

2015 Annual Report to the School Community

Wyndham Central Secondary College

School Number: 7402



Name of School Principal:

JULIE MYERS

Name of School Council President:

**ANTHONY
MONAGHAN**

Date of Endorsement:

MARCH 16th 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Wyndham Central College's vision focuses on creating a community of high expectations. The key values of Respect, Co-operation and Excellence underpin all that the College endeavours to deliver. The key priority is to develop a learning community that challenges and supports young people to develop as independent and life-long learners, striving for excellence. The College is led by a Principal Class team of 3.8 EFT, a leadership team of 12 Leading Teachers, 61.33 equivalent full-time staff and 18.72 education support staff.

Curriculum: All studies at Wyndham Central College are taught using the AVID strategies and the AVID tutorology elective is offered at Yr. 10, 11 & 12 which specifically aims to increase the aspirations and readiness for students to be prepared for tertiary study. The curriculum in Years 7 to 10 is delivered through core and elective offerings whilst at later years there is a wide range of VCE subjects, university enhancement studies, a VCAL program and access to a range of VET offerings.

Facilities: The College has completed the school master plan (May 2012 state budget announcement of \$14m with a further \$2m from DEEWR for the Trade Training Centre). Learning is supported by an outstanding set of facilities comprising of purpose built teaching & learning spaces in designated spaces (Yr. 7 Centre, Yr. 8 & 9 Centre, & Later Years centre) a 'state of the art' Science/Stemnet centre, Arts/Technology Centre and Trade Training Centre, a fully equipped Performing Arts centre with an Auditorium, a full size gymnasium and a suite of well-equipped designated specialist rooms

Sport: Students compete in an extensive range of inter-house, district, regional and state competitions.

Co-curricular activities: The College offers a broad and comprehensive range of activities that enrich and extend student life in the broader community e.g. performing arts activities, music ensembles, bands, various state-wide competitions, talent searches and exhibitions, public speaking and debating, sporting activities, camps, productions, student leadership and participation programs.

Achievement

The College is focused on improving **Student Learning outcomes**. The four-year average across reading and numeracy is similar to other schools as the staff continues to implement strategies to support improvement. The English faculty continue to demonstrate the greatest improvement against the predicted scores, which is a remarkable achievement as 47% of the students are from LBOTE (Language Background Other than English/refugees). There were 93.1% of students who satisfactorily completed their VCE whilst the percentage of students completing VCAL was 100%.

Most of the students in the Program for Student with a Disability showed progress against their individual learning plans.

The all study score mean was 26.38 whilst the % for the study scores of 40 plus was 3.8% (the highest since VCE was introduced). The staff will continue to focus on VCE improvement strategies across all offerings.

Engagement

In this aspect the College is performing at a higher level to other similar schools and to the median of all government schools.

Attendance for 2015 (7-12) achieved a record low of 12.64 average which reflects the 92% minimum attendance by years 8 & 9 up to 95% by yrs 11 & 12 which is well below the region and state figures. The leadership team have implemented a range of strategies to reinforce the importance of being at school and on time.

Retention for the percentage of Year 7 students who remain at the school through to Year 10 is at the lower end of the range for similar schools however the college is located in a highly mobile corridor due to the socio economic status of the families.

Exiting to further studies and full-time employment. The school performed at a higher level in 2014, which places the college outside the category for similar schools. The four year average the school showed a similar school comparison.

The College continues to review the VCAL and VET programs to ensure success in completion. The College is continuing to identify ways of increasing engagement on potential pathways with students and families.

Wellbeing

In the Student Attitudes to School results the data continues to maintain the significant improvement for 2015. The College has performed at the higher level to those similar schools and above the median of all government schools which is the result of the emphasis placed on establishing a safe and orderly learning environment. The 4-year average results show again a sound result above the median for the school comparison.

In 2012 the College established a Project Team through the 'Building Better Schools' program and Insight SRC that focused on identifying and implementing strategies to improve both staff wellbeing and consequently student engagement. This has continued to be a major priority through 2015. The school staff survey data has continued to show improvement due to the changes in the school climate.

Underpinning all that is done at Wyndham Central College is the mantra of 'be at school, on time, in uniform and ready to learn'.

Productivity

In 2014 the school underwent a peer review process which gave the school community the opportunity to reflect on the progress of the school through the rebranding and the master plan for the rebuild. The 2015-2018 Strategic Plan was developed and implemented through the Annual Implementation Plan. There was an opportunity to recognise that the College has managed the resources efficiently and effectively through both the rebuilding and the workforce planning as well as managing the excess process for 6 staff without going into deficit.

The Strategic Plan for 2015 -2018 will see the opportunity for the College to further excel as the resources are carefully allocated to the strategic goals.

