

# 2022 Annual Report to the School Community

School Name: Whittlesea Secondary College (7408)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 2023 at 08:22 AM by Kathy Mourkakos (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 10:03 AM by Shannon Mirrielees (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### 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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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## School context

Whittlesea Secondary College is a school of 800 students, located on the northern urban fringe of Melbourne, with Year 7 students coming from over 30 primary schools – drawing from Whittlesea, Kilmore, through Wallan, Beveridge, Craigieburn, South Morang and into the Kinglake Ranges. This brings a diversity to the college that is valued by our community of students, staff and families. The Principal and 2 Assistant Principals lead a team of 6 Leading Teachers, 2 Learning Specialist and 62 teaching staff, with 17 EFT Education Support Officers.

At Whittlesea Secondary College, our vision is to empower students to become successful, confident and responsible contributors in a 21st-century community. This was developed with our new strategic plan and innovative changes, our new values are Application, Attitude and Achievement. Teachers are working in Professional Learning Communities to develop an inclusive, positive and productive learning environment where student learning is targeted to the point of need.

The school changed to a new model known as 'Empower' in 2018. This model incorporates a vertical structure with a wide range of electives at different levels called Explore, Evolve and Emerge. Students have a great deal of choice surrounding their pathways and all students have an individualised learning plan. The core purpose of this College is to provide a broad and challenging education in order to develop students' 21st Century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

At WSC students have increased student agency and choice when selecting subjects in Year 8 - 10. This vertical offering of subjects creates greater student choice and provides flexibility in the learning program ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need.

Whittlesea Secondary College retains a strong connection with its local community, and we work with them and local primary schools to ensure that we are meeting the needs of our students and the communities they come from. The College has a range of flexible teaching spaces. Set on 33 acres of beautiful grounds, the College has a university feel, enhanced by a modern cafeteria and state of the art Trade Training Centre, Performing Arts Centre and maintained indoor and outdoor sporting facilities.

The College aims to be the school of choice for our community, providing all students with the capacity to experience success through a range of pathways that lead to further education, employment and training after school.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the College's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, and Building Communities. This included:

- Focus on developing the whole school literacy program and numeracy strategies
- Work on redesigning the subject selection process and documenting detailed scope and sequence for all curriculum areas to ensure all requirements of the Victorian Curriculum were met
- Continued of Coaching for curriculum leaders
- Transition of student learning from online to face to face teaching after the remote COVID period.

To support the implementation of these KIS, Learning Specialists continued to work with the Differentiated Support for School Improvement (DSSI) team to support development across a number of learning areas. Staff received support and coaching from the Leading Teacher of eLearning. All documentation is stored in one storage area and accessible to all. We have successfully implemented our Leadership team structure, where a major focus has been providing rich learning opportunities to other staff by delivering high-quality professional learning based on whole-school literacy and data literacy and student wellbeing. MYLNS staff identified students for both Literacy and Numeracy and virtual tutors were utilised to support these students in numeracy. Naplan data indicated a decrease in learning across numeracy, writing and spelling after the remote learning period during COVID. A range of additional literacy support in the classrooms and small target groups based on data are being implemented. in 2023. Continued engagement and training in Maths pathways allows us to work with students in a more targeted manner and subject choices should

now reflect the correct level for each student enhancing differentiation. 2022 was the first year all students completed the online NAPLAN. This change impacted both the engagement levels and number of participants completing the Naplan. In 2023 teachers will focus on the importance of the Naplan with the students and the importance of the data collected in providing students with meaningful and engaging curriculum.

With the vertical model several students were identified and supported in the acceleration of their learning and provided access to higher learning in selected subject areas.

Consistent implementation of the Whittlesea Secondary College Instructional Model has been a focus for the teaching staff in 2022, along with increased student agency allowing students the opportunity and voice to contribute to what they are learning, why they are learning, and what they need to do to demonstrate their success.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## Wellbeing

After two years of remote learning Student Wellbeing was a priority in 2022. Student connectedness data from the Student Attitude to Schools Survey across Year 7 - 12, is higher than other like school but lower than the state average. The House program, student leadership opportunities and work of the staff to form genuine relationships with students has contributed to these results.

