

2017 Annual Report to the School Community



School Name: Wheelers Hill Secondary College

School Number: 8474

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Established in 1980, Wheeler's Hill Secondary College is a Year 7-12, government school. Situated in the City of Monash in Melbourne's eastern suburbs, the student population is drawn from a wide geographic area, with more than 40% of students travelling from outside the immediate neighbourhood. Our student enrolment over recent years demonstrates strong growth and more than 97% of our graduates proceed to university or TAFE training.

We provide a high quality learning environment that is both supportive and challenging. Our innovative and successful Extension and Enrichment Program provides a breadth of challenge and opportunity, particularly at Middle School. In addition, there are a great range of extra-curricula opportunities across all year levels.

The school is strongly committed to the innovative use of ICT to assist learning and is particularly well resourced in this area. In 2017 we continued with our planning of the Bring Your Own Laptop Program and in 2018 this will expand across all year levels (Year 7 to 12). We will continue to provide excellent support for eLearning and 21C learning opportunities and infrastructure. The four key areas that characterise our school are academic excellence across all learning areas, sport, the arts and student leadership and our community.

Senior school students have access to a breadth of VCE studies and some VET programs. There is a strong pathways program and commitment and support available for every student across years 7 to 12 with a careers framework implemented and connections with external providers and industry where appropriate. Careers and Wellbeing support for our students is a strong feature of our College.

Each year level cohort has been formed from approximately 40 primary schools upon secondary college entry. Student families are from a broad range of socio economic backgrounds and comprise 55 different nationalities and the college provides extensive ESL support. For organisational purposes the College is divided into two sub-schools - Senior and Middle School.

The College is a full fee paying school for international students. Approximately 5% of enrolled students were part of this program in 2017, predominantly from China with other countries represented adding cultural diversity and interest to our learning community.

The College is a 'core plus' design with well maintained buildings and grounds. Major upgrades and expenditure in recent years have improved classroom design and amenities. The College grounds have undergone significant development and this, along with highly functional administration and staff work areas, has created a thoroughly agreeable working environment for students and staff alike where the focus is on continuous improvement for all.

In 2017 our school has 64 equivalent full time staff - 3 Principal Class, 47 teaching and 14 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2017, our Annual Implementation Plan (or AIP) was developed using the Framework for Improving Student Outcomes (or FISO). Our areas of focus were:

- Building Practice Excellence,
- Curriculum Planning and Assessment and,
- Empowering Students and Building School Pride.

We worked with our College Community to develop Strategies in line with carefully considered Goals and Key Improvement Initiatives. Markers of success reflecting observable changes in practice, behaviour, and measures of progress were also developed.

Our 2017 AIP was endorsed by College Council.

Wheeler's Hill Secondary College continued to be a part of a 'FISO Group' with other secondary schools considering and developing further opportunities for Student Voice through 2016. Student Voice allows students to engage, participate, lead and learn. Student Voice is a key component of FISO and an important part of our College.

In 2018, we will change our FISO focus to Building Practice Excellence with a focus on peer observations. We will work with other schools in the process.



Achievement

NAPLAN school results are similar to like schools and the State. Year 9 Relative Growth in Reading was particularly strong.

In relation to the Victorian Curriculum, teacher judgements continue to be conservative with the percentages of students achieving at or above expected levels similar to similar schools. Staff are being supported by the work of leading teachers, experienced support staff and in their teams using Australian Council for Educational Research (ACER) and on-demand testing to support increasingly accurate assessment judgements.

