



Department of Education and
Early Childhood Development

Peer Review Report

Wellington Secondary College

North Eastern Victorian Region



School number:	8462
Principal:	Hugh Blaikie
School Council President:	Merih Acar
Review Company:	Monash University
Accredited School Reviewer:	Anita Forsyth
Peers:	Amadeo Ferra Marie Ghirardello
Date of Review Meeting:	September 10, 2014

Contents

1.	Executive Summary and Context	3
2.	Terms of Reference	7
3.	Evaluation of Performance	9
4.	Registration Requirements: Summary Statement	20

1. Executive Summary and Context

The conclusions of the review panel are that Wellington Secondary College (Wellington SC) is a successful, high performing, coeducational school and that there is much to celebrate about the achievements of the College over the review period. The College has met, and in a number of cases exceeded, many of the goals and targets that it has set for itself in the School Strategic Plan (SSP) 2011-2014. The review has been welcomed by the College community as it has provided the opportunity to reflect on the College's achievements and to consider the next level of work which will underpin continued positive outcomes into the future.

The College is held in high regard by stakeholders. As a result, enrolments have continued to trend up over the review period from around 1300 students in 2011 to a current enrolment of 1500. Enrolment projections suggest that enrolments will trend up and be around 1800 students in 2017.

The College has a very diverse multicultural enrolment with a mid to high proportion of students with English as a second language. The College's multicultural environment is further enriched by its well established International Program. Currently over 90 students are in this program, with these students mostly coming from China, Vietnam, Cambodia and Thailand. In 2014, the College opened a new International Centre facility which houses offices, meeting spaces, breakout rooms and a classroom. The centre provides access to specialised staff and is a visible, dedicated space that supports the best possible transition, engagement and wellbeing for international students as they join the Wellington SC community.

The College is located in Mulgrave, in south east suburban Melbourne. The College is in the Department of Education and Early Child Development's (DEECD's) North Eastern Victoria Region (NEVR). However the College is situated on the edge of the NEVR and as a result, a large majority of enrolments come from primary schools located in the South Eastern Victoria Region (SEVR). Many students purposefully select Wellington SC and therefore a significant number of enrolments come from outside the immediate area. The College is not particularly well served by public transport and so has for many years, at significant cost, subsidised a charter bus service to assist students to travel to the College. Currently, over 300 students access this service.

The overall socio-economic profile of the school community is rated in the low to mid-range with the Student Family Occupation (SFO) Index being just above 0.65 for the period of review. With an SFO at or above 0.65, the College has been able to attract National Partnership funding. A significant part of this funding was allocated to the purchase and development of a purpose built Wellbeing Centre which was opened in 2013. This facility provides community access to the College's Wellbeing and Pathways teams as well as health professionals and a social worker from the broader community. During 2013, a part-time doctor was added to complement the other wellbeing services offered by the centre. The Careers/Managed Individual Pathways (MIPs) program team is also situated in the centre. Through MIPs funding this program is supported by a team which includes a leading teacher, two full-time Careers Counsellors and a School Attendance Officer.

Wellbeing data as reflected in the student Attitudes to School Surveys (ATS Survey) and improving student attendance data suggests that the resources that have been allocated and the programs that have been implemented over the review period to support improved wellbeing and pathways outcomes have been very successful. In 2014, for example, the ATS Survey data is extremely positive with the majority of variables above regional and State means and a number of variables such as Student Safety, Connectedness to Peers and Student Morale rated well above the 75th percentile. The panel agreed that continuing to focus on enhancing the student experience through the wellbeing and pathways programs and continuing to improve attendance will remain important strategies to secure further improvement into the future.

In April 2012 the Principal, Mary Jo Putrino, retired and Hugh Blaikie, an Assistant Principal assumed an Acting Principal role until substantive appointment in July 2013. The panel congratulated the Principal, School Council and staff on what

has been a very smooth transition, given the College's continued improvement and progress against its current SSP goals and targets.

In 2014 the College has around 105 teaching staff and 30 Education Support (ES) staff. Over the review period, the College embarked on a program of workforce planning and management to bring the staffing budget from a significant deficit to a surplus position. As more experienced staff moved on or retired, the College increased the number of graduate appointments and this, together with paying closer attention to maximising allotments under the Enterprise Bargaining Agreement (EBA), has seen the budget move into surplus.

Wellington SC offers a broad curriculum across Years 7–12. These offerings are based on the Australian Curriculum and Victorian Essential Learning Standards (AusVELS) for Years 7–10 and Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Vocational Certificate - Applied Learning (VCAL) for Years 11 and 12, although some students may commence a VCE program in Year 10. The College provides a variety of pathways in the post compulsory years with VET subjects offered and a well established VCAL program operating each year. The College reports that the school community is highly aspirational in terms of academic achievement and tertiary studies. Demand for VCAL and VET has not increased amongst students in recent years with the great majority of students selecting VCE as their preferred pathway.

