

# 2017 Annual Report to the School Community



School Name: Ashwood High School

School Number: 8743



Education and Training



## About Our School

### School Context

Ashwood High School (AHS) is a Year 7 to 12 co-educational School situated in the inner east of Melbourne in the North Eastern Victoria Region. Our School aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world. Our newly built \$17million state-of-the-art facilities are situated on a 17-hectare site with spacious, unparalleled grounds.

Over the past few years the school has undergone significant transformation to address market expectations in a diverse, rapidly changing social demographic. AHS is ethnically diverse, 34% of students speak a language other than English at home. AHS has a Student Family Occupation of 0.5145 with 22% of students receiving CSEF (Camps Sport Excursion Fund).

The School comprises a Principal, two Assistant Principals and three Leading Teachers with an overall staff breakdown of 27.05 Equivalent Full Time Teaching Staff, 0.80 Equivalent Instrumental Staff, and 12.59 Equivalent Full Time Education Support Staff.

A total of 377 students were enrolled at this school in 2017, 174 female and 203 male. There were 22% EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

AHS is an academic school with a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Arts, Music, Physical Education/Health and LOTE (French). A wide range of VCE subjects including some VET studies are available. There is a major focus on evidence-based explicit instruction across all learning areas.

AHS is the only secondary school in the area that offers an Accelerated Curriculum & Enrichment (ACE) program for academically able students; extending students through a challenging curriculum including early commencement of VCE. Introduced in 2016, the ACE Program is an approved SEAL program with select entry enrolment. AHS is also an accredited International Student Program provider (CRICOS Provider No. 00861K) with 57 enrolled and integrated International Students. Our commitment to diversity and cultural literacies and understandings is reflected in the significant growth in our international program, largely at Years 10-12, with high demand from China.

In 2017, AHS experienced an enrolment increase at Year 7 for the third successive year. *'The Path Forward – New Direction at Ashwood'* has involved a change of school name, a focus on enhancing our school's shared sense of community, with high expectations and clear discipline processes. The next phase of school improvement will be centred on excellence in teaching practice, empowering students through increasing students' agency in their learning.

### Good to Great

Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four elements of a GREAT school (as reflected in our new logo / crest):

1. Strong emphasis on Academic Excellence
2. Sporting Excellence program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.

### Four Key School Priorities

Our school is committed to realising student wellbeing, engagement and achievement through focused effort on four priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

AHS offers a wide range of inter-school sporting and co-curricular activities including a full camps program, debating, Outdoor Education, Interact Club, instrumental music, musical productions and festivals, community outreach, student leadership, awards and recognition programs. Our school motto is *'Vision Inspired Action'*, embodied in the behaviours and actions of staff, students and parents, jointly committed to a school culture of high expectations, empowerment and excellence based on mutual respect. We believe deep learning is facilitated through outstanding teaching based on supportive and authentic relationships. As members of the school community we are justifiably proud of our students' achievements through exemplary teaching, learning and pastoral care.

## Framework for Improving Student Outcomes (FISO)

The School has implemented various strategies around FISO key priority areas: Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning and Community Engagement in Learning. This is reflected in key improvement initiatives and the school's focus on: building practice excellence, curriculum planning and assessment, building leadership teams, empowering students, building school pride and setting high expectations and promoting inclusion. The School strengthened its capacity to build relationships with the broader community.

Consistent curriculum planning included the implementation of learning intentions and success criteria in Years 7-10. Effective teaching and learning protocols in preparation for VCE were made transparent to staff and the school community through use of an online platform. These expectations continue to be embedded in staff performance and development plans and the leadership and teaching actions of staff across the newly implemented curriculum structure - Allied Learning Areas (ALAs). Through the ALAs, significant curriculum changes were made in preparation for the implementation of the Victorian Curriculum. Analysis of student achievement data sets in both NAPLAN and VCE facilitated effective collaboration and data informed actions on the part of staff. Fine grained analysis of student achievement data will be the focus of a newly implemented GAT at Years 8 and 10 and a Practice GAT at Year 12. A VCE data specialist has been employed to enable the school's focus on targeted teaching to lift student outcomes.

