

2016 Annual Report to the School Community



School Name: Kew High School

School Number: 7950

Name of School Principal:

Clare Entwisle

Name of School Council President:

Tom Molyneux

Date of Endorsement:

Final copy in May 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

In 2016, Kew High School had 1027 local student enrolments. There were 20% of our students who were EAL. This school has 102.23 equivalent full time staff: 3 Principal class, 79.13 teachers and 20.1 Education Support Staff. Our fundamental purpose at Kew High School is to create the young adults we want our students to become with the values, knowledge, skills and dispositions to participate in a rewarding future. There is a focus on preparing these students for the future with staff looking through the lens of 6 Cs: character, citizenship, communication, critical thinking, collaboration, creativity. To this end we provide a stimulating and secure learning environment involving a wide network of community partnerships.

As the student is at the centre, we have a distinct emphasis on the importance of relationships. This results in shared norms and agreed behaviours and a carefully managed wellbeing structure. We have a clear understanding of and belief in what constitutes appropriate behaviour and how all community members want to be treated. The school prioritises the development of high expectations and a positive culture with an emphasis placed on student learning. The school motto is *Aspire, Strive, Achieve* and the values are accountability, social equity, participation, integrity, respect and excellence and these are embedded in the day to day operation of the school. Students are encouraged to be their personal best.

Our staff is committed to a whole school focus on learning and teaching. Everything we do connects back to this. Teachers collaborate, interrogate data and share resources. We have a viable and documented curriculum. A balanced and diverse range of programs is available to allow students to choose and complete an appropriate pathway and be involved in extra curricular programs to build on their strengths and interests.

Our international program, involving VCE students, adds to our cultural diversity of over 30 nationalities represented in the student cohort.

Framework for Improving Student Outcomes (FISO)

The school is focused on the two FISO areas of Excellence in Teaching and Learning and Positive Climate for Learning. We have developed our context diagram using the FISO framework as the base and adding in the Kew HS focus areas.

Our goals as set in our review are:

- to maximise every student's achievement and learning growth across all curriculum areas and year levels and
- to create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning

Achievement

In Year 7 Naplan results, the percentage of students in the top three levels of testing in numeracy and reading was above the median of government schools. In Year 9 the results were also above the median of government schools and similar to like schools. With teacher judgements the percentage of students in Year 7-10 working at or above the expected standard in English and Maths was similar to like schools. In the numeracy, reading and writing relative growth, the percentage of students from Year 7-9 with high gain was similar to like schools. The Strategic Review in 2016 identified the need for a school wide focus on writing. In addition there is more work to be done on challenging our top students.

The mean study score for all VCE subjects undertaken by students at our school is higher than the median of Victorian Government schools, and higher in the four year average. The results are similar to like schools but higher than like schools on a four year average. Our camp at the commencement of the year, information dissemination, our processes and policies, moderation by teams of teachers, analysis of data, the opportunity for students to complete practice exams under exam conditions, externally supervised SACS, the head start sessions, holiday homework and preparation and carefully planned Careers' program all contribute to improved VCE results.

The focus of our curriculum has been on developing the skills and concepts required by our students in VCE and beyond and ensuring these are included in classroom learning and school programs from years 7 - 10. Teachers agree on the essential learnings and understandings in each learning area and focus on enabling students to reach their potential. Resources and assistance have been provided to support all teachers to prepare units of work that enable opportunities for differentiated learning in the classroom. In order to improve teacher's pedagogical practice we have committed to professional learning to build teacher effectiveness. There will be more emphasis on ensuring there is a documentation with a clear scope and sequence in the curriculum. We have developed an instructional model with a focus on high impact strategies and teachers are working together in professional learning teams.

The school assessment and reporting processes and policies have been reviewed in order to embed a whole school approach to assessment and the use of data and evidence. Common assessment tasks are all included in all subjects and link to rubrics related to VicVels. Learning tasks are available on line and the staff continually assess student work and have progressed to a continuous reporting process. All teachers analyse their data, undertake professional learning, share resources and moderate work samples.

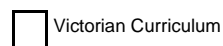
To optimise the application of information and communication technologies that transform learning, the tablet PC has been introduced to all our students. All teachers plan to incorporate technology to enhance critical thinking, creation and collaboration and to ensure students are aware of the issues surrounding access and use. The focus is on developing 21st century skills for our students.

Whole school literacy and numeracy policies and practices have been developed. Literacy learning is the domain of all learning areas and all teachers in the classroom. Students in need of literacy support are identified in part through student data. Teachers aim to



cater for these students within the classroom using a differentiated learning model but for some students there is the provision of a formal program where these students are monitored and provided with ongoing support.

Curriculum Framework implemented in 2016



Engagement

The average attendance rate is above the median of all Victorian Government schools for all students at Kew High School for 2016 and similar to like schools with above 90% attendance at all levels. We carefully monitor student attendance knowing the high correlation between attendance and student outcomes. Parents and teachers have access to live data so that it is possible to access attendance lesson by lesson.

The percentage of Year 7 students who remain at the school through to Year 10 is above other government schools but similar to like schools. The percentage of students from Year 10-12 who are going on to further studies or full time employment is similar to like schools

Our goal is to build a stimulating culture of learning so that all students are actively engaged in their learning and achieve their potential.

We articulate the whole school approach to student engagement, learning and wellbeing and build the capacity of the staff to implement approaches to relationship building, classroom interaction and teaching and learning which ensures students feel connected and engaged.

We have extended our House system to encourage connection and our leaders organise competitions, fund raisers such as Shave for a Cure, talent shows, sporting event participation and performances, encouraging students to gain house points. Students are involved in whole school events. The students are continuing to discuss strategies for increasing House spirit.

