

# 2022 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](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 29 March 2023 at 09:43 AM by Kevin Murphy (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 29 March 2023 at 08:34 PM by David Cartwright (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.

## 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

## 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

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 1470 students, 5 Principal Class members, 107 equivalent full-time teachers, including our Instrumental Music teachers, and 31 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 that 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.

Our vision is to educate our students to be inquiring learners with high levels of literacy and numeracy, who are:

- Prepared to be global, ethical citizens in the 21st century
- Capable of showing resilience and flexibility of thinking
- Willing to show initiative and take on challenges throughout their lives.

Our College's values are focussed on respect. We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us and their ability to learn.

Enrolment numbers are increasing at all year levels as the reputation of the College is enhanced in the community. The College recorded record enrolment demand for entry to Year 7. 2022 was the first year since 2019 that wasn't interrupted by lockdowns and periods of remote learning. However, there continued to be significant impacts on school operations in the first half of the year with staff needing to isolate for significant periods of time if they had COVID or were a close contact. This led to significant teacher absence and disruption to learning.

Despite these challenges, teachers were engaged in Professional Learning Communities (PLC) with a focus on improving teacher practice and developmental assessment. Staff Opinion Survey data, indicated that staff were in general more positive in most measures than the state average. Students Attitudes to School data indicated that our students were more positive in almost all measures compared to 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 2022's exits. Many students entered tertiary education starting degrees as diverse as Biomedicine, Law, Engineering, Teaching, Psychology and Science or apprenticeships in building or plumbing. Fourteen students achieved ATARS over 90 with the College DUX achieving an ATAR score of 96.85. 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.

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

### Learning

In 2022 students engaged in NAPLAN online testing for the first time. Year 9 reading and writing achievement data recorded the best results since 2009. The mean scale score for reading (Year 9) rose significantly from 570.6 (2021) to 584.5 (2022). The writing mean scale score increased to 567.6 (2022) up from 545.2 (2021). These results were accompanied by a significant decrease in students in the bottom two bands for writing (23% in 2022) compared to 2021 (42%) and reading (15% in 2022) compared to 2021

(27%). Numeracy results (Year 9) had also improved with the mean scale score up from 576.7 (2021) to 586.3 (2022). The number of students in the bottom two bands also fell from 16% to 9. Due to the absence of NAPLAN testing in 2020, no growth results could be measured last year. Year 12 results were similar to previous years, with the VCE mean study score up slightly from 27.55 to 27.60 with the percentage of VCE study scores dropping from 3.2% to 2.9%. The Year 12 English study mean recorded a significant increase from 26.29 to 27.27. The % of VCAL units completed rose from 88.8% (2021) to 93% (2022). All disability funded and Koorie students had IEPs recorded in Compass and these students demonstrated average learning gain in their subjects. The strategies that have been implemented to meet our goals in these areas include a focus on development and formative assessment and the use professional learning communities. Data collected from staff indicate high support from staff for both priorities.

## Wellbeing

Data from the Student Attitudes to School surveys indicated that for "not" experiencing bullying the result recorded remained steady and equal to the state average (87%). For the second time the measure for physical activity was included in the Student Attitudes to School Survey with our result, 46%, being slightly higher than the state average, 43%. Likewise, the measure for subjective physical health was 62%, significantly higher than the state average, 56%. The recently included measure of life satisfaction also recorded a result (48%), slightly higher than the state average (45%). Students also recorded a higher result for emotional awareness and regulation (65%) than the state average (62%). Parents were less positive about school safety and wellbeing with a decrease in scores for Managing Bullying from 74% to 63% (state avg. 71%) and not experiencing bullying increasing significantly from 71% to 77% (73% state avg.). In 2022, the school also employed an additional mental health practitioner, increasing our provision to 1.5. This new position provided increases to the supports that could be provided to vulnerable students. The strategies that have been implemented to meet our goals in these areas include a focus on introducing respectful relationships into the curriculum, the implementation of disability inclusion reforms and mental health practitioner roles.