The 2017 FISO indicators were embedded in Ashwood High School's contextualised professional learning program for staff; this program focused on quality feedback and data analysis to inform effective teaching practices. An Action Research Team that was established in 2016, continued its work in 2017 to develop, implement and evaluate a whole school teaching and learning model. This teaching and learning model will integrate two theories of action to improve student engagement and learning outcomes - differentiated & challenging learning tasks; high expectations & authentic relationships. These theories of action will enable student voice, advocacy and agency to impact upon improved teaching instruction to improve student learning and engagement. A Peer Observation program (as part of facilitating the quality of feedback and reflective practice) has been implemented through the formation of triads. Key elements of the the teaching and learning model, such as learning intentions and success criteria have been embedded across the school. Allied Learning Areas have functioned as professional learning communities to increase consistency of implementation through collaboration, feedback and reflection.

Pre-conditions of high quality teaching and learning have been established and embedded across the school in 2015, 2016 and 2017. The focus in 2018 will be on consolidation and refinement with a focus on best practice and continued improvements in individual and collective efficacy. In 2018, greater flexibility will be provided to staff in respect of the articulation of their performance and development review goals. Staff will be expected to plan their observations within professional learning teams. Improvements in teaching and learning will be based on evidence based practice.

Audio-visual capture and analysis will continue to be a mandatory part of evidence based practice and reflection for provisionally registered teachers. To complement these observations, student voice surveys and forums will be implemented in Term 4, 2018. Students will be provided with the opportunity to provide feedback to their teachers on their teaching practice. Student survey and focus groups will further empower students in their learning, reinforce high expectations and promote inclusion. Improved teaching and learning protocols will be centred on High Impact Teaching Strategies (HITS) to improve student learning and engagement.

A new organisational structure and workforce plan was implemented in 2016, providing greater role clarity, purpose and goal congruence for all staff. New position descriptions were implemented for all positions of leadership and responsibility; this extended to positions of student leadership, providing for greater student voice, advocacy and agency. The organisational structure has created greater curriculum focus within the school for the highly effective implementation of the Victorian Curriculum in preparation for ongoing success at VCE. Ashwood High School has a guaranteed and viable curriculum.

Ashwood High School staff are to be commended for their outstanding work in respect of school transformation and improvements in teaching and learning (instructional leadership). Parent opinion demonstrates high levels of satisfaction with the quality of pastoral care, teaching and learning. A new assessment template has been developed and implemented to provide continuous reporting and feedback to students and parents. Assessment and reporting has provided clarity around levels of achievement. Importantly, parents, students and staff share a common language and understanding around the enhancement of students' learning dispositions aligned with the School's values to impact upon improved student outcomes. The newly developed and implemented assessment template acknowledges the importance of student effort through a growth mindset.

Ashwood High School will undertake a School Review in 2018. A highly consultative process will enable us to capitalise on the enormous improvements that have been made through a shared commitment to *'The Path Forward – New Direction at Ashwood'*. A School Improvement Team has been established at the school. A Strategic Plan will be developed for implementation in 2019 – 2022. Pre-conditions for success have been firmly established at Ashwood High School. All data sets reflect a school community that is ready to take the next step. The theme of the next Strategic Plan will be reducing change to increase improvement. The Jewel of the East has been created. The next phase of school improvement will be on polishing the Jewel of the East through improvements in the individual and collective efficacy of staff and the personal and collective best of students.

A revised STAR (Student Teams of Action and Reflection) pastoral care program with a renewed emphasis on student learning goals (including career action plans) will provide for improvements in personalised learning. Student Led Conferences introduced in 2016, continue to enhance student voice and agency, empowering students in their learning, facilitating parental engagement as strategic partners in learning. The School's International Student Program, an integral part of the school's improvement trajectory is reflective of a school with a positive climate for learning with high levels of multicultural literacies and understandings. The School's transitions programs ensured high levels of student enrolment growth, engagement and wellbeing. Ashwood High School, in partnership with 10 local partner schools and Deakin University, has formed The Ashwood Alliance as part of the Melbourne Teaching Academies for Professional Practice.

## Achievement

### Teacher Judgements – Victorian Curriculum (AusVELS)

Ashwood students in Year 7-10 with a grade of C or above in English is higher to comparative schools; in Mathematics, students perform similarly to comparative schools given the background characteristics of our students.

Teacher assessment of students in Years 7-10 working at the age-expected level for English is higher than the State median. Teacher assessment for students in Years 7-10 working at the age-expected level for Maths is slightly below the State median but within the expected range. Teacher judgement in the Victorian Curriculum in Maths reflects teachers' high expectations in Years 7-10 in preparation for the rigours of VCE Maths. Overall the data in English and Maths reflects positive learning growth including International Students undertaking mainstream English in Years 7 – 10 with additional EAL support.

