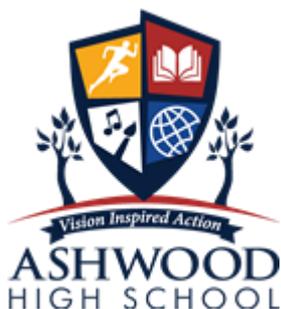


# 2018 Annual Report to The School Community



School Name: Ashwood High School (8743)



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

Attested on 29 April 2019 at 06:17 PM by Brett Moore  
(Principal)

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

Attested on 30 April 2019 at 09:20 AM by Russell Diggins  
(School Council President)

## About Our School

### School context

Ashwood High School is a Year 7-12 co-educational government school in the inner east of Melbourne (North Eastern Victoria Region, DET). The school provides an outstanding holistic educational experience led by educators who seek to inspire students to be positive global contributors. Our newly built \$23 million state-of-the-art facilities situated on 17-hectares of landscaped grounds include contemporary and innovative building design; multiple sporting ovals; 12 full size netball courts; a performing arts centre and the Ashwood Wetlands, offering an unparalleled educational environment.

Over the past few years, Ashwood High School has undergone significant transformation and is experiencing the highest demand for enrolment in Year 7 since the late 1900s. In 2018, Ashwood High School experienced an enrolment increase at Year 7 for the fourth successive year. 'The Path Forward – New Direction at Ashwood' has involved not merely a change of school name and uniform, but a focus on enhancing our school's shared sense of community, with high expectations and clear discipline processes.

Ashwood High School is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) Program for academically able students. Introduced in 2016, the ACE Program is an approved SEAL Program with select entry enrolment. This high demand Program extends students through a challenging curriculum that includes early commencement of at least one VCE subject. Ashwood High School is also an accredited International Student Program provider (CRICOS Provider No. 00861K) with 68 integrated International Students enrolled in 2018. Our commitment to diversity, cultural literacies and understandings are reflected in the significant growth in our international program, largely at Years 10-12.

Ashwood High School is ethnically diverse and half of our students come from language backgrounds other than English (LBOTE). Ashwood High School has a Student Family Occupation of 0.4396 with 26% of students receiving CSEF (Camps, Sport and Excursion Fund). 414 students were enrolled at the school in 2018. Amongst these students, 20% are EAL (English as an Additional Language) students and 1.4% ATSI (Aboriginal and Torres Strait Islander) students. Our School comprises a Principal, an Assistant Principal, three Leading Teachers and a Learning Specialist. Our overall staff breakdown is 31.4 Equivalent Full Time Teaching Staff, 1.00 Equivalent Instrumental Staff, and 12.7 Equivalent Full Time Education Support Staff.

Ashwood High School is an academic school with a strong emphasis on the core subjects: English, Mathematics, Science and Humanities which are complemented by rigorous programs in the Arts, Music, Physical Education/Health, Languages Other than English (French and Mandarin), and Technology including STEAM (Science, Technology, Engineering, Art and Mathematics). A wide range of VCE subjects are available to our senior students. The breadth of these offerings is set to expand and change as our student population increases. Across all learning areas, our teachers deliver engaging lessons that are founded on evidence-based explicit instruction.

### Good to Great, Great to Exceptional

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, these pillars are reflected in our School 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.

The next phase of school improvement, outlined in our new Strategic Plan (completed at the end of 2018) is centred on building practice excellence in teaching and empowering students in their learning through student

voice, leadership and agency.

### **Ashwood High School CHOIR Values**

At Ashwood High School, students and staff are guided and informed by our belief and commitment to our Vision and Values:

- o Community of learning and trust
- o High Expectations – Aspire to your personal best
- o Optimism, reflection and resilience
- o Innovation, creativity and sustainability
- o Respect for teachers, students, school and self-respect.

