

2022 Annual Report to the School Community

School Name: Healesville High School (7900)



- 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 of the previous calendar year 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 26 April 2023 at 12:36 PM by Allan Rennick (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested offline by School Council President and processed by Hannah Lewis (SPOT Admin) on 01 May 2023 at 02:26 PM

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Healesville High School is a small semi-rural school in the Yarra Valley with a 2022 student population of 336. The school's Student Family Occupation and Education index band value was medium. One percent of students had English as an additional language and eight percent were Aboriginal or Torres Strait Islander.

We aim to provide engaging and effective learning experiences for all students within a caring school community that nurtures and motivates individuals to reach their full academic and personal potential. The school's values of respect, responsibility, relationships, and teamwork are fundamental to our core principles.

Student needs are paramount. The school offers programs to extend and support learning, with advanced classes at Years 7-9 and Year 10 students encouraged to undertake one VCE study. Students may study Japanese, become members of the instrumental music program, participate in numerous sports, develop leadership skills, and perform in our annual school production.

The school has contemporary teaching facilities, structured around hubs for specific year levels, a bright and functional administrative building, library, and specialist facilities including a media centre, a Performing Arts Centre, and a Trade Training Centre. These facilities complement excellent sporting and other facilities including indoor swimming pool, indoor basketball courts, gymnasium, and music centre. Our sporting and recreation facilities provide access for students both within and outside school hours, further enhancing the close links between the school and the broader community.

Throughout the most recent School Strategic Plan the focus has been on improving student academic outcomes, student wellbeing and student and parent engagement. The overriding priorities have been the development of a culture of excellence in teaching and learning and the creation of a positive climate for learning.

This school has 47.83 equivalent full-time staff: 1 principal class, 1 assistant principal class, 31.80 teachers and 14.03 education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The percentage of students in Year 7-10 performing at or above age expected standards in English was 72.0%, well above similar schools (63.7%) and marginally below the state average (76.3%). The percentage of students in Year 7-10 performing at or above standards in Mathematics was 63.2%, well above similar schools at 53.3% and somewhat below the state average of 67.4%. All later year students have Career Action Plans, ensuring access to a full range of educational and vocational options. The percentage of students in the top three bands for NAPLAN reading at Year 7 was 42.9%, somewhat below similar schools at 46.4% and the state average of 54.6%. The percentage of students in the top three bands for numeracy at Year 7 was 27.3%, below similar schools at 41.3% and the state average of 52.5%. The percentage of students in the top three bands for reading at Year 9 was 22.0%, below similar schools at 38.7% and well below the state average of 47.2%. The percentage of students in the top three bands for numeracy at Year 9 was 16.7%, well below similar schools at 32.6% and the state average at 44.7%. The school uses NAPLAN top and bottom band data and school-based testing such as Progressive Achievement Testing to target student extension and support provision, and especially tutor learning initiative and middle years literacy and numeracy support.

The VCE study score mean of 25.9 was identical to the similar schools mean (25.9) and below the state mean of 28.9. 85% of VCE students successfully completed their studies and 79% of Victorian Certificate of Applied Learning (VCAL) credits were satisfactorily completed in 2022. 42% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence and 55% of VET units of competence were satisfactorily completed.

Wellbeing

The overarching wellbeing focus for 2022 was on student re-engagement in learning and connectedness to school, following the demands and constraints imposed upon students, staff, families, and community over the previous two years. This focus progressed from a whole-of-staff emphasis upon the physical, mental, and emotional health of every student and every staff member and the families of our students as we supported each member of our school community through the extreme demands of remote learning. The school sought consciously to retain the appropriate components of the programs, actions, and approaches so crucial to the successes achieved by the school over 2020 and 2021 and to modify those to suit the on-site setting.

Communication from school to the broader community and between all stakeholders in our school community was critical to success. The enhanced use of the Compass management system and the use of social media platforms such as the school Facebook page has enabled communication with parents and families to continue effectively.

Internally, immediate access to lesson plans and resources via Compass is the norm, the use of positive chronicle entries to students is a highlight, enhancing parent and student engagement.

Connection between students and between students and staff members was supported by regular 'Connect' sessions and these have led to the introduction of a daily cross-year level homegroup structure.