### NAPLAN

The 4 year average on Reading and Numeracy shows that AHS is similar to comparative schools. There is relative gain for students from Year 7 to 9 in the domains of reading, numeracy, writing, spelling and grammar & punctuation.

The Year 9 NAPLAN data results for 2017 were above the State median in all domains including Numeracy, Grammar and Punctuation, Spelling, Writing and Reading. The 2017 NAPLAN data shows the following:

- students in the top 3 bands in Reading and Numeracy are significantly above the State average
- the learning gains for students in Year 9, show very high relative growth in Numeracy and a strong medium relative growth in Reading.

These results reflect positively on the quality of instructional practice at Ashwood High School as well as student motivation and interest in their learning. Teaching practices at Ashwood High School are enabling all students, including high ability students to demonstrate high gains in their learning growth.

Compared to 2016, Ashwood High School's 2017 NAPLAN results reflect that in Numeracy "low" growth was reduced from 35% to 23%; "medium" growth was reduced from 52% to 40%; and "high" growth was increased from 13% to 37%. High growth at Ashwood High School is significantly above the State average of 22%. The percentage of students in the top three bands of testing in NAPLAN at Year 9 in 2017 are higher than the results of 2016 in both reading and numeracy; with the four-year average being within the Middle 60% of Victorian Government Secondary schools. Further increases in High growth are noted in both Writing and Spelling for 2017 compared to 2016; with an increase High growth in Writing from 12% to 19% and an increase in High growth in Spelling from 17% to 19%. Improvements in NAPLAN are due to a strong focus on developing a guaranteed and viable curriculum, differentiated and personalised learning and assessments.

### VCE

In 2017, 98% of students satisfactorily completed VCE studies. In 2017, the median Study Score was 29 and the percentage of Study scores of 40 and above increased from 4.7% to 5%. The VCE mean Study score for all VCE subjects was similar to the State average. Additional Language Support classes have been timetabled to address the specific learning needs of VCE International and EAL students to support their language acquisition and achievements across all subject areas.

Two VCE students were awarded the VCE Baccalaureate. The Ashwood High School Dux scored an ATAR of 98.50. 12% of students received an ATAR of 90 or above and 24% of students received an ATAR of 80 or above.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment was higher than the median of all Victorian Government Secondary year levels. 98% of VCE and VCAL students who applied for further study received at least one offer for further education. 68% of students were successful with their first or second tertiary preferences. Successful completion rates of 63% and 57% were also achieved in VET and VCAL, respectively.

Further improvement will be achieved by the:

- development of a whole-school curriculum template to ensure consistency of high quality curriculum implementation and provision
- consolidation and refinement of our whole school curriculum scope and sequence that was implemented in 2017
- strong curriculum coordination and planning across all learning areas
- building teacher capacity in identifying and targeting individual learning needs through provision of a differentiated curriculum
- consolidation of our formative continuous assessment structures and processes promoting students' learning dispositions (capabilities) aligned with the school's values (implemented in 2017)
- development of an evidence based explicit teaching and learning (instructional) model 'PIVOT' in 2018 for whole school implementation in 2019
- continued implementation of 'Study Hall' an afterschool scheduled homework program
- consolidation and refinement of the Accelerated Curriculum and Enrichment (ACE) program at Years 7 - 9
- coaching that is centred on high performance based on an increased understanding of student achievement data.

## Engagement

### Student Attendance

Student attendance at Ashwood High School is relatively higher than student attendance in other Victorian Government Schools; with significant improvement compared to 2016 AHS student attendance data. The average attendance for students in all year levels was well above 90%. The percentage of students with 20 or more absence days at AHS is 24% and is marginally higher than similar schools (21%). The percentage of students with 10 or less absences decreased from 55% in 2016 to 53% in 2017.

The relationship between student engagement and achievement is mutually reinforcing. Students, who are interested, involved and challenged, are likely to perform better. Ashwood High School employs a holistic and multi-dimensional approach to increasing student levels of engagement. This was reflected in high attendance data at whole school activities, such as the swimming and athletics carnivals (above 80%). Students' active participation in House, student leadership programs, student forums and co-curricular activities continues to enable high levels of student voice, advocacy and agency to impact upon student engagement, connectedness to school and academic results.