In terms of student achievement across the compulsory years, the College has generally improved its results over the review period. By 2013, the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) Reading and Numeracy results show that the College outcomes are above expectations when compared to schools with like characteristics. The NAPLAN relative growth data also shows positive outcomes. Student learning in Literacy and Numeracy across Years 7–9 shows the College can be proud of the value adding it is achieving with greater percentages of students (except for Writing in 2014) achieving a high relative gain compared to the State mean. For example, in Numeracy, 39.9% of students achieved a high relative gain and in Reading 37.1% of students achieved a high relative gain compared to the State mean of 25%. The College has been supporting teacher professional learning and working on developing its curriculum differentiation and explicit teaching practices and the panel recommended that further development in these areas should further improve achievement into the future.

The College recognised that the Literacy data was not as positive as the Numeracy data in 2013 and so using National Partnerships resources supported the development of a Literacy Action Plan. The conclusions of the review panel were that the Literacy Action Plan needs to be further resourced, developed and extended over the next planning period to maintain the momentum and focus on improving the College's Reading and Writing data.

The College has been working on building the capacity of staff to be data literate and to use more evidence to inform explicit teaching and differentiated approaches. When comparing NAPLAN data with AusVELS teacher assessments, there appears to be a lack of alignment between these data sets and so the panel recommends that further work need to be done to further build teacher capacity for making more consistent and accurate assessment judgements through strategies that promote greater use of common assessment tasks, shared criteria, rubrics, cross marking, on demand testing, the use of effective feedback and by establishing explicit moderation protocols.

The College aimed to achieve a VCE All Study mean score above the State mean and in 2011-2012 managed to achieve this outcome. However in 2013 this score dropped slightly below the State mean and means in a number of studies were lower in 2013 than they had been in 2011. The College reports that the number of talented students leaving the College to attend special entry schools might be a factor impacting VCE results. Over the next planning period, the panel thought there was a great opportunity to renew the attention on ways to improve student achievement across the whole College, including the VCE but to also consider investigating approaches that may better identify and support able students such as providing an explicit pathway from Year 8 which places these able students on personalised learning plans, getting able students involved in cross age tutoring programs, the possibility of developing a gifted and talented policy, etc. Wellington SC has a positive reputation with parents and the local community; a well

established vision and culture built around the 'Wellington Way' and College motto –'Caring, Striving and Learning, school leaders and staff with energy and commitment and the willingness of students to be positive ambassadors for their school in the community. Wellington SC is therefore well set up for the next phase of its ongoing improvement program. To guide the College in planning for the future, the panel suggests the following goals and Key Improvement Strategies (KIS).

Suggested student achievement goal:

To improve every student's achievement, across all ability and year levels, ensuring that each student is appropriately challenged and supported to achieve their personal best and reach their potential.

Suggested KIS:

1. Enable all teachers to consistently implement the agreed Wellington SC instructional/teaching and learning model across Years 7-12.
2. Further build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is differentiated across all domains and levels to better cater for individual learning needs, including the needs of girls and boys.
3. Further build teacher capacity for making more consistent and accurate assessment judgements through greater use of common assessment tasks, shared criteria, rubrics, cross marking, on demand testing, the use of effective feedback and by establishing explicit moderation protocols.
4. Continue to improve Literacy outcomes for all students at all levels of ability, especially in Years 7–10.

Suggested student engagement goal:

To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.

Suggested KIS:

1. Increase student cognitive engagement and their capacity to be more independent, active and resilient learners.
2. Further enhance student pathways and transitions as they move through the school.
3. Increase parent and community engagement and connection to the College.

Suggested student wellbeing goal:

To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.

Suggested KIS:

1. Continue to improve student attendance.
2. Explore further development of proactive programs that promote students' resilience and wellbeing, support better management of stress and the achievement of work/life balance.

Suggested productivity goal:

To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing as set out in the SSP 2015-2018.

Suggested KIS:

1. Review leadership structures including the roles and functions of all leaders to better ensure achievement of the specified goals and strategies outlined in the new SSP.

2. Continue to invest in leadership development and staff professional learning as a priority, ensuring that knowledge transfer and succession planning are built into leadership development and staff professional learning processes.
3. Continue to develop the capacity of Compass and invest in new Information and Communication Technologies (ICT) trends and developments to ensure an innovative ICT environment which supports students' and teachers' learning and enhances the communication between home and school.
4. Review the current wellbeing program to ensure adequate resources and the program structures can meet the increased demand as the size of the College grows.
5. Given increasing enrolments, consider developing an enrolment strategy in order to manage and optimise enrolments into the future.

2. Terms of Reference

The Peer Performance review process has been welcomed by the Wellington SC community. In preparation for the review the College involved stakeholders in consultation and discussion. Analysis and interpretation of data underpinned much of the consultation and review process. Through these processes the College was able to gather feedback about its performance, celebrate the achievements of the past four years and seek input about future directions. Further details about this process are outlined in the School Self Evaluation (SSE) on pps. 5 and 6.