Our School's motto, 'Vision Inspired Action', is reflected in the behaviours and actions of staff, students, parents and partners. Together, we are committed to creating and sustaining a proud school culture of empowerment and excellence based on mutual respect. Deep learning is facilitated through outstanding teaching that is strengthened by supportive and authentic relationships. The Ashwood High School community is proud of our students' achievements, contributions to the community, conduct, personal presentation, courtesy and manners.

### **Framework for Improving Student Outcomes (FISO)**

Ashwood High School is committed to realising student achievement, engagement and wellbeing through a focused effort on four priorities to ensure 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.

In 2018, Ashwood High School undertook a comprehensive School Review. This consultative process, conducted by an independent reviewer and external expert educators as critical friends, enabled the school to quantify the significant improvements made as a result of our shared commitment to 'The Path Forward – New Direction at Ashwood'. The School Review Team worked to analyse a range of performance indicators relevant to the School's achievements over the previous four years (2015-2018). This evaluation led to an evidence-based understanding of the School's current position and the next stage of work required to complete the Schools transformation from good to great; great to exceptional. The new Strategic Plan will be implemented in 2019 for review in 2022.

All data sets show that Ashwood High School has firmly established strong pre-conditions for excellence in teaching and learning. The theme of our new Strategic Plan is reducing change to increase improvement. The Jewel of the East has been created. The next phase of school improvement will be to polish the Jewel of the East through a collective focus on 'The Path Forward at Ashwood High School'.

The School has implemented various initiatives linked to 'The Path Forward', the School's vision and values and the Framework for Improving Student Outcomes (FISO). A school-wide teaching and learning model, PIVOT (Planning, Implementation, Voice, Optimise, Transform) was developed by an action research team of teachers, informed by current best practice, testing and research. PIVOT strengthens the capacity of teachers and students to build positive relationships and work together with common terms of reference for teaching and learning.

A strategic partnership with Deakin University has allowed pre-service teachers (PSTs) to work collaboratively with experienced teachers on programs focussing on improved outcomes, including PIVOT and high reliability literacy and numeracy strategies. A number of the Deakin PSTs are also part of the broader Ashwood Alliance. The Alliance is a partnership comprising 10 local partner schools and Deakin University and is part of the Melbourne Teaching Academies for Professional Practice. The Alliance facilitates PSTs' learning and studying in local network schools, focused on strategic priorities negotiated to assist all schools in improving student agency through quality and frequent teacher to student feedback.

Our teachers are committed to building practice excellence through curriculum planning, testing, research and review. PIVOT reflects the School's agreed principles on teaching and learning including the use of learning intentions and success criteria in every classroom. Effective teaching and learning protocols across the school include VCE moderation of assessment and coursework to ensure consistency of practice. Our online Student Management System ensures transparency of teaching and learning and assists parents to engage in their child's learning. Parents have access to lesson plans, student homework tasks and due dates allowing them to assist their child in planning.

Teachers work together in teams within Allied Learning Areas (ALAs). These subject based curriculum teams facilitate the analysis of student achievement data at all levels and compare students' results in school-assessed coursework, NAPLAN and VCE to identify specific skills, concepts and understandings that can be improved through targeted instruction. This informed and targeted instruction empowers students in their learning and further builds learner confidence. High Impact Teaching Strategies (HITS) have been aligned to PIVOT and play a key role in guiding instructional leadership and teacher collaboration; affecting upon teachers' efficacy, beliefs and ultimately improved student learning. Implementation of a GAT at Years 8 and 10 and a practice GAT at Year 12 will further assist in a fine-grained analysis of student ability and achievement data. A VCE data specialist works with the School's Student Outcomes Leader and all teachers to further our focus on targeted teaching designed to improve student outcomes.