### Retention Data

To further enhance students' school life and deep learning, Ashwood High School provides a stimulating, documented and accessible curriculum to all students through high quality instructional practice by passionate and highly skilled teachers who share our school's common belief that all students can learn. Individually targeted support is made available through a personalised curriculum. Learning tasks and common assessments are differentiated according to student ability, to provide targeted extension, enhancement and support. The positive impact of such initiatives is evident in improved student retention data. Student retention data (Year 7 to Year 10) continues to improve over the 4-year average. We believe that increased student aspirations are the result of a continued emphasis on high expectations and authentic relationships. Academic teaching and learning practices and protocols have been embedded across all classrooms in the school. Increased student enrolments will lead to increased subject choices for students and a variety of academic pathway options. This will lead to increased student motivation and learning confidence. Increased academic rigor and high expectations have been embedded in both VCE and VCAL programs at Ashwood High School.

### Connectedness to school and engagement in learning

Senior students were more engaged in their learning as evidenced by the reduction of Year 12 average absence per FTE from 7.29 in 2016 to 6.67 Year 12 students in 2017. The 90th percentile 'Connectedness to Peers' data in both 'Student Relationships' and 'Teaching and Learning' categories of the Attitudes to School survey are higher than comparable State and region results for all year levels. High levels of student satisfaction were also noted in areas of Teacher Effectiveness and Teacher Empathy as these were in the third and fourth quartiles, respectively, and higher than State and Region levels. The 'Learning Confidence' and 'Student Motivation' results were also in the third and fourth quartiles. This data was used to inform school improvement initiatives in 2017, including the implementation of after-school Homework Study Hall Programs in the Middle and Senior Schools.

Student engagement extends beyond the academic realm and includes social interactions. Student voice, advocacy and agency is strongly encouraged and student leadership opportunities are numerous and available to students at all year levels. The number of applicants for student leadership positions far exceeded the number of positions available and students are to be commended for aspiring to develop their leadership skills in order to support fellow students and to benefit the wider community. The processes for selection are very formal and rigorous and there is much value to this training, knowledge and acquisition of skills in areas such as: collaborative group work, leadership, public speaking, decision and policy making, organisational structures, time and events management.

To complement and extend students' academic studies and development of additional skills, students were provided with a broad range of co-curricular programs and opportunities including: teams in the Debating Association Victoria; musical and dramatic performances (Acoustic Night, End of Year Concert, Performing Arts Festival); sporting competitions; Model United Nations; International Students Program Forums, and camps at all year levels including interstate trips to Sydney, Central Australia and Cambodia (as part of World Challenge).

The Deakin Literacy Program, a collaborative project between Ashwood High School and Deakin University, provided occasion for individual support for students as they worked with pre-service teachers. Regular celebrations were also held throughout 2017 to formally recognise student achievement, effort and contributions through events and ceremonies such as the Principal's Awards and Presentation & Awards Ceremony. Whole School Assemblies have become an opportunity to grow pride and achievement through an increased emphasis on ritual, symbolism and ceremony.

There were student representatives on School Council, Education Sub-Committee and Marketing and Communications Sub-Committee. Student Forums, including the Principal's Student Forum, explored many aspects of the positive Attitudes to School Survey data; which encompassed a broad cross section of ages, individual interests and perceptions. Student Ambassadors were also highly active in the community visiting and promoting links with local primary schools and enhancing relationships with valued partnering organisations and esteemed institutions.

Individual course counselling and subject selection continued in 2017. The Ashwood High School Careers website continues to demonstrate activities in the Year 9 and Year 10 curricula as well as the VCE Preparatory Program. Provision of individual careers and vocational counselling, provided by a suitably trained Careers Coordinator and Careers Action Planning (CAPs) Coordinator continued throughout 2017. Years 10 – 12 Exit Destination data reflected almost 100% of students going on to further study or full time employment.

Student Engagement will be further enhanced in 2018 through:

- Building, consolidating and enhancing the capacity of staff to create a teaching/learning environment which delivers engaging, differentiated and high quality instructional practice
- Continuing to use a whole school explicit instructional model (teaching and learning model)
- Strengthening links and partnerships with families and local communities and agencies
- Ongoing provision of opportunities for authentic learning within and beyond the classroom
- Expanding the careers program to Year 8
- Implementing revised Individual Education Plans (IEPs)
- Further refining the STAR Program with a focus on student empowerment and reflection as, of and for learning
- Continuing student engagement in the *Alpine School* for Student Leadership
- Expanding the use of *School Colours* to recognise and promote student success across a number of fields of student endeavour – Academic, Sport, House, Arts, Music and Service
- Student Voice on High Impact Teaching Strategies to improve student engagement.