## Engagement

Data from the Student Attitudes to School surveys indicated another year of positive results across all year levels. In all measures, the school result that was recorded was higher than the state average. Highlights included high expectations for success at 75% (state avg. 69%) up from 63% in 2019. Stimulating learning 57% (state avg. 51%), school connectedness 54% (state avg. 48%), student voice and agency 46% (state avg. 41%) and respect for diversity 52% (state avg. 44%) were further examples of positive results. The continued positive results over the three years, have seen us leap from the bottom 10% for most measures to well above the average for almost all measures. The comparison of similar schools has also seen an improvement, shifting the three measures from the bottom quartile to the top 4. Data indicated a significant decline in attendance in 2022, matching similar trends across the state. Post pandemic impacts such as isolation periods and long overdue family holidays were influential in this change. The strategies that have been implemented to meet our goals in these areas include a focus on calm and orderly learning environments through a school wide positive behaviour support framework.

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## Other highlights from the school year

2022 saw the return of many key school events and activities after the disruptions of the previous two years. Camps for Year 7, 9 and 11 returned in full, and excursion experiences such as Year 8 challenge week and Year 9 city experience were successfully completed. The production and gala concert were held successfully with a return to full audiences. Interschool sport and sporting carnivals (swimming and athletics) were back and students enjoyed getting back to the similar experiences that they had become accustomed to pre-2020. Student leadership also returned as a strong focus with some Year 9 students returning to the school for students leadership and the SRC back to running school and community events to raise money for the school as well as various charities.

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## Financial performance

Expenditure on capital improvements reduced significantly in 2022, in comparison to previous years, where heavy investments had been made to improve facilities and resources for staff and students. The SRP deficit reduced significantly in 2022 below \$500,000

compared to 2021, where an SRP deficit of close to \$1.1 million was recorded. A significant decrease in international enrolments over the last few years had contributed to lower levels of income than projection. Changes to the international program in 2022 were able to reduce costs and limit the impact of the enrolment decline. Pleasingly the school received \$11.198 Million in the 2022 state budget for a major capital works project to replace the current school gymnasium.

**For more detailed information regarding our school please visit our website at**  
**[www.wantirnacollege.vic.edu.au](http://www.wantirnacollege.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 1448 students were enrolled at this school in 2022, 707 female and 741 male.

12 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).

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.

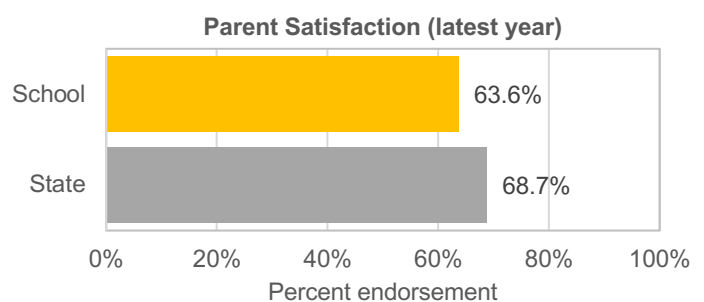
This school's SFOE band value is: Low - Medium

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	63.6%
State average (secondary schools):	68.7%



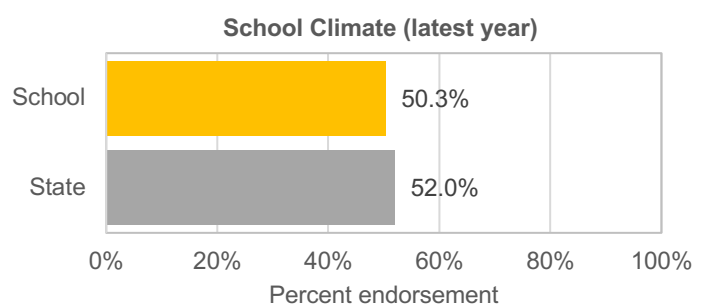
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	50.3%
State average (secondary schools):	52.0%