The percent endorsement (positive responses - agree or strongly agree) on the Sense of Connectedness factor, as reported in the Student Attitudes to School Survey of 2022 was 37.8% for our school, compared with 40.2% for similar schools and 48.1% for the state average. The percent endorsement on the Management of Bullying factor, as reported in the Student Attitudes to School Survey was 43.3% for our school, compared with 42.1% for similar schools and the state average of 48.6%.

Engagement

Improving student engagement and motivation to learn was the focus throughout 2022. Building the instructional practice of teachers by adopting a whole school approach to instructional practice and an agreed instructional model continues to be a key improvement strategy. The school's average number of student absence days data demonstrated a particularly strong connection between students and school. The school average number of absence days- 19.5 compares favorably with similar school's average of 33.6 and with the state average of 27.7. The four-year average (2019-2021) of this school- 13.4 also compares favorably with similar school's average of 26.8 and state average of 21.8. Attendance rates by year level remain high: 91% at Year 7, 89% at Year 8, 86% at Year 9, 91% at Year 10, 92% at Year 11 and 94% at Year 12. The percentage of students who commenced in Year 7 in 2019 and remain at the school in Year 10 in 2022 is 80.6%, compared with 72.8% for similar schools and 73.1% for the state. The percentage of students from Years 10-12 exiting to further studies or full-time employment (latest year data- 2021) was 88.7%, compared with similar schools 85.6% and the state average of 90.0%. Throughout 2022 the school pursued numerous initiatives to address engagement of students, including individual education plans for many students, including those at risk of disengagement from education.

In addition, Career action plans for Year 9 students, further promotion of Compass positive chronicle entries and regular celebratory Year Level assemblies were emphasised.

The benefit of regular attendance was promoted via letters of congratulation for students achieving 100% attendance during any school term; and the continuation of a dedicated 'Connections' activity, whereby each student is placed with a small number of multi-year level students and allocated to a staff member further supported connection.

Other highlights from the school year

Further development of an inclusive school environment has been a particular highlight. The Talbot Room has grown from an initial enrolment of three students to its current size of thirteen, with specialized and individualized learning experiences of paramount importance. Wellbeing practices have developed even greater proactivity. Programs to support and raise awareness for LGBTQ+ students have been implemented and RUOK Day has become a key event on the school calendar. The school's involvement in the Lilydale District and Yarra Valley Education Plan has further improved the way we engage Koorie students, promote cultural inclusivity and develop Aboriginal and Torres Strait history and cultural awareness programs. Engagement with the school and local community continues to be a strength of this school. Communications are clear, connections are personal, and students, parents and families are individually supported. The school enjoys outstanding physical facilities. Resourcing has been of paramount importance and students benefit from small class sizes, supporting the maintenance of an orderly and academic-focused school environment. Outstanding extra-curricular activities included an exceptional school production, brilliant instrumental music events, the Art Factory, outdoor education, interstate, and international camps. Students enjoy an abundance of opportunities and remain part of a small, caring and connected community.

Financial performance

An operating surplus of \$47,564 represented 0.67% of total operating revenue. The modest nature of the surplus reflects the school's continual investment in staffing, enabling small class sizes to be offered at Years 7 and 8, and at VCE level. The school

was favorably placed to fund the additional staffing required to offer class sizes of 14 at Year 7 and average class sizes of 6.9 at Year 12 VCE level. The school again invested heavily in increased student academic support via additional staffing and time allocated to the Middle Years Literacy and Numeracy Support initiative, Tutor Learning Initiative and Mental Health Practitioner programs. Significant investment in further development of physical resources and assets occurred in 2022 including landscaping, refurbishment, upgrade, and replacement of physical assets, further enhancing the amenity for students and staff, and further promoting the reputation of Healesville High School as a school with outstanding physical resources.

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 336 students were enrolled at this school in 2022, 177 female and 159 male.

1 percent of students had English as an additional language and 8 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).