## Wellbeing

Ashwood High School has clear and consistent student management policies, structures and processes that are implemented with consistency and care, with a 'firm but fair' approach to student discipline. Our school community is proud of the exemplary conduct, courtesy and manners demonstrated by Ashwood High School students. Creating a safe and orderly learning environment sets the pre-conditions for quality teaching and learning through positive and respectful relationships. The holistic development of each child with a focus on the emotional, physical and intellectual development of each and every student is an imperative focus of the school.

Ashwood High School is a high trust school. Teachers know, challenge and support students as young people and learners. Teachers enhance students' capabilities and interests through frequent quality feedback. Ashwood High School's core values – '*CHOIR*' are central to the School's assessment and feedback protocols, impacting upon students' positive growth mindset. The development of students' learning dispositions is aligned with shared understandings of the importance of Community, High Expectations (personal best), Optimism (reflection and resilience), Innovation and Respect.

The school culture of Ashwood High School is calm, purposeful and inclusive with low levels of student distress. This is clearly reflected in the improved Attitudes to School Survey data, 'Student Distress' category for Years 7-12. In 2017, there were significant improvements in both 'Classroom Behaviour' and 'Student Safety' factors; students affirmed a sense of feeling safe while learning at school.

As a newly transformed school, Ashwood High School remains future focused. We offer a number of exciting student wellbeing and leadership initiatives focused on building students' optimism, reflective capabilities and resilience. Examples of these initiatives include but are not limited to:

- A Study Retreat for Years 11 and 12 students with follow up parent information sessions assisting parents on how to help and support their child's academic success
- Enhanced parent engagement in Student Led Conferences focused on learning goals, student autonomy and empowerment
- STAR Program, where parents become strategic partners in student learning with 24 hour access to engagement, wellbeing and learning materials via the *Compass* Portal. Parents have direct access through the portal enabling them to contact staff members, monitor attendance and co-develop individualised interventions to support student learning and engagement.

The curriculum of the STAR program (which is comprised of multi-age groupings) and its strong emphasis on personal goal setting, centres on the development of inter and intra-personal skills such as self-awareness, self-management, social awareness and responsible decision making. This has been further reinforced through targeted programs such as: Respect and Communication Skills; Respectful Relationships; Stress Management; Cyber Safety; Sexual Health and Safety.

The 2017 Attitudes to School Survey data indicated that:

- Students' perception of safety in 2017 was well above the State threshold
- Classroom behaviour and connectedness to peers were also rated above both the State and region levels
- There was an increase in the extent to which the students felt socially connected to their peers as evidenced by the marked improvement in the 'Connectedness to Peers' category.

An improvement in the 'Student Safety' factor reflected the effectiveness of our teaching and learning protocols that foster authentic relationships and the positive modelling of courtesy and manners in Ashwood High School students. The school utilised both preventative and interventionist strategies as evidenced by the tranquil yet highly purposeful atmosphere that pervades the school. These protocols continue to be documented, consolidated and monitored in 2017 to ensure our holistic approach is consistent with best practice in student management, advocacy and agency.

Ashwood High School promotes excellence, access and inclusion through high quality education. Our focus is the development of positive and resilient individuals equipped with skills which enable them to work cooperatively with others, cope with challenges and solve problems. Student wellbeing is fundamental to ensuring students reach their full potential and is inextricably linked with social and academic outcomes.



Authentic relationships are built on mutual respect and cooperation and students are supported by the Student Management and Wellbeing team which includes House Coordinators, VCE and ISP Coordinators, Student Services Manager, Adolescent Health Nurse, School Chaplain, Leading Teacher (Engagement, Wellbeing and Transitions Leader) and Assistant Principals. Additional supports are provided through close liaisons with other DET and community agencies. Individual Education Plans and regularly scheduled Student Support Group meetings enable identification of individual needs and development of agreed strategies and plans of action.

A specialised AHS Transition Program assists students in their move from primary to secondary schooling as does the Year 7/9 Peer Support Program. Individual subject counselling, preparatory programs and provision of individual Careers and Pathways counselling have aided transition at other levels, alleviating concerns and increasing levels of confidence. Ashwood High School firmly believes that students' needs and outcomes are best met through close collaboration between home and school. We encourage and promote parental participation and this was reflected in the 2017 Parent Opinion Survey and the 'Parent Input' component where high levels of satisfaction was reported in the fourth quartile (99.5%).

