

2018 Annual Report to The School Community



School Name: Westall Secondary College (8470)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 13 March 2019 at 01:19 PM by Tristan Lanarus
(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 Regulation 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 22 March 2019 at 09:04 PM by Johnny Balalovski
(School Council President)

About Our School

School context

Westall Secondary College (Westall SC) is a suburban secondary college of 551 students at Year 7 to Year 12. The school is located in Clayton South, in Metropolitan Melbourne.

Westall SC has a clear focus across the school on improving Literacy levels for all students including the high EAL population. Strengthening the classroom instructional model and developing more effective and consistent assessment and reporting to students and parents are key elements of the school improvement agenda. The school vision is around every student accessing a personalised learning approach where their needs (literacy and numeracy standards) and wants (choice of elective subjects) are accommodated. A Literacy coach in each sub school, how we group students and our suite of I Create electives available to every student, Years 7-12, are just some of the ways that we personalise the learning for our students.

Whilst there are still 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 (5) at the school, all of whom have an Individual Learning Plan (ILP).

Westall SC has 78.5 Equivalent Full Time (EFT) staff, comprising the Principal, 2 Assistant Principals and 53.8 EFT teachers and 24.7 EFT Education Support (ES) Officers.

The current facilities at Westall SC are in very good condition considering the age of the school, 56 years. Despite not undergoing significant rebuild to this point, the general appearance of the whole school is very neat and attractive. 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, Aviation, 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 100 students currently enrolled in this initiative.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was our FISO initiative focus in 2018.

For Building Practice Excellence, we continued our focus around data and differentiation. Our sub school model continued in 2018 with a Leading Teacher in charge of each sub school team. These teams met on a weekly basis with "Personalized Learning" the mantra. This 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. On a fortnightly basis the focus of these meetings was Professional development for all staff on EDI (Explicit Direct Instruction)

For Curriculum Planning and Assessment, we moved into our 2nd year of new subject electives. This included Year 9-10 elective subjects and the I-Create program across Years 7-12. We also finalised work on transforming our assessment and reporting processes across the school and transitioning to Compass Real Time Reporting ready for 2019 implementation.

Achievement

2018 was the final year of our current 4-year strategic plan cycle at Westall SC. This meant we undertook a full school review in term 4, 2018. Pleasingly, our school was rated as an 'INFLUENCE' school, the highest of 5 possible categories. We had 99% VCE completion rate and 69% VCAL completion rate.

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 is closing. Reading data at Year 9 shows 83% of students in the medium to high growth learning gain category. In this learning gain category, we also have Numeracy at 87%, Spelling at 76%, Writing at 59%, Grammar, and Punctuation at 81%. 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 implementation of an Instructional Model. Improving our number of students in the top two bands of NAPLAN outcomes will be a focus moving forward via initiatives such as our "Aim High" program.

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, had seen student numbers drop to 410 in 2015. Total school numbers rose from 420 in 2016 to 551 in 2018. Numbers should 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.

The English Language Centre operates with rolling enrolments, a standard timeline for students being 6 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. A range of partnerships exists 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 opened is one example. 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.

Our excellent data via student attitudes to school and parent opinion surveys is testament to our engagement focus. We continue to perform above State mean against these 2 measures. 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. In 2018, our attendance figures were again better than the state average. 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 during this Strategic Plan further supported our work around engagement. We have an automated SMS system through Compass that ensures parents are contacted on the day of any absence of their child.

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 2018, 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 (2018). 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, I Create Program, Literacy Intervention, EAL, 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 instil 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. Student Voice and Agency is a focus across the school and we presented to other schools at a network level about our unique I Create program.

Financial performance and position

The school retains a strong financial position but has significantly increased spending toward resources, programs and facilities across the school. Equity funding was spent on Literacy and EAL coaching, classroom support staff in literacy and numeracy and smaller class sizes in the EAL and Literacy intervention areas. The ongoing surplus/funds available are tagged against annual increases in teaching and learning support and longer term facility upgrades for International Students and English Language programs not funded through SRP/future site redevelopment. An example of this is a new Wellbeing and International Student Centre being built for 2019.

For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 551 students were enrolled at this school in 2018, 256 female and 295 male.