In 2022 the school continued to promote a positive learning environment for all students through SWPBS and the Berry St Trauma-informed model. Our wellbeing team consists of a social worker, mental health practitioner, psychologist, school nurse and student wellbeing coordinator and strong referral system is in place to support students.

## Engagement

The student connectedness data along with other student well-being data was factored in as a priority in the development of the new strategic plan and school values.

The Wellbeing Centre staffed by youth workers, social workers, psychologists, along with the use of the Doctors in Schools program and school nurse all continue to work together to improve student wellbeing. Ongoing training is a priority to continue to promote positive relationships between students and staff. The emphasis on student voice and choice in selecting subjects and pathways has continued in 2022.

After the return from remote learning student absences are higher, the Student well being team and Attendance Officer continue to work with students and families to address student absences and support student return to school full time. Further department support is engaged when required.

The Respectful Relationships program and School Wide Positive Behaviours are utilised by staff to work on issues of student wellbeing and student management. We have made significant progress in student wellbeing over the past years and this has been reflected in ongoing improvements, retention rates of students from Year 7 to 10 have increased, completion rate of VCE is at 100%, VET completion rates at 98% and increased uptakes of students undertaking HEADSTART opportunities while at school. Student wellbeing continues to be a focus. Our pedagogical model was developed to incorporate Berry street practices such as brain breaks and we prioritise coaching for staff in this area. Being back at school after two years of remote learning staff have had to adapt their curriculum to include reengagement strategies such as brain breaks to assist students to engage in class work for the entire session.

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## Financial performance

The College is working through the reconciliation of a previous deficit, due largely to previous maintenance of the staff profile despite declining student numbers, overfunding of some programs, and a financially unviable timetable. Older facilities and buildings also require regular maintenance which impacts the overall school budget. Changes to the timetable and programs delivered were made to decrease the impact of these costs demands. This strategy continues to affirm WSC's commitment to sound financial management. All funds received from the Department were expended 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. The deficit figure is stated in the annual report data as \$469, 789 and the college is continuing to work on decreasing this deficit in 2023.

**For more detailed information regarding our school please visit our website at**  
<https://www.whittleseasc.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 2.0 (FISO 2.0).

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 741 students were enrolled at this school in 2022, 326 female and 415 male.

2 percent of students had English as an additional language and 3 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).

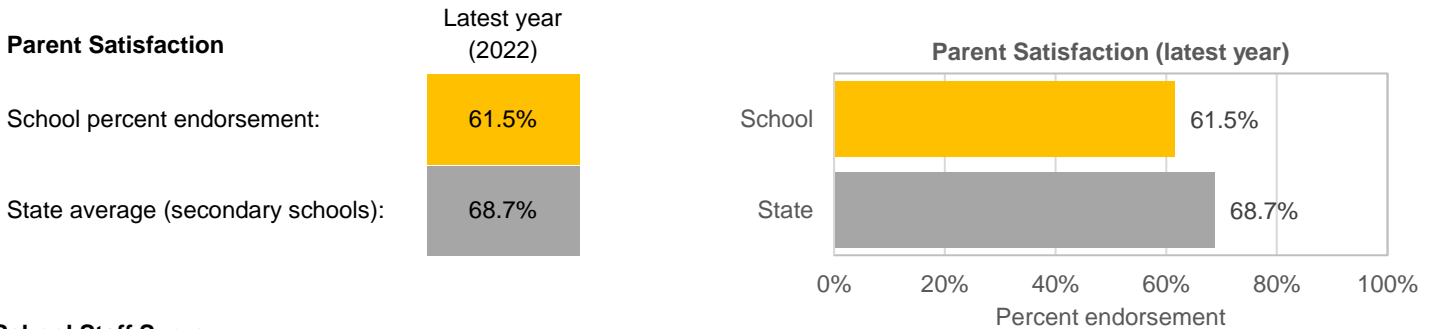
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### 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.

