

2019 Annual Report to The School Community



School Name: Western Port Secondary College (7893)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2020 at 10:40 PM by Christopher Quinn (Principal)

The 2019 Annual Report to the school community:

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

Attested on 29 April 2020 at 06:14 AM by Brett Holland (School Council President)

About Our School

School context

Western Port Secondary College is a dynamic learning community located on the beautiful Mornington Peninsula. We are a mid sized secondary school with approximately 600 students, set on several landscaped acres with outstanding modern buildings, classrooms and learning areas. We have initiated a 21st Century Education approach which ensures our students complete their schooling and leave equipped with the skills and knowledge to be successful in their chosen careers and pathways. The college's core values are Community, Achievement, Respect and Engagement are fully embedded into programs, practices and student leadership structures.

We take a very positive approach to student well-being and use our School Wide Positive Behaviour Support Framework (SWPBS) to ensure safe, inclusive, respectful and productive learning environments. Each and every student is known and has a place in our school. Our core business is Teaching and Learning with a focus on student learning growth. We ensure all students are explicitly taught at the level they are at in order to progress along the continuum.

To better facilitate this approach to Teaching and Learning, we have a dedicated Year 7 Learning Centre and a Year 8 Learning Centre. Our Year 9 Program 'Project 9' continues to go from strength to strength providing a stimulating and engaging experiential learning program alongside core subjects. Our college was awarded the Victorian Education Excellence Award in 2019 for Outstanding School Improvement which reflects our relentless commitment to young people across our community.

Programs ran at the senior end of the College cater to a broad range of student learning pathways including access to VCE, VCAL, VET and SBATs. We have developed a strong relationship with Monash University as a top partner school which includes access to programs promoting and facilitating tertiary pathways for our students. We were selected as a STEM (Science, Technology, Engineering and Maths) Catalyst school by the Department of Education. Our specially trained staff deliver a core STEM program including digital technologies, coding and robotics to year 7 and 8 students and elective programs at Year 9 and into the senior school.

Our select entry 'Leaders in Training' program along with a strong focus on extra-curricular activities including our Human Powered Vehicle team, provide a pathway through the college to develop leadership and sporting talents. The school maintains a strong music and performing arts program and regularly holds concerts and productions.

Framework for Improving Student Outcomes (FISO)

The college's key FISO initiatives in 2019 were Excellence in Teaching and Learning – Building Practice Excellence and Professional Leadership – Building Leadership Teams. Our focus on teaching and learning continues to reflect the development of differentiated curriculum, targeted individual growth plans, rigorous and engaging curriculum writing and a comprehensive scope and sequence and assessment and reporting program embedded across the college. Our work with our leadership coach and strong AIP focused PD based on whole school literacy and relationships continues to enhance the capacity of our leadership group and the filtering of this down to staff.

Our high performing leadership team were finalists at the Victorian Education Excellence Awards in 2019 and went on to win the Outstanding School Improvement Award which is a significant achievement for our leaders and the college. We determined again that our High Impact Teaching Strategies needed to remain focused on Differentiation, Feedback and Explicit Instruction and to focus on enhancing these through our recently refined Western Port Instructional Model (WIM).

Achievement

In 2019, the college continued our strong performance in NAPLAN and successfully achieved all annual targets set for our cohort of Year 9 students which included the number of students in the middle 2 and top 2 bands as well as the

Year 9 matched cohort medium and high relative growth. Our Year 7 high relative growth for this matched cohort was above the state mean in all NAPLAN assessments which is a reflection of the comprehensive transition program in place at the college. Our focus will remain on improvements in learning gain in 2020 in all areas of NAPLAN from Year 7 and 9 to best prepare our students to enter into their senior school programs.

The VCE English study score was again higher than the All Study score for the college. This continues to be supported by the school strategic goals and a focus of literacy across the curriculum within the professional development plan for the College in 2019. The college saw 96% of its VCAL cohort and 95% of its VCE cohort successfully gain their senior certificate with the mean VCE All Study score 23.6 which was lower than the state mean and our own annual target for 2019. While the restructure to the roles within the senior school were further embedded in 2019, improvements in this area will continue to remain a strong focus of the college in 2020 to map and track the outcomes of the students through their senior educational programs.

We have continued to strengthen our program for students with disabilities (PSD) in 2019 in order to deliver an inclusive education for all our students. To ensure that these students continue their progress along the learning continuum, the development of individual learning plans and additional support in the classroom as required is set on a student by student basis. Our students in this program performed really well in 2019 with almost all making satisfactory progress towards their learning goals with the results from this year informing their individual learning plans for 2020.

The college has worked to develop our relationship with Monash University and is now a top partner school which will include mentoring of their pre-service teachers in 2020. Our involvement in the Schools Access Monash (SAM) program continues to promote and facilitate tertiary pathways and support for students.

Again, we had a strong focus on teaching and learning with learning centers set up at Year 7 and 8, which includes a targeted focus on learning growth for each student in every subject. This is a supportive factor in the some of the achievements that have been sustained in NAPLAN results mentioned above. Our Year 9 program 'Project 9' continues to go from strength to strength as do our enhancements of the VCE and VCAL programs and dedicated senior study areas with support provided by our qualified careers advisor.

Engagement

Western Port Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence to be active members of our college community. A strong focus in 2019 was to develop the student leadership profile to align to our college CARE values of Community, Achievement, Respect and Engagement. These values are also closely linked to our SWPBS framework and will be the make up of the year 6 -7 transition scholarships for 2020.

