

2018 Annual Report to The School Community



School Name: University High School (8405)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 March 2019 at 11:49 AM by Heather Thompson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 01:46 PM by Jo Smyth (School Council President)

About Our School

School context

The University High School caters for 1,530 students, most of who reside in the local area. A proportion of students come from further afield to participate in specialist programs in STEM (Science, Technology, Engineering and Maths), Music and Gifted education. The school's population has a broad socio-economic, cultural and ethnic diversity and the school has a genuine commitment to nurturing this diversity. The school is constantly evolving, valuing the traditions of the past and embracing the challenges of the future. With a strong focus on a rich and diverse curriculum the school aims to provide multiple pathways for students in order to support individual passions and talents. To this end we value individual worth and achievement, the comprehensive wellbeing of the whole person and the pursuit of excellence. Our mission is that The University High School will continue to be a state secondary school within a knowledge precinct, providing outstanding education for all students while achieving excellent academic results and appropriate and meaningful student pathways. The school will continue to be a leader in educational debates and a specialist provider of programs in gifted education, music, science and mathematics. The school has the equivalent of 124 full time staff: including five Principal Class, 98 Teaching Staff and 21 Education Support Staff in 2018.

Framework for Improving Student Outcomes (FISO)

The 2018 -2021 strategic plan has three goals:

- To enhance student learning growth across the curriculum with a focus on building practice excellence.
- To equip students to be globally-ready learners with a focus on building student agency
- To enhance thinking and learning through collaborative practices.

The evaluation of school data reflects excellent teaching and learning practices across all year levels. VCE results trending from 2015 - 2018 show improvement in study scores above 40 and a greater percentage of students with ATAR scores above 80 and above 90.

A shift in assessment practices and student reporting for all students in Years 7 – 12 has enabled progress of individual students to be tracked and monitored more closely and in a more timely fashion. This embedded practice will support further development in evidence-based teaching and learning.

The establishment of a specialist STEM facility for VCE students Elizabeth Blackburn Sciences (EBS), the Academy of Accredited SEAL Schools (TAASS), The Galileo Program, the City–Edge Network and a broader global sister-schools program has enriched the learning culture at the school and is enabling further development of innovative and sustainable practices and programs. the Year 8 Renaissance program started in 2018 and enabled all Year 8 students to learn, and be challenged, on ethical and critical thinking practices. The school is progressively embracing and explicitly teaching the general capabilities through the Year 8 Renaissance and Year 9 Galileo programs and Extended investigations in EBS. The aim is to continue to transfer this learning across the Domains in 2019.

Achievement

Teacher professional development plans make reference to high impact teaching strategies and a goal of how they plan to develop one or more strategies in their classrooms. Staff employ assessment practices that are related to an analysis of VCE data. Students in Literacy and Numeracy classes are showing growth in PAT testing. Domains have a common framework for developing curriculum to establish a Learning Continuum for each subject – a developmental approach using the VIC curriculum framework. Domains have developed tiered (differentiated) common assessment tasks and have identified where the General Capabilities fit across curriculum areas. This work will continue in 2019 as we strive to meet targets for our strategic plan goals 2018 - 2021.

Engagement

in 2018 student focus groups were formed to discuss the whole school student survey results. The students' comments were shared with staff so that we developed a shared understanding of the results. This includes data from our locally run Student Feedback Surveys that have an emphasis on student agency. Identification of a Learning Specialist position, dedicated to Student Voice and Agency, occurred in 2018 through consultation with curriculum committee. This position will begin in 2019. In 2019 we plan to have a stronger focus on developing student voice and agency in classrooms.

Wellbeing

The sub-school structure was re-designed two years ago to better support students. Each existing sub-school was re-named to emphasize our values of diversity, individuality and excellence through outstanding alumni. The aim was to create greater connectedness to the school and reduce the ratio of coordinator to student to provide additional support for students. Students took part in all aspects of the re-naming process, including voting for four outstanding alumni, which in turn will build school pride and empower students.

The sub-school structure impacts positively on student well-being as students progress from Years 7 - 10.

Monitoring attendance and achievement is part of the role of the sub-schools and all coordinators are using Compass to collect and analyse student attendance and achievement data.