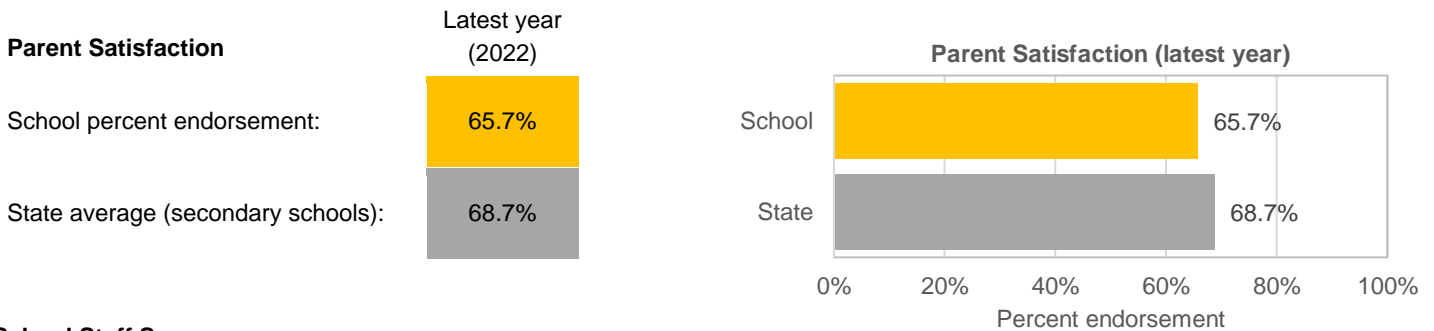
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

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.

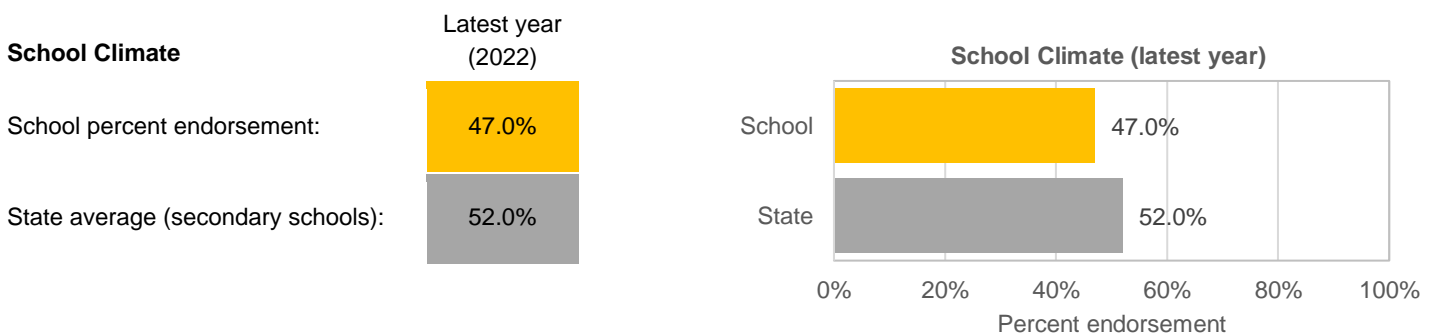


School Staff Survey

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.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

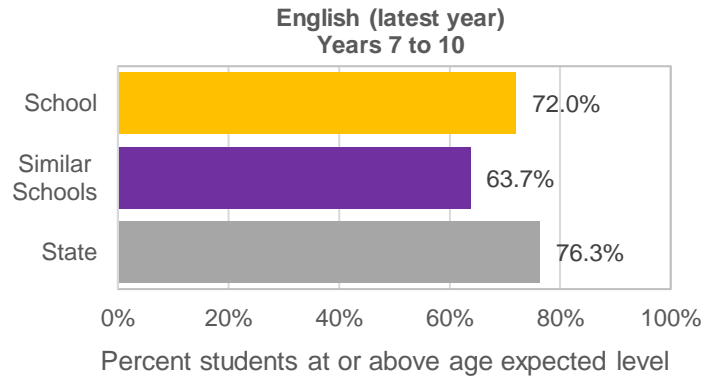
72.0%

Similar Schools average:

63.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

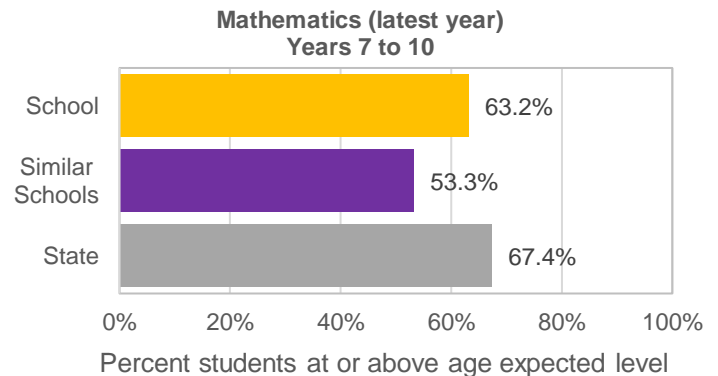
63.2%

Similar Schools average:

53.3%

State average:

67.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

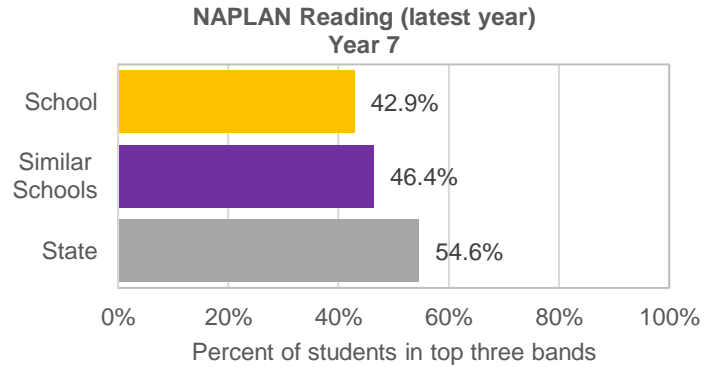
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

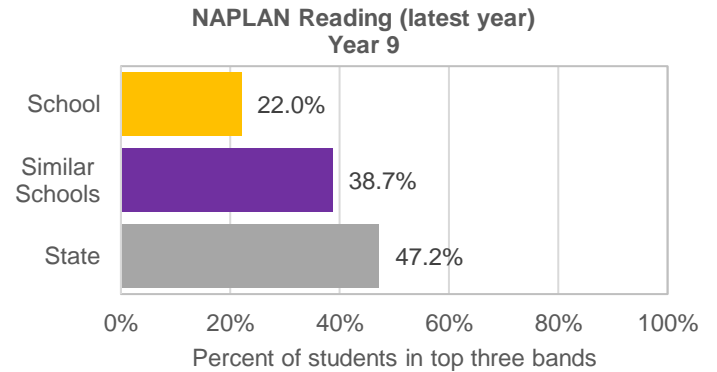
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	41.6%
Similar Schools average:	46.4%	46.7%
State average:	54.6%	55.3%



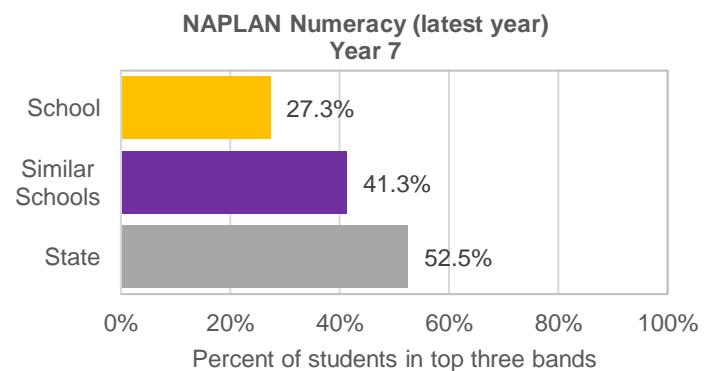
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.0%	25.6%
Similar Schools average:	38.7%	37.0%
State average:	47.2%	46.0%



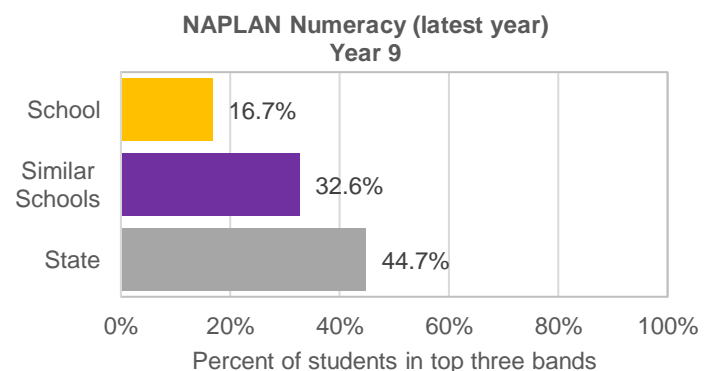
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	42.1%
Similar Schools average:	41.3%	44.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.7%	24.6%
Similar Schools average:	32.6%	34.0%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