Terms of Reference

The terms of reference were developed following the completion of the SSE and with reference to the College context. They identified the aim/purpose and specific areas for further investigation during the review.

Aim/purpose

The review will consider the school's performance related to achievement, wellbeing, engagement and productivity. Other areas identified for consideration include – the extent to which:

- A consistent approach to curriculum, pedagogy and assessment has been implemented across the whole school, with specific focus on the Middle School curriculum as a preparatory pathway to Senior School studies.
- Data is understood, analysed and used effectively by individual teachers and teams of teachers to inform planning for teaching and learning, in particular for informing staff on appropriate strategies to address literacy at Years 7-10.
- There is a whole school understanding and approach to student cognitive engagement with learning as well as a focus on significant transition milestones from primary school to Year 7, from Junior School to Year 9, and from Middle School to Senior School.

Methodology

Table 1: Timeline for the review

Date	Activity	Action officer
	Initial meeting to discuss the scope of the review	Principal – Hugh Blaikie Reviewer – Anita Forsyth
	Review – pre-visit meeting including meeting with Principal team, discussion of terms of reference, tour of school, review panel meeting personnel and agenda.	Principal, reviewer, Principal team
	Victorian Registration and Qualifications Authority (VRQA) check.	Principal and reviewer
	Focus group meeting with students.	Reviewer and students
September 10, 2014	Panel day.	Panel team (listed below)
September, 2014	Submission of draft report to Principal.	Reviewer
September, 2014	Submission of final report to school and DEECD.	Reviewer

The participants for the review panel meeting on September 10, 2014 were:

Principal – Hugh Blaikie

Reviewer – Anita Forsyth

Peers – Marie Ghirardello and Amadeo Ferra

School Council President – Merih Acar

School Council Vice President – Alex Kubsch

Senior Advisor - Stuart Edwards

Assistant Principal – Dulcie Commons

Assistant Principal – Dan Butler

Assistant Principal – Tony Grayden (apology)

Leading teachers – Fran Prescott, Marina Stergiou, Peter O'Bree, Lucinda Huffer

Staff representatives – Jan Mann, Simon Coles

Scribes – Sandy Smith, Wendy Hankin

Observer – Graeme Seamer

The panel meeting provided an opportunity to consider the SSE, the available data and celebrate the many positive achievements over the last four years. The strengths and issues arising from the data were discussed in light of contextual factors affecting performance and areas for improvement were identified.

Following the panel meeting, a draft review report was prepared by the reviewer and sent to the Principal for comment prior to final submission to DEECD.

3. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>The panel acknowledged the work undertaken in the SSE to analyse data, to outline the factors impacting student achievement over the review period and to make recommendations for the future.</p> <p>While a number of targets related to NAPLAN were not quite met, in each Literacy and Numeracy area of NAPLAN over the past three years the College mean has trended up (except for Writing in 2014) and has been, in a number of cases above the State mean – a great result given the College SFO and Language Background other than English (LBOTE) index. The NAPLAN relative growth for Literacy and Numeracy across Years 7–9 in 2014 shows the College can be proud of the value adding it is achieving with greater percentages of students (except for Writing) achieving a high relative gain compared to the State mean. For example, in Numeracy, 39.9%, in Reading, 37.1% and in Spelling 43.2% of students achieved a high relative gain compared to the State mean of 25%. The panel heard that there were a number of factors underpinning these improvements. There is an agreed approach to teaching Mathematics, including a well established acceleration program and that, together with the high expectations of English as Another Language (EAL) students for Mathematics, has meant that outcomes have continued to improve in the Numeracy area. Across the whole College teachers have been learning more about using data to inform more explicit teaching and differentiation, but the panel heard that there is still a way to go to establish and consistently implement a shared instructional model and curriculum differentiation across the whole College. The College, in response to seeing a need to improve Reading and Writing, has in 2014 used National Partnerships funding to support the implementation of a Literacy Action Plan. This has included ensuring all teachers appreciate that they have a role to play in teaching Literacy across the</p>	<p>Based on the SSE, an analysis of the data and discussions at the panel meeting, the following recommendations for improvement were suggested by the panel.</p> <p>Suggested student achievement goal:</p> <p>To improve every student's achievement, across all ability and year levels, ensuring that each student is appropriately challenged and supported to achieve their personal best and reach their potential.</p> <p>Suggested KIS:</p> <ol style="list-style-type: none"> 1. Enable all teachers to consistently implement the agreed Wellington SC instructional/teaching and learning model across Years 7-12. <p>Suggested actions might include:</p> <ul style="list-style-type: none"> • Document and make explicit the agreed Wellington SC instructional model/pedagogical framework. • Build the capacity of teachers and teams of teachers through targeted professional learning, peer coaching, mentoring and peer to peer classroom observations to ensure consistent use of the College's agreed instructional model/pedagogical framework. • Continue to integrate the use of technology to maximise the opportunities associated with the BYOD program and the College's learning management system (Moodle) to support innovative pedagogy and stimulating learning, exploring for example greater use of the flipped classroom approach, augmented reality (AR), the use of apps, Google docs, skype, etc.

curriculum and providing targeted strategies to teach Literacy skills. The conclusions of the review panel are that the Literacy Action Plan needs to be further resourced, developed and extended over the next planning period to maintain the momentum, focus and whole school accountability on improving the Reading and Writing data.

