

# 2021 Annual Report to The School Community



**School Name: Wyndham Central Secondary College (7402)**



- 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 2021 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 28 April 2022 at 04:43 PM by Leanne Gagatsis-Halge (Principal)

- This 2021 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 2022 at 10:21 PM by Anthony Monaghan (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

### Achievement

- 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

### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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

Wyndham Central College is a single campus co-educational school located in central Werribee and in 2021 continued to strive to uphold the values of Respect, Cooperation and Excellence and to achieve the vision of creating and being a 'community of high expectations' that uphold high aspirations for student learning and student pathways. The College socio-economic band value which is based on the school's Student Family Occupation and Education index is SFOE .6414 against the State 0.4142. 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

In 2021 there were approximately 1343 students from Years 7 to 12, 47% (627) female and 53% (716) male with a team of 144 staff including 106 teachers, 38 Educational support staff and further externally resourced staff to support programs and DET initiatives. Wyndham Central College has a culturally diverse student population has continued to expand and many different nationalities are represented, these includes 39 percent of students who have English as an additional language with a high level of EAL funded students and equity funding, others include 6.67 percent refugee status and 4 percent of students identifying as Aboriginal or Torres Strait Islander

The school operates in two sub-schools. Middle Years 7,8 &9, and Senior years 10,11&12, which are in separate distinct year level buildings. There is an Assistant Principal in charge of each sub school along with the Year Level Leading teacher, Year level coordinator at years 7-12, and individual class tutors (homeroom and pastoral program leaders) that oversee our student engagement and wellbeing programs and policies. This is also supported by a team of educational support staff allocated at both the sub schools with individual year level teams and a comprehensive student services center.

Due to the impact of COVID and a delay in the school review process the College strategic plan was extended to include 2021. The three overarching goals of the School Strategic Plan 2017-2020/21 frame the schools commitment to a whole school educational improvement plan, which has focused on developing and delivering the Victorian curriculum and VCE/VCAL certificates within the college teaching and learning framework of AVID – Advancement Via Individual Determination (Schoolwide) The College Victorian curriculum plan is traditional and well balanced and is structured with a strong emphasis on the use of learning technologies in our 2021 1:1 laptop program, as well as offering an elective model at year levels 9-12 to enhance learning opportunities and excellence alongside building on general capabilities with a focus on both learning enhancement and rigor. Our 4 x 72 minute daily lessons are structured to use the High Impact Teaching Strategies (HITS) and AVID WICOR strategies - Writing, Inquiry, Collaboration, Organization and Reading to underpin the explicit teaching and student learning. The college continues to offer two Languages other than English (LOTE); Spanish and Japanese, as well as a fully structured English Language Learners program to support our multicultural student population. The College also offers an extensive Spanish program with the Spanish Immersion Program for students in years 7 to 10. Each of the language programs are enhanced by our two sister schools in Spain and Japan.

2021 was a continuation of the disrupted 2020 school program due to the COVID-19 pandemic. Again, the Victorian Government reduced the spread of infection by enforcing school closures and shifting to at-home learning arrangements for 5 extended school periods with term three being a substantial period of time focused on online learning from home.

Whilst the experience of our pivot into online education was again a positive one for our school community and was a testament to the hard work and adaptability of our teachers and educational support staff when delivering education to all students and support to all families, the 2021 school Annual Implementation Plan, targets and data sets had to be amended for a second time and refocused to meet the 2021 online learning model. The following report takes into account the changes in data availability, school policy implementation and the expanded College model for 'learning at a distance' which was clearly documented, communicated and implemented during 2021.

After reviewing the 2021 progress against learning at a distance (online learning) educational improvement plan, the leadership team and the College Council found that in our fifth year of the School Strategic Plan the majority of the school data sets were met. This was also a finding in the full school review conducted by the 2021 Review process. Our 2021 school review included both a pre-evaluation document, review criteria, analysis and was supported by educational experts who continued to work with the college to address both our SSP and 2021 annual priorities. The

experts who supported the 2021 process included our College SEIL, a data analyst, National curriculum consultant, a Language and Literacy research fellow and the National Director of AVID Australia.

In 2021 there was a the College continued to focus on establishing both an online and school site positive climate for learning with strong student ownership and our high expectation vision being enhanced further by the continued promotion of school pride via various opportunities. The student learning confidence data and the positive community engagement data improved during the year as evidenced in school conducted survey's and during the parent/community 'listening post' opportunities provided via our College Community Engagement Leader. Our vision of building a school culture of high expectations was supported by the expansions and development focus and the progress made in the building of professional leadership through leadership teams and the additional support roles in teaching, learning and engagement.

With all that faced education due to the impact of the pandemic a priority for 2021 was a continued focus on "excellence in teaching and learning" with the implementation of our key improvement strategies as outlined and the expansion of student support and opportunities. There was a renewed focus on the use of the Professional Learning Communities (PLCs) to support the inquiry of individual student learning and on student agency and student voice when triangulating datasets, and then the setting of individual learning goals in term 4 and into term 1, 2022 to 'catch up' and extend student learning that had been impacted by the pandemic. In this process we continued to regularly monitor the established and new school data sets through various whole school professional learning forums, and weekly meetings with staff and students. This has meant that there has been consistent improvement in the areas of attendance, attitudinal data, Progressive Achievement test (PAT) results and the 2021 NAPLAN results and our Transition and Pathways data which supported both our year 12 cohort to reach their 2021 goals and also built strong Year level cohorts for 2022.

