

2020 Annual Report to The School Community



School Name: Wallan Secondary College (8791)



- 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 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 2020 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 27 April 2021 at 03:09 PM by Michael Ritchie (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 07 May 2021 at 03:32 PM by Paul Rogers Rogers (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Wallan Secondary College (WSC) is a Year 7 – 12 Secondary College situated in Wallan, 50 kilometres north of Melbourne, in the Mitchell Shire one of the fastest growing areas outside of the Melbourne Central Business District (CBD).

Land in Wallan and the surround is continuing to be developed, attracting many families to the area. The College opened in 2006 with 110 students. There has been strong enrolment growth in the past 12 months with numbers steadily increasing in excess of 650 students throughout the 2020 school year.

In 2020, the College had 4 Principal Class members, 4 Leading Teachers, approximately 50 teaching staff and 25 support staff. Staff include; classroom teachers, Educational Support (ES) administration, ES student support and ancillary staff.

The College undertook a review in 2019, speaking to a variety of stakeholders and delving into all aspects of Wallan Secondary College. This resulted in a review of policies, procedures and programs and an opportunity to continue working on the current Strategic Plan. Staff of WSC, along with the community have high expectations of our students and consequences are consistently enforced. Wallan Secondary College staff offer exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do. The College endeavours to become the local school of choice for families seeking quality educational options for their children.

Wallan Secondary College strives to be at the forefront of educational initiatives, programs and policies, offering a wide range of opportunities for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complimented by programs in the Arts, Music, Health and Physical Education, Technology subjects and Indonesian. A wide range of Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) subjects and a Victorian Certificate of Applied Learning (VCAL) program offered in Year 10 to 12. Tertiary and employment pathways are well established. In 2019 the College continued to offer a SEAL Accredited ACE program for year 8 and 9 students.

After becoming accredited in 2017, The College had 3 enrolled students in 2020 as part of International Students Program.

Due to Covid-19 WSC was limited in offering a range of enrichment opportunities; however, in term 1 was able to offer performing arts, breakfast and homework club, inter school sporting and co-curricular activities including camps and year 7 and 8. We continue to provide a Learning for Life Program which includes small group literacy and numeracy intervention. A review of the Independent Reading program took place in 2019, that resulted in extra face-to-face time for Year 7 and 8 students with English teachers, focusing on reading and comprehension skills and development.

Students are encouraged to develop their leadership skills; opportunities are provided through a range of learning experiences. All students of WSC should demonstrate and model our school values of Respect, Responsibility and Resilience.

Our school is committed to student wellbeing, engagement and achievement through four goals for continuous school improvement:

1. To provide for all students at WSC a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.
 - To improve the learning growth of every student across all domains but particularly in literacy and numeracy.
 - To improve student achievement and completion rates in VCE, VET and VCAL programs.
2. To provide a stimulating learning environment so that all students are actively engaged in all learning opportunities both inside and outside of the classroom and capable of achieving their full individual potential.
3. To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.
4. To build the capacity of all staff at WSC in order to develop an equitable, sustainable and high performing teaching and learning environment.

Our College Motto is 'Learning for life', this is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students. The College culture of participation and striving to achieve our best; always, is based on mutual respect.

We believe improving student's outcomes is achieved through deep learning, outstanding teaching, supportive and authentic relationships

Framework for Improving Student Outcomes (FISO)

In 2020, the college was continuing the implementation of Professional Learning Communities and School Wide Positive Behaviour with a number of staff undertaking professional development and sharing their newfound knowledge with their colleagues. The PLC program targeted all staff, across all subject areas, resulting in a focus on whole school data literacy, intended to enhance quality of instruction and the teaching and learning program at the College. The School Wide Positive Behaviour Support program aimed to begin developing targeted lessons to explicitly teach the expected behaviours in multiple settings within the College.

The College also continued its journey through the MYLNS (Middle Years Literacy and Numeracy Support) initiative. This initiative aims to deliver literacy and numeracy direct teaching support to students at risk of finishing school without the literacy or numeracy skills they need, and to build capability in literacy or numeracy teaching across the school.

Relative gain has also been seen in our Year 7 and 8 levels in terms of literacy and numeracy as a result of our Learning for Life program. This program of small group intervention in literacy and numeracy is continuing as a result of student success and improvements in outcomes for students and the learning confident expressed by both students and their parents. The continuation of the ACE program and an emphasis on differentiated curriculum has allowed the College to enhance performance of our most academic students.