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels:  Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 739 students were enrolled at this school in 2015, 367 female and 372 male. There were 10% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

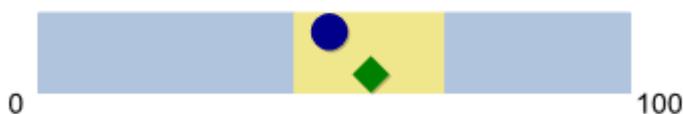
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

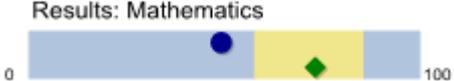
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

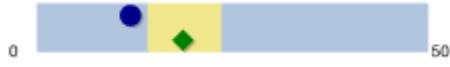
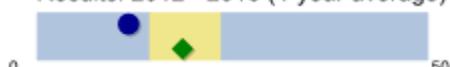
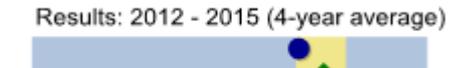
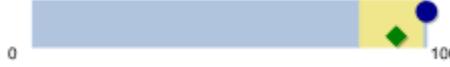
Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 31% Medium: 49% High: 20%</p> <p>Numeracy Low: 36% Medium: 46% High: 18%</p> <p>Writing Low: 33% Medium: 45% High: 23%</p> <p>Spelling Low: 32% Medium: 48% High: 21%</p> <p>Grammar and Punctuation Low: 31% Medium: 52% High: 17%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 34% Medium: 48% High: 18%</p> <p>Numeracy Low: 39% Medium: 48% High: 13%</p> <p>Writing Low: 47% Medium: 40% High: 13%</p> <p>Spelling Low: 35% Medium: 44% High: 21%</p> <p>Grammar and Punctuation Low: 50% Medium: 44% High: 6%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **46%**
 VET units of competence satisfactorily completed in 2015: **84%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **87%**

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	92 %	94 %	95 %	95 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	92 %	94 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

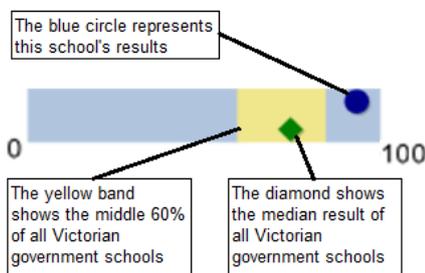
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

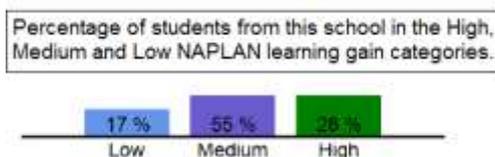
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

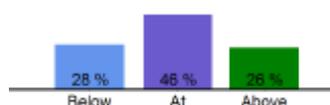


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

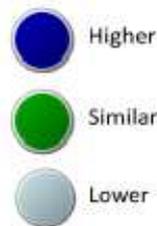


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$7,620,510
Government Provided DE&T Grants	\$1,603,109
Government Grants Commonwealth	\$0
Government Grants State	\$9,725
Revenue Other	\$289,666
Locally Raised Funds	\$905,375
Total Operating Revenue	\$10,428,386

Funds Available	Actual
High Yield Investment Account	\$35,421
Official Account	\$153,386
Other Accounts	\$963,876
Total Funds Available	\$1,152,683

Expenditure	
Student Resource Package	\$7,439,067
Books & Publications	\$4,852
Communication Costs	\$33,940
Consumables	\$344,004
Miscellaneous Expense	\$768,493
Professional Development	\$38,816
Property and Equipment Services	\$901,351
Salaries & Allowances	\$246,553
Trading & Fundraising	\$12,972
Travel & Subsistence	\$20,610
Utilities	\$95,599
Total Operating Expenditure	\$9,906,211

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$472,678
Revenue Received in Advance	\$168,710
School Based Programs	\$492,402
Repayable to DET	\$8,363
Other recurrent expenditure	\$530
Total Financial Commitments	\$1,152,683

Net Operating Surplus/-Deficit **\$522,128**

Asset Acquisitions **\$186,886**

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

During 2015 the rebuild/modernisation works were completed and awaiting the finalisation of the defects process. Through prudent management of funds and grants the college was able to provide the first stage of the furnishings and resources to setup the teaching and learning spaces. The remaining funds are available to complete the next stage when completed. As part of the TTC process the college is required to hold funds to continue to provide equipment and resources for the Centre as required. Students in years 7-10 are required to lease laptops which include the eBooks whilst students in years 11-12 purchase text books (not available in eBook form). Once again the college has experienced strong financial support by families which has enabled the school to provide a high quality of programs that enhances the educational outcomes of the students.