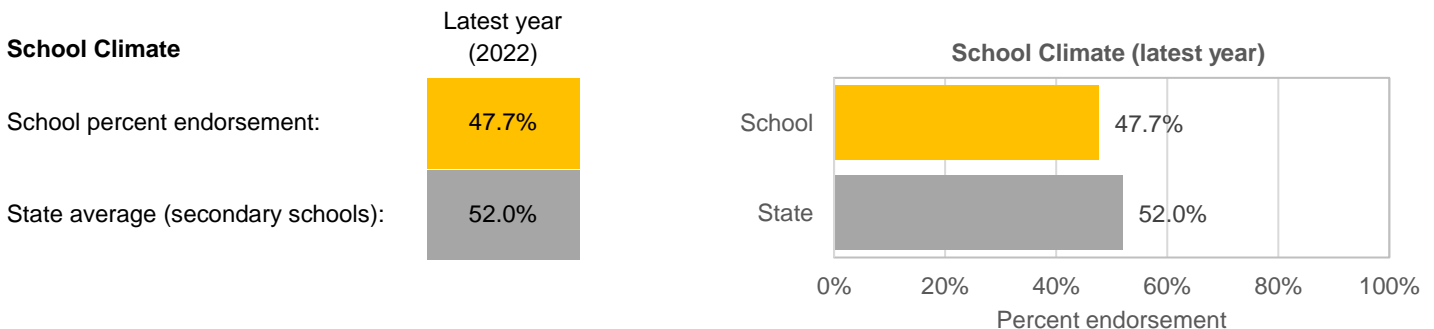


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

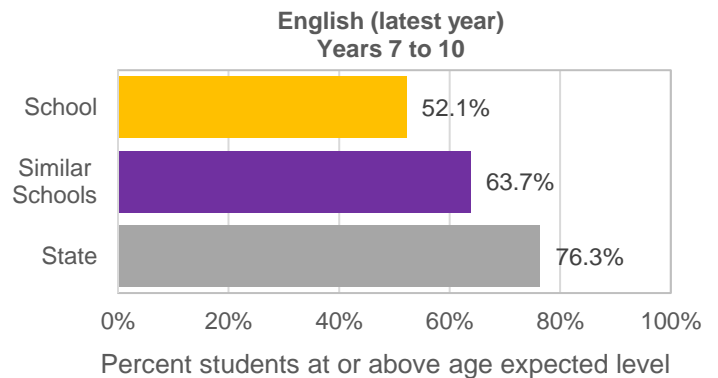
52.1%

Similar Schools average:

63.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

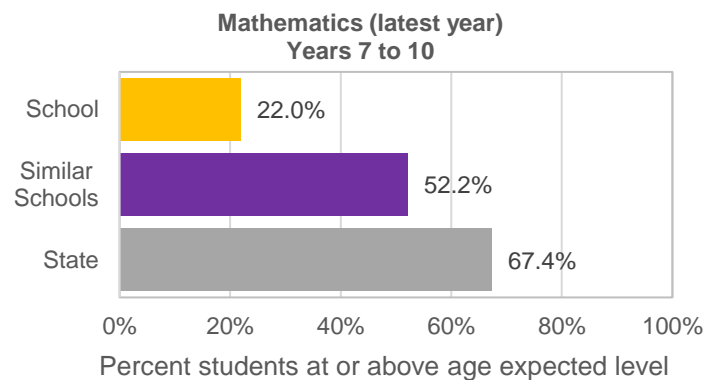
22.0%

Similar Schools average:

52.2%

State average:

