

2020 Annual Report to The School Community



School Name: Wantirna College (8428)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2021 at 09:30 AM by Kevin Murphy (Principal)

The 2020 Annual Report to the school community:

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

To be attested by School Council President

How to read the Annual Report

What's changed in 2020?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

The College is located in Wantirna in a serene garden landscape with beautiful views to the Dandenong Ranges, with the sense of space and calm impacting positively on the human relationships in the school. The College is part of the Knox Network of schools and works collaboratively with those schools to improve learning across Knox. With 1430 students, 5 Principal Class members, 99 equivalent full-time teachers, including our Instrumental Music teachers, and 26 Educational Support staff, it was able to provide a broad and stimulating educational experience. The College is totally committed to supporting students to achieve the highest possible academic outcomes, with the aim they finish Year 12 with results that allow them a choice about their future directions. At the same time we believe the role of a school is to work in partnership with parents to help the child discover the adult they are becoming, and this is done through providing diverse learning experiences - from the collaborative work of sporting teams, the confidence of public performance with a musical instrument and the building of empathy through thinking of others. Enrolment numbers are increasing at all year levels as the reputation of the College is enhanced in the community. The College continued to experience strong enrolment demand for entry to Year 7, with the vast majority of students with Wantirna College as first preference gaining entry.

2020 was a year like no other, with significant impacts from COVID-19 leaving almost all curriculum and extra-curricula programs impacted. Despite these challenges, teachers were engaged in Professional Practice Teams (PPT) with a focus on improving student/staff relationships and developmental assessment. Staff Opinion Survey data, indicated that staff were in general more positive in most measures than the state average.

Involvement of students and teachers in KIOSC (Knox Innovation, Sustainability and Opportunity Centre) continued although like other Knox secondary schools, programs and experiences evolved with the restrictions and changes that impacted access.

The College was well supported by a proactive and vibrant College Council, defined by their desire to make the school a better place for all students.

Students leaving Wantirna College explore many different pathways, as is evidenced by 2020's exits. Many students entered tertiary education starting degrees as diverse as Biomedicine, Commerce, Engineering, Teaching, Psychology and Science or apprenticeships in building or plumbing. Sixteen students achieved ATARS over 90 with the College DUX achieving an ATAR score of 96.1. Our aim is to ensure every student has developed a strong set of skills, behaviours and knowledge, which will give them choices in their future pathways. At Year 12 we continued to offer a wide choice of VCE subjects and VET and VCAL programs.

Framework for Improving Student Outcomes (FISO)

In 2020 the College was focused primarily on the following FISO areas:

- Building practice excellence
- Curriculum planning and assessment
- Empowering students and building school pride

The Building Practice Excellence focus concentrated on the development of a comprehensive strategy for developmental assessment to begin in 2021. This work began during the remote learning phase of 2020 and continued once teachers returned onsite in the second half of the year. The Learning Specialist team developed the new student centred learning model (SCLM) for implementation in 2021. The Wantirna 21+ working party also finalised their recommendations for implementation in 2021 which included changes to the structure of the day, subject offerings, pastoral care program etc.

The empowering students and building school pride focus was a priority for the sub school team, with leaders concentrating on the development of positive teacher/student relationships. Improvements to student attitudes to school survey result indicated success with this approach.

Achievement

Access to student achievements results were limited in 2020 with NAPLAN cancellation limiting the ability to gather data on literacy and numeracy achievement for Year 7 and Year 9 students. Year 12 results improved, with the VCE mean study score lifting from 27.48 to 27.57 and the percentage of VCE study scores 40+ increasing from 3.1% to 4.1%. The number of students recording an ATAR score higher than 90 also increased from 10 to 16, which was even more significant when you factor in that there were significantly less Year 12s in 2020 than 2019. The % of VCAL units completed fell from 91.1% to 82.5%, with COVID impacts likely to be a factor in the drop.