AusVELS Teacher Assessments in Semester 2, 2013 show teachers are still assessing the majority of students at the expected level, with the spread of achievement generally showing less differentiation when compared to NAPLAN data. There was also quite a different spread of achievement in Semester 1 compared to Semester 2. The College has been reviewing and improving curriculum documentation as the Australian curriculum has been rolled out, has been undertaking professional learning with staff related to differentiation using the Curriculum Planning Tool and has aimed to improve the data literacy of all staff. This work will need to continue into the next planning period to achieve further improvement in student achievement as there is still a way to go to ensure all teachers develop a shared understanding of the standards, have a deeper understanding of how to differentiate the curriculum based on evidence and data and have the capacity to make more consistent assessment judgements and moderate more effectively across a range of data.

The College reports that the College community is highly aspirational in terms of academic achievement and demand for tertiary studies. Therefore the great majority of students opt for a VCE pathway when entering the post compulsory years. VET subjects and a VCAL pathway are also offered but there has not been an increased demand for these options in recent years. In 2013, 22 students were enrolled in the VCAL senior class and 22 successfully completed – a very positive result.

The College aimed to achieve a VCE All Study mean score above the State mean and in 2011-2012 achieved this outcome. However in 2013 this score dropped slightly below the State mean and means in a number of studies were lower in 2013 than they had been in 2011. The College reports that the number

2. Further build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is differentiated across all domains and levels to better cater for individual learning needs, including the needs of girls and boys.

Suggested actions might include:

- Complete documentation of curriculum and learning sequences including more explicit integration of ICT across all learning domains and inclusion of the General Capabilities and Cross-Curriculum priorities.
- Provide exemplars of the standard, modified and extension material in all learning areas to show how curriculum is being differentiated across the curriculum.
- Review middle school provision to ensure the curriculum is stimulating for both boys and girls, provides the appropriate level of challenge and rigour to better prepare students for transition into the post compulsory years and ensures that the engagement and learning confidence of girls is explicitly catered for.
- Build consistency of curriculum delivery between classes by ensuring all teachers have an understanding of the College's documented curriculum and the learning continuum.
- Develop deeper understandings about the meaning of evidence-based practice and how to use multiple sources of data to personalise student learning and to inform differentiated curriculum.
- Ensure individual teachers and teams of teachers have ready access to data, know how to interpret and use it to inform more differentiated and purposeful teaching.
- Further develop the ability of Professional Learning Teams (PLTs) to share resources, research and evidence to improve the range of teaching strategies used by teachers for stimulating

of talented students leaving the College to attend special entry schools might be a factor impacting VCE results. The panel felt that over the next planning period there is an opportunity to investigate approaches that may better identify and support able students such as providing an explicit pathway from Year 8 which places these able students on personalised learning plans. The data also suggests the need to review Middle School curriculum to ensure higher expectations and rigour. This review should also consider how best to engage girls so that their learning confidence is enhanced.

Over the next planning period, the panel felt there is a need to renew the attention on ways to improve student achievement across the whole College, including the VCE. This should include a review of Middle School curriculum and structures to ensure that all students are best prepared for the post-compulsory years. As well, the panel supports the further need to build the capacity of VCE teachers to develop deeper understandings of student data to inform more explicit teaching approaches and to establish more consistent moderation processes. This may involve much more cross marking and where there are single teacher subjects ensuring these teachers are supported through external networks.

While student opinion as collected through the ATS Survey is positive, one variable that was rated a little below others was that for Stimulating Learning. The panel discussed that investigating ways to improve this variable over the next planning period should include greater integration of ICT (and other 21st century skills, general capabilities and cross curriculum priorities) across the curriculum to maximise the Bring Your Own Device (BYOD) program to better support innovative pedagogy and stimulating learning. (For example, exploring greater use of the flipped classroom approach, augmented reality (AR), the use of apps, Google docs, skype, etc).

The College has an enrolment that is slightly skewed to males with for example, 56% of the enrolment males and 44% females in 2013. The panel noted that in a number of cases student achievement and student opinion data suggests

learning and for stretching and challenging all students, in particular talented students.

- Investigate approaches that may better identify and support able students such as providing an explicit pathway from Year 8 which places these able students on personalised learning plans, getting able students involved in cross age tutoring programs, the possibility of developing a gifted and talented policy, etc.

3. Further build teacher capacity for making more consistent and accurate assessment judgements through greater use of common assessment tasks, shared criteria, rubrics, cross marking, on demand testing, the use of effective feedback and by establishing explicit moderation protocols.