67.4%





## LEARNING (continued)

**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.

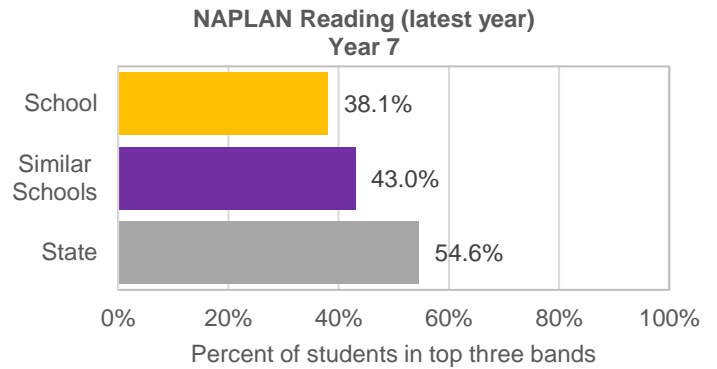
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

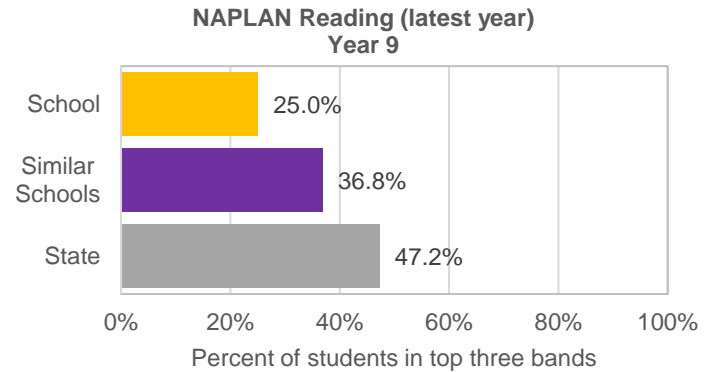
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.1%	41.5%
Similar Schools average:	43.0%	44.9%
State average:	54.6%	55.3%



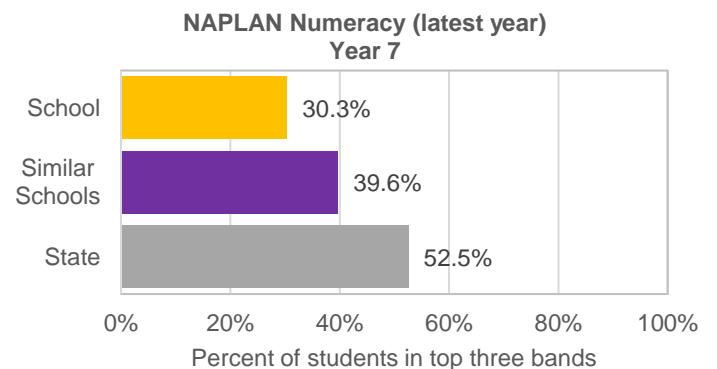
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	27.4%
Similar Schools average:	36.8%	35.6%
State average:	47.2%	46.0%



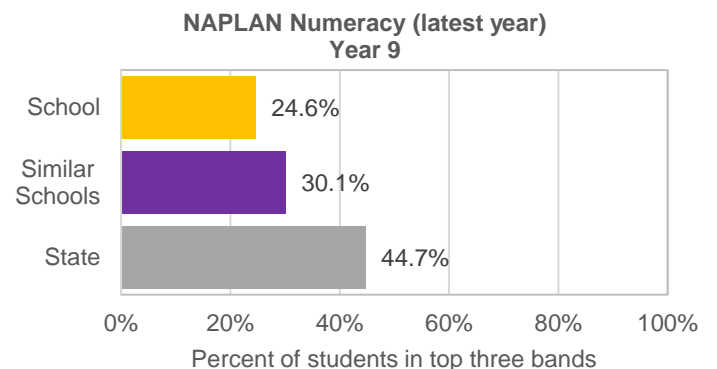
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.3%	36.2%
Similar Schools average:	39.6%	43.0%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	24.6%	29.6%
Similar Schools average:	30.1%	32.8%
State average:	44.7%	45.6%