In response to the School Review in 2018, Communities of Practice (COPs) will be implemented in 2019. These action research teams have been formulated to address specific goals and strategies outlined in the Strategic Plan. Each COP is focused on an area of teaching and learning that has been proven to improve student learning outcomes. Furthermore, each COP is intricately linked to PIVOT and forms the basis of each teacher's Professional Development Plan. Throughout the annual PDP Program, all teachers participate in a targeted peer observation program that facilitates quality feedback and reflective practice. In 2019 these observations, feedback and reflections will inform ongoing research, practice and improvement.

Audio-visual capture and analysis will continue to be a mandatory part of evidence-based practice and reflection for provisionally registered teachers. To facilitate this and to also assist other teachers to record and review their practice the school is developing a teaching and learning laboratory with video capture and review facilities. This space will allow teachers to film their practice from multiple angles. Complementing the video capture, a range of student surveys have been developed as part of the Ashwood Alliance. Based on the HITS, these surveys enhance student voice and agency on the effectiveness of teachers' practice. Teachers can survey their students on a specific or multiple HIT practices or based on the foci of the lesson; for example high order questioning and/or worked examples. These student surveys will further empower students in their learning, reinforce high expectations for both students and teachers and promote inclusion. Ashwood High School values student to teacher, and teacher to student feedback as an integral part of voice and reciprocal learning.

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. Improved assessment and reporting processes have 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 and how these lead to improved student outcomes. The newly developed and implemented assessment template acknowledges the importance of student effort through a growth mindset. In 2019, student leaders will undertake further work to interpret the School's teaching and learning model (PIVOT) for students.

A revised pastoral care program is the key focus of one of the Communities of Practice and seeks to improve student agency in learning. A renewed emphasis on student learning goals (including Career Action Plans) will ensure improvements in personalised learning. Student Led Conferences introduced in 2016, implemented and refined in 2017 and 2018, continue to enhance student voice and agency, empowering students in their learning and facilitating parental engagement as strategic partners in learning.

## Achievement

### Teacher Judgements – Victorian Curriculum (AusVELS)

Years 7-10 student's results that are at or above the expected level for their age group rank higher than the results for other secondary schools with similar characteristics in the three English areas of reading and viewing, speaking and listening and writing. In the three areas of Mathematics, measurement and geometry, number and algebra and statistics and probability Ashwood High School students perform similarly to comparative schools. In all six areas there has been a significant improvement in student outcomes from 2017 to 2018.

### NAPLAN 2018

#### Numeracy:

- The percentage of students in the top two bands at Year 7 was well above the results for secondary schools with similar characteristics, 41% compared to 32% for similar schools
- Year 9 results were similar to other secondary schools with similar characteristics and also reflect State averages. A noteworthy difference is an increased number of students at Ashwood High School in the top two bands compared to State averages
- Relative growth Years 7 to 9 is similar to like schools, and has significantly improved over recent years
- The number of students with 'high relative gain' between 2016 to 2018 is considerably above local network schools and State averages

#### Reading:

- The number of Year 7 students ranking in the top two bands is well above secondary schools with similar characteristics, 39% compared to 31% for similar schools
- Across the cohort, Year 9 students perform similarly to students at like schools, however Ashwood High School students have a higher number of students in the top two bands compared to like schools
- Relative growth in Reading, Years 5 to 7 is well above the results of other secondary schools with similar characteristics. The percentage of students with 'high relative gain' is also significantly above those schools

#### Writing:

- Relative growth Years 7 to 9 is above the results for secondary schools with similar characteristics
- The percentage of Year 7 students ranking in the top two bands is similar to like schools and above the State average

These results reflect positively on the quality of instructional practice at Ashwood High School as well as students' 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 2017, Ashwood High School's 2018 NAPLAN results reflect improvement in all areas. Such improvements evidence the strong focus on developing a guaranteed and viable curriculum that has a clear focus on differentiated and personalised learning and assessments, enabling all students to improve based on their zone of proximal development.

#### VCE

In 2018, 100% of students satisfactorily completed their VCE studies. This is well above the average of 91% for like and network schools and the State.