## 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:

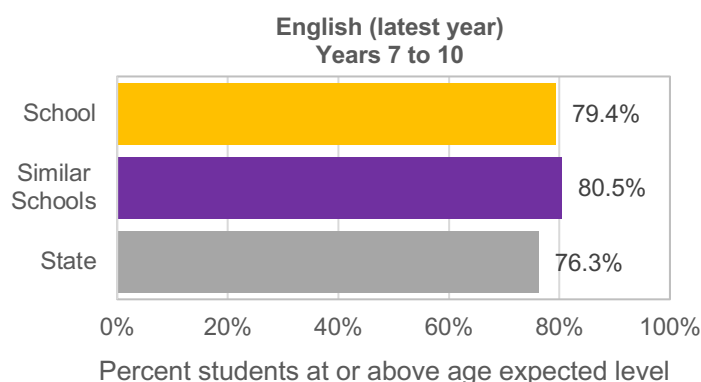
79.4%

Similar Schools average:

80.5%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

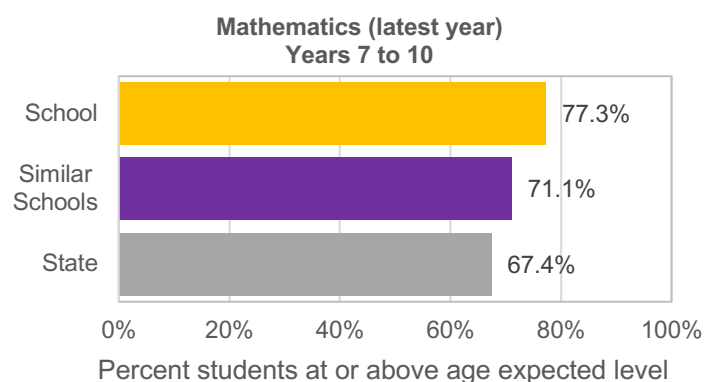
77.3%

Similar Schools average:

71.1%

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.

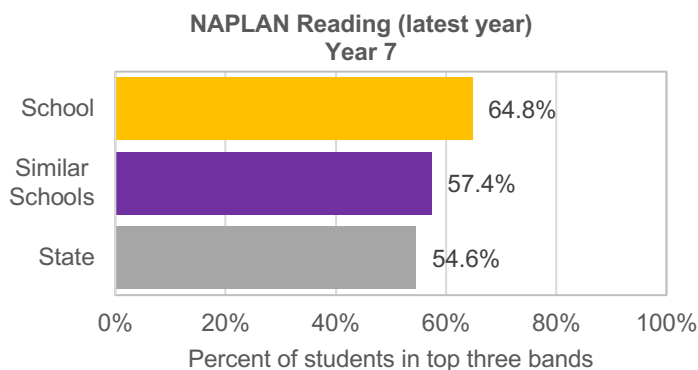
### NAPLAN

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.

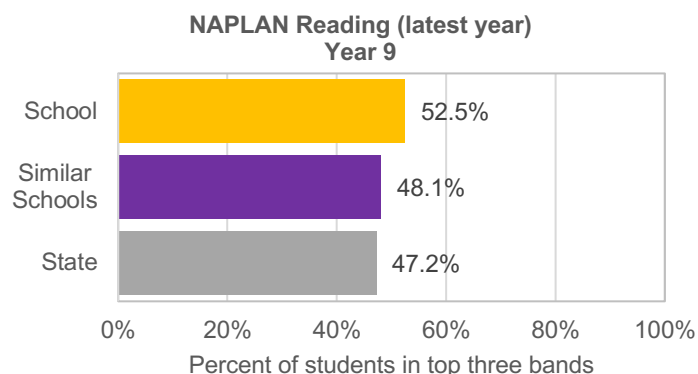
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.8%	65.4%
Similar Schools average:	57.4%	58.8%
State average:	54.6%	55.3%



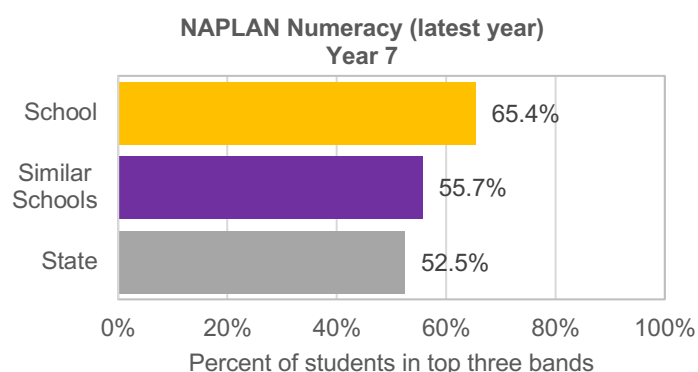
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.5%	47.3%
Similar Schools average:	48.1%	45.9%
State average:	47.2%	46.0%