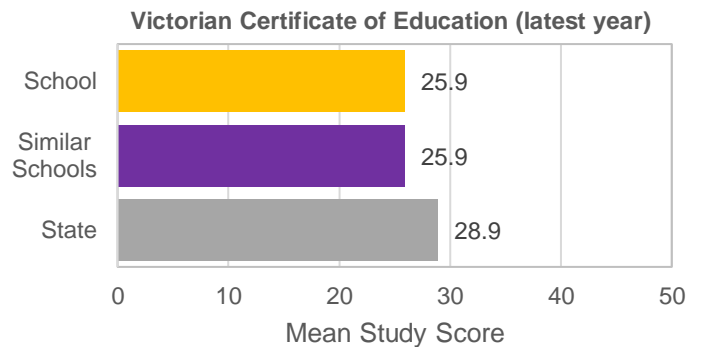
Victorian Certificate of Education (VCE)

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

	Latest year (2022)	4-year average
School mean study score	25.9	27.4
Similar Schools average:	25.9	25.9
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

85%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

42%

VET units of competence satisfactorily completed in 2022:

55%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

79%

WELLBEING

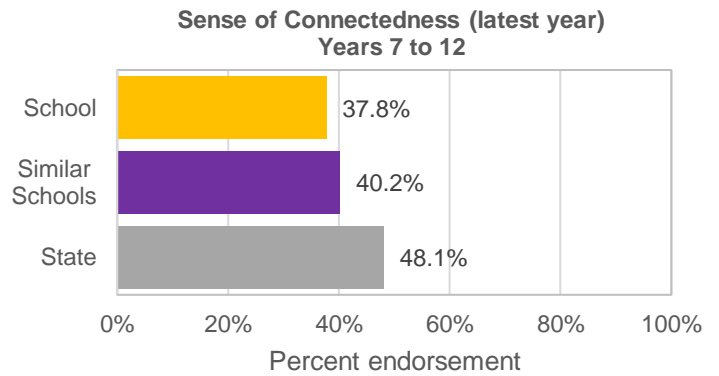
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.8%	45.1%
Similar Schools average:	40.2%	44.6%
State average:	48.1%	52.5%

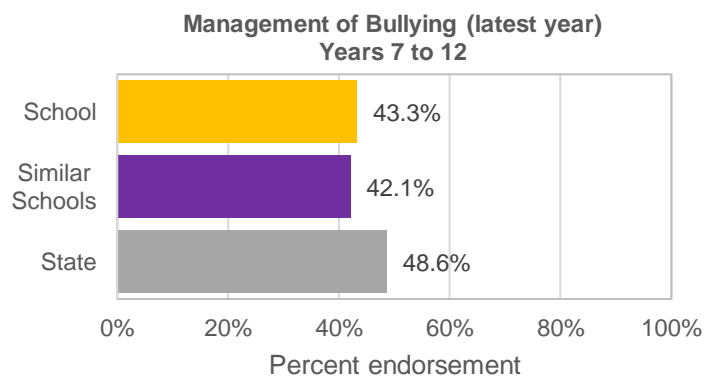


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.3%	50.6%
Similar Schools average:	42.1%	47.8%
State average:	48.6%	54.0%



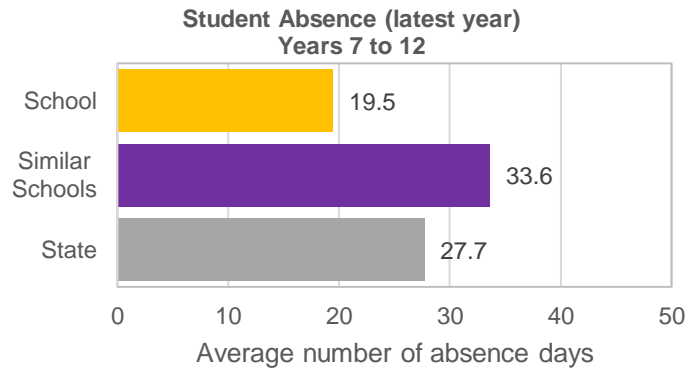
ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	19.5	13.4
Similar Schools average:	33.6	26.8
State average:	27.7	21.8