The VCE sub-school was re-structured in 2018 with an Assistant Principal as Head of VCE and a Leading Teacher responsible for VCE student improvement data. A team of coordinators are located in the VCE sub-school. This has provided a greater clarity and consistency for staff and students with VCE and VCAA matters including attendance and wellbeing of students. Discussion has occurred about a designated EBS coordinator; a future development for 2019.

Two student counsellors were appointed in 2018 and their work has aligned with the sub-school structure and has directly influenced the well-being and mental health of students.

Financial performance and position

As the financial records suggest, the school is in a sound financial position. Indicated under the Net Operating Surplus/-Deficit is a surplus of \$2,190,880. Surplus is due to combined contribution of holding Building Fund Appeal, Building Fund & Library Fund Donations, GTAC Funding, Beneficiary Accounts Funding, CSEF Funding, Scholarship Fund Donations & orders not yet invoiced in 2018.

For more detailed information regarding our school please visit our website at
<http://www.unihigh.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1447 students were enrolled at this school in 2018, 690 female and 757 male.

37 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	66.9	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	52.2	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.0	79.1	64.9	89.9	Lower
Mathematics	93.5	69.4	49.3	85.5	Lower

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	81.7	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	88.0	50.8	37.5	66.7	
Year 9	Reading (latest year)	75.9	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	80.7	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	80.3	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	86.7	51.4	38.1	66.0	
Year 9	Reading (4 year average)	74.9	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	82.4	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	14.4	37.8	47.8
Year 5 to 7	Numeracy	13.6	43.2	43.2
Year 5 to 7	Writing	15.0	51.5	33.5
Year 5 to 7	Spelling	22.1	51.3	26.6
Year 5 to 7	Grammar and Punctuation	10.6	49.2	40.2
Year 7 to 9	Reading	17.8	48.5	33.7
Year 7 to 9	Numeracy	19.8	46.9	33.3
Year 7 to 9	Writing	21.3	45.0	33.7
Year 7 to 9	Spelling	18.2	48.8	33.0
Year 7 to 9	Grammar and Punctuation	16.7	55.7	27.6

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	32.3	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	31.9	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **2 percent**.

VET units of competence satisfactorily completed in 2018: **95 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.2	20.6	15.9	25.1	Lower
Average number of absence days (4 year average)	12.6	20.2	16.0	24.5	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	92	91	93	93	95

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	76.7	75.0	66.7	81.7	Similar
Retention (4 year average)	77.6	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	99.1	91.7	83.1	99.3	Similar
Student Exits (4 year average)	98.0	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	67.3	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	66.5	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	58.5	56.7	47.0	68.0	Lower
Percent endorsement (2 year average)	59.6	56.0	47.5	66.4	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$13,428,997
Government Provided DET Grants	\$2,286,908
Government Grants Commonwealth	\$23,748
Government Grants State	\$23,350
Revenue Other	\$216,207
Locally Raised Funds	\$2,424,545
Total Operating Revenue	\$18,403,756

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,156
Equity (Catch Up)	\$0
Transition Funding	\$35,912
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$95,068

Expenditure	Actual
Student Resource Package ²	\$12,822,679
Adjustments	\$0
Books & Publications	\$11,631
Communication Costs	\$49,700
Consumables	\$450,610
Miscellaneous Expense ³	\$763,428
Professional Development	\$91,799
Property and Equipment Services	\$834,793
Salaries & Allowances ⁴	\$801,741
Trading & Fundraising	\$154,718
Travel & Subsistence	\$52,089
Utilities	\$179,686
Total Operating Expenditure	\$16,212,875
Net Operating Surplus/-Deficit	\$2,190,880
Asset Acquisitions	\$24,238

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,498,027
Official Account	\$4,823,562
Other Accounts	\$3,356,337
Total Funds Available	\$9,677,926

Financial Commitments	Actual
Operating Reserve	\$521,467
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,122,151
School Based Programs	\$2,439,517
Beneficiary/Memorial Accounts	\$673,572
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$263
Capital - Buildings/Grounds < 12 months	\$362,503
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$4,458,452
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$9,677,926

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').