

2013 Annual Report to the School Community

Fairhills High School

School Number: 7823



Name of School Principal: Harvey Wood

Name of School Council President: Mike Hurd

Date of Endorsement: 19/03/2014

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

This school meets prescribed minimum standards for registration as 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

Fairhills prides itself on the contribution it makes to its local community by providing a quality education for all students across the full ability range, with the curriculum focused on excellence and success. The school strives to maintain a positive, caring and safe environment. Opportunities for achievement are provided within a comprehensive and flexible range of programs arranged into several interconnected learning pathways to cater for different student abilities, interests and career aspirations. Our school actively promotes a culture of respect for learning with a diverse and challenging range of teaching and learning strategies. Fairhills places value on treating students equitably and encourages them to take pride in themselves and the school. In 2010

Fairhills commenced a 4 year Strategic Plan which includes the Improvement Strategy; 'to create a personalised learning environment with high expectations of all students and staff'.

The special features of Fairhills include:

- Select Entry Accelerated Learning (SEAL), Fairhills is the only SEAL school in the Maroondah, Monash & Knox networks
- Specialist Performing Arts School - Dance, Music, Theatre Studies, Film & TV Acting, Musical, Concert performances etc.
- Successful sporting program (including our elite Basketball Academy in our state-of-the-art Sports Centre)
- Specialist STEM school: (Science, Technology, Engineering & Maths) and the new Bacalaureate subject 'Extended Investigation' A core/elective approach is designed to provide additional learning for students with a particular interest in science/technology
- KIOSC: Knox \$11M Trade Training and Technology Discovery Centre
- Highly committed staff: 4 Principals, 67 teachers, 22 Education Support Personnel, 10 volunteers
- The school currently has 14 PSD students, all of who are making progress with their studies

Achievement	Engagement	Wellbeing
<p>Overall student learning compares favourably with other schools on adjusted school performance. Our Multiple Learning Pathways curriculum and accelerated learning opportunities are enabling our students to achieve VELS outcomes above other comparable Victorian government secondary schools with similar background characteristics.</p> <p>While VCE outcomes have improved a little over recent years, we need to ensure that the outcomes in Years 7-10 are translated into VCE scores that are consistently achieved every year and in all subjects.</p> <p>To this end, we have increased the amount of class time for VCE students and provide each student with a learning tutor for additional guidance, support and encouragement. Teachers continue to make good use of VCE analysis data and collaborative teaching opportunities to further enhance their skills and teaching strategies.</p> <p>Year 9 NAPLAN results are comparable to other schools with students with similar background characteristics. We are working to achieve even better outcomes through several initiatives including '21st Century Global Classroom' - a multidisciplinary program that focuses on student-centred investigations and personal development.</p> <p>In 2014 we will continue to develop our strategy for personalising learning for all students by placing greater emphasis on differentiation ie. linking the type of work set to the differing abilities of the students within each class.</p>	<p>At Fairhills our student attendances are similar to other Victorian government secondary schools with similar background characteristics.</p> <p>Our improvements are due to the introduction of an Attendance Officer and the use of a computerised period by period roll marking process. However, we want to do even better; using the data, we will provide focussed support to any family where the student is seen to have inappropriate attendance patterns. We recognise that good attendance is the starting point for effective learning.</p> <p>We have a consistently good record of Year 7 students remaining at Fairhills to complete Year 10 and then on to Year 12.</p> <p>To further improve our senior retention rate in 2014, our Senior School Tutors will continue to intervene immediately and tenaciously for any students who are seen to be experiencing difficulties. Our goal is 100% of our students moving on to further studies or full time employment.</p> <p>In 2013, 75 of our Year 12 students applied through VTAC for a University or TAFE course. Every one of these obtained a place. This impressive outcome is an indicator of how well our students are engaging with their learning and successfully moving on to the next stage of their education.</p>	<p>Our multiple learning pathways are designed to increase engagement and wellbeing by providing for differing student learning needs and avoid a 'one size fits all' approach. This is further supported by some innovative programs including SEAL, 'Bridge', 'Global Classroom', Robotics, Basketball Academy and 'TAFE Tasters'.</p> <p>Our comprehensive student support team, including our chaplain, assists students with both personal and academic/career counselling and support.</p> <p>Fairhills caters well for the engagement and wellbeing of its senior students by having five different learning pathways which include a wide range of VCE subjects, VCAL, 30 different VET courses including KIOSC and particularly for students aiming at the professions, 'Structured Workplace Learning' and University Enhancement.</p> <p>Student attitudes to school measured by the annual Student Opinion Survey have not improved since last year. However, anecdotally we hear many positive comments from students about school safety, friendliness, and helpfulness of teachers, classroom activities and extra-curricula opportunities.</p> <p>In 2014 we will continue to address this issue by increased personalisation of teaching/learning styles, student Tutor groups providing pastoral care and an enhanced student leadership program which leads into a more active 'student voice' within our school community.</p>

