

2016 Annual Report to the School Community



School Name: Fairhills High School

School Number: 7823



| | |
|-----------------------------------|-------------|
| Name of School Principal: | Harvey Wood |
| Name of School Council President: | Mike Hurd |
| Date of Endorsement: | April 2017 |

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 safe, supportive & stimulating learning 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, 44 teachers, 15 Education Support Personnel, 15 volunteers
- The school currently has 10 PSD students and 17 International students, all of whom are making progress with their studies.

Framework for Improving Student Outcomes (FISO)

FISO has become a key term in the Victorian Education system. A framework can be defined as a structured, overall plan to achieve a desired outcome, in this case improved student outcomes. This Framework used by all schools, has four overall 'Improvement Priorities' with 6 high impact initiatives. All of this has been shown by educational research to provide a highly effective approach to improving the outcomes of our students ie. We can be confident that our state resources of money, facilities and staff are being well spent on the best possible educational strategies to maximize our students learning. Every year, all schools work on all 6 of these initiatives but each puts greater focus on the two which have the highest relevance for that school for that year. In 2016, Fairhills has put in place the required FISO 'Essential Structures & Practices' and then focused on our 2 chosen initiatives, 'Building Practice Excellence' and 'Setting Expectations & Promoting Inclusion'. So far we have made pleasing progress and look forward to further development of them both in 2017.

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 learning 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 are providing additional personalized guidance, support and encouragement in all classes and have raised our expectations for the amount of work students complete out of class. 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 and show increased growth between Years 7 and 9. We are working to achieve even better outcomes through several initiatives including '21st Century Global Classroom' – a multidisciplinary program that focuses on student-centered investigations and personal development, specific reading, writing and numeracy strategies and the appointment of coaches in Literacy, Numeracy & Engagement. In 2017 we will continue to develop our strategy for personalizing learning for all students by placing greater emphasis on learning progression and the differentiation of T&L ie. Linking the type of work set to the differing abilities/interests of the students within each class.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

At Fairhills our student attendances are similar to other Victorian government secondary schools with similar background characteristics and have further improved overall in 2016 and are now above the state average.

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. In 2016 we appointed an Engagement Coordinator to provide further support. 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 and alternate settings to interchange students to provide access to the various specialisms schools offer to students.

To further improve our senior retention rate in 2017, 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, Airbrushing, Coding, 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 40 different VET courses including those at KIOSC. For students aiming at the professions, Work Placements and University Enhancement are also available.

Student attitudes to school measured by the annual Student Opinion Survey continue to improve. Anecdotally we hear many positive comments from students about school safety, friendliness, and helpfulness of teachers, classroom activities and extra-curricula opportunities. We often receive praise about our students from other schools, organisations and members of the community.

In 2017 we will continue to build student wellbeing and school pride 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.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 755 students were enrolled at this school in 2016, 389 female and 366 male. There were 4% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p> | |
| <p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|---|---|-------------------------------|
| <p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Higher</p> <p> Higher</p> |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>NAPLAN Year 7</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>NAPLAN Year 9</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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p> |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

| Achievement | Student Outcomes | School Comparison |
|--|------------------|---|
| <p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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>NAPLAN Learning Gain 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>● Similar</p> <p>● Similar</p> |
| <p>Students in 2016 who satisfactorily completed their VCE: 96% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 68% VET units of competence satisfactorily completed in 2016: 84% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 73%</p> | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | |
|---|---|---|------|------|------|------|------|------|------|------|------|------|------|---|
| <p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p> | <p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>87 %</td> <td>88 %</td> <td>91 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 91 % | 87 % | 88 % | 91 % | 94 % | 95 % | <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 91 % | 87 % | 88 % | 91 % | 94 % | 95 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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>Note: This measure uses data from the previous year.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> | | | | | | | | | | | | |



Performance Summary

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

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Lower</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary

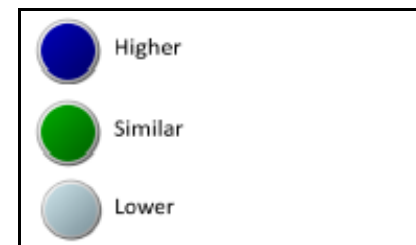
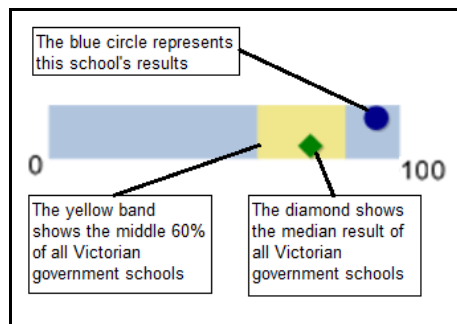
What are student outcomes?

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, P-12 and specialist schools, 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.

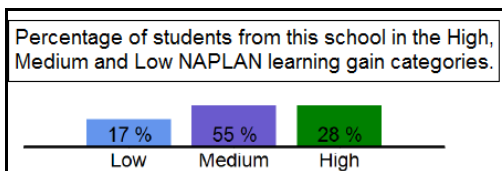
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,456,590 |
| Government Provided DET Grants | \$1,503,373 |
| Government Grants Commonwealth | \$5,413 |
| Government Grants State | \$19,725 |
| Revenue Other | \$91,692 |
| Locally Raised Funds | \$625,001 |
| Total Operating Revenue | \$8,701,793 |

| Expenditure | |
|---------------------------------|-------------|
| Student Resource Package | \$6,325,789 |
| Books & Publications | \$3,386 |
| Communication Costs | \$12,201 |
| Consumables | \$122,364 |
| Miscellaneous Expense | \$1,251,293 |
| Professional Development | \$15,687 |
| Property and Equipment Services | \$453,876 |
| Salaries & Allowances | \$121,151 |
| Trading & Fundraising | \$80,553 |
| Travel & Subsistence | \$30,947 |
| Utilities | \$107,751 |

| | |
|---------------------------------------|--------------------|
| Total Operating Expenditure | \$8,525,000 |
| Net Operating Surplus/-Deficit | \$176,793 |
| Asset Acquisitions | \$0 |

Financial Position as at 31 December, 2016

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$251,527 |
| Official Account | \$58,736 |
| Other Accounts | \$52,482 |
| Total Funds Available | \$362,744 |

| Financial Commitments | |
|------------------------------------|------------------|
| Operating Reserve | \$342,171 |
| Revenue Received in Advance | \$20,573 |
| Total Financial Commitments | \$362,744 |

- The school has met its goal of achieving a modest surplus to further build its Reserve Fund.
- New revenue of ~\$360,000 of SRP Equity Funds enabled the school to employ ~4 staff to provide students support programs and staff coaching initiatives focusing on Literacy, Numeracy and Engagement.
- The school continues to attract locally Raised Funds mainly from a \$555 parent subject fee. The collection rate over recent years has decreased to approximately 50% (due to EMA being discontinued by the Department) resulting in reduced budgets for the various facilities/subjects which are used to provide students with the materials and equipment they use in their various classes.



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Miscellaneous 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.

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.