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## Framework for Improving Student Outcomes (FISO)

In the final extended year of our current School Strategic Plan 2017-2020/21 the college focused again on the FISO six evidence-based initiatives which assisted our school to identify and utilize the most effective, relevant and evidence-based strategies that drive improved student outcomes with a detailed review of the following essential elements for school improvement: Documented curriculum plan, assessment and shared pedagogical approaches; School-based professional learning program developed and implemented that supports the school's identified improvement strategies; Our School improvement team further developed and oversaw the evaluation and the effectiveness and impact of the 2021 adapted Annual Implementation Plan through our school review process; Student voice, leadership and agency in students own learning was activated so that students have positive school experiences and can act as partners in school improvement; Whole school approach to health, wellbeing, inclusion and engagement especially in light of a second year of the pandemic has led to further and new data collection, analysis and evaluation of student learning growth and wellbeing programs over 2021. Explicit use of evidence-based school improvement strategies and teacher professional practice activities were a key focus in this second year of the pandemic.

In 2021, Wyndham Central Secondary College continued its relentless focus on learning and wellbeing initiatives but also refocused our approach after the full school review and the continuous lockdown and school closure periods. This focus continued to build on our goals and targets with a focus on our key improvement strategies - 1. Excellence in teaching and learning: Building practice excellence and Curriculum planning and assessment. We focused on our 4 Key Improvement Strategies with a list of actions to be undertaken that met our evidence milestones and changes in leadership, teacher, staff and student behaviors;

The overarching focus on excellence in teaching and learning was adapted to meet the need for the school to move to remote and flexible learning at the end of term one and for extended periods in term two and three. The learning from home model meant our teachers learning, using, and adapting important features of our AVID educational framework to support and enable remote curriculum delivery via Microsoft teams. This included changes in how teachers designed and planned both individually and collectively, the changes to essential skill based VCAA curriculum content delivered remotely via the Compass and M/S Teams technological platforms and changes in assessment schedules with a renewed focus on formative assessment as a way of assessing student engagement and learning. This change in focus supported staff to build on individual and cohort plans for needed additional learning support structures which were supported by school leaders further developing mapping and engagement tools and delivering whole school professional learning to enhance and improve on our collective focus on the KIS and FISO initiative one: excellence in teaching and learning. It is important to note that in 2021 that VCAA made no adjustments to the program for our VCE

and VCAL students as they had previously done in 2020.

Individual teachers continued to build on their 2020 skills and confidence to create online classroom environments that was supportive and characterized by a clear focus on learning growth to maximize individual student learning. Professional Learning Community (PLC) meetings continued to be conducted remotely where student data and class profiling was used to continue the implementation of learning support and enhancement programs such as the MYLNs program, DSSI project – Enhancement and Feedback focused strategies, the continued focus on whole school Literacy and Numeracy and our targeted STEM and Enrichment.

Our second focus area for 2021 was to continue to build on the FISO initiative area 2 to create a positive climate for learning, especially as students returned to the school site in term 4: Empowering students and building school pride and setting expectations and promoting inclusion was the focus within our fifth overarching Key Improvement Strategy area: Developing sustainable and effective partnerships that feature a collective commitment to maximizing educational impact by actively contributing to a holistic approach to meet the health, wellbeing and learning needs of all students was an additional recharge area and this also led into the development of the Community Hub for its 2022 implementation.

This whole school focus on the climate, impacted by COVID, continued to affect a wide range of health and wellbeing outcomes which included students' motivation to learn and achieve more substantially in the 6th wave and therefore our students' academic outcomes. We took deliberate steps to keep our students healthy and safe with the expansion of our student services staff and programs during the 2021 school year. We expected and enforced respectful online and return to school behaviors and implemented stages of the respectful relationships and health happy and resilient programs and curriculum with a targeted focus on our vulnerable children. This targeted focus and supports were not as evident in positive student and parent responses in our data for 2021 as fatigue was a major factor. As a supportive and inclusive school and a member of the Safe Schools Coalition, we continued to promote healthy relationships and fostered engagement and school connectedness whilst students were off campus. We attempted to reduce disengagement from their education expanding our online attendance focus and policy via our pastoral care sessions and tutor time and we targeted those at risk of dropping out of education via our student services and transition and pathways leaders, attendance officers, tutor teachers, services and programs. We pride ourselves on our positive school climate as one where students' needs are met, and their self-management, awareness, empathy and relationship skills are developed. During this time the college sought the expertise of our SWPB team to provide learning for online engagement and then our return to site School Wide Positive Behavior practices. This was further enhanced by the learning sought by DET Regional staff on trauma-based intervention and learning support that will also be continued into 2022 as the first DET goal to be implemented.

The college is very proud of the revised improvement strategies as we continued to adapt to new and complex learning and wellbeing needs. We followed the updated Operating Guidelines and used the DET provided curriculum and resource supports links to further develop effective partnerships between the school and our parents, and with our teachers, parents, and school community and with new community agency supports.

We were however disappointed that both our Parent and Staff overall satisfaction summary shows a decline more than that of the State decline. In the percent endorsement by parents on their school satisfaction level, in the annual Parent Opinion Survey that in 2021, the percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey as being below that of the state figure 68% a drop from 73% in 2020 (school) but in line with a drop in the State figure of 72.4% in 2021 compared to 74% 2020. This is also supported by the data in the School Staff Survey where the percent endorsement by staff on School Climate – the relationships between these groups, is again within the state medium. Percent endorsement in 2021 indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey to be at 43.7% in 2021 compared to 57.5% in 2020 (College) and 55.8% in 2021 compared to 61.2% for the State average.