All PSD had IEPs recorded in Compass and these students demonstrated average learning gain in their subjects.

Engagement

Data from the student attitudes to school surveys indicated a significant increase in all categories for all Year levels and genders. Highlights included stimulating learning (up 47%), school connectedness (up 38%), student voice and agency (up 50%) and respect for diversity (up 45%). The improvement in results took us from the bottom 10% for most measure to well above the 50% percentile for almost all measures. Attendance data continues to indicate a positive result, with absence follow up from the attendance officer and absence learning plans making a positive impact, although attendance data was less reliable to due to the length of the remote learning period in 2020.

Wellbeing

Data indicated a significant increase in "not" experiencing bullying from 58.1 to 69.5, a massive improvement for managing bullying 36.5 to 73.2 and an equally impressive improvement in respect for diversity from 22.7 to 65. There was also improvement in student connectedness from 32.5 to 76.3. Overall the number of suspensions decreased significantly however the absence of students and classes during remote learning contributed significantly to this drop. Parents were more positive about school safety and wellbeing with an increase in scores for Managing Bullying from the 64.2 to 25.4 although significant changes to the methodology of the survey lead to 2020 data being a less reliable indicator of comparable performance.

Confirmation of Mental Health Practitioner funding received towards the end of 2020, allowed for the planning of additional resources for the 2021 school year.

Financial performance and position

The College finished the year in deficit (SRP), however after accounting for revenue from the international student program (ISP), targeted programs (e.g. MYLNS, Instrumental Music etc) and the cash component of equity funding, the college is able to cover deficit, and moreover was able to fund initiatives that support learning. Importantly the College was also able to fund significant capital expenditure such as the renovation of G Block, resurfacing the floor of the Covered Outdoor Learning Area with synthetic grass, redeveloping the staff lounge and toilets and the installation of air conditioners in all rooms that didn't already have them. Equity funding was targeted at initiatives that supported literacy and numeracy intervention (e.g. Quicksmart literacy and numeracy, increased time for building literacy), and additional resources in the Well Being Team (e.g. social worker). Whilst the College has significant funds available much of that comprises of funds receipted in advance, money repayable to DET and Buildings and Grounds capital expenditure. The college did experience a significant drop in revenue as a result of the impacts of COVID on the International Student Program.

For more detailed information regarding our school please visit our website at
www.wantirnacollege.vic.edu.au

Draft

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1433 students were enrolled at this school in 2020, 716 female and 717 male.

11 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

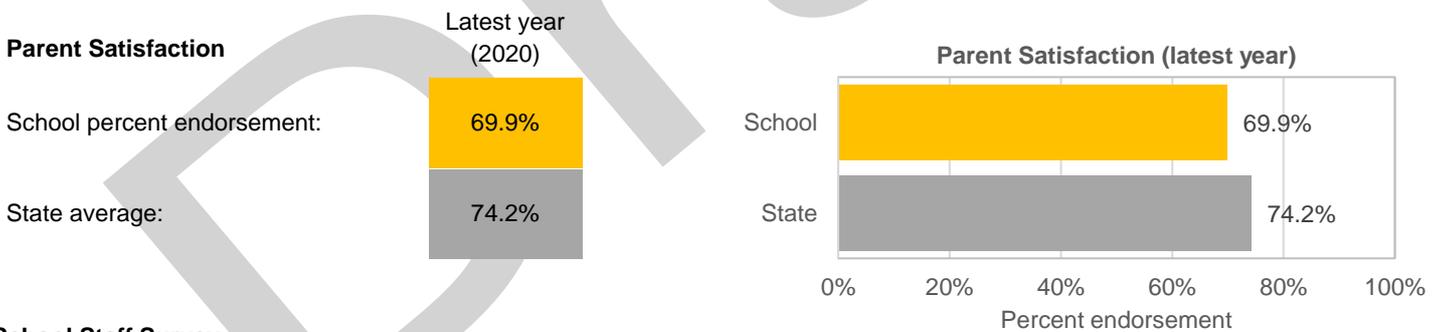
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