WSC continued the implementation of the School Improvement Team, where mentoring and development was undertaken to build the capacity of leaders and teachers. Working with the School Improvement Team allowed an increased access to coaching, observations and reflections of our teaching and learning processes. The focus on learning goals and the College instructional model, GANAG, has created rich conversations and learning opportunities for our staff.

Achievement

Teacher judgement: Although we see student outcomes continue to improve at WSC, the global pandemic had a major impact on the teaching and learning program. The College spent significant time developing and implementing a remote and flexible teaching program over an extended period.

NAPLAN: Due to the Covid Pandemic, NAPLAN did not take place in 2020.

VCE Results: 96% of our students completed their VCE studies in 2020. 100% of students who applied through VTAC were successful in achieving university and TAFE offers at the completion of their studies.

VCAL graduates: There was a 80% completion rate of VCAL, an improvement on 2019, with the majority of the cohort pursuing their chosen pathways; further study, apprenticeships and/or full time/part time employment.

Each Learning Area (LA) has worked consistently on modifying and differentiating the curriculum to meet the remote and flexible learning platform for all of our students. Assessment and feedback has been enhanced and will be further complemented in 2021 with an increased emphasis by staff on using data to enhance student learning opportunities and improve student outcomes.

Pathways Partnerships implemented for our students have been further developed throughout 2020, with a particular

focus on opportunities for our VCAL students. The College developed a partnership with La Trobe University in 2020 in order to enhance the opportunities on offer for students in 2021.

Further improvement in student outcomes/achievement is being achieved by/will be achieved by:

- The development of a whole school curriculum plan/map;
- Strong curriculum coordination and enhanced collaboration across all learning areas
- A culture of consistent implementation of a whole school evidence based instructional model (GANAG)
- Enhanced teacher data analysis to drive improvements in pedagogy and assessment
- A school wide emphasis on high expectations and performance to ensure improved student outcomes
- Continual work with students in our Learning for Life Program to assist our student cohort who have low levels of academic ability in literacy and numeracy. The program of small group student support will help to improve the relative gain of our lowest level learners in literacy and numeracy.

Engagement

Student behaviour: A culture of engagement in the classroom has been embedded over the last few years. We have a clear and consistent approach to classroom management and general management of students within the College. The Student Management Team (SMT) has ensured that the College community is fully aware of our expectations and consistent consequences for poor behaviour and disruption of the learning environment. They have continued to involve parents in Student Support Group Meetings, in order to manage student behaviour, and develop Individual Education Plans and Learning Plans to cater for the individual needs of all students of the College.

SWPBS: The process of implementing School Wide Positive Behaviour Support continued in 2020, with continued staff training around the expected behaviour matrix. In 2020, a clear understanding of the purpose of SWPBS was established with all staff. Within pastoral care classes, staff continued to teach the expected behaviours and values.

Student feedback: During remote and flexible learning students were provided with additional constructive feedback after the completion of Common Assessment Tasks in order to be able to improve future outcomes. This allows students and parents to engage in the remote learning program, with a particular emphasis on identifying students in need of further support or extension.

Student attendance: Given the remote and flexible learning program from the Covid pandemic, the focus was on student engagement and wellbeing whereby additional support was provided to families that experienced challenges adjusting to lockdown.

Due to the Covid pandemic many of the programs were unable to run, however WSC placed focus on student wellbeing and engagement within the remote and flexible learning program.

Wellbeing

In 2020 the College focused on the wellbeing of both staff and students with access to wellbeing programs to support the challenges that families faced due to the pandemic.

In term 4, when the College returned to face to face learning, students were provided a modified program to allow smooth readjustment to onsite learning. Students also engaged in extra curricular opportunities outside the classroom including the End of Year program activities.

WSC promoted positive and strong relationships among all members of the school community during the remote and flexible learning period.

WSC Wellbeing and Student Services structure is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student achievement, socially responsible behaviour and careers action pathway planning. The College has also secured the services of Headspace, CAMHS

and DHHS to support its growing Wellbeing team.

Financial performance and position

The college finished the 2020 school year with \$72,658 surplus as a result of a robust and efficient timetable and staff hiring practices. Equity funding of \$461830 was received and used to fund the Learning for Life program amongst others. As in previous years, all year 7 students received learning resources at the Welcome Interviews assisting with a smooth transition to WSC . It is anticipated that the financial position will continue to improve as student enrolments increase and the focus on effective staff and resource utilisation continues.

