

2015 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:

16th March 2016

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 - languages program' minimum standards until 31 December 2015.

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, 52 teachers, 20 Education Support Personnel, 15 volunteers
- The school currently has 12 PSD students and 14 International 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 '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 2016 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/interests 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 overall in 2015.

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 have 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 to interchange students to provide access to the various specialisms schools offer to students.

To further improve our senior retention rate in 2016, 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 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 but improving. However, 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 and organisations.

In 2016 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, hiring our facilities and reducing photocopying costs are just four 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 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.

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

Enrolment Profile

A total of 807 students were enrolled at this school in 2015, 418 female and 388 male. There were 0% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.








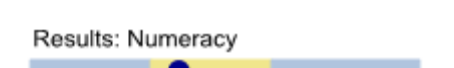



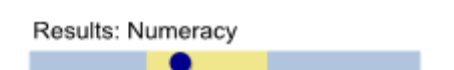





Performance Summary

Key: Range of results for the middle 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 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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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






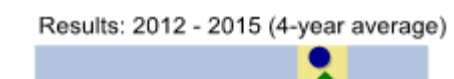






Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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>Reading Low: 33%, Medium: 44%, High: 23%</p> <p>Numeracy Low: 30%, Medium: 55%, High: 15%</p> <p>Writing Low: 38%, Medium: 57%, High: 5%</p> <p>Spelling Low: 31%, Medium: 50%, High: 19%</p> <p>Grammar and Punctuation Low: 33%, Medium: 52%, High: 15%</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>Reading Low: 35%, Medium: 50%, High: 15%</p> <p>Numeracy Low: 43%, Medium: 43%, High: 15%</p> <p>Writing Low: 28%, Medium: 58%, High: 14%</p> <p>Spelling Low: 26%, Medium: 57%, High: 17%</p> <p>Grammar and Punctuation Low: 28%, Medium: 52%, High: 20%</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>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>




Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **60%**
 VET units of competence satisfactorily completed in 2015: **75%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **81%**

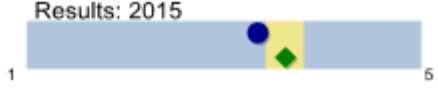




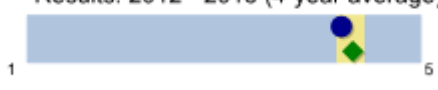


Performance Summary

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="566 817 1021 918"> <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>89 %</td> <td>89 %</td> <td>87 %</td> <td>92 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	87 %	92 %	95 %	96 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	87 %	92 %	95 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (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>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</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: 

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

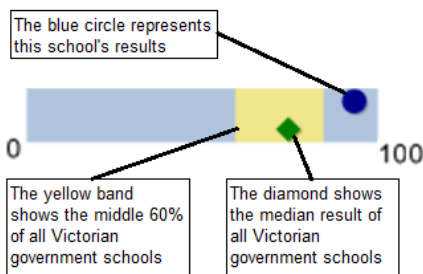
What are student outcomes?

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 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.

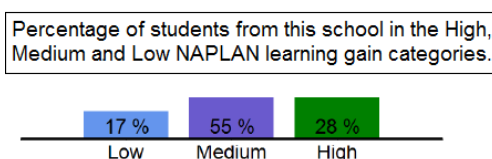
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

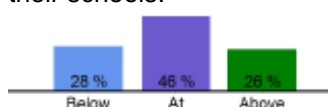


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,390,853	High Yield Investment Account	\$134,531
Government Provided DET Grants	\$1,377,423	Official Account	\$24,777
Government Grants Commonwealth	\$4,607	Other Accounts	\$100,503
Government Grants State	\$10,625	Total Funds Available	\$259,811
Revenue Other	\$208,801		
Locally Raised Funds	\$803,314		
Total Operating Revenue	\$8,795,622		
Expenditure		Financial Commitments	
Student Resource Package	\$6,324,716	Operating Reserve	\$259,811
Books & Publications	\$8,917	Total Financial Commitments	\$259,811
Communication Costs	\$12,944		
Consumables	\$96,425		
Miscellaneous Expense	\$1,157,760		
Professional Development	\$15,372		
Property and Equipment Services	\$449,060		
Salaries & Allowances	\$122,691		
Trading & Fundraising	\$124,197		
Travel & Subsistence	\$38,162		
Utilities	\$100,739		
Total Operating Expenditure	\$8,450,983		
Net Operating Surplus/-Deficit	\$344,639		
Asset Acquisitions	\$0		

Students Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

- Subject contributions paid by parents are significant and greatly appreciated. They enable the school to provide a wide range of classroom materials, equipment and services to support quality Teaching & Learning.
- The appointment of a Facilities Officer has enabled the school to get greater value from facilities works/services and remain within budget.
- As a consequence we were able to achieve some overall savings in 2015 to strengthen our Operating Reserve Fund by approximately \$100,000 since 2014.