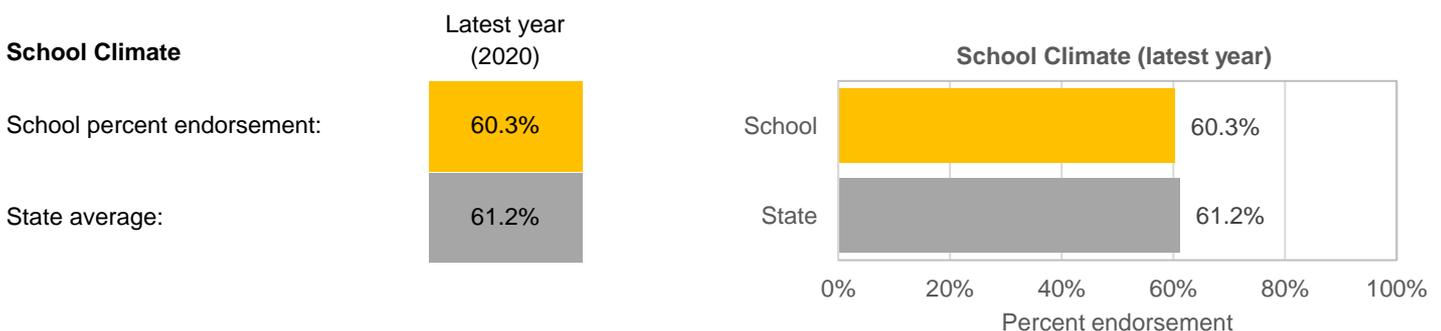


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

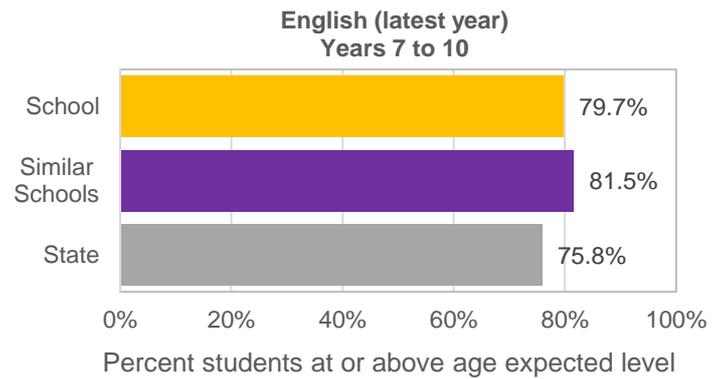
79.7%

Similar Schools average:

81.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

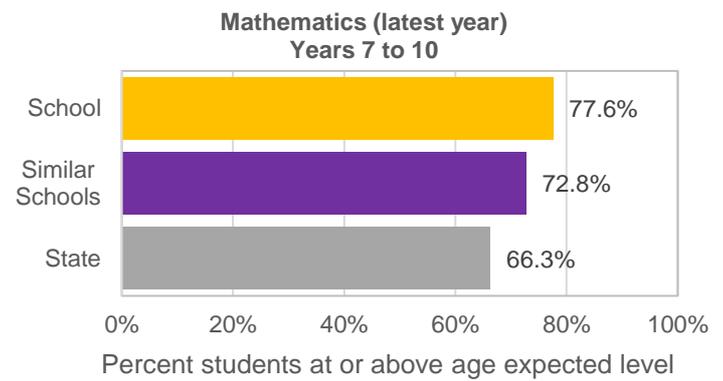
77.6%

Similar Schools average:

72.8%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

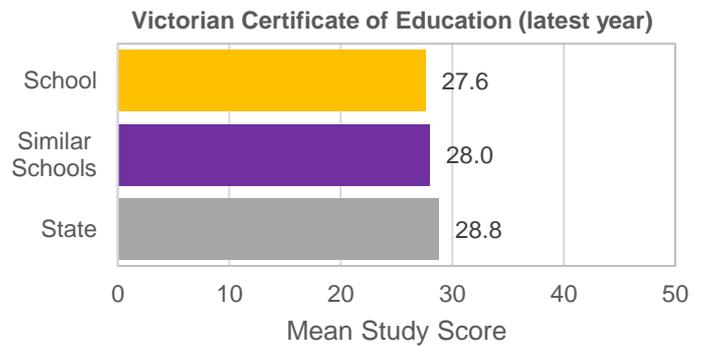
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	27.6	28.0
Similar Schools average:	28.0	28.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE: 97%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 28%

VET units of competence satisfactorily completed in 2020: 80%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: 85%



ENGAGEMENT

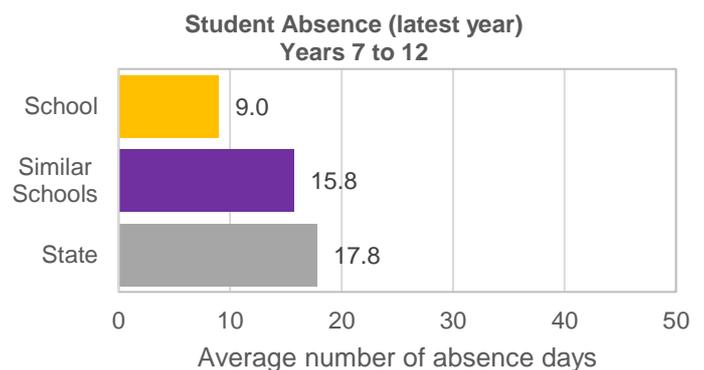
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	9.0	13.9
Similar Schools average:	15.8	18.5
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

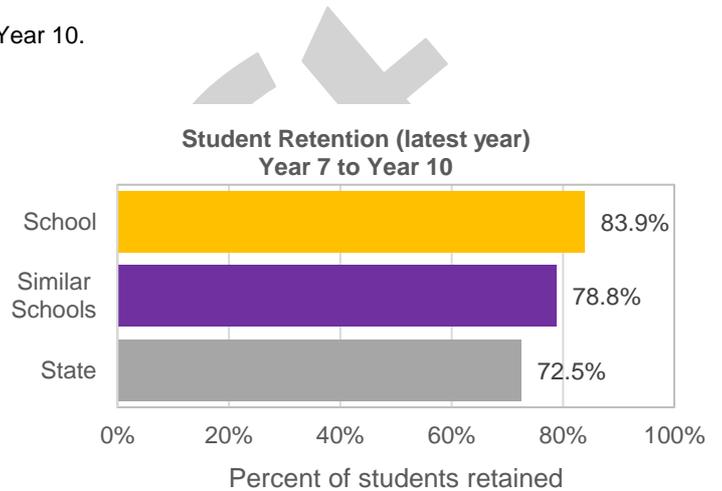
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	96%	94%	95%	95%	97%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	83.9%	82.8%
Similar Schools average:	78.8%	78.7%
State average:	72.5%	72.9%



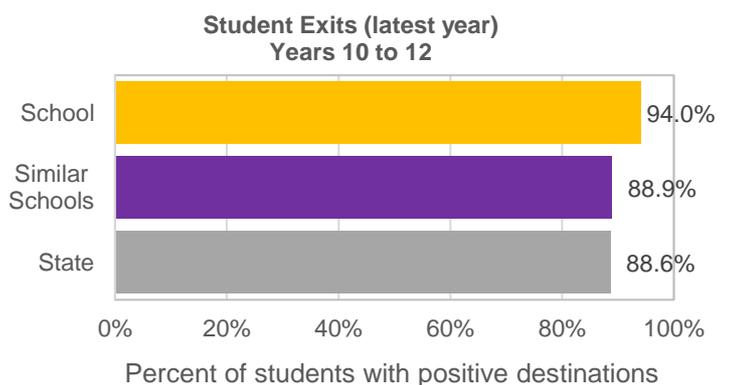
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	94.0%	93.7%
Similar Schools average:	88.9%	88.9%
State average:	88.6%	89.1%