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## Achievement

Achievement refers to both the levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains.

The new 4 year Strategic goal: To maximise/improve learning growth for every student across all domains has begun to be actioned via the 2021 Annual Implementation Plan Key Improvement Strategies.

The focus in 2021 continued to improving achievement of all students, through building professional practice and



teacher capacity and efficacy in improving student learning with a focus on remote and flexible learning. The College used professional learning meeting opportunities to support staff to deliver the curriculum and improve pedagogy in the remote and flexible learning mode. There has been an ongoing four-year focus on improving literacy and numeracy, requiring all faculties to embed a Literacy and Numeracy component in each of their units of work using our instructional teaching model, AVID. With much of the academic year being in remote and flexible learning mode, there was a significant impact on normal school operations and learning.

#### Teacher judgement

Teacher judgement of student achievement for English in Years 7-10 was above similar schools at 69.2% compared to 67.1% for similar schools, but lower than the state average at 75.8%. Teacher judgement of student achievement for Mathematics in Years 7-10 was above the similar schools at 58.8% compared to 53.8% for similar schools however it was lower than the state average at 65.4%.

#### NAPLAN

NAPLAN returned in 2021 after not being conducted in 2020 and this was again conducted online.

Reading Year 7 showed that in 2021 the school percent of students in top three bands was 39.1%, this being higher than our school's four year average however below similar school average at 43.5% with the state average being significantly higher at 55.2%.

Reading at Year 9 results were also slightly above our four year average of 31.2% at 32.1%, however also below similar school average at 33.3% and significantly below state average at 43.9%. It is pleasing to note here that while both the four year average at state and similar schools showed a drop in the four year mean (similar schools from 33.7% to 33.9% and state from 45.9% to 43.9%) that at Wyndham Central College this four year mean increased for reading at year 9.

Numeracy Year 7 showed that in 2021 the school percent of students in top three bands was 41.0%, this being higher than our school's four year average however below similar school average at 43.0% with the state average being significantly higher at 55.2%.

Numeracy at Year 9 results were also slightly above our four year average of 29.5% at 30.9%, however also below similar school average at 32.5% and significantly below state average at 45.0%. It is pleasing to note that while both the four year average at state and similar schools showed a drop in the four year mean (similar schools from 33.0% to 32.5% and state from 46.8% to 45.0%) that at Wyndham Central College's four year mean also increased for numeracy at year 9.

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

The high learning gain from year 7, 2019 to year 9 2021 was similar to the high gain in similar schools in all domains with the exception of numeracy where high gain was 4% below the high gain for similar schools. However this cohort of students made medium gain rather than low gain in numeracy.

#### VCE Achievement

Mean study score from all VCE subjects undertaken by students increased from 24.2 to 24.7 which is below the mean of similar schools at 27.2 and the mean state average at 28.9 indicating that the impact of COVID and the flexible and remote learning was greater for students at the college.

Other VCE achievement data is listed below:

- Students in 2020 who satisfactorily completed their VCE: 95%
- Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 40% a substantial increase from 21% last year.
- VET units of competence satisfactorily completed in 2020: 60%
- Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: 90% down from 98% last year indicating again the impact of COVID.

Most Students, including students on the Program for Students with Disabilities (PSD), showed growth in teacher judgement data and in their Victorian Curriculum levels. This has been supported by the delivery of a scaffolded curriculum and using high impact teaching strategies and the AVID WICOR framework. Furthermore, the PSD students were supported by ongoing contact, communication, and support by their aid. The PAT tests data also showed that

most of the students showed growth in their PAT tests.

The Middle Years Literacy and Numeracy Improvement Initiative (MYLNI) was implemented with the employment of Literacy and Numeracy intervention teachers and leaders to plan and support year 8 and 10 students identified as below national minimum standard to make progress in their literacy and numeracy outcomes. The Outcomes for some of these students was up to three years of growth in one year as measured by the PAT Reading and Mathematics tests.

The Tutor learning initiative was also implemented in 2021 with students selected for this program that were known to have had the greatest impact on their learning from COVID. These students were supported by 10 literacy and numeracy intervention tutors in the classrooms three times per week and in the Homework Club up to twice per week. The Outcomes for some of these students was up to three years of growth in one year as measured by the PAT Reading and Mathematics tests. Learnings from this program indicated that the best results gained were from students who wished to partake in receiving this support. Consequently, for 2022 the students and families have had the opportunity to opt into this support program.

The College also facilitated the Quicksmart program, with a small group of students at year 7 and 8 who worked with the Quicksmart trained staff three times per week for 30minutes. These students also showed learning gain and increased confidence in their English and mathematics classes. This program will continue for 2022.

In 2021, the college focused on improving the literacy and numeracy school wide and ensuring the teaching and learning of the identified essential skills and knowledge. The College continued our AVID professional learning plan with focuses on improving areas for growth and consolidating areas of improvement. Much of the Professional learning in 2021 was delivered online. Our college Literacy consultant and project leader continued the work with our College teams, specifically working with the English, Humanities and Science teams. The focus of this work being using a research based Literacy framework for teaching language and the use of mentor texts to support students to produce a high standard of learning tasks.

The Literacy and Numeracy enhancement sessions at Year 7 and 8 will allowed us to continue our relentless focus on literacy and numeracy improvement. We will continue to use the PLC inquiry cycle and build data literacy, teaching and assessment and reporting that allows for student voice in learning (via Individual learning plans) to ensure that we provide all our students with the skills and capabilities to promote lifelong learning.

