

2016 Annual Report to the School Community



School Name: Wellington Secondary College

School Number: 8462



Name of School Principal:	HUGH BLAIKIE
Name of School Council President:	ALEX KUBSCH
Date of Endorsement:	MARCH 7, 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.



Education and Training



About Our School

School Context

Wellington Secondary College is a large co-educational school located in the city of Monash that provides programs for students in years 7 to 12. The College has over many years had a strong and consistent student population growth and provides programs and pathways for over 1695 students. It is a co-educational, multicultural environment. The College also has an established International Program for over 90 students, mostly from China, Vietnam, Cambodia and Thailand. The cultural diversity of the College is one of the most prominent in Melbourne.

Based on the Student Family Occupation Index (SFO) and Student Family Occupation and Education Index (SFOE) we are in the “low” range, and our proportion of students with English as a second language puts us in the “mid-high” range.

The school currently has an FTE workforce of 154.50 Staff – 4 Principal class members, 125.9 Teaching Staff, and 28.6 Education Support Staff.

The school was the recipient of significant extra equity funding as a result of the “Gonski” funding model and through this we have invested in additional staff, educational programs and in individual support for members of our community.

In 2016, through our Annual Implementation Plan (AIP), we delivered the second year of our four year Strategic Plan (2015 – 2018).

We have further embedded the “Wellington Instructional Model”, underpinned by the collaborative development of the Wellington “Truths About Learning” and “Lesson Narrative” and we are committed to providing the highest quality learning programs and outcomes for every student. As a positive out-come focused community, we are building our knowledge of exemplary teaching practices.

Our aim is to provide all students with the academic and personal skills that they will need to operate as effective and successful members of the global community, both now and in the future.

In 2016, the College continued to offer a broad range of curriculum options in the post-compulsory years of schooling, incorporating a combination of AusVELS and the Victorian Curriculum. Our senior curriculum embraces VCE, as well as VCAL and VET options. These alternative options, together with a wide range of traditional VCE subjects ensure that a range of career pathways are available for senior students.

The College provides a particularly strong Mathematics program, as students with English as an Additional Language (EAL) background often enjoy a high level of success in this area. Mandarin was introduced into the Year 7 curriculum in 2013 as an addition to the French offering of previous years and was expanded into Year 10 in 2016. A very large proportion of our students also study their own community languages on the weekend through the Victorian School of Languages. Our school participated in the Victorian Young Leaders To China program (VYLC) with 9 Year 9 students and 2 staff members attending a 6 week immersion program to China in October.

The College was granted funding to prepare a building Master Plan for consideration in the 2017 State Budget. Preparations for this are well advanced.

Wellington Secondary College enjoys a very positive reputation with parents and within the local community. We have well established traditions and students and parents support the culture of ‘The Wellington Way’ embodied in the school’s motto: Caring, Striving and Learning.

Our School website is located at : www.wellingtonsc.vic.edu.au



Framework for Improving Student Outcomes (FISO)

Our AIP identifies two key FISO priorities promoting Excellence in Teaching and Learning (Building practice excellence and Curriculum Planning and Assessment) and the Positive Climate for Learning (Setting expectations and promoting Inclusion).

We have also participated in a shared FISO group involving 5 schools – exploring the expansion of “student voice” both within our own school context and system wide. Our students have become empowered through contact with other students at other schools and in response we have incorporated an increase level of student participation and collaboration in their learning and in the day to day management of the school.

Achievement

Wellington Secondary College students consistently perform above the Victorian median in the area of student learning. Our level of performance is well above the expected level given the intake characteristics of our students and it represents real added value to student learning outcomes by the school.

Our VCE median study score over the last four years (2013 – 2016) has averaged above the state mean for schools with similar student backgrounds.

Our students have consistently performed at or above the Victorian median on NAPLAN writing tests at Year 7 and Year 9. In 2016, the excellent Learning Gain in Reading and Writing for NAPLAN Years 7 to 9 was of particular significance, as this had been the focus of our whole school Literacy Program throughout the last three years. Our “higher” comparison to other schools in Year 9 Reading is further vindication of embedding of our Literacy focus across the whole school.

We expect high performance in numeracy. This is confirmed by student outcomes in NAPLAN numeracy tests at Year 7 and Year 9 where our students are performing well above the State median. As in previous years, in Year 9 our NAPLAN Numeracy results placed us in the top 20% of schools, for 2016 and as a 4 year average.

All PSD students (13 in 2016) showed progress at “satisfactory” or “above” levels in achieving their individual goals.