Suggested actions might include:

- Improve systems to record, track and regularly discuss student results and progress as students move through the College.
- Establish explicit moderation protocols in PLTs in order to achieve more consistency in teacher judgements.
- Enhance teacher understandings of how to use assessment 'for' learning (formative assessment), assessment 'as' learning (student self assessment and metacognition) and feedback as ways to improve learning.

4. Continue to improve Literacy outcomes for all students at all levels of ability, especially in Years 7–10.

Suggested actions might include:

- Continue to develop and resource the Literacy Action Plan.
- Ensure a whole school approach to improving Literacy is explicitly shared and understood.
- Renew a focus on strategies for improving Reading and Writing especially for EAL learners.

	<p>more attention needs to be made over the next planning period to ensure that the girls' achievement, learning confidence and motivation is being enhanced and maximised as currently there is some evidence that in a number of areas the girls are not performing as well as the boys.</p>	<ul style="list-style-type: none"> • Ensure accountability for improving student achievement in Literacy is shared by all teachers and teams of teachers. • Provide professional learning opportunities to build teachers' capacity to utilise strong, academic/technical language and skills practice - spelling, grammar, reading comprehension, critical literacy techniques, etc. so that all teachers understand their role as teachers of Literacy.
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>The panel agreed that there is a range of evidence that suggests the students at the College are engaged in school, want to come to school and have developed a strong sense of connection and belonging to the College. This was also confirmed when the reviewer meet with a group of students to discuss their views about the College.</p> <p>ATS Survey data in 2014 generally indicates high levels of satisfaction about the College by students including high ratings for School Connectedness, Student Safety and Motivation. These are indicators of relatively high levels of social, emotional and behavioural engagement in school. However, for the next planning period, the panel felt there was an opportunity to focus on improving student cognitive engagement, that is their engagement in learning and their capacity to be more independent, active and resilient learners. This is likely to translate into more stimulating learning and further enhancement of learning confidence, all positive steps in achieving further improvement in learning outcomes. A range of actions were suggested and these are listed under the first key improvement strategy in the right hand column.</p> <p>The College is committed to providing the smoothest transitions possible for all students. Significant resources are provided to make this happen, for example through the sub-school leadership and the MIPs, Careers and Wellbeing leaders. The College retention rates on a school comparison basis are above similar schools. The College percentages of students from Years 10–12 going on to further studies or full time employment on a school comparison basis are above similar schools. However, given increasing enrolments and an analysis of</p>	<p>Based on the SSE, an analysis of the data and discussions at the panel meeting the following recommendations for improvement were suggested by the panel.</p> <p>Suggested student engagement goal:</p> <p>To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.</p> <p>Suggested KIS:</p> <ol style="list-style-type: none"> 1. Increase student cognitive engagement and their capacity to be more independent, active and resilient learners. <p>Suggested actions might include:</p> <ul style="list-style-type: none"> • Across the whole College, develop deeper understandings of cognitive engagement. • Investigate extending to Years 8 and 9 the 'Learning to Learn' program offered at Year 7 to build student metacognition and understanding of how to be motivated, active learners. • Create opportunities for higher levels of student engagement, individual differentiation and challenge through the enhanced use of ICT and self-directed inquiry, especially in Years 7-10. • Improve the quality of teacher/student feedback to develop high levels of student decision making and accountability for their own

data (such as ATS Surveys where there are some issues related to Learning Confidence and Morale as the students move through the College), the panel agreed that it would be timely to review transition arrangements and programs to ensure students' have the best possible opportunities for success, especially as students move into Year 7 and then again in the middle years. As the College further builds the data literacy of staff, it was also felt by the panel that the College needed to improve the tracking of and access to individual student progress – again being an important action in improving outcomes for all students as they move through the College.

The College works hard to engage with parents and the wider community and there is evidence that the College is held in high regard by stakeholders both through opinion data sets and given the continued strong enrolment demand. The panel heard that continuing to strengthen relationships with parents/carers and the wider community will be important for achieving even more positive outcomes in the future. Part of this work will involve continuing to build parent/carer confidence and understanding around the use of Compass as the College moves to enhance communication via this online tool into the future.

learning.

- Ensure the use of good learning behaviours and the role of the student in learning is included in the College's development of its instructional model.
- Consistently involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self assessment.
- Establish more opportunities for collaborative teaching practices to stimulate learning such as by developing team teaching approaches in more areas of the curriculum, negotiating and collaborating curriculum with students, etc.
- Increase students' ability to provide feedback to teachers about teaching and learning.
- Ensure greater use of individual/personalised learning plans to better cater for individual learning needs including students who require stretch and challenge and those requiring support and specific intervention.
- Investigate ways to improve the learning confidence, leadership capacity and motivation of girls.