Four VCE students were awarded the VCE Baccalaureate. The Ashwood High School Dux scored an ATAR of 97.8 and 11.4% of students received an ATAR of 90 or above, 28.6% of students received an ATAR of 80 or above.

In 2018, the Mean VCE Study Score was 27.6% and the percentage of Study scores of 37% + increased from 5% to 9%. 48% of students received Study Scores of 29+. The VCE Mean Study Score for all VCE subjects was similar to the State average. Additional Language Support classes are timetabled to address the specific learning needs of VCE International and EAL students to support their language acquisition and achievements across all subject areas.

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 school 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. With a completion rate of 100%, Ashwood High School's VCAL students rank well above the results of secondary schools with similar characteristics.

Further improvement will be achieved by the:

- whole-school implementation of an evidence based explicit teaching and learning (instructional) model PIVOT in 2018 for whole-school implementation in 2019
- recruitment of a Student Outcomes Leader (Learning Specialist) whose role includes data analysis and building teacher capacity in identifying and targeting individual learning needs and adjusting teaching accordingly
- continued use of teacher coaching that is centred on high performance and based on an increased understanding of student achievement data
- consolidation of formative continuous assessment structures and processes that promote students' learning dispositions (capabilities) aligned with the School's values (implemented in 2017 and 2018)
- continued implementation of 'Study Hall' an afterschool scheduled homework program
- consolidation and refinement of the Accelerated Curriculum and Enrichment (ACE) Program at Years 7 to 10 and planning for Year 11.

## Engagement

### Student Attendance

Student attendance at Ashwood High School has significantly increased since 2015. The average attendance for students in all year levels was above 90%. A record number of students had 100% attendance in 2018, 25 in total, with a further 33 with only one day absent and 32 with two days absent. The number of students with high absence rates of 20 days is 28%, similar to like schools (26%) and below the State average (31%).

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 enable an increase in student levels of engagement. This was reflected in high attendance data at whole-school activities, such as the swimming and athletics carnivals (above 90%). Students' active participation in House activities, student leadership programs, student forums and co-curricular activities continues to enable high levels of student voice, advocacy and agency which impact upon student engagement, connectedness to school and academic results. Celebrating attendance has become a key driver in recognising and promoting positive school engagement. Students who receive Gold (100%), Silver (99%) and Bronze (98%) Attendance Awards are formally presented at a whole-school assembly. Since the Awards introduction in 2017, the number of eligible recipients has significantly increased with over 20% of the student body receiving awards for 2018.

### Retention Data

To further enhance students' school life and deep learning, Ashwood High School provides a stimulating curriculum that is accessible to all students. Teachers consistently demonstrate high quality instructional practice and are passionate and highly skilled in their subject areas. Ashwood High School has a shared belief that all students can learn. Individually targeted support is made available through a differentiated and personalised curriculum. Learning and common assessment tasks are designed to ensure multiple student abilities are catered for, to provide targeted extension, enhancement and support. The positive impact of such initiatives is evident in improved student retention data. Student retention data (Years 7 to 10) continues to improve over the 4-year average. Ashwood High School believes that increased student aspirations are the result of a continued emphasis on high expectations and authentic relationships. Academic teaching and learning practices coupled with consistent protocols such as the use of Learning Intentions and Success Criteria ensure that students can expect to walk in to a predictable and safe learning environment where they know there will be mutual respect. The positive impact of consistency in practice is evident in the 2018 Attitudes to School Survey.

Increased student enrolments will lead to increased subject choices for students and a greater variety of academic pathway options. The ability to be able to select and study subjects that have a high intrinsic interest

will further lead to increased student motivation and learning confidence. Increased academic rigour and high expectations have been embedded in both VCE and VCAL programs at Ashwood High School and the 100% completion rate in both programs through 2018 evidences success in all programs.

