2016 Annual Report to the School Community

School Name: Box Hill High School

School Number: 7635

Name of School Principal:	Theresa Iacopino
Name of School Council President:	Marcus Balon
Date of Endorsement:	12 May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Box Hill High School offers a unique educational approach for students from Years 7 – 12 in a multicultural, coeducational environment, which benefits all students who attend the school. Students at Box Hill High School are strongly encouraged to live up to the school's motto "Ad Altiora Certamus" which means, "We strive for higher things." Students at Box Hill High School respect academic success and embrace the ideal of achieving their potential. We value both tradition and innovation. This is most eloquently reflected in the comments of the children themselves, "Box Hill High School has made me strive harder", and "Always do your best that is what I have learned, "I now know it is OK to be smart," and the learning environment at Box Hill High School inspires me to do better. The philosophy that underpins the school is as follows – We believe that as a community, it is our responsibility to value the individuality of every student. We believe that we need to support our students as we encourage them to strive for high performance and excellence. We believe we need to provide opportunities for our students to develop the confidence to be the best they can be so that they can, in some way, whether small or large, become strong contributors in our future society. Supporting our philosophy is the wide variety of programs, including special provision for gifted and talented students, extra-curricular programs and clubs that we offer to our students. We have 85.03 EFT teaching and 16.48 Education support staff.

Framework for Improving Student Outcomes (FISO)

We are building practice excellence and maximizing student outcomes by implementing the Box Hill High School Teaching Model to ensure consistent, excellent teaching practice across the school. Teachers are working together, observing each other's classes and then reflecting on and adjusting teaching practice to improve student outcomes. We are continuing to focus on improving VCE results by ensuring closer collaboration of year 11 and year 12 teachers. We are implementing a new House system and embedding positive education principles in classrooms to empower our students to build an environment where students will flourish.

Achievement

Our students are encouraged to strive for high academic standards. Our student learning data shows that overall our students achieve higher than predicted levels. The NAPLAN relative growth data for students from Year 7–9 in the domain of reading shows that 82% of student growth is in the medium to high range; in the domain of numeracy 83% of student growth is in the medium to high range and in the domain of writing 80% of student growth is in the medium to high range. Our VCE data shows that the Mean Study Score improved this year to 33 from 32.3 last year.38% of our students achieved an ATAR over 90 up from 33.5% last year. 19% of our students achieved study scores over 40, and which was an incredible increase from last year's result of 16.3%. 96% of our Year 12 students received tertiary offers. Of these, 88% received offers for University and 10% to TAFE or Uni pathways.

51 students are participating in VETis across 20 different industry areas. The school offers VETis Laboratory skills for local and external students.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework	☐ AusVELS	☐ Victorian Curriculum	☒ A Combination of these

Engagement

Student engagement is a key focus for the school and we are committed to providing high levels of student engagement in every classroom. BHHS encourages the development of the "whole child" and offers a large range of clubs and extra-curricular activities, including a Knitting Club, Chess, Debating, Model Solar Cars and Robotics. BHHS also offers extensive camping program of year level camps and end of year cross-age camps, including bike-riding, water- skiing, horse-riding, surfing and games camps. The school has developed a sister school relationship with a German school and students are able to experience life in Germany for one month in the year. Students also participated in the Young Leaders to China experience. World Challenge, which took three teams of students to India, and the Duke of Edinburgh Award are also offered to our students. The school has vibrant Performing and Visual Arts Departments. Every child studies classroom music and art in year 7 and has the opportunity to pursue their studies to Year 12 in Music, Visual Communication and Design and Studio art.   A strong instrumental music program is also offered. Choirs, bands, ensembles are all part of the life of our musicians and they are provided with many opportunities to showcase their skills and talents. Drama and Media Studies are also strong departments at our school. This year our annual school production will be the Shakespeare play, "Much Ado about Nothing". The school offers many opportunities for students to develop public speaking and leadership skills in the following areas: School Captain, Prefects, Peer Support Leaders, Class Captains, House Captains, Technical Crew, SRC reps, Peer support leaders, Music Captains and Debating Captains.

Students initiate and manage events including the Annual Talent Quest, Year 12 Formal, and Debutante Ball as well as fund raising events.

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Wellbeing

Box Hill High School endeavors to provide an inclusive and positive learning environment for all our students. We believe that a student's emotional and social wellbeing is fundamental to their success. The school provides two Student Wellbeing Coordinators and a full-time Student Counsellor who are available to meet with students or parents to provide support or referrals and additional services, including psychologists, social workers, youth workers and speech pathologists, who are available for student appointments at the school within school hours. At Box Hill High School the principles of restorative practices are incorporated into our discipline and wellbeing procedures, and we believe that all students are important members of the school community. The school has clearly articulated and enforced attendance guidelines where the school assumes shared responsibility for attendance between students, parents/carers . The teaching staff of Box Hill High School offer a comprehensive program of support for all its students. Staff work hard to ensure that the transition from primary to secondary school and then from school to university is smooth and seamless for all our students.