The college continues to work to achieve our goal of every student completing Year 12 or equivalent with nearly all students going on to complete their senior certificate in VCE and VCAL with attainment rates at 95% and 96% respectively. The college saw the number of our young people in Year 10-12 going on to further studies or full-time employment with this result similar to other schools in 2019 but remaining above similar school across a four year average. With consistently increasing enrolment numbers over the past five years, our VCE and VCAL programs will continue to grow in 2020 and beyond.

Western Port Secondary College continued to work to ensure students were at school and learning in 2019. The college has dedicated attendance officer roles across all year levels that provide regular contact with families to ensure a collaborative approach to maximising student attendance and increased engagement in learning programs. Our average absence rate was 19.8 days across 2019 which is below the state mean with actual attendance percentage rates ranging between 88% and 94% across the the various year levels of the school. We continue to work to implement strategies for improving attendance rates and will review and refine our processes for 2020.

Our college was selected as a trial site for 'Youth Partnerships' which has led to a number of projects being undertaken within the school such as the CLASS Program and Hands on Learning along with local primaries and many external agencies supporting vulnerable young people. The college extended this work with its 'Outreach' program and other

community education initiatives including our Elevate program and the Learning Guarantee Project which through philanthropic funding, we have been able to extend these supports into 2020 to increase educational outcomes and reengage young people across our community. The school continues to use its 'Programs Approach' linking curriculum and subjects studied at Years 9-12 with further education and a variety of careers in related fields, further complementing our ongoing Beacon work. MIPS orientated programs have been implemented at each year level and a comprehensive careers curriculum continues to evolve across the college with our qualified careers practitioner.

Wellbeing

With the focus on Teaching and Learning and the continued enhancements of learning centers at years 7-9, we have seen an overall improvement in student well-being particularly with engagement and connection to school. This is evident in absence data and an average increase across all factors within the student attitudes to school data for 2019. The school has enhanced the documented framework for School Wide Positive Behaviors Support that was piloted in 2017. This work was seen the application of the framework well established in years 7-9 and we have been working to enhance the consistency of this through the relationships focused professional development for staff. A focus in 2020 will be to investigate ways to enhance the application and effectiveness of this framework within the senior school.

Western Port Secondary College well-being team has transitioned from working within a crisis driven framework to taking an early interventionist approach. The Western Port Secondary College well-being team continues to work with Peninsula Health, Headspace and networking with other schools within the Health Promoting Schools Framework and identified mental health as a key well-being priority for 2019. Our work with Headspace and programs such as RUOK are indicative of this focus. Attendance data shows that we have fewer average days absent from school compared to the state mean which is an indication of the supports placed around the students lead to better attendance rates by comparison. The college was engaged in a differentiated school improvement project as a partner school to Oakwood School to try to reengage students who were identified as at risk and those with high levels of absence due to non educative factors. This pilot led to the development of the Elevate program which will form a philanthropically funded program in 2020 with the aim to continue to address the needs of the young people in our community who require more targeted educational support.

Financial performance and position

Western Port Secondary College remains in a strong financial position with the assistance of philanthropic funding, locally raised grants and donations along with the SRP. A planned staffing deficit for 2020 will be supported by the 2019 cash reserve which will continue to provide support in the many extra curricula programs the college offers such as Elevate, QuickSmart, Project 9, Mobile STEM Lab, Welfare Support and the introduction of the Learning Guarantee Project. The college has continued to update technology, refurbish classrooms and facilities and further plans to enhance the grounds. Funds will also be kept in reserve for a proposed well-being centre which may be supported by a possible grant opportunity in 2020.

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

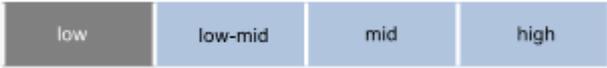
Performance Summary

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.

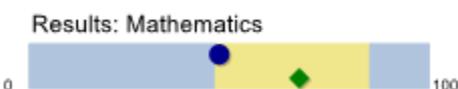
All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 573 students were enrolled at this school in 2019, 281 female and 292 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 year 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'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **95%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **32%**
 VET units of competence satisfactorily completed in 2019: **63%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **96%**

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>89 %</td> <td>88 %</td> <td>89 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	88 %	89 %	91 %	91 %	94 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	88 %	89 %	91 %	91 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Similar </p>												

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Key: Similar School Comparison: ● Above ● Similar ● Below</p> <p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,479,047	High Yield Investment Account	\$1,665,245
Government Provided DET Grants	\$1,312,042	Official Account	\$55,664
Government Grants Commonwealth	\$54,017	Other Accounts	\$51,307
Government Grants State	\$28,275	Total Funds Available	\$1,772,216
Revenue Other	\$45,309		
Locally Raised Funds	\$134,638		
Total Operating Revenue	\$8,053,328		
Equity¹			
Equity (Social Disadvantage)	\$850,321		
Equity (Catch Up)	\$94,740		
Equity Total	\$945,061		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,494,757	Operating Reserve	\$224,259
Books & Publications	\$3,297	Funds Received in Advance	\$120,522
Communication Costs	\$25,895	School Based Programs	\$219,014
Consumables	\$181,457	Beneficiary/Memorial Accounts	\$51,306
Miscellaneous Expense ³	\$450,510	Repayable to the Department	\$650,000
Professional Development	\$37,534	Asset/Equipment Replacement < 12 months	\$225,000
Property and Equipment Services	\$410,016	Capital - Buildings/Grounds < 12 months	\$100,000
Salaries & Allowances ⁴	\$189,799	Maintenance - Buildings/Grounds < 12 months	\$165,000
Trading & Fundraising	\$85,473	Total Financial Commitments	\$1,755,101
Travel & Subsistence	\$3,741		
Utilities	\$94,504		
Total Operating Expenditure	\$7,976,984		
Net Operating Surplus/-Deficit	\$76,344		
Asset Acquisitions	\$26,527		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) 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.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').