

2016 Annual Report to the School Community



School Name: Westall Secondary College

School Number: 8470



WESTALL
Secondary College

Name of School Principal:	Tristan Lanarus _____
Name of School Council President:	Priyanka Chakranarayan _____
Date of Endorsement:	26 April, 2017 _____

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

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



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

About Our School

School Context

Westall Secondary College (Westall SC) is a suburban secondary college of 464 students at Year 7 to Year 12. The school is located in Clayton South, in Metropolitan Melbourne.

Westall SC is a physically attractive organization, with evidence of a strong improvement agenda, strong Victorian Certificate of Education (VCE) outcomes, excellent Victorian Certificate of Applied Learning (VCAL) outcomes and high levels of student learning growth in Year 7 to Year 10. Consistent and high expectations related to enhanced classroom practice, teamwork and peer professional learning are central improvement strategies that support continued progress. Westall SC has a Student Family Occupation & Education (SFOE) index of 0.6099. This reflects a changing demographic. Whilst we still have pockets of disadvantage, the number is decreasing with higher numbers of families coming with more education and higher socio economic levels. We have a significant EAL student population whom receive additional assistance and support in developing their English skills. We have a small number of Koori children at the school, all of whom have an Individual Learning Plan (ILP) under the Wannik education strategy.

Westall SC has 61.8 Equivalent Full Time (EFT) staff, comprising the Principal, 2 Assistant Principals and 43.3 EFT teachers and 18.5 EFT Education Support (ES) Officers.

The current facilities at Westall SC are in very good condition. Despite not undergoing significant refurbishment, the general appearance of the whole school is very neat and attractive, due in no small part to the conscientious upkeep of the grounds by grounds staff and expectations with respect to the appearance and tidiness of classrooms and corridors. Facilities include a well-equipped Library, an International Students' Centre, on-site canteen, a First Aid Centre, four large grass playing fields, indoor gymnasium and shaded, passive recreation areas. The College has high-quality classrooms with specialist areas: Music, Art, Visual Communication, Media, Photography, Food Technology, Woodwork and Computing.

The Westall English Language Centre (WELC) provides a full-time intensive English course at the level of the secondary education system for new arrivals and full-fee paying international students. The school also hosts the Victorian School of Languages (VSL) which provides Languages Other than English (LOTE) learning outside of school hours, across the State. The school runs a very successful International Student program, with over 80 students currently enrolled in this initiative.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was our FISO initiative focus in 2016.

For **Building Practice Excellence**, we continued our focus around data and differentiation. Our sub school model was implemented in 2016 with a Leading Teacher in charge of each sub school team. These teams met on a weekly basis with "Personalized Learning" the mantra. This new structure supported the work we were doing around literacy, data and differentiation. Every week in these teams there was sharing and professional learning focused on practice excellence

For **Curriculum Planning and Assessment**, we designed and planned a new curriculum model for 2017 implementation. This included new Yr 9-10 elective subjects, a new I-Create program to run every Wednesday afternoon and a shift from a 6 x 50 minute period day to a 4 x 75 minute period day. The new I-Create program was for every student, years 7-12 and included new programs such as STEM, Coding and Aviation. The new curriculum initiatives were based on improving provision for student need and want.

Achievement

2016 was the 2nd year of our current 4-year strategic plan cycle at Westall SC. A new Leadership structure commenced in 2016 to reflect a team based sub school approach. This supported a coaching and data based team approach to teaching and learning. Elective programs were offered at Years 9 and 10 including the Odyssey program that allowed students to develop leadership skills and contribute to the community. The College has a well-developed English as an Additional Language (EAL) program, catering for the many newly arrived students and fee-paying International students.

In 2016, 25% of Year 12 VCE students achieved an ATAR above 70, with 10% achieving above 90. The NAPLAN results in Literacy and Numeracy in Year 7 reflect mean scores below the state. This demonstrates the low levels of literacy and numeracy students come with when they enter the College. The NAPLAN results in Year 9 also reflect mean scores below the state; however, the gap has closed. Reading data at Year 9 shows 74% of students in the medium to high growth learning gain category. In this learning gain category, we also have Numeracy at 81%, Spelling at 94%, Writing at 72%, Grammar, and Punctuation at 75%. This result demonstrates the value add we achieve with our students between Years 7 and 9. The school has less than 10 students in the Program for Students with Disability (PSD) program. We have a focus in our strategic plan on lifting these results further through a range of measures. The school is currently focused on what good classroom practice looks like, what it means to engage the learner, the effective use of data and



an instructional model for all staff. This focus should bring about further growth in achievement data. We will be spending significant time in 2017 implementing a new curriculum model for Westall SC that reflects the Victorian Curriculum and better accommodates the needs and wants of our students.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

Engagement

The school has established a comprehensive marketing strategy to build enrolment numbers and improve the perception and reputation of Westall SC in the local and broader community. The transient nature of the school population, coupled with retention issues, has seen a decline in overall student numbers in recent years. This trend was reversed in 2016 with Year 7 numbers jumping from 52 in 2015, to 72. Numbers are predicted to grow significantly further in coming years with plans for a complete rebuild and redevelopment. The school has been successful in continuing to offer a relatively broad range of programs including both streams of senior certification along with onsite VET programs. We also have a suite of new elective subjects beginning in 2017.

The English Language Centre operates with rolling enrolments, a standard timeline for students being 5 months in the program. This means throughout the year there are a number of students transitioning into the “mainstream” program and ensuring they are supported and engaged is critical. Ranges of partnerships exist between the school and broader community and this has been a real focus at Westall to have a presence with community organizations. The new Westall Community Hub is due to open in July 2017. A number of careers based programs continue to be offered, supported through partnerships with tertiary education providers. There has been an increase in applications and acceptance into courses offered by these providers.