In 2016, we consolidated the delivery of Mandarin into the Year 10 curriculum as part of the ‘Engage with Asia’ strategy. One of our students spent 6 weeks of intensive language and cultural immersion in China as part of DET’s Victoria Young Leaders to China Program.

Curriculum Framework implemented in 2016

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

Engagement

The engagement and wellbeing needs of our College Community are a high priority.

Our approach to addressing student attendance is strong. The school continues to use the Compass School Manager system to monitor attendance, and parent familiarity with this platform continues to increase each year. Parents can access “live” data through the Compass parent portal, enhancing communication between teachers, students and parents. This allows direct contact to be made regarding attendance issues, student reports, and three way conference bookings available on line for the first time.

We have a full time Attendance Officer and as a result of additional equity funding in 2016 we increased the 3 Sub School Secondary Teacher Assistants (STA’s) to full time to specifically increase the monitoring of student attendance.



In 2016, we expanded the capacity of Compass to provide more detailed evidence of student performance for teachers, students and parents.

Our students have a very good attendance record with results in 2016 recorded well above the median for Victorian Government schools. Indeed, our “average days absent” data continues to put us in the best 20% of schools across the state, both in 2016 and as a four year average.

Our students enjoy school. Their sense of belonging and connection to the school and its values is a very positive one as evidenced in the Attitudes to School Survey for 2016. We are above the median for Victorian Government Schools when measuring “Connectedness to School” and “Student Perception of Safety” for both 2016 and over the last four years (2013 – 2016).

In 2016, our school retained its students at a rate which is above the state median for Government Schools. The school has a well-developed three step discipline process. Our positive staff and student relationships have been further enhanced in recent years by the development of a whole school engagement program. Positive relationships are supported and developed through an extensive lunchtime and afterschool extra-curricular activities program and homework clubs.

Wellbeing

A whole school approach is taken to wellbeing issues in order to develop relationships which enhance student learning.

The Wellbeing Centre funded under the National Partnerships (Low Socio Economic Status (SES)) Program was completed in 2012 and was formally opened early in 2013. This facility continues to provide community access to the College’s Wellbeing and Pathways Teams as well as a suite of services to support our students and their families – a full time Student Wellbeing Coordinator, an Adolescent Health Nurse, and a number of visiting psychologists and health workers.

In 2016, as a result of increased equity funding, we have employed a full time youth social worker to add to the team.

In 2016, the role of our visiting doctor was further consolidated, and it is with continued pride that we acknowledge the current government’s 2014 policy for “doctor’s in schools” as being based specifically on the “Wellington Model”.

To further support our students in their post compulsory journey the school employs a full-time Careers Counsellor and Managed Individual Pathways Adviser. All students who leave the College are offered ongoing pathways support for a minimum of 6 months.

In 2016 we continued our formal partnerships with Access Monash and the LEAP Program via the Victorian Universities Consortium. We have also been key participants in the development of the Monash Tech School project – another Education State initiative of the current government.

The 2016 Parent Opinion data shows that our parent satisfaction levels are above state averages and illustrate the productive, positive and supportive ‘climate’ of the College.

Similarly, the 2016 Staff Survey endorsed the school climate at a level above the median of Victorian Government Schools.

For more detailed information regarding our school please visit our website at
www.wellingtonsc.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:

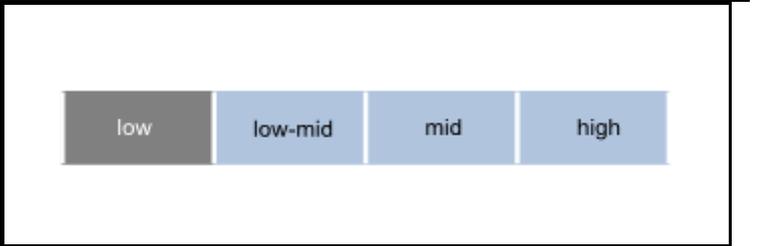
School Profile

Enrolment Profile

A total of 1695 students were enrolled at this school in 2016, 773 female and 922 male. There were 69% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

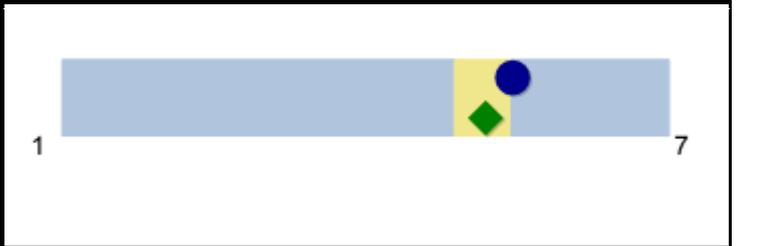
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