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

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 864 students were enrolled at this school in 2013, 459 female and 405 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

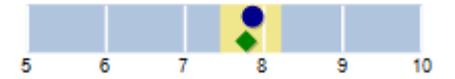
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN 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 & 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>Reading Low: 35%, Medium: 48%, High: 17%</p> <p>Numeracy Low: 40%, Medium: 42%, High: 18%</p> <p>Writing Low: 43%, Medium: 43%, High: 14%</p> <p>Spelling Low: 36%, Medium: 45%, High: 19%</p> <p>Grammar and Punctuation Low: 33%, Medium: 44%, High: 22%</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 & 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>Reading Low: 34%, Medium: 45%, High: 21%</p> <p>Numeracy Low: 32%, Medium: 50%, High: 18%</p> <p>Writing Low: 42%, Medium: 48%, High: 10%</p> <p>Spelling Low: 34%, Medium: 41%, High: 25%</p> <p>Grammar and Punctuation Low: 31%, Medium: 50%, High: 19%</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> Similar</p> <p> Similar</p>
<p>Students in 2013 who satisfactorily completed their VCE: 99% Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 60% VET units of competence satisfactorily completed in 2013: 90% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 96%</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:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="564 786 1023 882"> <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>85 %</td> <td>88 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	85 %	88 %	94 %	96 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	87 %	85 %	88 %	94 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</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: 

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> Lower</p> <p> Lower</p>

How to read the Performance Summary 2013

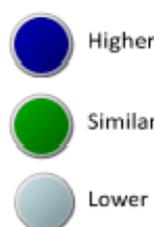
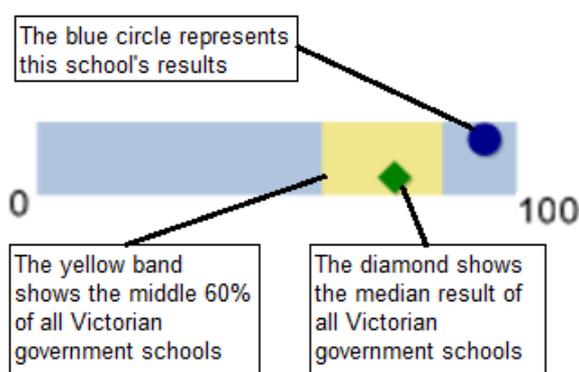
What are student outcomes?

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.

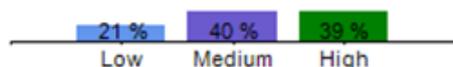
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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

Revenue	Actual
Government Provided DE&T Grants	\$1,128,310
Government Grants Commonwealth	\$900
Government Grants State	\$60,353
Revenue Other	\$171,435
Locally Raised Funds	\$1,047,772
Total Operating Revenue	\$2,408,770

Funds Available	Actual
High Yield Investment Account	\$25,689
Official Account	\$27,288
Other Accounts	\$28,233
Total Funds Available	\$81,210

Expenditure	
Books & Publications	\$24,416
Communication Costs	\$16,730
Consumables	\$283,793
Miscellaneous Expense	\$1,101,703
Professional Development	\$25,680
Property Maintenance	\$423,370
Salaries & Allowances	\$243,924
Trading & Fundraising	\$101,834
Travel & Subsistence	\$29,246
Utilities	\$105,071
Total Operating Expenditure	\$2,355,767

Financial Commitments	
Operating Reserve	\$81,210
Total Financial Commitments	\$81,210

Net Operating Surplus/-Deficit **\$53,003**

Asset Acquisitions **\$349**

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

1. The operating surplus of \$53,003 has enabled the school to pay off \$14,000 of a \$43,600 staffing liability which is repayable in Term 1 of 2014, 15, 16. The balance of the \$53,003 has enabled the school to partially rebuild its Reserve Fund.
2. In 2014 we are again planning for a net surplus for the same purposes.
3. The \$1,047,772 of locally raised funds includes approx.. \$300,000 of subject fees, \$150,000 for notebook computers and various activities including camps, excursions, extra curricula activities, cafeteria sales, parent donations etc.