The College transferred the governance of the Local Education Employment Program (LEEP) program to Oakwood School at the end of 2016. Engagement has been a real focus at Westall for a number of years and the excellent data via student attitudes to school and parent opinion surveys is testament to that. The recent increase in special consideration applications into tertiary education is evidence of the school’s work in targeting and catering to our student’s diverse needs and backgrounds.

Our attendance data continues to be strong. There are a range of engagement programs contributing to this and processes in place to respond to students with poor attendance. The move to a sub school model in 2016 further supported our work around engagement.

Wellbeing

Westall SC has a culture that is values based and strives for the best outcomes for all its students. Westall has created an environment that is safe, secure and has excellence in learning at the forefront of all actions. In 2016, the College continued its commitment in working collaboratively with DET and the City of Kingston around Student Resilience and the collection of data through the strengths and difficulties questionnaire.

Westall SC boasts outstanding staff/student positive relationships. This is evident in above state average attitudes to school data (2016). These outstanding results are a reflection of the commitment of staff, students and families in the various curricular and extra- curricular programs offered. These include, but are not limited to:

Differentiated Curriculum (Aim High Program, Support Learning programs, Ausvels, VCE, VCAL and VET), Engagement and Wellbeing Programs (Student Leadership, Homework Club, Breakfast Club, Health Expo Day, Mental Health Week and Student Support Services programs, strengthened by the school investing in a School Nurse and Student Counsellor). A powerful House Program (Swimming, Cross Country and Athletics Carnivals and Inter-House Challenges) A strong Interschool sports program (Outstanding results in Volleyball, Touch Football, Rugby League and Rugby Union)

The school also boasts an outstanding Music Program (Instrumental and Singing Programs) and committed and effective community partnerships (Monash University and Kingston Youth Services). Students participate in targeted proactive and preventative activities that aim to inform and instill positive social and resilience skills for lifelong learning.

Westall continues to implement a Student Leadership Program, which encompasses several teams. These teams have role descriptions and diligent expectations of membership and responsibilities. They focus on increasing student involvement in decision making which aims to create a shared vision and approach to learning. At the end of 2016, we added Sub School Captains to align with changes to our school organization.



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



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 464 students were enrolled at this school in 2016, 198 female and 266 male. There were 52% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> Lower Similar Similar Higher

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>54%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>38%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	54%	35%	Numeracy	26%	38%	36%	Writing	26%	52%	22%	Spelling	29%	47%	24%	Grammar and Punctuation	27%	45%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Higher</p> <p>Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 27% VET units of competence satisfactorily completed in 2016: 73% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 71%</p>																										

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 826 1034 922"> <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>91 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> <td>85 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	89 %	89 %	85 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	89 %	89 %	85 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>												

Performance Summary

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

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

How to read the Performance Summary

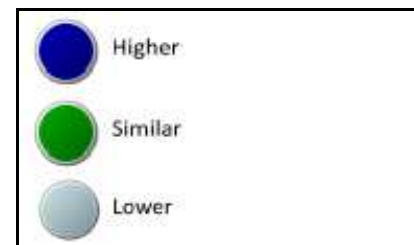
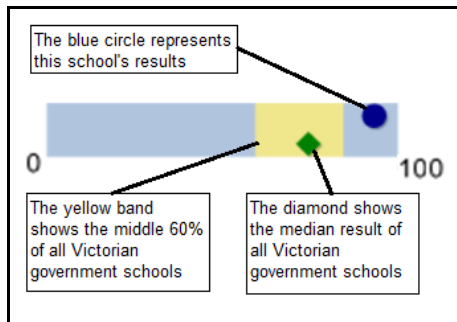
What are student outcomes?

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

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

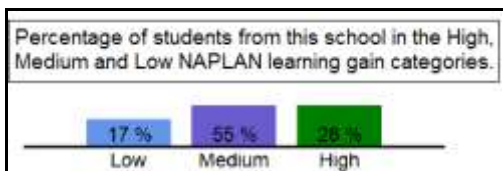
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

Due to our International Student Program and good financial management, our school continues to demonstrate strong financial performance. We have identified a plan over the next 3-6 years to reinvest this surplus into strategic plan initiatives for the school. This will align with the redevelopment of school buildings and facilities.

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

Revenue	Actual
Student Resource Package	\$5,482,135
Government Provided DET Grants	\$1,770,297
Government Grants Commonwealth	\$9,483
Government Grants State	\$22,619
Revenue Other	\$75,060
Locally Raised Funds	\$235,617
Total Operating Revenue	\$7,595,210

Expenditure	
Student Resource Package	\$5,647,648
Books & Publications	\$6,470
Communication Costs	\$21,341
Consumables	\$199,531
Miscellaneous Expense	\$238,150
Professional Development	\$25,088
Property and Equipment Services	\$400,738
Salaries & Allowances	\$228,876
Trading & Fundraising	\$40,483
Travel & Subsistence	\$20,676
Utilities	\$75,665

Total Operating Expenditure **\$6,904,666**

Net Operating Surplus/-Deficit **\$690,545**

Asset Acquisitions **\$154,876**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$2,661,516
Official Account	\$7,457
Other Accounts	\$32,127
Total Funds Available	\$2,701,100

Financial Commitments	
Operating Reserve	\$198,080
Maintenance - Buildings/Grounds incl SMS<12 months	\$115,666
Revenue Received in Advance	\$39,296
School Based Programs	\$1,498,058
Repayable to DET	\$850,000
Total Financial Commitments	\$2,701,100

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.