Student Wellbeing will be further enhanced in 2018 through:

- Continued monitoring of and provision for individual student's needs
- Continued use of Individual Education Plans
- Provision of additional, targeted programs
- STAR program curriculum – with an increased focus on student learning goals
- Camps programs at all year levels and World Challenge participation
- Increased levels of parental and community engagement.

For more detailed information regarding our school please visit our website at  
[www.ashwood.vic.edu.au](http://www.ashwood.vic.edu.au)





## Performance Summary

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

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

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

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 377 students were enrolled at this school in 2017, 174 female and 203 male.</p> <p>22 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Similar</li> <li> Higher</li> <li> Similar</li> <li> Similar</li> </ul>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>58%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>39%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	19%	58%	23%	Writing	23%	59%	18%	Spelling	26%	53%	21%	Grammar and Punctuation	26%	39%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>40%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>44%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	64%	18%	Numeracy	23%	40%	37%	Writing	34%	44%	22%	Spelling	31%	50%	19%	Grammar and Punctuation	31%	44%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Spelling	31%	50%	19%																							
Grammar and Punctuation	31%	44%	25%																							
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>98%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>31%</b>            VET units of competence satisfactorily completed in 2017: <b>63%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>57%</b></p>																										

# Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="565 954 1024 1048"> <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>90 %</td> <td>85 %</td> <td>79 %</td> <td>90 %</td> <td>94 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	85 %	79 %	90 %	94 %	97 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	85 %	79 %	90 %	94 %	97 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

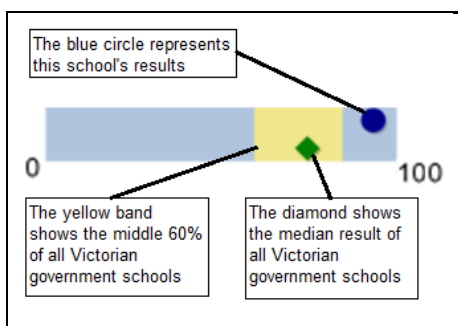
### Engagement

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

### Wellbeing

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

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

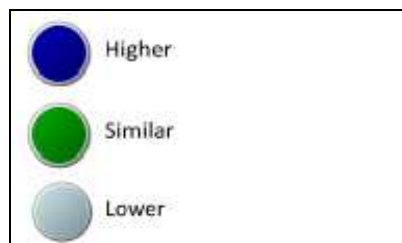


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



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

## What does '*Data not available*' mean?

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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

## Financial Performance and Position

### Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,366,788	High Yield Investment Account	\$943,468
Government Provided DET Grants	\$861,301	Official Account	\$27,383
Government Grants State	\$9,725	Other Accounts	\$545,578
Revenue Other	\$139,096	<b>Total Funds Available</b>	<b>\$1,516,429</b>
Locally Raised Funds	\$486,658		
<b>Total Operating Revenue</b>	<b>\$4,863,567</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$28,571		
Equity (Catch Up)	\$19,375		
<b>Equity Total</b>	<b>\$47,946</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,808,081	Operating Reserve	\$100,000
Books & Publications	\$1,465	Asset/Equipment Replacement < 12 months	\$50,000
Communication Costs	\$14,907	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$117,115	Maintenance - Buildings/Grounds incl SMS<12 months	\$87,303
Miscellaneous Expense <sup>3</sup>	\$643,247	Revenue Received in Advance	\$81,927
Professional Development	\$28,673	School Based Programs	\$454,774
Property and Equipment Services	\$358,251	Repayable to DET	\$642,424
Salaries & Allowances <sup>4</sup>	\$132,312	<b>Total Financial Commitments</b>	<b>\$1,516,429</b>
Trading & Fundraising	\$29,249		
Utilities	\$61,898		
<b>Total Operating Expenditure</b>	<b>\$5,195,198</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$331,630)</b>		
<b>Asset Acquisitions</b>	<b>\$5,485</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

The table above indicates that our revenue for 2017 was \$290,341 more than 2016. This was due to increased enrolments and locally raised revenue such as parent payments. The expenditure in 2017 increased from spending in 2016 due to staffing, increased utilities and school program resources. The School's held funds increased from \$1,427,410.00 at 31 December 2016 to \$1,516,426.00 31 December 2017. These funds are tagged for student learning and engagement in 2018. This is evidence of the School's sound financial position. The school has made a number of significant improvements in the following areas: sophisticated fencing on the school's perimeter, building maintenance, way finding and room identification signage and ground works. It is anticipated that the financial position of Ashwood High School for 2018 will be most favourable due to the increased student enrolment.