In 2020, WSC received \$113121 as part of the MYLNS funding provided to government Secondary schools to improve outcomes for students who are at risk of finishing school without the literacy or numeracy skills they need for future work, education and training. This enabled us to employ and train staff with the skills to assist these students. Community groups' use of College facilities was impacted by COVID19.

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

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 659 students were enrolled at this school in 2020, 325 female and 334 male.

12 percent of students had English as an additional language and 5 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.

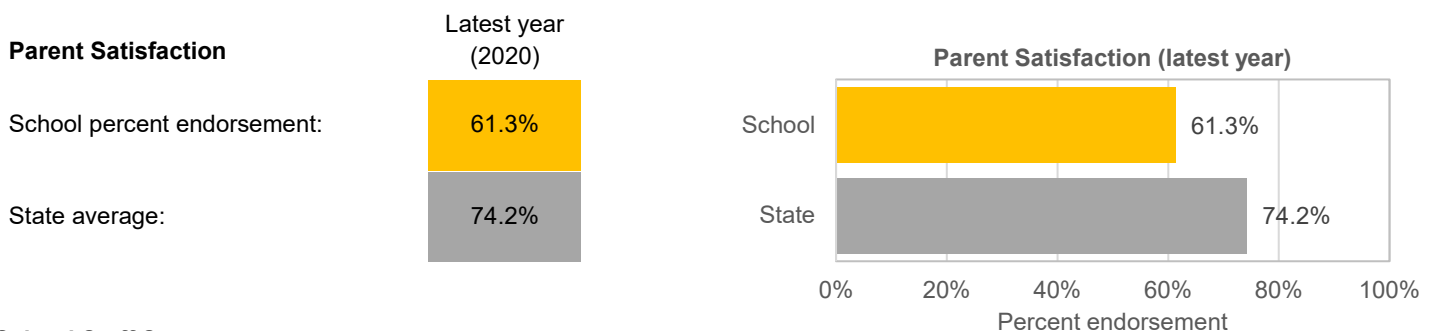
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

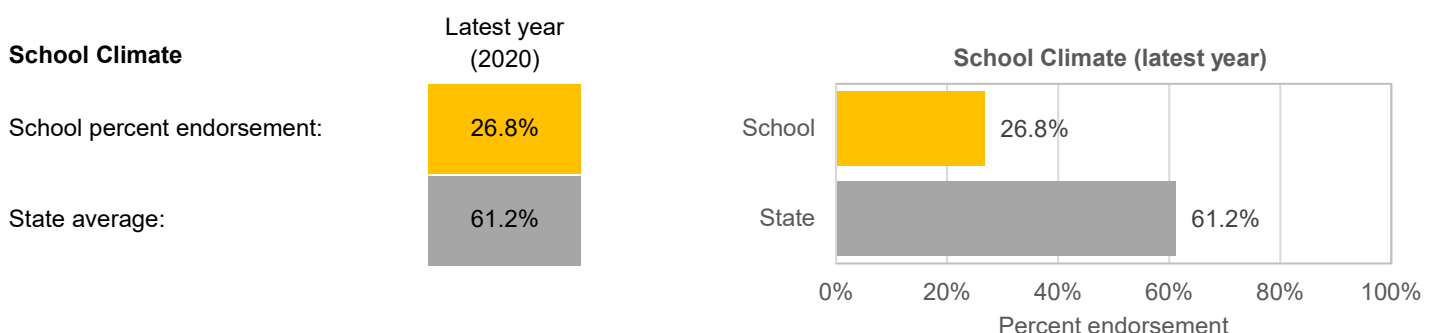


School Staff Survey

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.



ACHIEVEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

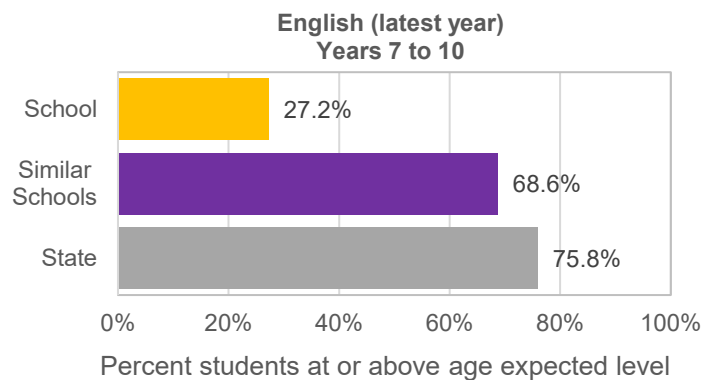
27.2%

Similar Schools average:

68.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

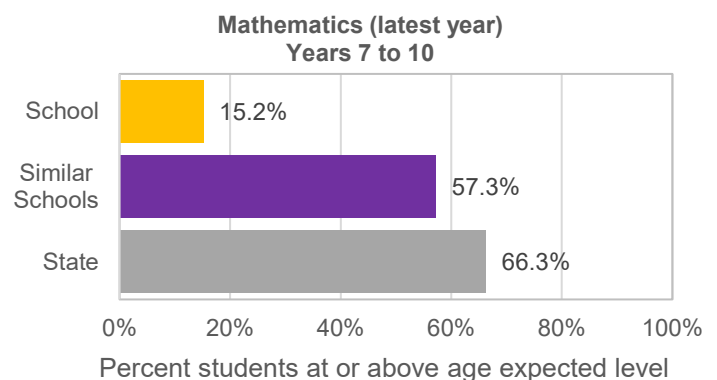
15.2%

Similar Schools average:

57.3%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

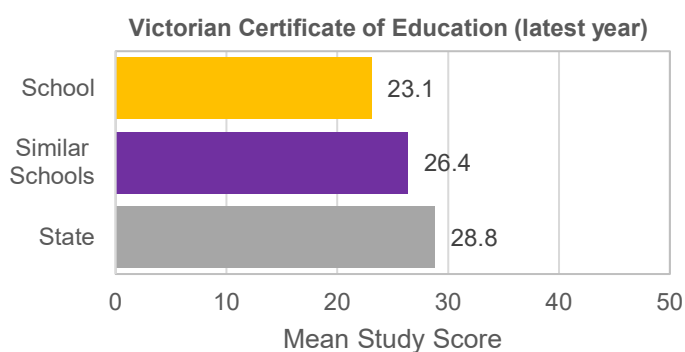
Victorian Certificate of Education (VCE)

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

	Latest year (2020)	4-year average
School mean study score	23.1	23.2
Similar Schools average:	26.4	26.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

29%

VET units of competence satisfactorily completed in 2020:

77%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

90%

ENGAGEMENT

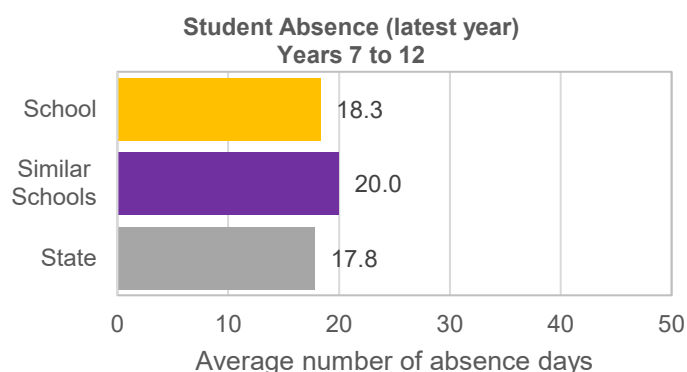
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	18.3	26.2
Similar Schools average:	20.0	21.7
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

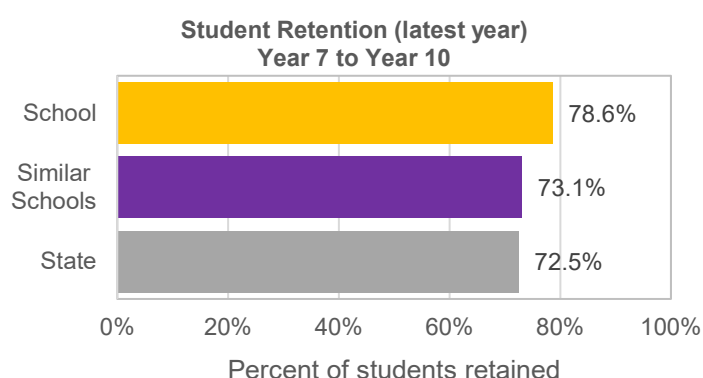
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	91%	90%	89%	90%	90%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	78.6%	75.6%
Similar Schools average:	73.1%	72.8%
State average:	72.5%	72.9%