We encourage students to speak out, to make their voice heard. Our student leadership program enables student voice across all year levels and opportunities are provided to elicit suggestions for improvement from the student cohort. Student leaders are responsible for assemblies and the organisation of a variety of activities. Student success is celebrated. The Strategic Review process highlighted the need to empower the girls to a greater extent in the future. We hold focus group discussions to provide an opportunity for students to air their opinions.

Individual teachers take responsibility for engaging, enriching and extending students in their classrooms, while a wide range of opportunities is offered to challenge, engage and enrich students outside the classroom through QUEST programs. There is an increased focus on STEM: Science, Technology, Engineering and Maths.

The school is committed to the continuation of the international student program with a focus on cultural diversity. We provide nurturing induction and support for international students in a language centre context as well as across the whole school.

Wellbeing

Kew High School students demonstrate that they feel as connected to their school and peers and as safe as others on average in other government schools in the attitude to schooling responses and are similar to like schools.

The wellbeing of our year 7 cohort and their smooth transition from primary school is of the utmost importance. The transition process, school tours, information evenings, the access to relevant information and the enrolment process are continually reviewed and altered as a result of feedback.

The school recognises the importance of building teacher collaboration and provides opportunity for structured dialogue to enable the transfer of knowledge of student learning from one year to the next. Effective processes are in place for the handover of student information and the dissemination of important and relevant data relating to students to assist with their transition and improve their learning outcomes at all levels. The compass platform assists with the publication of relevant material for staff to access.

The CONNECT program is embedded in the school program. There is a focus on a whole school approach to positive psychology, strengths and the importance of a growth mindset.

The ongoing approach to student issues using the principles and processes of restorative practices results in improved student staff relationships built on the cornerstone of respect.

Kew High School aims to provide a challenging learning environment where students feel safe and supported and are given every opportunity to reach their potential and achieve success. We promote our values and the motto of *Aspire, Strive, Achieve* and encourage each student to be their best. There are social justice captains who encourage student awareness of relevant local and



global humanitarian issues. Students are informed about anti harassment and anti bullying. Students agree to a safe use policy when enrolled.

The experienced wellbeing team is proactive, meets regularly and links to outside resources. Varied wellbeing programs, guest speakers and activities are offered to support students.

For more detailed information regarding our school please visit our website at www.kew.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.

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 1104 students were enrolled at this school in 2016, 450 female and 654 male. There were 20% 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> 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 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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>48%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>49%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	48%	21%	Numeracy	23%	49%	28%	Writing	25%	48%	27%	Spelling	22%	51%	27%	Grammar and Punctuation	26%	49%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 15%</p> <p>VET units of competence satisfactorily completed in 2016: 100%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</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>94 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>97 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	92 %	93 %	97 %	97 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	92 %	93 %	97 %	97 %									
<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>● 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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</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

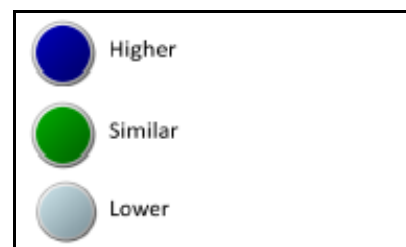
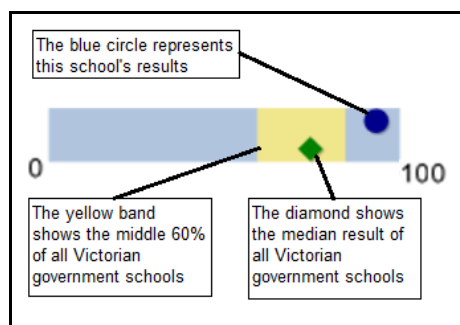
What are student outcomes?

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.

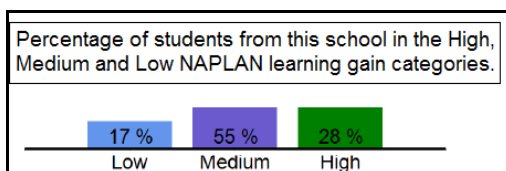
You can see these results for the latest year, as well as the average of the last four years (where available).

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	\$8,535,437
Government Provided DET Grants	\$1,518,210
Government Grants Commonwealth	\$13,639
Government Grants State	\$25,773
Revenue Other	\$68,979
Locally Raised Funds	\$2,382,601
Total Operating Revenue	\$12,544,639

Expenditure	Actual
Student Resource Package	\$9,504,168
Books & Publications	\$13,589
Communication Costs	\$39,084
Consumables	\$277,891
Miscellaneous Expense	\$1,086,969
Professional Development	\$75,725
Property and Equipment Services	\$1,387,368
Salaries & Allowances	\$392,210
Trading & Fundraising	\$34,051
Travel & Subsistence	\$15,758
Utilities	\$95,086
Adjustments	\$7,286
Total Operating Expenditure	\$12,929,184

Net Operating Surplus/-Deficit **(\$384,545)**

Asset Acquisitions **\$19,312**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$339,224
Official Account	\$78,629
Other Accounts	\$860,532
Total Funds Available	\$1,278,385

Financial Commitments	Actual
Operating Reserve	\$514,822
Asset/Equipment Replacement < 12 months	\$36,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,000
Beneficiary/Memorial Accounts	\$3,657
Revenue Received in Advance	\$603,158
School/Network/Cluster Coordination	\$10,748
Other recurrent expenditure	\$50,000
Total Financial Commitments	\$1,278,385

Student Resource Package Expenditure figures are as of 06 March 2017 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.