## LEARNING (continued)

**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.*

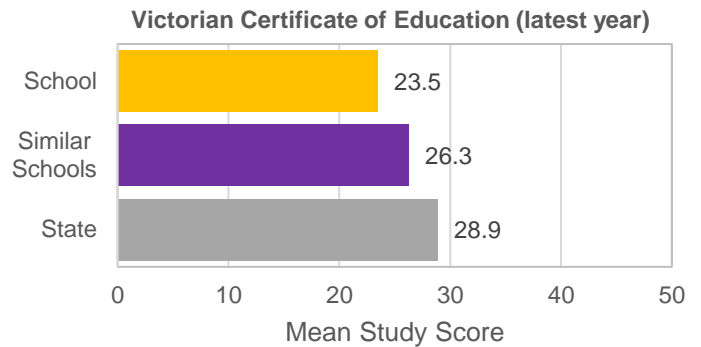
### Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	23.5	24.2
Similar Schools average:	26.3	26.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

47%

VET units of competence satisfactorily completed in 2022:

98%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

84%

## WELLBEING

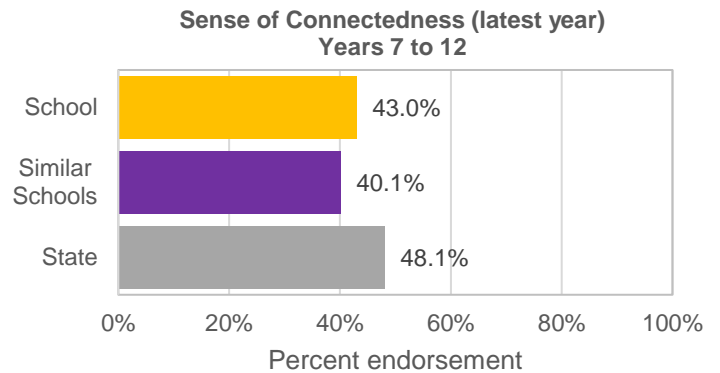
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.0%	43.4%
Similar Schools average:	40.1%	45.0%
State average:	48.1%	52.5%

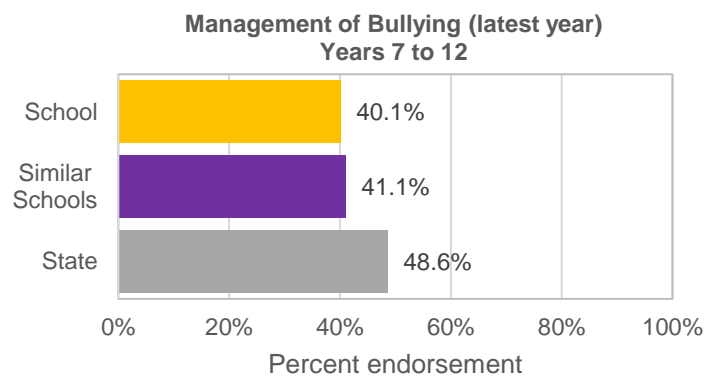


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	40.1%	42.7%
Similar Schools average:	41.1%	47.4%
State average:	48.6%	54.0%



## ENGAGEMENT

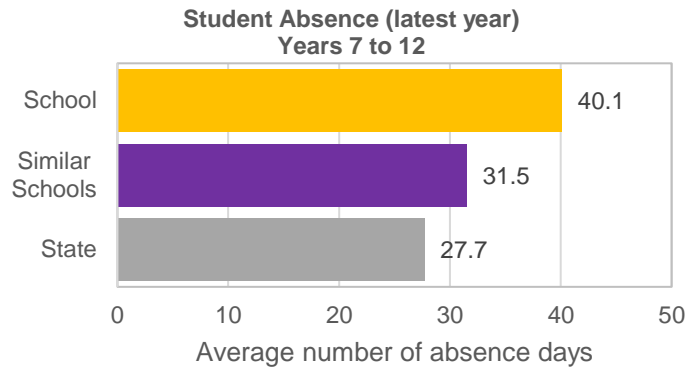
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	40.1	26.1
Similar Schools average:	31.5	25.9
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