50 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

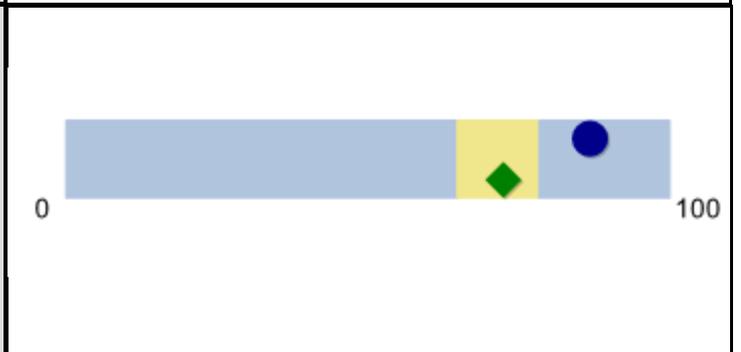
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

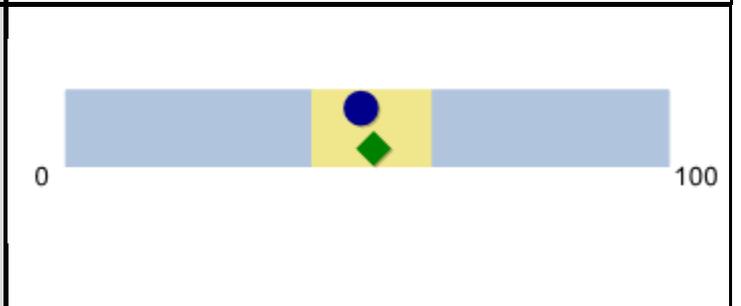
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

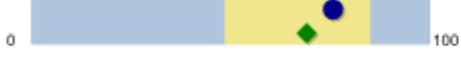
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



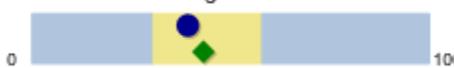
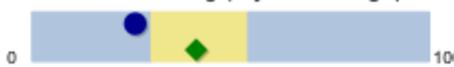
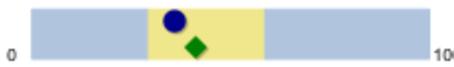
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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> 	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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>		<div style="display: flex; flex-direction: column; align-items: center; gap: 20px;"> <div style="display: flex; align-items: center; gap: 10px;"> ● Similar </div> <div style="display: flex; align-items: center; gap: 10px;"> ● Higher </div> </div>
<p>Students in 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 29% VET units of competence satisfactorily completed in 2018: 79% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 69%</p>		

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1"> <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>92 %</td> <td>90 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	90 %	93 %	94 %	93 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	90 %	93 %	94 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Higher</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>● Similar</p> <p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>● Higher</p> <p>● Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,626,859	High Yield Investment Account	\$4,071,732
Government Provided DET Grants	\$2,173,317	Official Account	\$30,279
Government Grants Commonwealth	\$14,562	Other Accounts	\$32,949
Government Grants State	\$27,553	Total Funds Available	\$4,134,960
Revenue Other	\$98,477		
Locally Raised Funds	\$302,408		
Total Operating Revenue	\$8,243,176		
Equity¹			
Equity (Social Disadvantage)	\$732,161		
Transition Funding	\$53,107		
Equity (Catch Up)	\$51,212		
Equity Total	\$836,480		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,738,915	Operating Reserve	\$289,186
Books & Publications	\$3,235	Funds Received in Advance	\$48,801
Communication Costs	\$32,009	School Based Programs	\$593,973
Consumables	\$255,682	Repayable to the Department	\$2,300,000
Miscellaneous Expense ³	\$636,692	Capital - Buildings/Grounds < 12 months	\$800,000
Professional Development	\$42,924	Maintenance - Buildings/Grounds < 12 months	\$103,000
Property and Equipment Services	\$490,426	Total Financial Commitments	\$4,134,960
Salaries & Allowances ⁴	\$337,653		
Trading & Fundraising	\$26,349		
Travel & Subsistence	\$23,247		
Utilities	\$94,189		
Total Operating Expenditure	\$8,681,320		
Net Operating Surplus/-Deficit	(\$438,145)		
Asset Acquisitions	\$71,460		

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

(2) Student Resource Package Expenditure figures are as of 04 March 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)

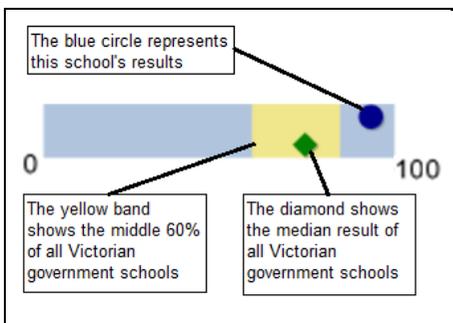
Engagement

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

Wellbeing

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

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

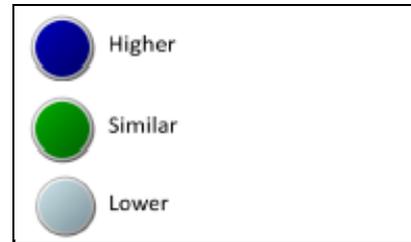


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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