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## Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community, their sense of connectedness and how positive they feel about the College.

As student attendance is directly linked to engagement, it is measured by the Department of Education (DET) as an average day's absent per Full Time Equivalent (FTE) for students per year. Absence from school can impact adversely on a student's learning, therefore the College has continued to focus on programs and structures to support students being at school every day, on time and ready to learn.

Absence and attendance data have been influenced by COVID-19 and the pandemic also had a huge impact on attendance during remote learning.

The attendance rate per year level is:

Year 7-91%    Year 8 – 88%    Year 9- 87%    Year 10- 90%    Year 11-92%    Year 12- 93%

Attendance is monitored on a daily basis by the Attendance Officer, sub-school Educational Support Staff – Admin, Tutor Teachers and Year Level Leaders and this focus has been supported by the increased use of Compass, SMS messaging to parents and school attendance letters.

Student Retention:

Percentage of Year 7 students who remain at the school through to Year 10 (2021):

(Year 7 to Year 10)



Wyndham Central College percent of students retained- 77.3% (4 year average- 74.3%)

Similar Schools average- 76.1% (4 year average- 74.5%)

State average- 73.2% (4 year average- 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 year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

Student Exits (percentage of students with positive destinations):

Years 10 to 12, Latest year 2020

Wyndham Central College percent of students to further studies or full-time employment- 99.0% (4-year average 99%)

Similar Schools average- 90.3% (4-year average 90.3%)

State average:- 89.9% (4-year average 89.2%)

Students again had an opportunity to represent their year level as a member of the Student Representative Council (SRC). There were a number of events planned by the SRC to improve student voice and agency across the College, however due to the pandemic, much of their work was unable to occur. The members of the SRC did manage to begin the Teach the Teacher program, which aims to create an inclusive school culture where everyone's voices are equally heard, and supports students to drive change by leading collaborative conversations. This program is one which will continue into next year.

## Wellbeing

The college has focused on improvements in student wellbeing goals and outcomes by implementing our Annual implementation plan Key Improvement Strategy 5: Developing sustainable and effective partnerships that feature a collective commitment to maximizing educational impact by actively contributing to a holistic approach to meet the health, well being and learning needs of all students. When actioning this KIS the College had a focus on the Improvement of connections with families and the community with a focus on families with language barriers and increasing the opportunities for families to interact with the school which includes parental engagement forums. In 2021 this also included the mandated Wellbeing goals as set by the Department of Education which included supported wellbeing programs and targets. This DET Mental Health Menu and the mandated 2022 goal planning guided our school on how to plan and implement the Schools Mental Health fund menu and provided a list of supportive measures that we implemented and planned for in the 2022 school year.

The Student Attitudes to School – Sense of Connectedness data indicates the percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12. The college has worked hard to build the sense of connectedness at 50.2% for 2021 (a drop in the four year average) and is proud that the results are closer to the state average of 51.6%, but is lagging by 3.7% against the similar schools data. It seems however that in 2021 there has been a downward trend in this data due to the continued lockdowns for the second year. In response to this the school continued to provide wellbeing and service programs for all students. . Although we had been through similar challenges in 2020 in 2021 we continued to be responsive in ensuring families had the resources they needed to be successful in the online environment and support the emotional challenges they faced. Vulnerable families were identified and supported with resources such as laptops, internet dongles, hard-copy work packs, tele-mental health supports, onsite learning and food relief for those who needed it. The multicultural support staff kept in close contact with our vulnerable culturally diverse families and the school utilised social media to reach these families by creating a Burmese Facebook page. Throughout the year children and their families were able to access a mental health practitioner, well-being coordinator, learning support coordinator and school lawyer. These resources were publicised in a weekly parent bulletin and compass. We included a particular tutor online program that focused on wellbeing strategies which included a full wellbeing day.

During lockdowns the school remained open for vulnerable children and those of essential workers. Teachers and student leaders tried to keep learning as 'normal' as possible by running online assemblies and lots of online classes.

When students gradually returned to school we ran half-day transition programs where we eased the children back into school. While it was important for us to establish routines we took care not to rush back into a full curriculum program from day one. The end of year assessment and exam process was also modified to support student wellbeing. Once students returned on site the school implemented a no-cost afterschool sports program. This program provided students access to an extensive afterschool sport program over a 5 week cycle each term, led by qualified sports coaches. These classes were linked to the interschool sports competitions taking place that term. The aim of the program was to get students "back into sport" due to the impacts of COVID. This program created more opportunities to participate and addressing future challenges. The program provided over 180 hours of extra sporting opportunities per week in one term alone. This had strong links to the Department of Education and Training's mandate that schools include in their 2021 AIP focus on "Ensuring we have happy, healthy, active kids." The program included, swimming, tennis, basketball, soccer, fitness club, circus fit, boxing club, walking club, dance club. The program resulted in over 200 students playing a sport they had never played before. Students were surveyed and most students rated their experiences as "fun loved every week". They said that it was easy to access because it was straight after school, and that costs were a major factor in accessing similar programs.

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 in year levels 7 to 12. Percent endorsement indicates the percent of positive responses (agree or strongly agree), however due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of COVID19 across in 2020 and 2021, datasets are not comparable with previous years or within similar school groups. The data in the report at 49.9% (2020) dropped as a result from the 4year average of 54.8% which is in line with the state and similar schools' data drop by a similar 3% at 53.3% and 55.1% respectfully. The College has once again used the 2022 AIP to build actions to manage the impact of COVID19 on social behaviours to managing bullying and in particular online bullying that has arising due to online learning.

