING

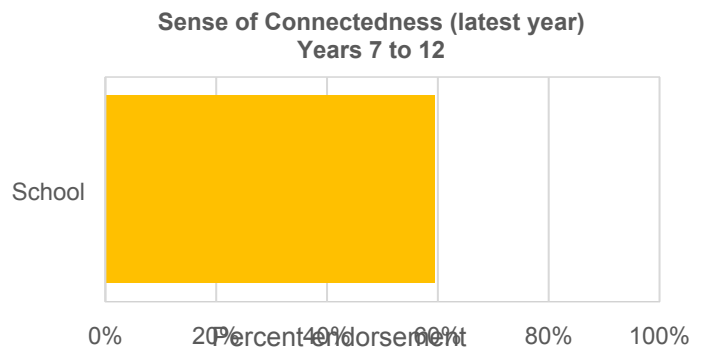
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	48.5%
Similar Schools average:	NDP	46.3%
State average:	59.5%	55.3%



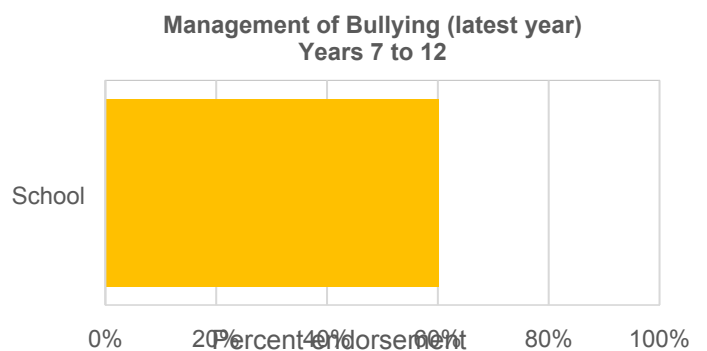
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	57.5%
Similar Schools average:	NDP	50.5%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$6,723,195
Government Provided DET Grants	\$1,445,860
Government Grants Commonwealth	\$37,211
Government Grants State	\$43,234
Revenue Other	\$41,664
Locally Raised Funds	\$190,259
Capital Grants	NDA
Total Operating Revenue	\$8,481,423

Equity ¹	Actual
Equity (Social Disadvantage)	\$629,004
Equity (Catch Up)	\$54,201
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$683,205

Expenditure	Actual
Student Resource Package ²	\$6,200,521
Adjustments	NDA
Books & Publications	\$10,299
Camps/Excursions/Activities	\$37,388
Communication Costs	\$35,789
Consumables	\$104,944
Miscellaneous Expense ³	\$26,603
Professional Development	\$19,664
Equipment/Maintenance/Hire	\$187,833
Property Services	\$274,413
Salaries & Allowances ⁴	\$189,011
Support Services	\$280,213
Trading & Fundraising	\$17,061
Motor Vehicle Expenses	\$5,656
Travel & Subsistence	\$190
Utilities	\$93,270
Total Operating Expenditure	\$7,482,855
Net Operating Surplus/-Deficit	\$998,568
Asset Acquisitions	\$47,865

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,009,512
Official Account	\$39,799
Other Accounts	NDA
Total Funds Available	\$1,049,311

Financial Commitments	Actual
Operating Reserve	\$175,665
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$103,689
School Based Programs	\$347,930
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$167,269
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,044,554

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.