

2017 Annual Report to the School Community



School Name: Fairhills High School

School Number: 7823



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 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, 43 teachers, 16 Education Support Personnel, 15 volunteers
- The school currently has 12 PSD students and 20 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 2017, Fairhills 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 2018.

Achievement

Overall student learning compares favorably 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 (compared with the growth from 5-7). 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 (and in 2018; e-learning, 21st Century Skills). In 2018 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 learning tasks set to the differing abilities/interests of the students within each class.

Engagement

At Fairhills our student attendances are better than other Victorian government secondary schools with similar background characteristics and have further improved overall in 2017 and are generally above the state year level averages.

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 2017 we continued to have 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 2018, 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 who apply for a place in a University or TAFE course through VTAC obtain a place (90% in 2017). 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, 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 and 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 2018 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
www.fairhillshs.vic.edu.au



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 670 students were enrolled at this school in 2017, 362 female and 308 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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>	<ul style="list-style-type: none"> ● Higher ● Similar ● Similar ● Similar



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>59%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>37%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>51%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>56%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	59%	22%	Numeracy	36%	44%	20%	Writing	46%	37%	17%	Spelling	36%	51%	13%	Grammar and Punctuation	34%	56%	10%	NAPLAN Learning Gain does not require a School Comparison.
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> ● Similar </div> <div style="display: flex; align-items: center;"> ● Similar </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: 93% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 50% VET units of competence satisfactorily completed in 2017: 81% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 69%</p>																										



Performance Summary

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

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>90 %</td> <td>90 %</td> <td>88 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	90 %	88 %	92 %	94 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	90 %	88 %	92 %	94 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

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

Wellbeing

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

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

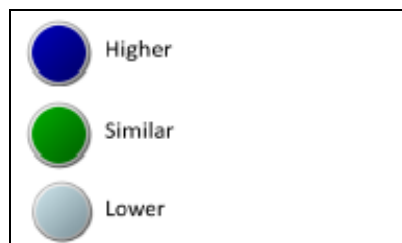


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,052,468	High Yield Investment Account	\$434,894
Government Provided DET Grants	\$1,377,360	Official Account	\$134,833
Government Grants Commonwealth	\$12,093	Other Accounts	\$55,709
Government Grants State	\$14,977	Total Funds Available	\$625,436
Revenue Other	\$217,323		
Locally Raised Funds	\$581,407		
Total Operating Revenue	\$8,255,628		
Equity¹			
Equity (Social Disadvantage)	\$283,620		
Equity (Catch Up)	\$52,865		
Equity Total	\$336,485		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,940,991	Operating Reserve	\$238,528
Books & Publications	\$2,956	Maintenance - Buildings/Grounds incl SMS<12 months	\$59,326
Communication Costs	\$11,831	Beneficiary/Memorial Accounts	\$6,985
Consumables	\$92,955	Revenue Receipted in Advance	\$222,876
Miscellaneous Expense ³	\$1,029,584	School Based Programs	\$84,153
Professional Development	\$19,427	Maintenance -Buildings/Grounds incl SMS>12 months	\$13,568
Property and Equipment Services	\$466,214	Total Financial Commitments	\$625,436
Salaries & Allowances ⁴	\$127,352		
Trading & Fundraising	\$124,149	- The school has met its goal of achieving a modest surplus to further build its Reserve Fund. Revenue of ~\$336,000 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.	
Travel & Subsistence	\$18,452	- 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 40% (due to EMA being discontinued by the Department) resulting in reduced budgets for the various faculties/subjects which are used to provide students with the materials and equipment they use in their various classes.	
Utilities	\$93,489		
Total Operating Expenditure	\$7,927,400		
Net Operating Surplus/-Deficit	\$328,228		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.