2. Further enhance student pathways and transitions as they move through the school.

Suggested actions might include:

- Continue to improve the tracking of individual student progress in order to deliver high quality learning pathways appropriate to individual student needs.
- Refine the approach to Year 6 to Year 7 transition, including better aligning curriculum and pedagogical approaches with those used in Year 6 and raising the challenge level and rigour of Year 7 experiences.
- Explore ways to improve transition from Year 6 into Year 7, Year

8 into Year 9 and Year 10 into Year 11 in order to better prepare students for the challenge of the next level of learning.

3. Increase parent and community engagement and connection to the College.

Suggestion actions might include:

- Strengthen the three way education partnership through strategies such as the development of a parent compact. This compact would make explicit expectations related to attendance, assessment, homework policy, BYOD rationale and policy, expectations and the 'Wellington Way', reporting, explaining the purpose and importance of three way education conferences, etc.
- Use the Engaging Parents in Career Conversations (EPICC) resources of the DEECD as a tool to strengthen partnerships with parents.
- Explore ways to build parent involvement and connectedness through the use of Compass. For example, investigate opportunities of providing more regular, continuous feedback about their students learning progress via Compass.
- Continue to showcase and celebrate student work to parents and the broader community throughout the year as exhibitions, performances, recitals, etc.
- Further develop partnerships and links with other education providers (such as Monash University), industry and community agencies to create more opportunities for students to be exposed to a wider range of authentic experiences, applied learning and community participation.
- Build an identifiable Alumni group and work with past students as mentors, role models, coaches, ambassadors and benefactors.

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

The panel commended the work that has been undertaken over the review period by the College leaders and staff to provide a safe, inclusive and orderly environment.

The targets set for improving student attendance have been met and exceeded. The College mean for student attendance has improved across the review period to be, in 2013, 10.94 days compared to the State mean of 18.21 and the average attendance across all year levels was 94%. These are very positive results and show that students are increasingly wanting to come to school. The factors that supported these improved outcomes included the transition to the electronic roll marking which streamlined the marking of attendance rolls each lesson and facilitated better attendance monitoring and communication with parents. The College also introduced Compass and this system has allowed parents to examine their child's attendance pattern and better correspond with the College about this and other educational issues. Employment of an Attendance Officer and ES staff in each sub-school to monitor attendance, to increase contact with families and to take appropriate action has resulted in more effective management of attendance data and enabled increased parent involvement and input.

Case management of students with high absenteeism through MIPs, Careers and Wellbeing in partnership with the sub-schools has also supported getting these students to school. Referrals to agencies such as Youth Connections helped address issues for students at risk of disengagement. The panel applauded the College on the work done to improve student attendance and recommends a continuing focus on improving attendance through the enhancement of current processes and investigation of further strategies/actions to strengthen attendance.

The College committed significant resources to achieve the best possible wellbeing outcomes for students across the review period. This is a factor in the positive data collected through the ATS Survey. The data for Student Wellbeing and Relationships trended up over the review period and was at high levels in

Based on the SSE, an analysis of the data and discussions at the panel meeting the following recommendations for improvement were suggested by the panel.

Suggested student wellbeing goal:

To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.

Suggested KIS:

1. Continue to improve student attendance.

Suggested actions might include:

- Explore ways to continue to improve the use of Compass more effectively to track absences and trigger alerts and to communicate with parents/carers, ensuring parents/carers have the capacity to use Compass effectively.
- Further enhance processes for detecting and responding to acute absenteeism through the review of protocols for dealing with chronic absenteeism.
- Explore ways to improve the attendance of girls in the Middle School.
- Further enhance transitions, programs, stimulating learning and pedagogy across the College to support improved attendance and connectedness.
- Review and improve strategies for encouraging attendance through more consultation with students about how to encourage attendance (such as consultation with the Student Representative Council (SRC)), use of personalised interventions as required and an educative program for parents

2014. The data is very positive when compared to similar schools. Factors underpinning these successes included extra leadership positions relating to wellbeing/engagement and sport/houses. This led to the development of a lunchtime activities program across the College, with staff allocated involvement time to support the program - equivalent to/instead of one hour of meeting time per week. Liaison with Monash Council, local sports clubs and support organisations was vigorously pursued by the Sport/Houses Coordinator. This led to students participating in a range of innovative programs run at the College utilising external organisations, participating in events external to the college and joining outside sporting teams.

Other factors that supported continuous improvement in wellbeing outcomes over the review period included the setting up of a Wellbeing centre in 2012 which opened in 2013. This was funded through National Partnerships and created in order to create a 'Health Hub' to support students in their learning and development. Connections with health organisations were made in support of students' mental and physical health. The physical facility enabled small group programs to be conducted, hence supporting students with study difficulties/challenges, inadequate social skills, transition issues and overall helped to maintain a safe, supportive environment at school. The employment of a Student Wellbeing Worker provided additional support for students in addition to the full time Student Welfare Coordinator. The facility provides community access to the College's Wellbeing and Pathways teams as well as health professionals and a social worker from the broader community. In 2013, a part time doctor was added to complement the services provided through this comprehensive and successful program and facility. The panel commended the College on the outcomes that have been achieved through the setting up of this approach. The panel recommends that the College continues to further develop the work of the centre and implement further proactive programs that continue to promote students' resilience and wellbeing, support better management of stress and the achievement of work/life balance.

and students about the importance of attendance.