For more detailed information regarding our school please visit our website at
http://www.boxhillhs.vic.edu.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
Result for this school: ●   Median of all Victorian government secondary year levels: ◆

School Profile

Enrolment Profile

A total of 1235 students were enrolled at this school in 2016, 512 female and 723 male.
There were 30% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	**Results: English** **Results: Mathematics** 	Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▢
Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▢
Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 19 % Low / 50 % Medium / 31 % High **Numeracy** 14 % Low / 48 % Medium / 38 % High **Writing** 19 % Low / 47 % Medium / 34 % High **Spelling** 24 % Low / 48 % Medium / 28 % High **Grammar and Punctuation** 16 % Low / 56 % Medium / 28 % High	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 18 % Low / 47 % Medium / 35 % High **Numeracy** 17 % Low / 58 % Medium / 25 % High **Writing** 20 % Low / 39 % Medium / 41 % High **Spelling** 11 % Low / 56 % Medium / 33 % High **Grammar and Punctuation** 19 % Low / 51 % Medium / 30 % High	NAPLAN Learning Gain does not require a School Comparison.
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.	Results: 2016 0 ———————————— 50 Results: 2013 - 2016 (4-year average) 0 ———————————— 50	● Similar ● Lower

Students in 2016 who satisfactorily completed their VCE: 98%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 1%
VET units of competence satisfactorily completed in 2016: 94%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	Lower Lower

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
95 %	94 %	92 %	94 %	94 %	95 %

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students exiting to further studies and full-time employment Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar ⚪ Lower

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
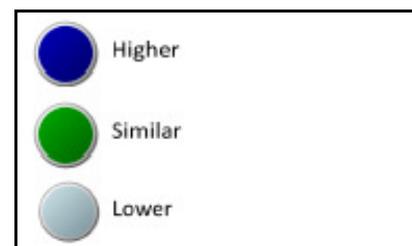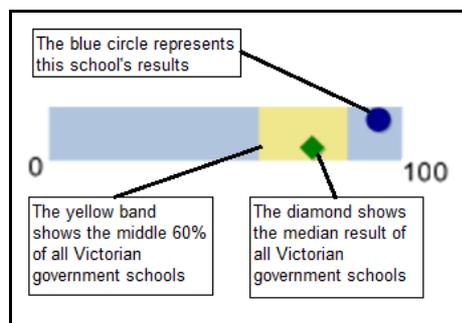
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
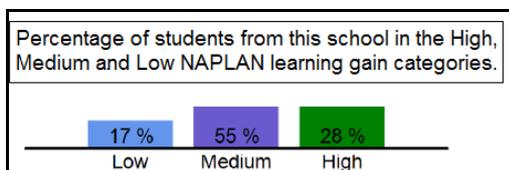
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$9,414,899
Government Provided DET Grants	$1,925,491
Government Grants Commonwealth	$9,261
Government Grants State	$11,891
Revenue Other	$78,490
Locally Raised Funds	$2,275,827
Total Operating Revenue	**$13,715,860**

Expenditure	
Student Resource Package	$9,338,393
Books & Publications	$24,441
Communication Costs	$24,908
Consumables	$321,858
Miscellaneous Expense	$925,730
Professional Development	$55,569
Property and Equipment Services	$966,125
Salaries & Allowances	$367,927
Trading & Fundraising	$265,031
Travel & Subsistence	$9,870
Utilities	$86,541

Total Operating Expenditure	**$12,386,394**
Net Operating Surplus/-Deficit	**$1,329,466**
Asset Acquisitions	**$275,222**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$2,141,758
Official Account	$48,673
Other Accounts	$964,295
Total Funds Available	**$3,154,727**

Financial Commitments	
Operating Reserve	$475,427
Capital - Buildings/Grounds incl SMS<12 months	$2,111,095
Maintenance - Buildings/Grounds incl SMS<12 months	$72,749
Revenue Receipted in Advance	$394,069
School Based Programs	$26,686
School/Network/Cluster Coordination	$69,264
Other recurrent expenditure	$5,437
Total Financial Commitments	**$3,154,727**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

Overall, the school's financial position is very sound.   The surplus has been committed to a major building project expected to begin in 2017. Government provided DET Grants include additional revenue from our international students program. Locally raised funds includes subject contributions, class materials, fundraising activities, donations, commission, external hirers (gym), camps, excursions, trading operations (canteen), non-profit trading operations, special events and coordinator school funds. The school is the coordinator school for TAASS (The Academy of Accredited SEAL Schools) and Monash Developing Gifted Potential Course. The Box Hill High School Cooperative Ltd borrowed $800,000 in 2008 to build the VCE Centre and the double court gymnasium which were completed in 2009.   Non-current Liabilities- Co-operative Loan $429,230.