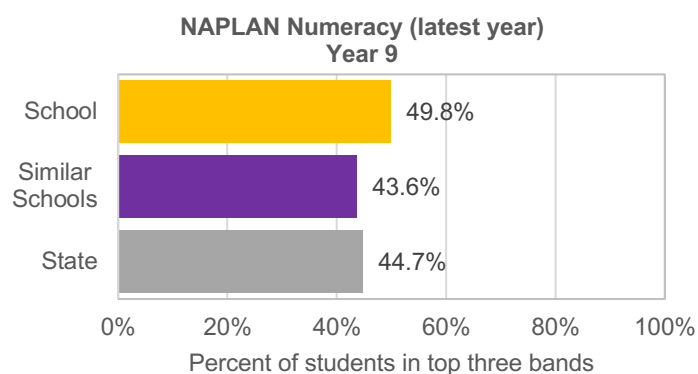
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	66.1%
Similar Schools average:	55.7%	57.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.8%	46.6%
Similar Schools average:	43.6%	44.6%
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

27.6

27.5

Similar Schools average:

28.2

28.0

State average:

28.9

28.9

#### Victorian Certificate of Education (latest year)

School

27.6

Similar  
Schools

28.2

State

28.9

0      10      20      30      40      50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

97%

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

34%

VET units of competence satisfactorily completed in 2022:

79%

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

93%

## WELLBEING

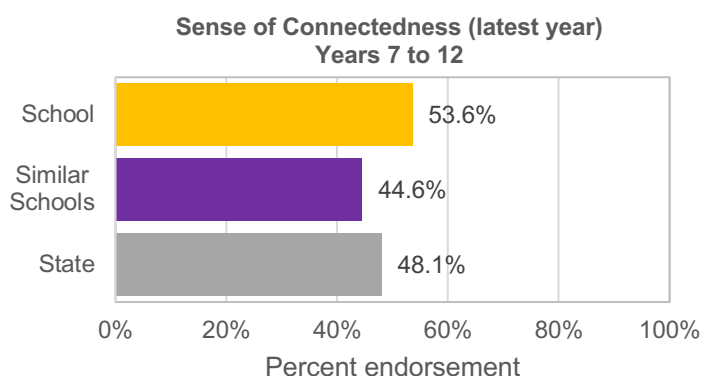
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	53.6%	57.8%
Similar Schools average:	44.6%	50.6%
State average:	48.1%	52.5%

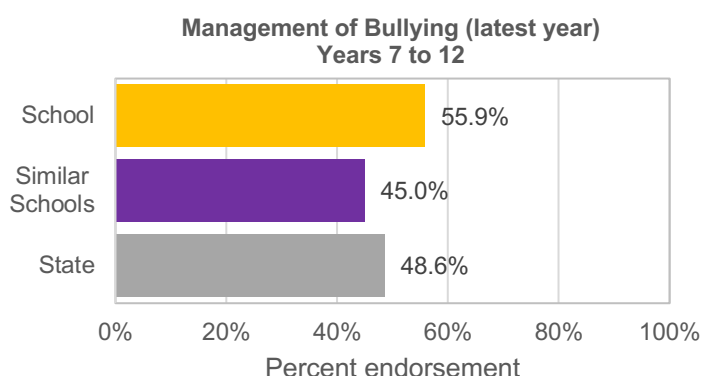


### Student Attitudes to School – Management of Bullying

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:	55.9%	60.5%
Similar Schools average:	45.0%	52.0%
State average:	48.6%	54.0%