WELLBEING

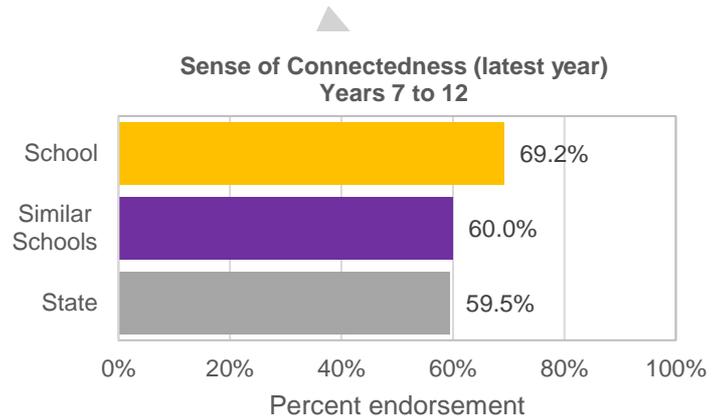
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	69.2%	54.4%
Similar Schools average:	60.0%	54.8%
State average:	59.5%	55.3%



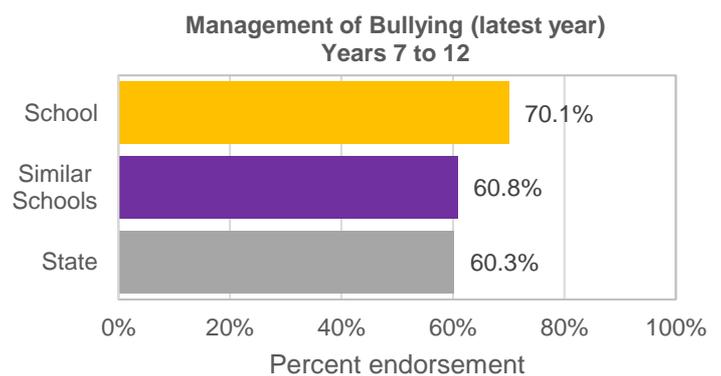
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	70.1%	57.9%
Similar Schools average:	60.8%	58.7%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$12,697,072
Government Provided DET Grants	\$2,380,384
Government Grants Commonwealth	\$10,835
Government Grants State	\$9,725
Revenue Other	\$343,663
Locally Raised Funds	\$2,124,552
Capital Grants	NDA
Total Operating Revenue	\$17,566,232

Equity ¹	Actual
Equity (Social Disadvantage)	\$230,045
Equity (Catch Up)	\$77,590
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$307,634

Expenditure	Actual
Student Resource Package ²	\$13,782,708
Adjustments	NDA
Books & Publications	\$10,088
Camps/Excursions/Activities	\$950,357
Communication Costs	\$22,105
Consumables	\$272,421
Miscellaneous Expense ³	\$2,405,727
Professional Development	\$70,497
Equipment/Maintenance/Hire	\$855,418
Property Services	\$588,794
Salaries & Allowances ⁴	\$429,953
Support Services	\$149,990
Trading & Fundraising	\$156,638
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$111
Utilities	\$131,396
Total Operating Expenditure	\$19,826,257
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$247,000

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,661,138
Official Account	\$114,538
Other Accounts	\$5,859
Total Funds Available	\$2,781,535

Financial Commitments	Actual
Operating Reserve	\$918,570
Other Recurrent Expenditure	\$1,989,522
Provision Accounts	\$11,269
Funds Received in Advance	\$1,846,834
School Based Programs	\$14,392
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$154,578
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$4,935,164

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.