Connectedness to school and engagement in learning

The Attitudes to School Survey (AtoSS) results in 2018 clearly evidence that Ashwood High School students have a true 'Sense of Connectedness' to their school with Years 7 to 9 responses ranking in the 98th percentile, and Years 10 to 12 responses in the 94th percentile. 'School Stage Transitions' rank in the 97th and 98th percentiles (Years 7 to 9 and 10 to 12 respectively), 'Respect for Diversity' in the 92nd and 96th percentiles (Years 7 to 9 and 10 to 12 respectively) and students have a positive impression of how the School is 'Managing Bullying', 88th and 93rd percentiles (Years 7 to 9 and 10 to 12 respectively). Such pre-conditions for student safety and respect have ensured that students can focus on 'Stimulated learning' (96th and 99th percentiles, Years 7 to 9 and 10 to 12 respectively) in class and develop a healthy 'Sense of confidence' (95th and 94th percentiles, Years 7 to 9 and 10 to 12 respectively) in their learning. The overwhelming majority of students at Ashwood High School (87% Years 7 to 9, 88% Years 10 to 12) believe their teachers have 'High expectations for success' and that their classrooms ensure a focus on 'Effective teaching time' (80% Years 7 to 9, 81% Years 10 to 12). Significant improvements in Students Attitudes to School has been a result of the school transformation process at Ashwood High School.

Student engagement extends beyond the academic realm and includes social interactions. Student voice, advocacy and agency are strongly encouraged and student leadership opportunities are numerous and available to students at all year levels in order to support fellow students and benefit the wider community. The processes for student leadership selection are formal and rigorous and the number of applicants for these positions exceeded the number of positions available.

Ashwood High School values and invests in the training, knowledge and acquisition of skills in areas such as collaborative group work, leadership, public speaking, decision and policymaking, organisational structures, time and events management. In 2018, students' responses ranked 'Student voice and agency' in the 93rd and 99th percentile (Years 7 to 9 and 10 to 12 respectively), demonstrating their understanding of their importance and place within the school community, and the priorities the School have put in place to encourage agency over their own learning and also ensure they are provided opportunities to give feedback to help inform school decisions.

To complement and extend students' academic studies and development of additional skills, students are provided a broad range of co-curricular programs and opportunities including: participating in teams at the Debating Association Victoria, musical and dramatic performances (Winter Concert, End of Year Music Concert, School Musical), sporting competitions, Alpine School Camp, International Students Program Forums, and camps at all year levels including interstate and international trips to Canberra and Cambodia. Regular celebrations were also held throughout 2018 to formally recognise student achievement, effort and contributions through events and ceremonies such as the Principal's Awards, School Colours 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 all focused on celebrating the achievements of students and staff.

Student representatives participate in School Council and Education Sub-Committee, providing valuable student reports at school meetings. Student Forums, including the Principal's Student Forum, explore many aspects of the positive Attitudes to School Survey data from the previous year; 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. Student ambassadors are a great source of pride at Ashwood High School and are highly sought after positions amongst the student body.

## Wellbeing

Ashwood High School has clear 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 their emotional, physical and intellectual development is an imperative of the school.

Ashwood High School is a high trust school. Teachers know, challenge and support students as young people and learners. Teachers rank their 'Trust in students and parents' at 75% positive, up 14% since 2017; placing Ashwood High School in the 96th percentile compared to schools across the State. Teachers enhance students' capabilities and interests through frequent and quality feedback. Ashwood High School's CHOIR values are central to the School's assessment and feedback protocols, influencing students' positive growth mindset. The development of students' learning dispositions is aligned with the modelling and promotion of school culture embodied in the school's CHOIR values.