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## Finance performance and position

Wyndham Central College maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The disruption caused by the lockdowns and the move to online learning impacted the spending of these funds, with the hands-on portion of programs and excursions unable to take place, while visitor restrictions, resource shortages and shipping delays resulted in limited maintenance being completed. Funding was instead allocated to support students and families in the ways previously mentioned, along with financial assistance being provided to families via credits for classroom materials and consumables for electives where students were unable to participate.

Asset acquisitions of \$664,933 included several major works projects with the installation of the basketball court cover and cricket pitches. These increase the ability for students to participate in social and sporting activities and allows the entire school community to utilise these areas heading into 2022.

The Financial Performance and Position report shows an end of year surplus of \$1,729,773. The School Based Programs amount shown in the Financial Commitments section of the report relates to funds that were unable to be spent in 2021 and have been committed in 2022. These include \$1,612,852 in equity funding and \$105,234 from grants received aimed at areas such as creating an active school environment, to purchase specialised equipment and technologies for students with a disability or additional learning needs, and to improve connections between students and the community via the Community Hub and various clubs.

# 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 1343 students were enrolled at this school in 2021, 627 female and 716 male.

39 percent of students had English as an additional language and 4 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).

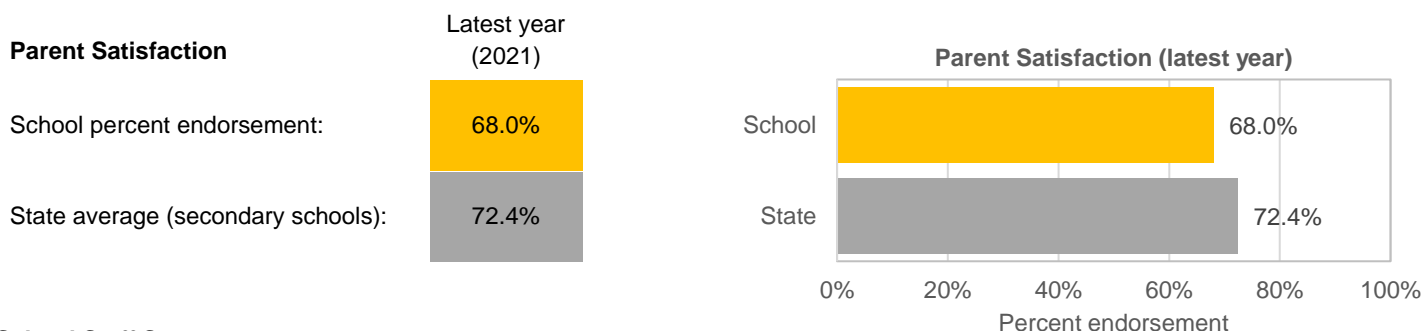
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

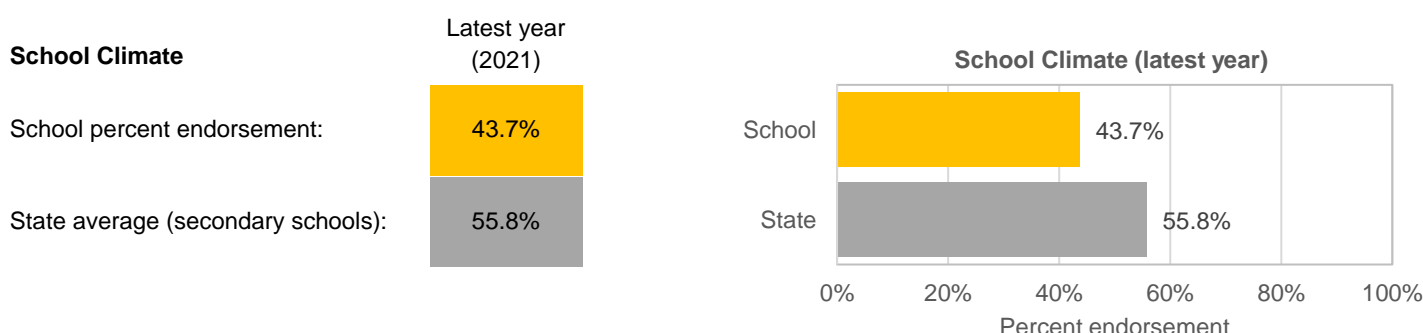


### School Staff Survey

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.



## 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  
(2021)

School percent of students at or above age expected standards:

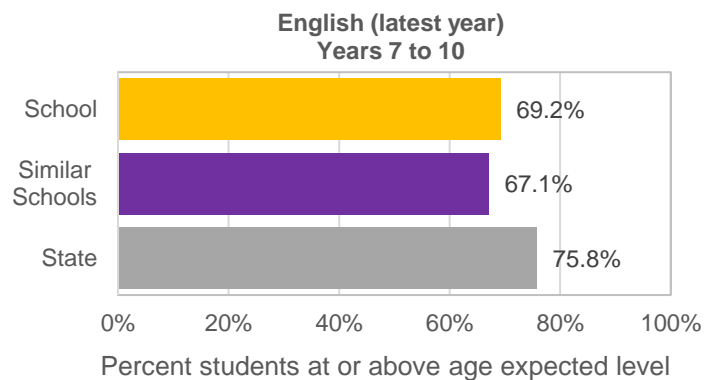
69.2%

Similar Schools average:

67.1%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

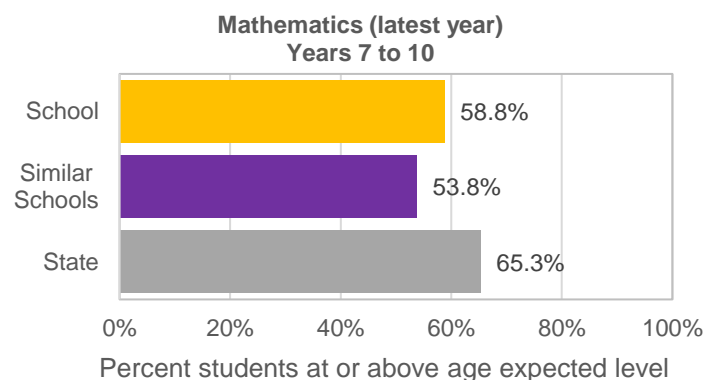
58.8%

Similar Schools average:

53.8%

State average:

65.3%



## ACHIEVEMENT (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.

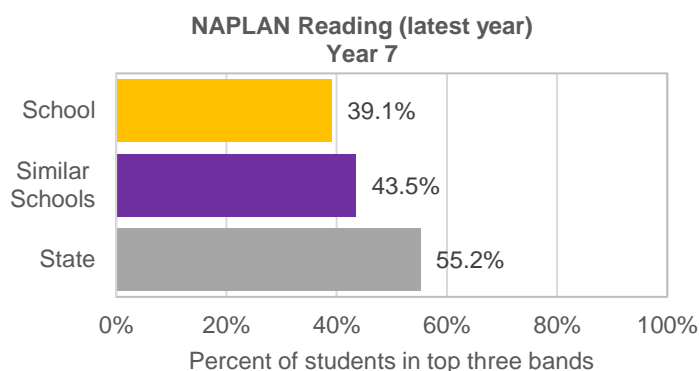
### NAPLAN

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 2018, 2019 and 2021 data.

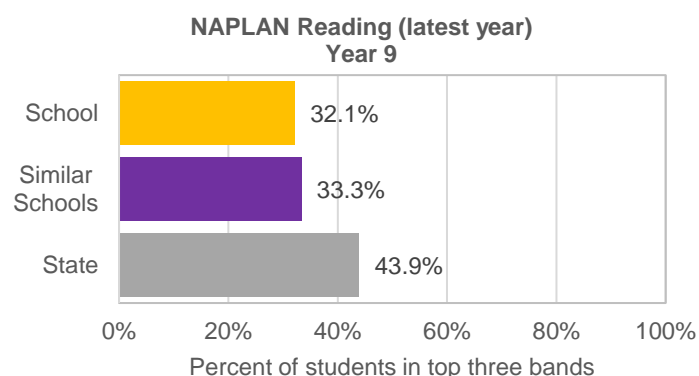
#### Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.1%	36.7%
Similar Schools average:	43.5%	42.5%
State average:	55.2%	54.8%



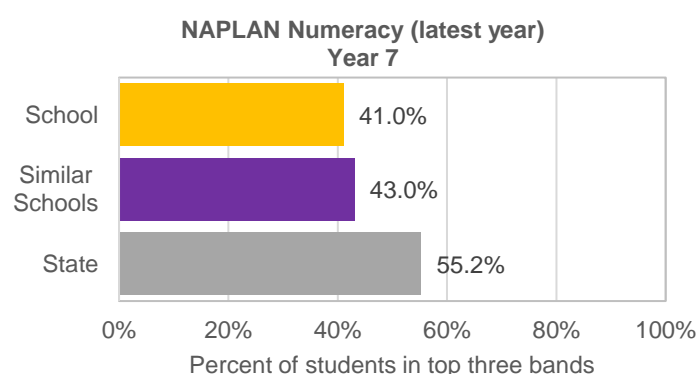
#### Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	32.1%	31.2%
Similar Schools average:	33.3%	33.7%
State average:	43.9%	45.9%



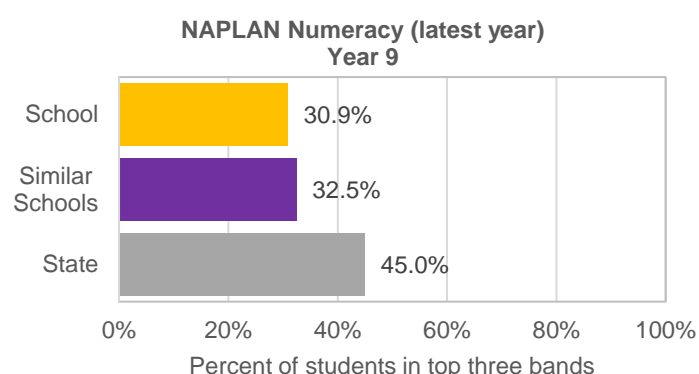
#### Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.0%	38.7%
Similar Schools average:	43.0%	42.4%
State average:	55.2%	55.3%



#### Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.9%	29.5%
Similar Schools average:	32.5%	33.0%
State average:	45.0%	46.8%