Attendance Rate (latest year)

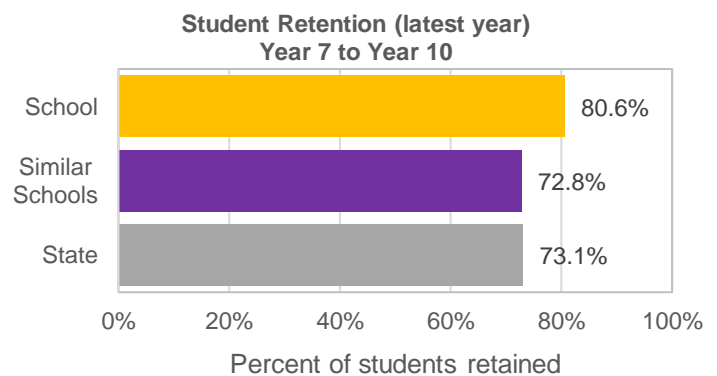
Attendance rate refers to the average proportion of formal school days students in each year level attended.

Attendance Rate by year level (2021):	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	91%	89%	86%	91%	92%	94%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	80.6%	76.7%
Similar Schools average:	72.8%	71.9%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

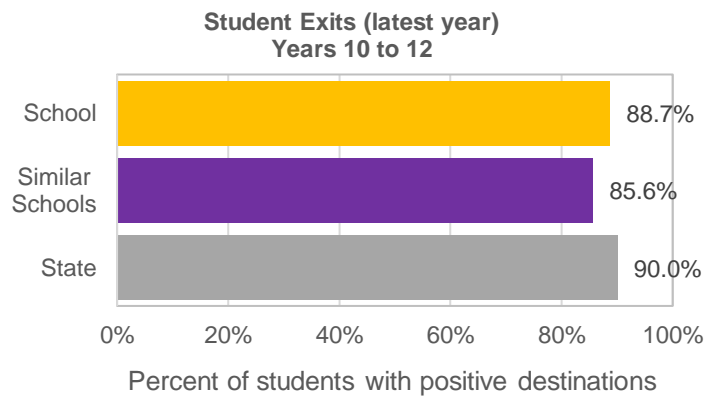
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	88.7%	77.2%
Similar Schools average:	85.6%	85.6%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$5,453,299
Government Provided DET Grants	\$1,039,243
Government Grants Commonwealth	\$2,039
Government Grants State	\$7,953
Revenue Other	\$87,716
Locally Raised Funds	\$474,940
Capital Grants	\$25,000
Total Operating Revenue	\$7,090,189

Equity ¹	Actual
Equity (Social Disadvantage)	\$263,931
Equity (Catch Up)	\$45,235
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$309,166

Expenditure	Actual
Student Resource Package ²	\$5,431,290
Adjustments	\$0
Books & Publications	\$1,066
Camps/Excursions/Activities	\$149,117
Communication Costs	\$7,733
Consumables	\$111,263
Miscellaneous Expense ³	\$83,722
Professional Development	\$23,392
Equipment/Maintenance/Hire	\$200,937
Property Services	\$228,754
Salaries & Allowances ⁴	\$460,193
Support Services	\$180,406
Trading & Fundraising	\$25,640
Motor Vehicle Expenses	(\$1,210)
Travel & Subsistence	\$0
Utilities	\$115,322
Total Operating Expenditure	\$7,017,626
Net Operating Surplus/-Deficit	\$47,564
Asset Acquisitions	\$363,364

- (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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$979,934
Official Account	\$47,988
Other Accounts	\$178,888
Total Funds Available	\$1,206,810

Financial Commitments	Actual
Operating Reserve	\$229,522
Other Recurrent Expenditure	\$47,680
Provision Accounts	\$40,000
Funds Received in Advance	\$0
School Based Programs	\$103,000
Beneficiary/Memorial Accounts	\$180,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,750
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,000
Capital - Buildings/Grounds < 12 months	\$320,000
Maintenance - Buildings/Grounds < 12 months	\$279,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,301,952

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.