2. Explore further development of proactive programs that promote students' resilience and wellbeing, support better management of stress and the achievement of work/life balance.

Suggested actions might include:

- Greater emphasis on Restorative Practices, Social and Emotional Framework and brain science professional learning for staff as ways to further develop students' social and emotional skills and to ensure consistency of approach to student wellbeing and management both inside and outside classrooms.
- Continue to emphasise behavioural expectations, including expectations related to acceptable use of technology.
- Consider ensuring that all students across all year levels have a home group teacher/mentor teacher to ensure a greater sense of belonging and connectedness and to support stronger teacher/student relationships. The mentor teacher role would be structured and timetabled and teachers in this role would access appropriate professional learning to ensure time spent with their students enhanced their learning, engagement and wellbeing outcomes.
- Continue to consult regularly with students through regular classroom meetings and focus groups following the publication of the ATS Survey data so that the College listens and responds to student needs.
- Ensure ongoing reflection, evaluation and review of wellbeing programs to guarantee relevance and support the best wellbeing outcomes for students as they transition through the College.
- Implement strategies that allow early identification of mental health and other wellbeing issues so that an appropriate plan may be tailored to best meet the needs of these students.

		<ul style="list-style-type: none"> • Develop a more proactive approach that values, celebrates and supports diversity to ensure a safe and inclusive environment is assured for all students. • Review how the Middle School program and structures can be strengthened to build greater resilience and enhance the wellbeing of students through for example, closer scrutiny of Year 10 subject selection to ensure more realistic options to counter the pressure by parents and peers for students to undertake a VCE subject; review of how much time is allocated to electives rather than core subjects etc.
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>The panel acknowledged the level of detail and analysis that was provided through the SSE on pps. 20 – 27. Considering this detail the panel is confident that the College has successfully allocated and effectively targeted its resources to support improved student outcomes and achieve its goals and targets as specified in the SSP 2011- 2014.</p> <p>Some highlighted areas include:</p> <p>Over the review period, the College successfully embarked on a program of workforce planning and management to improve the College’s financial position so that, for example the funding from the strong International Student Program could be allocated on a needs basis rather than be used to support a staffing budget deficit.</p> <p>Currently the College’s budget is in surplus. This improved financial position is the result of increasing enrolments in recent years, closer attention to maximising staff allotments and the appointment of an increased number of graduate teachers.</p> <p>The panel commends the College on the support it has provided for its relatively high SFO community through the strategic allocation of resources to, for example, funding the 1:1 computer program, subsidising school bus travel, the establishment of the Student Wellbeing Centre, the full utilisation of MIPs and</p>	<p>Based on the SSE, an analysis of the data and discussions at the panel meeting the following recommendations for improvement were suggested by the panel.</p> <p>Suggested productivity goal:</p> <p>To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing as set out in the SSP 2015-2018.</p> <p>Suggested KIS:</p> <ol style="list-style-type: none"> 1. Review leadership structures including the roles and functions of all leaders to better ensure achievement of the specified goals and strategies outlined in the new SSP. <p>Suggested actions might include:</p> <ul style="list-style-type: none"> • Strengthen instructional leadership capacity by considering the appointment of more leaders of curriculum and pedagogy such as a Director of Pedagogy. • Redefine leadership roles to focus attention on areas of strategic importance. <ol style="list-style-type: none"> 2. Continue to invest in leadership development and staff professional

Program for Students with Disabilities (PSD) funding and support for the roll out of a Literacy Action Plan in 2014.

The College has invested in the purchase of the Compass management system. This was a significant investment in developing an electronic communication tool. Some success has begun to be demonstrated in connecting with the community through this tool with attendance and reports; however the panel heard that there is still much work to be done, especially in applying the capacity of Compass into a complex multicultural context. The panel agreed this will continue to be a focus for the immediate future.

Investment in staff professional learning has continued to be a focus. The panel has been impressed by the number of resources both physical and in terms of leadership that have been allocated to the wellbeing of students across the review period. The panel believes that for the next period, it is time to allocate more resources to improve achievement outcomes including more resource allocation to support further curriculum development and instructional leadership related to the consistent use of a Wellington SC Instructional model.

learning as a priority, ensuring that knowledge transfer and succession planning are built into leadership development and staff professional learning processes.

Suggested actions might include:

- Capitalise on the new performance and development process to enhance staff goal setting and performance improvement.
- Structure internal professional learning to enable Peer to Peer classroom observations and co-coaching conversations.
- Require staff to demonstrate how they have used data and evidence to improve their teaching practices and improve student learning.
- Consider providing time for aspirant leaders to shadow existing leaders.

3. Continue to develop the capacity of Compass and to invest in new ICT trends and developments to ensure an innovative ICT environment which supports students' and teachers' learning and enhances the communication between home and school.