## ACHIEVEMENT (continued)

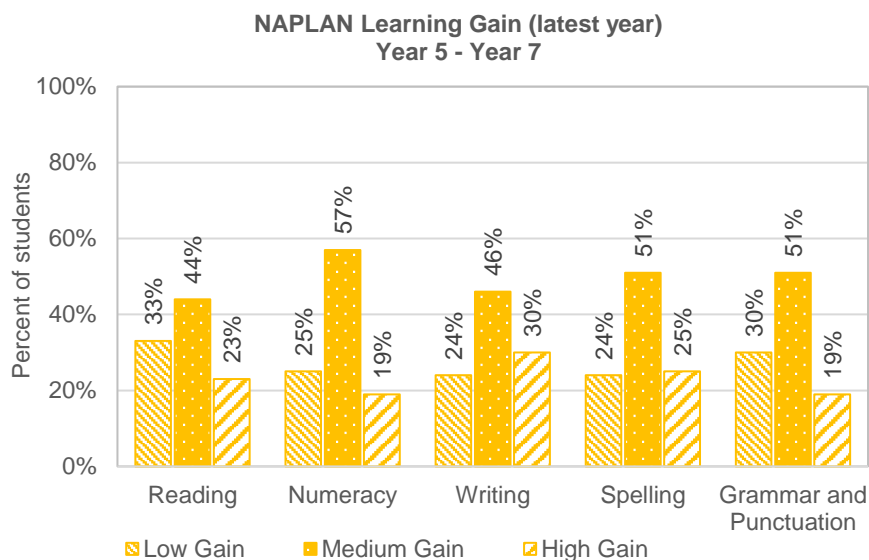
### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain

##### Year 5 (2019) to Year 7 (2021)

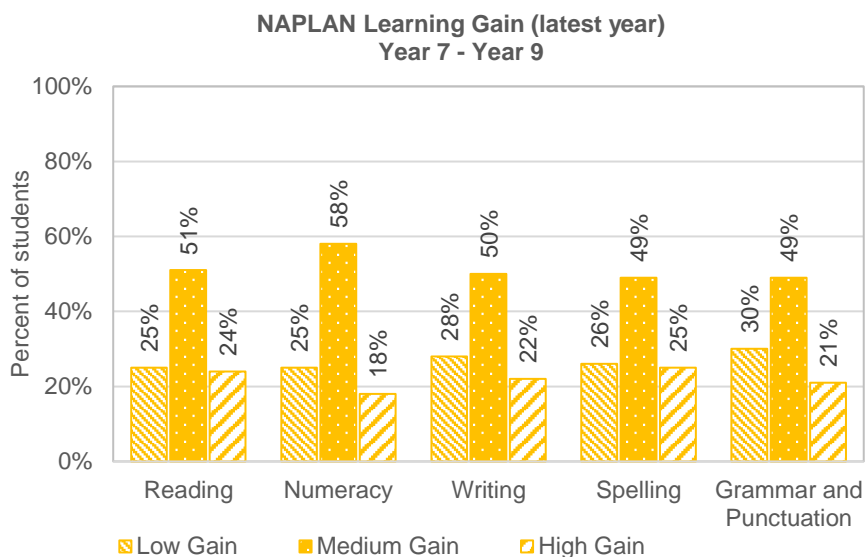
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	44%	23%	21%
Numeracy:	25%	57%	19%	20%
Writing:	24%	46%	30%	20%
Spelling:	24%	51%	25%	24%
Grammar and Punctuation:	30%	51%	19%	19%



#### Learning Gain

##### Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	51%	24%	23%
Numeracy:	25%	58%	18%	22%
Writing:	28%	50%	22%	21%
Spelling:	26%	49%	25%	23%
Grammar and Punctuation:	30%	49%	21%	20%



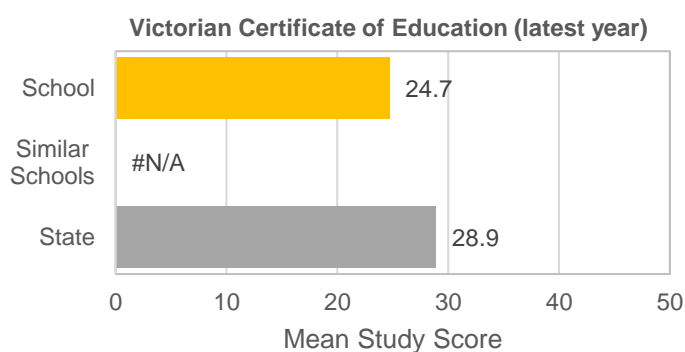
## ACHIEVEMENT (continued)

### 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 (2021)	4-year average
School mean study score	24.7	24.8
Similar Schools average:	27.2	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

95%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

40%

VET units of competence satisfactorily completed in 2021\*:

60%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

90%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

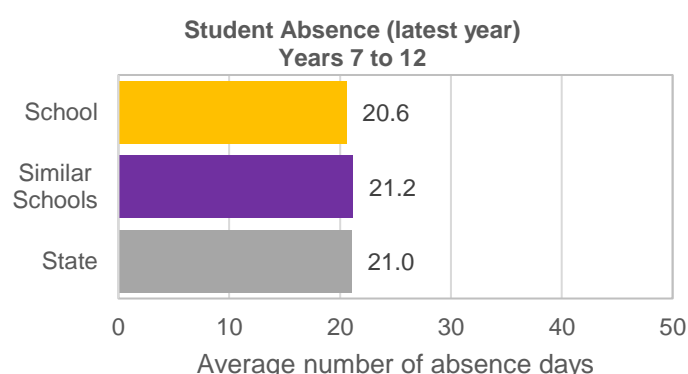
## ENGAGEMENT

**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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	20.6	18.3
Similar Schools average:	21.2	20.2
State average:	21.0	19.6