The school culture of Ashwood High School is calm, purposeful and inclusive with low levels of student distress. In the 2018 School Review, Ashwood High School received a rating of 'Excelling' in the dimension of 'Setting High Expectations and Promoting Inclusivity'. This is clearly reflected in the improved Attitudes to School Survey data with students positive endorsement for 'Managing bullying' is 74%, an 11% increase from the previous year and ranking in the 90th percentile across the State. In 2018, there were significant improvements in both 'Effective classroom behaviour' (76%+) and 'Sense of confidence' (76%+) demonstrating that students affirm 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 to understand how they can best help and support their child's academic success in the Senior School
- enhanced parent engagement in Student Led Conferences focused on learning goals, student autonomy and empowerment; with record numbers of families in attendance each year
- Ashwood High School parents are strategic partners in their child's learning and have 24-hour access to engagement, wellbeing and learning materials via the Compass portal. Through Compass, parents can contact staff members directly, monitor attendance and co-develop individualised interventions to support student learning and engagement.

The curriculum of the STAR Program (which is comprised of multi-year level groupings) has a strong emphasis on personal goal setting and centres on the development of inter and intra-personal skills such as self-awareness, self-management, social awareness and responsible decision-making. The STAR Program is further reinforced through targeted programs within the Health, Year 9 Challenge and Year 10 Take Action curricula as well as the Careers Program.

All improvements in the Student Attitudes to School Survey (AtoSS) reflect the effectiveness of teaching and learning protocols that foster authentic relationships and the positive modelling of courtesy and manners at Ashwood High School. 'Connectedness to school' is up 15% from the previous year with students reporting 74% positive, compared to the State average of 55%. The school utilises 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 to ensure a holistic approach that is consistent with best practice in student management, advocacy and agency. All of this is made possible by the high level of 'Staff trust in colleagues' (92% +, up 12% since 2017) and 'Collective responsibility' (93% +, up 15% since 2017) as reported in the School Staff Survey.

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 that 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. Students are supported by the Student Management and Wellbeing team that includes House Coordinators, VCE and ISP Coordinators, Student Services Manager, Adolescent Health Nurse, School Chaplain, Leading Teacher (Engagement, Wellbeing and Transitions Leader), Assistant Principal and the newly implemented position of Student Leadership, Voice and Agency Coordinator. Additional supports are provided through close liaison 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. This positive school climate is evidenced not just in students' AtoSS responses, but also in those of staff in the School Staff Survey (SSS) with 77% of teachers responding positively in this area (up 9% from 2017), significantly out ranking the State average of just 52%.

A specialised Ashwood High School Transition Program assists students in their move from primary to high school as does the Year 7 Peer Support Program that involves Year 9 students as critical friends. 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 our success in this is reflected in the 2018 Parent Opinion Survey with 91% of parents reporting high levels of satisfaction with the School overall (State average 81%).

Student Wellbeing will be further enhanced in 2019 through:

- continued monitoring of and provision for individual student's needs
- continued use of Individual Education Plans
- provision of additional, targeted programs that meets students point of need
- a review of the STAR Program with an increased focus on student agency in learning
- Camp Programs at all year levels
- increased levels of parental and community engagement across all levels of the School.

### Financial performance and position

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

The table above indicates that our revenue for 2018 was \$220,017.00 more than 2017. This was due to increased enrolments and locally raised revenue such as parent payments. In 2018 expenditure increased from 2017 due to staffing, increased utilities and school program resources. The School's held funds increased from \$1,478,855.37 at 31 December 2017 to \$1,573,358.95 31 December 2018. These funds are tagged for facilities, student learning and engagement in 2019. This is evidence of the School's sound financial position. The school has made a number of significant improvements in the following areas: Stage 3 building works completed, TV

Screen installed in the Gym, stools for Science area, various student workshops, an extensive camps program, furniture in the Conference Room, new video projector in C13, additional noticeboards to Building F, ongoing garden and lawn maintenance, installation of a large mirror in the Performing Art Centre, carpet to the foyer of the Performing Arts Centre, maintenance to the floors in Building F, additional vinyl flooring in red space and new lockers. An extensive annual clean was performed over the summer break. It is anticipated that the financial position of Ashwood High School for 2019 will be most favourable due to further increased student enrolment.

