

## 2014 Annual Report to the School Community

Fairhills High School

School Number: 7823



Name of School Principal:

Harvey Wood

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Name of School Council President:

Mike Hurd

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Date of Endorsement:

18<sup>th</sup> March 2015

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

This school meets prescribed minimum standards for registration as regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

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.

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 Academy - 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 Academy : (Science, Technology, Engineering & Maths) and the new Baccalaureate 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 as a second campus shared with other Knox secondary schools
- Highly committed staff: 4 Principals, 55 teachers, 20 Education Support Personnel, 10 volunteers
- The school currently has 12 PSD students, all of who are making progress with their studies

### Achievement

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 AusVELS outcomes above other comparable Victorian government secondary schools with similar background characteristics.

We want the pleasing outcomes in Years 7-10 to translate into VCE scores that are consistently achieved every year and in all subjects.

To this end, we have increased the amount of study time for VCE students and provide additional personalized guidance, support and encouragement in all classes. Teachers continue to make good use of VCE analysis data and collaborative teaching opportunities to further enhance their skills and teaching strategies.

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 '21<sup>st</sup> Century Global Classroom' – a multidisciplinary program that focuses on student-centered investigations and personal development and specific reading, writing and numeracy strategies.

In 2015 we will continue to develop our strategy for personalizing 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.

### Engagement

At Fairhills our student attendances are similar to other Victorian government secondary schools with similar background characteristics and have further improved in 2014.

Our improvements are due to the use of an Attendance Officer and the development of our Compass computerized period by period roll marking process. However, we want to do even better, using the data, we will provide focused support to any family where the student is seen to have inappropriate attendance patterns. We recognize that good attendance is the starting point for effective learning.

We have a consistently good record of Year 7 students remaining at Fairhills to complete Year 10 and then on to Year 12. Fairhills cooperates with other schools to interchange students to provide access to the various specialisms schools offer to students.

To further improve our senior retention rate in 2015, 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. Each year most of our graduating students apply for and are successful in obtaining a place in a University or TAFE course. 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 learning.

### Wellbeing

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, STEM Academy and Performing Arts Academy.

Our comprehensive student support team, including our chaplain, SWC, Social Worker, Guidance Officer, Careers Pathway Advisor and various wellbeing volunteers assists students with both personal and academic/career counselling and support.

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, over 30 different VET courses including KIOSC. For students aiming at the professions, 'Structured Workplace Learning' and University Enhancement are also available.

Student attitudes to school measured by the annual Student Opinion Survey tend to be lower than expected. However, anecdotally we hear many positive comments from students about school safety, friendliness, and helpfulness of teachers, classroom activities and extra-curricula opportunities.

In 2015 we will continue to address this issue by increased personalization 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.

### Productivity




Our goal is to improve the educational opportunities of our students by effective and efficient use of resources. Developing a 3 year staffing plan, appointing a facilities manager and reducing photocopying costs are just three of our initiatives to improve efficiency.

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

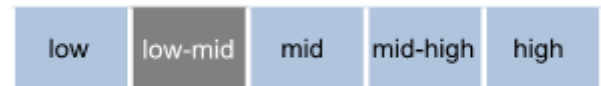
A total of 849 students were enrolled at this school in 2014, 454 female and 394 male.

#### 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.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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> Lower</p> <p> Lower</p> <p> Lower</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><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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 29%   Medium: 49%   High: 23%</p> <p><b>Numeracy</b> Low: 39%   Medium: 49%   High: 12%</p> <p><b>Writing</b> Low: 40%   Medium: 46%   High: 15%</p> <p><b>Spelling</b> Low: 23%   Medium: 55%   High: 22%</p> <p><b>Grammar and Punctuation</b> Low: 31%   Medium: 50%   High: 19%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 33%   Medium: 45%   High: 22%</p> <p><b>Numeracy</b> Low: 44%   Medium: 44%   High: 12%</p> <p><b>Writing</b> Low: 31%   Medium: 49%   High: 20%</p> <p><b>Spelling</b> Low: 38%   Medium: 52%   High: 10%</p> <p><b>Grammar and Punctuation</b> Low: 46%   Medium: 41%   High: 13%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 2014 0 to 50 scale, school result (blue dot) is at 50, state median (green diamond) is at 30.</p> <p>Results: 2011 - 2014 (4-year average) 0 to 50 scale, school result (blue dot) is at 50, state median (green diamond) is at 30.</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2014 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>69%</b>            VET units of competence satisfactorily completed in 2014: <b>83%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: <b>90%</b></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><b>Student Attendance</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 824 1026 920"> <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>92 %</td> <td>90 %</td> <td>88 %</td> <td>91 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	88 %	91 %	94 %	96 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	88 %	91 %	94 %	96 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>												

## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>

# How to read the Performance Summary

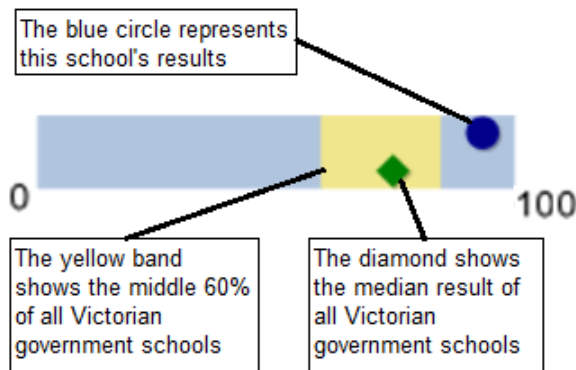
## What are student outcomes?

*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.

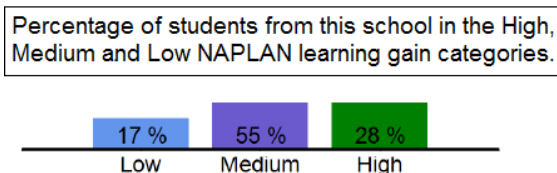
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$6,566,786
Government Provided DE&T Grants	\$1,205,852
Government Grants State	\$126,632
Revenue Other	\$131,293
Locally Raised Funds	\$762,667
<b>Total Operating Revenue</b>	<b>\$8,793,230</b>

Funds Available	Actual
High Yield Investment Account	\$105,975
Official Account	\$28,475
Other Accounts	\$26,796
<b>Total Funds Available</b>	<b>\$161,246</b>

Expenditure	
Student Resource Package	\$6,455,897
Books & Publications	\$10,518
Communication Costs	\$17,355
Consumables	\$155,788
Miscellaneous Expense	\$1,038,615
Professional Development	\$19,632
Property and Equipment Services	\$524,395
Salaries & Allowances	\$241,463
Trading & Fundraising	\$173,518
Travel & Subsistence	\$12,489
Utilities	\$106,282
<b>Total Operating Expenditure</b>	<b>\$8,755,952</b>

Financial Commitments	
Operating Reserve	\$161,246
<b>Total Financial Commitments</b>	<b>\$161,246</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$37,278</b>
<b>Asset Acquisitions</b>	<b>\$11,523</b>

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

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

[Insert financial commentary here]