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

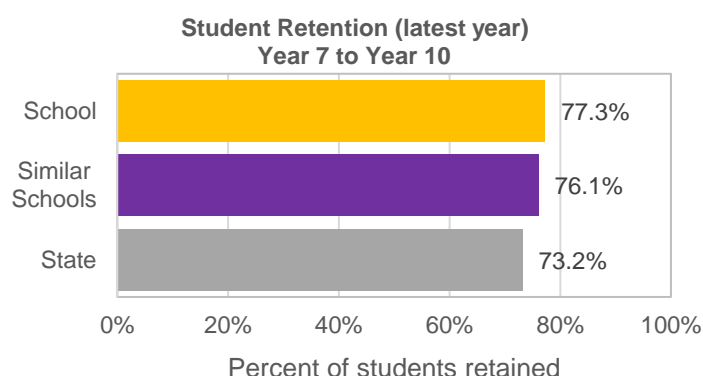
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	88%	87%	90%	92%	93%

### 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 (2021)	4-year average
School percent of students retained:	77.3%	74.3%
Similar Schools average:	76.1%	74.5%
State average:	73.2%	72.9%



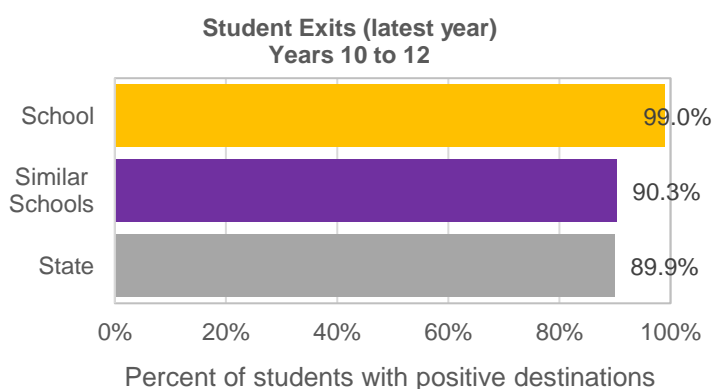
### Students exiting to further studies or full-time employment

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

#### Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	99.0%	99.0%
Similar Schools average:	90.3%	89.6%
State average:	89.9%	89.2%



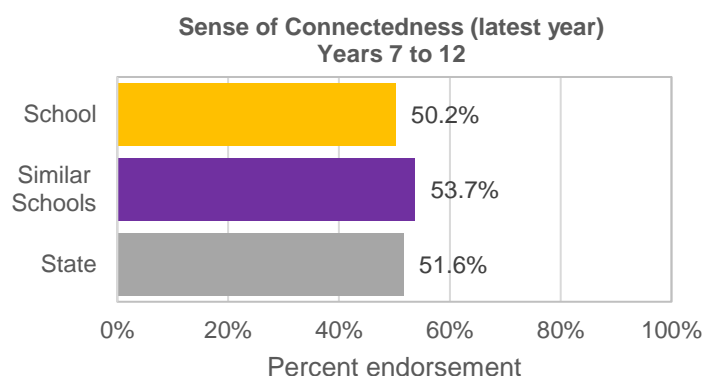
## WELLBEING

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	50.2%	55.0%
Similar Schools average:	53.7%	56.4%
State average:	51.6%	54.5%

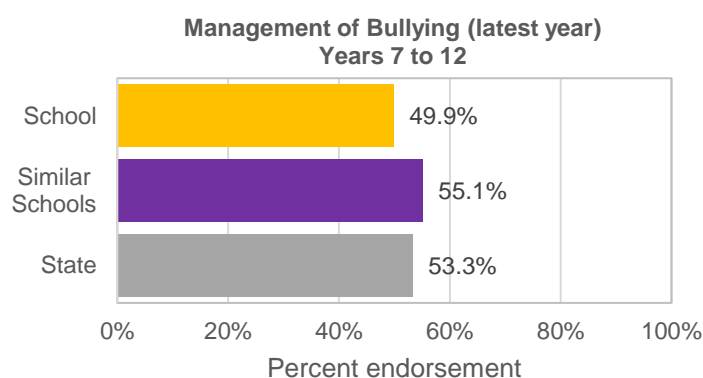


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	49.9%	54.8%
Similar Schools average:	55.1%	58.0%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$16,671,661
Government Provided DET Grants	\$3,236,614
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$100,857
Locally Raised Funds	\$654,725
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$20,663,858</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,917,978
Equity (Catch Up)	\$165,122
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$3,083,100</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,583,556
Adjustments	\$0
Books & Publications	\$8,420
Camps/Excursions/Activities	\$101,322
Communication Costs	\$49,780
Consumables	\$451,229
Miscellaneous Expense <sup>3</sup>	\$232,579
Professional Development	\$73,889
Equipment/Maintenance/Hire	\$771,079
Property Services	\$233,681
Salaries & Allowances <sup>4</sup>	\$8,477
Support Services	\$1,280,415
Trading & Fundraising	\$59,664
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$197
Utilities	\$132,142
<b>Total Operating Expenditure</b>	<b>\$18,986,430</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,677,427</b>
<b>Asset Acquisitions</b>	<b>\$664,933</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 10 Mar 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,265,465
Official Account	\$193,745
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$3,459,210</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$537,747
Other Recurrent Expenditure	\$1,247
Provision Accounts	\$0
Funds Received in Advance	\$371,639
School Based Programs	\$1,718,086
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$120,046
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$281,256
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,030,021</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.*