## ENGAGEMENT

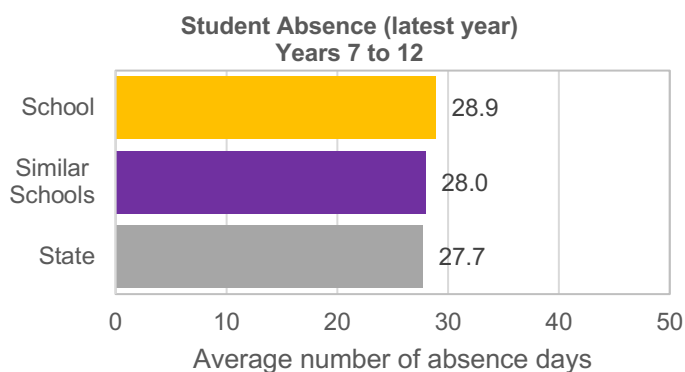
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	28.9	18.5
Similar Schools average:	28.0	20.8
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.

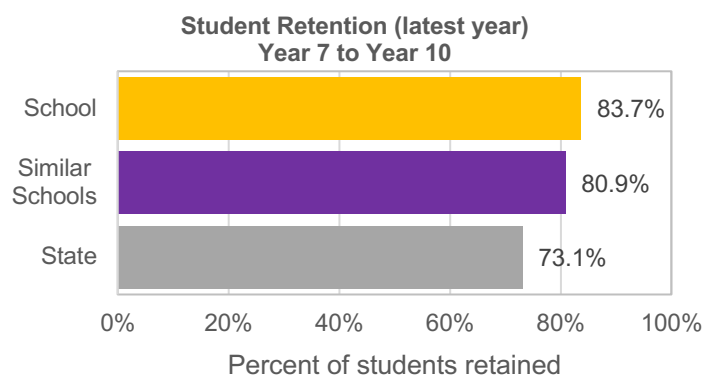
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	84%	82%	86%	87%	90%

### 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:	83.7%	85.6%
Similar Schools average:	80.9%	80.1%
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:

100.0%      93.8%

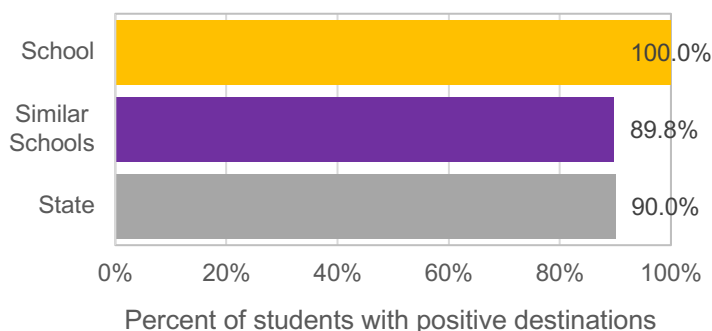
Similar Schools average:

89.8%      89.2%

State average:

90.0%      89.3%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$14,934,146
Government Provided DET Grants	\$2,057,249
Government Grants Commonwealth	\$22,627
Government Grants State	\$0
Revenue Other	\$208,596
Locally Raised Funds	\$1,883,953
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$19,106,571</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$205,033
Equity (Catch Up)	\$65,261
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$270,295</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,515,215
Adjustments	\$0
Books & Publications	\$12,622
Camps/Excursions/Activities	\$842,360
Communication Costs	\$11,170
Consumables	\$330,295
Miscellaneous Expense <sup>3</sup>	\$639,510
Professional Development	\$125,382
Equipment/Maintenance/Hire	\$335,546
Property Services	\$448,231
Salaries & Allowances <sup>4</sup>	\$516,667
Support Services	\$814,277
Trading & Fundraising	\$190,110
Motor Vehicle Expenses	\$3,902
Travel & Subsistence	\$12,708
Utilities	\$115,500
<b>Total Operating Expenditure</b>	<b>\$19,913,495</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$806,924)</b>
<b>Asset Acquisitions</b>	<b>\$125,391</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 25 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	\$308,554
Official Account	\$109,252
Other Accounts	\$5,928
<b>Total Funds Available</b>	<b>\$423,734</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$423,734
Other Recurrent Expenditure	\$647,488
Provision Accounts	\$11,269
Funds Received in Advance	\$93,024
School Based Programs	\$39,704
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$88,542
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,303,760</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.*