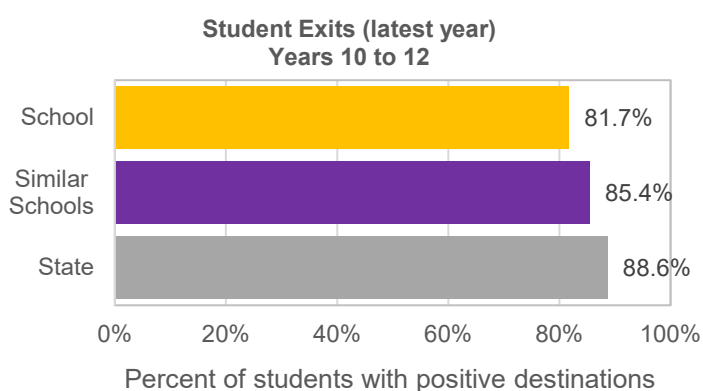
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	81.7%	87.9%
Similar Schools average:	85.4%	87.3%
State average:	88.6%	89.1%



WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12

Latest year
(2020) 4-year
average

School percent endorsement:

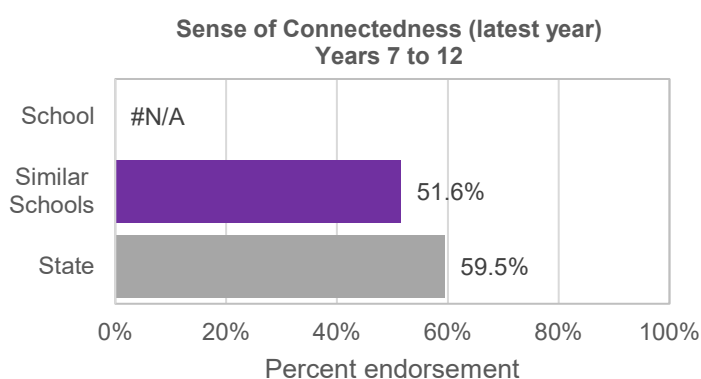
NDA 30.1%

Similar Schools average:

51.6% 47.8%

State average:

59.5% 55.3%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12

Latest year
(2020) 4-year
average

School percent endorsement:

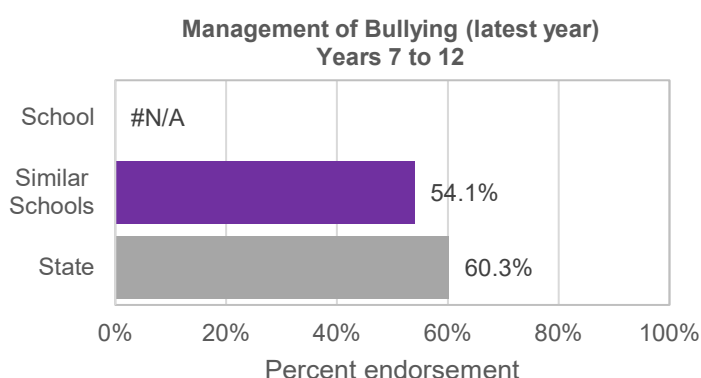
NDA 37.9%

Similar Schools average:

54.1% 52.4%

State average:

60.3% 57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$7,208,062
Government Provided DET Grants	\$1,565,202
Government Grants Commonwealth	NDA
Government Grants State	\$6,071
Revenue Other	\$53,967
Locally Raised Funds	\$187,688
Capital Grants	NDA
Total Operating Revenue	\$9,020,990

Equity ¹	Actual
Equity (Social Disadvantage)	\$371,423
Equity (Catch Up)	\$90,408
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$461,831

Expenditure	Actual
Student Resource Package ²	\$7,136,318
Adjustments	NDA
Books & Publications	\$2,850
Camps/Excursions/Activities	\$61,722
Communication Costs	\$15,877
Consumables	\$111,806
Miscellaneous Expense ³	\$21,446
Professional Development	\$11,365
Equipment/Maintenance/Hire	\$97,817
Property Services	\$244,830
Salaries & Allowances ⁴	\$262,544
Support Services	\$248,332
Trading & Fundraising	\$6,544
Motor Vehicle Expenses	\$1,013
Travel & Subsistence	\$19
Utilities	\$113,471
Total Operating Expenditure	\$8,335,954
Net Operating Surplus/-Deficit	\$685,036
Asset Acquisitions	\$75,547

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,244,120
Official Account	\$34,408
Other Accounts	NDA
Total Funds Available	\$1,278,528

Financial Commitments	Actual
Operating Reserve	\$187,101
Other Recurrent Expenditure	\$16,320
Provision Accounts	NDA
Funds Received in Advance	\$14,560
School Based Programs	\$510,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$400,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,237,980

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.