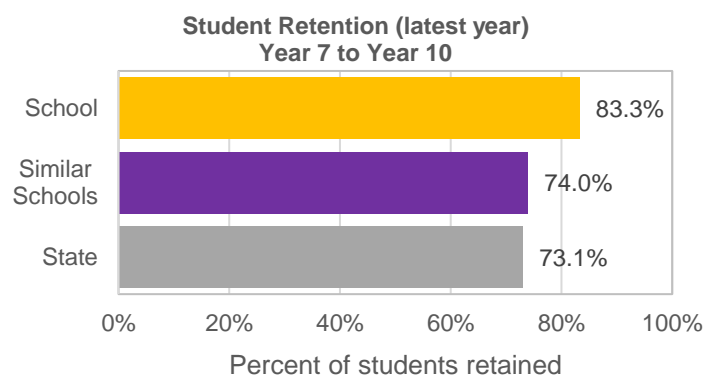
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	77%	75%	80%	81%	85%

### 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 (2022)	4-year average
School percent of students retained:	83.3%	73.9%
Similar Schools average:	74.0%	73.4%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

**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.

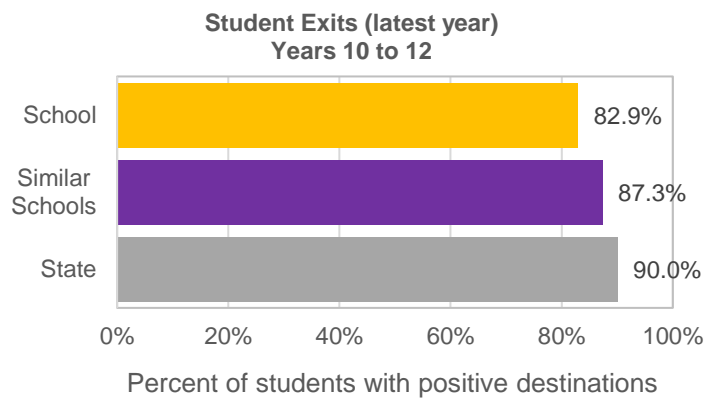
### Students exiting to further studies or full-time employment

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 year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	82.9%	87.0%
Similar Schools average:	87.3%	86.7%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,910,878
Government Provided DET Grants	\$1,115,470
Government Grants Commonwealth	\$12,847
Government Grants State	\$9,800
Revenue Other	\$145,213
Locally Raised Funds	\$133,186
Capital Grants	\$4,960
<b>Total Operating Revenue</b>	<b>\$10,332,355</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$683,518
Equity (Catch Up)	\$63,259
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$746,777</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,017,530
Adjustments	\$0
Books & Publications	\$3,275
Camps/Excursions/Activities	\$91,723
Communication Costs	\$13,690
Consumables	\$283,720
Miscellaneous Expense <sup>3</sup>	\$37,289
Professional Development	\$48,009
Equipment/Maintenance/Hire	\$159,107
Property Services	\$274,708
Salaries & Allowances <sup>4</sup>	\$477,197
Support Services	\$199,593
Trading & Fundraising	\$47,948
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,926
Utilities	\$141,468
<b>Total Operating Expenditure</b>	<b>\$10,797,184</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$469,789)</b>
<b>Asset Acquisitions</b>	<b>\$1,225</b>

- (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 24 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$47,099
Official Account	\$1,840
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$48,938</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$48,938
Other Recurrent Expenditure	\$23,179
Provision Accounts	\$0
Funds Received in Advance	\$2,276
School Based Programs	\$26,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$175,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$475,394</b>

*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.*