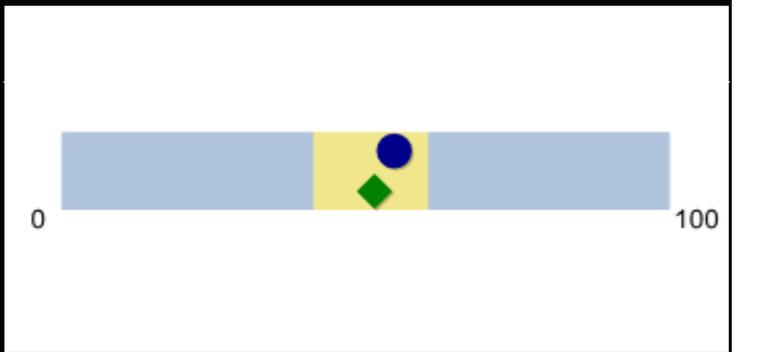
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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

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"> ● Higher ● 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																								
<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>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>52%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>47%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>49%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	52%	29%	Numeracy	19%	46%	34%	Writing	23%	52%	25%	Spelling	25%	47%	28%	Grammar and Punctuation	22%	49%	28%	<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> Similar</p> <p> Similar</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: 11% VET units of competence satisfactorily completed in 2016: 95% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 92%</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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	94 %	94 %	96 %	95 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	94 %	94 %	96 %	95 %									
<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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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:

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

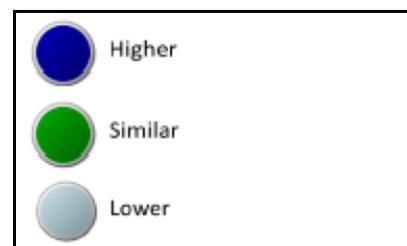
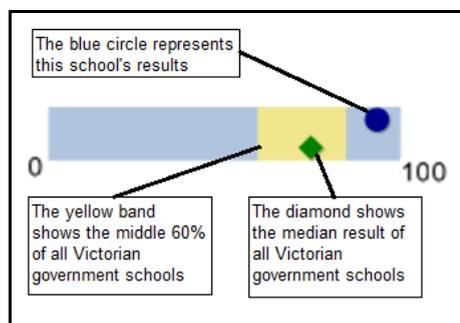
What are student outcomes?

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.

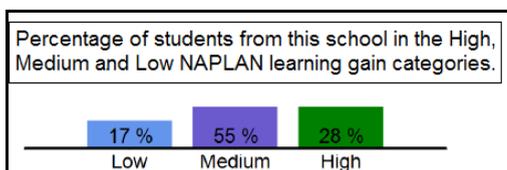
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Wellington Secondary College continues to operate efficiently and responsibly within established and audited budgetary processes. Through continued prudent staffing decisions in 2016, we maintained a small staffing surplus by the end of the 2016 year. These surplus funds are being carried forward to support the specific staffing needs that may emerge in 2017. Our International Program continues to be a significant source of discretionary funding. The College was granted significant increased Equity Funding (through the Gonski reforms) for 2016 and 2017. These funds have been earmarked and utilised to employ staff and deliver programs to support our Strategic Plan goals as well as the government's Education State priorities.

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

Revenue	Actual
Student Resource Package	\$14,623,383
Government Provided DET Grants	\$3,622,889
Government Grants Commonwealth	\$22,222
Government Grants State	\$26,778
Revenue Other	\$122,558
Locally Raised Funds	\$1,927,794
Total Operating Revenue	\$20,345,624

Expenditure	
Student Resource Package	\$14,389,588
Books & Publications	\$23,991
Communication Costs	\$78,467
Consumables	\$437,768
Miscellaneous Expense	\$1,414,286
Professional Development	\$248,774
Property and Equipment Services	\$1,642,225
Salaries & Allowances	\$515,088
Trading & Fundraising	\$578,220
Travel & Subsistence	\$32,124
Utilities	\$111,327
Total Operating Expenditure	\$19,471,860

Net Operating Surplus/-Deficit	\$873,764
Asset Acquisitions	\$15,718

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$2,012,426
Official Account	\$155,934
Other Accounts	\$1,443,310
Total Funds Available	\$3,611,670

Financial Commitments	
Operating Reserve	\$756,964
Asset/Equipment Replacement < 12 months	\$1,193,391
Capital - Buildings/Grounds incl SMS<12 months	\$646,141
School Based Programs	\$1,015,174
Total Financial Commitments	\$3,611,670

Student Resource Package Expenditure figures are as of 03 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.