Suggested actions might include:

- Develop an eLearning plan to maximise use of BYOD and plan for more flexible and powerful use of 21st century technology within classrooms.
- Use students as ICT leaders and mentors.

4. Review the current wellbeing program to ensure adequate resources and the program structures can meet the increased demand as the size of the College grows.

5. Given increasing enrolments, consider developing an enrolment strategy in order to manage and optimise enrolments into the future.

Suggested actions:

- Review the charter buses and school bus services to assess need and whether the pricing structures may require revision so as to ensure resources are being most efficiently and effectively allocated.

4. Registration Requirements: Summary Statement

Wellington Secondary College



Signature of Reviewer:

Name of Reviewer: Anita Forsyth

Date: 10/09 /2014

Registration requirements to be met by all Government schools	Is the registration requirement met?
SCHOOL GOVERNANCE	
<ul style="list-style-type: none"> Democratic principles <i>Evidence provided to VRQA by the Department</i> Structure <i>Evidence provided to VRQA by the Department</i> 	
<ul style="list-style-type: none"> Philosophy (eg. - SSP, AIP) Statement of school philosophy Explanation of how philosophy is enacted 	Yes
<ul style="list-style-type: none"> Not-for-profit status <i>Evidence provided to VRQA by the Department</i> 	
ENROLMENT	
<ul style="list-style-type: none"> Student enrolment policy (Specialist and Specific Purpose*[see below] schools ONLY) 	N/A
<ul style="list-style-type: none"> Student enrolment numbers <i>Evidence provided to VRQA by the Department</i> Register of enrolments <i>Evidence provided to VRQA by the Department</i> 	
CURRICULUM AND STUDENT LEARNING	
<ul style="list-style-type: none"> Time allocation per learning area (eg. Timetable) Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) Outline of how the school will deliver its curriculum (eg. Scope and sequence) A whole school curriculum plan (eg. Scope and sequence) Documented strategy to improve student learning outcomes (eg. - SSP, AIP) 	Yes
<ul style="list-style-type: none"> Monitoring and reporting on students' performance <i>Evidence provided to VRQA by the Department</i> 	
STUDENT WELFARE	
Student welfare <ul style="list-style-type: none"> Student Welfare policy and procedures Bullying and Harassment policy and procedures 	Yes
Student safety <ul style="list-style-type: none"> On-site supervision policy and procedures Excursion policy and procedures Camps policy and procedures Ensuring safety and welfare of students with external providers policy and procedures 	Yes
Student care <ul style="list-style-type: none"> Care arrangements for ill students Distribution of medication policy and procedures Anaphylaxis management policy and procedures Register of staff trained in first aid Record of student medical condition and management 	Yes
Additional evidence <ul style="list-style-type: none"> Mandatory reporting policy and procedures Accidents and incidents register First aid policy and procedures Internet policy and procedures Critical incident plan Emergency management plan An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community Emergency bushfire management 	Yes
DISCIPLINE	
<ul style="list-style-type: none"> Behaviour management policy and procedures (including procedural fairness and an explicit statement prohibiting corporal punishment) An outline of how the school communicates these policies and procedures to the school 	Yes

community	
ATTENDANCE MONITORING	
<ul style="list-style-type: none"> Attendance monitoring <i>Evidence provided to VRQA by the Department</i> Attendance register <i>Evidence provided to VRQA by the Department</i> 	
STAFF EMPLOYMENT	
Teachers' requirements	Yes
<ul style="list-style-type: none"> Register of all teachers with name, VIT registration number and category 	
Compliance with Working with Children Act 2005	Yes
<ul style="list-style-type: none"> Procedures to ensure that all required staff have <i>Working with children check</i> A <i>Working with children check</i> register Procedures to maintain the <i>Working with children check</i> register 	
SCHOOL INFRASTRUCTURE	
<ul style="list-style-type: none"> Buildings, facilities and grounds <i>Evidence provided to VRQA by the Department</i> Educational facilities <i>Evidence provided to VRQA by the Department</i> 	
OTHER REQUIREMENTS	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Registration of an additional year level or campus <i>Applicable only when required</i> Changing a school type or location <i>Applicable only when required</i> 	
Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)	
Student learning outcomes	Yes
<ul style="list-style-type: none"> Current student and staff handbooks Sample student learning sequence Procedures and documentation to indicate staff have been provided with current and accurate information Policies and procedures to enable compliance with the awarding body 	
Student records and results	Yes
<ul style="list-style-type: none"> Policies and procedures to maintain accurate student records Policies and procedures to undertake an annual analysis of records and results Policies and procedures to monitor patterns of student participation and completion rates 	
Student welfare	Yes
<ul style="list-style-type: none"> Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs 	
Teaching and learning	Yes
<ul style="list-style-type: none"> Qualified and competent staff to teach and assess the class Suitable teaching resources and physical facilities to provide the course Processes to ensure consistent application of assessment criteria Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments 	