**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.

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

## SCHOOL PROFILE

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

### Enrolment Profile

A total of 418 students were enrolled at this school in 2018, 193 female and 225 male.

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

### Overall Socio-Economic Profile

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

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	79.4	72.4	64.8	78.4

### School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	76.9	51.5	41.4	61.2

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

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

## ACHIEVEMENT

### Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.2	79.1	64.9	89.9	Higher
Mathematics	76.4	69.4	49.3	85.5	Similar

### NAPLAN Year 7 and Year 9

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

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	65.2	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	69.6	50.8	37.5	66.7	
Year 9	Reading (latest year)	41.2	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	56.6	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	56.9	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	66.1	51.4	38.1	66.0	
Year 9	Reading (4 year average)	46.5	41.9	30.8	54.9	Higher
Year 9	Numeracy (4 year average)	51.4	41.8	30.1	59.1	Similar

### NAPLAN Learning Gain

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

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

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

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	19.1	51.5	29.4
Year 5 to 7	Numeracy	25.4	49.3	25.4
Year 5 to 7	Writing	23.5	54.4	22.1
Year 5 to 7	Spelling	25.0	50.0	25.0
Year 5 to 7	Grammar and Punctuation	16.2	61.8	22.1
Year 7 to 9	Reading	20.5	64.1	15.4
Year 7 to 9	Numeracy	26.2	47.6	26.2
Year 7 to 9	Writing	21.4	52.4	26.2
Year 7 to 9	Spelling	35.7	33.3	31.0
Year 7 to 9	Grammar and Punctuation	21.4	42.9	35.7

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	29.0	27.1	25.3	29.7	Higher
Mean Study Score (4 year average)	29.0	27.4	25.3	29.6	Higher

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

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **19 percent**.

VET units of competence satisfactorily completed in 2018: **98 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **94 percent**.

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	19.8	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	19.7	20.2	16.0	24.5	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	88	83	89	94	92

### Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	62.8	75.0	66.7	81.7	Similar
Retention (4 year average)	63.4	75.0	66.2	80.4	Similar

### Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	94.7	91.7	83.1	99.3	Similar
Student Exits (4 year average)	96.0	91.6	83.5	97.7	Similar

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

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.9	53.1	43.3	63.2	Higher
Percent endorsement (2 year average)	66.3	52.9	44.5	61.9	Higher

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.0	56.7	47.0	68.0	Higher
Percent endorsement (2 year average)	67.2	56.0	47.5	66.4	Similar

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,691,509
Government Provided DET Grants	\$1,042,986
Government Grants Commonwealth	\$0
Government Grants State	\$9,725
Revenue Other	\$91,157
Locally Raised Funds	\$572,929
<b>Total Operating Revenue</b>	<b>\$5,408,306</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,748
Equity (Catch Up)	\$0
Transition Funding	\$10,199
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$41,947</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,228,199
Adjustments	\$0
Books & Publications	\$3,498
Communication Costs	\$55,466
Consumables	\$140,014
Miscellaneous Expense <sup>3</sup>	\$790,679
Professional Development	\$30,409
Property and Equipment Services	\$398,908
Salaries & Allowances <sup>4</sup>	\$207,635
Trading & Fundraising	\$15,783
Travel & Subsistence	\$0
Utilities	\$69,091
<b>Total Operating Expenditure</b>	<b>\$5,939,682</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$531,376)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$992,440
Official Account	\$16,826
Other Accounts	\$566,511
<b>Total Funds Available</b>	<b>\$1,575,777</b>

Financial Commitments	Actual
Operating Reserve	\$269,142
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$28,051
School Based Programs	\$211,198
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,733
Repayable to the Department	\$550,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$270,000
Maintenance - Buildings/Grounds < 12 months	\$71,328
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$130,325
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,575,777</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

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

### **Engagement**

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

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

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

## WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

## WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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