Correlation between Victorian Curriculum internal assessments and external NAPLAN results was increasingly evident. The College continues to develop a number of initiatives in introducing the Victorian Curriculum which are supported by our enhanced capacity to use data to inform learning. These include:

- Continuing documentation of a visible and viable curriculum
- Improving consistency of assessment and moderation processes
- Review of our Literacy and Numeracy approach and programs
- Further development of the Extension & Enrichment Program
- A focused attention to improvement in numeracy skills
- Implementation of Maths Pathways
- Implementation of Data Improvement Teams
- Further work with our Teaching and Learning Model
- Further implementation of our Collegiate Practice Program
- Alignment with Performance and Development, AIP and other planning documents
- Links with the Tech Schools Initiative (emphasis on innovation and the so called STEM subjects)
- Links with Monash University and Tutoring Programs
- Planning for Coding and more STEM learning

The school has introduced a number of initiatives to focus improvement at VCE level including a review of school assessed coursework and external grading; reflection on the General Assessment Test (GAT) and predicted scores compared to local assessments and increased expectation staff will mark exams and attend examiners meetings. The College achieved some excellent VCE results with the Maths and Science Domains figuring prominently with average study scores in **Maths Methods 35.27, Specialist Maths 37.3 and Physics 34 recorded.**

Engagement

Strengthening levels of student engagement in learning continues to be a priority. Our student's sense of engagement and enjoyment in school is higher than most Victorian Government schools. The attendance rate of our students reflects State trends.

Student engagement is supported by:

- Providing a breadth of high quality programs and opportunities
- Developing positive relationships and high expectations with students
- Providing rigorous and relevant learning activities and strategies
- Leadership opportunities and pastoral care programs



- Provision of a broad range of extra-curricular activities

In 2018, to further support student engagement, we will:

- Continue to promote links between student engagement and performance through Compass
- Build on opportunities to encourage student aspirations and excellence
- Provide a supportive and pro-active approach to programs that are delivered
- Continue to provide quality feedback to our students and families with respect to learning through the use of more Cyclical Assessment and Reporting.
- Further increase and improve the level of 'student voice' and input (eg extend trials of Teach the Teacher Program)
- Continue to strengthen Careers and Pathways processes
- Further embedding of our Teaching and Learning Model and Collegiate Practice Program
- Develop eLearning opportunities and 21C skills through curriculum documentation review and program development (eg Coding, STEM, etc)
- Employ systems allowing students to more readily provide feedback on teacher practice, and allow teaching staff to act on feedback received (eg use of Pivot)
- Improve communication between teaching staff and families to allow for clearer and more effective engagement

Attendance is supported and monitored through electronic information from every lesson, sending SMS messages for absences and having immediate on-line information available for families. Reports are generated on a regular basis to key staff allowing for careful monitoring of student attendance. The College is moving to a more cyclical assessment and reporting model in 2018 as mentioned above.

Wellbeing

Promoting an increased sense of wellbeing and connectedness to school is a strong focus in our Strategic Plan. Our student connectedness to school and peers follows State trends within Government Schools over the last four year period, and we work closely with teachers and families to know and support our students.

Student wellbeing is supported by:

- A strong sub-school structure and focus on individuals
- Providing support for students when required and including the use of a staff referral system
- Providing the necessary support for individual students through staff awareness
- A range of pro-active preventative wellbeing programs at various levels including programs such as ISMO and the Thriving Youth Mentoring Program
- Providing opportunities for students to build their community and personal skills through a range of leadership roles
- Working with key providers and agencies in the planning, implementation and review of key supports and initiatives
- Assigning a well being leader with each sub school

We will continue to

- Implement strategies and programs to focus on relationships and promote improvement in the areas of student wellbeing and positive behaviours
- Acknowledge and celebrate student effort and achievement
- Investigate additional measures to further strengthen and enhance student wellbeing and resilience
- Continue to use relevant data to support students and their wellbeing
- Continue to emphasise and communicate behavioural expectations (including expectations relating to acceptable use of ICT)
- Build the partnership with parents, students and teachers to provide increased involvement and participation in college activities and in supporting optimal student wellbeing, aspirations and outcomes
- Use our Extended Home Group Program to promote and educate students using wellbeing themes tolerance, acceptance and inclusiveness
- Ensure strong opportunities for Student Voice and agency through the College. Examples include our work with community groups such as Rotary, Lions and other Community Groups, and plans to research the Teach the Teacher Program



- Develop Positive Education programs and initiatives and involve students more in their learning through Teach the Teacher Programs and other initiatives

For more detailed information regarding our school please visit our website at:
www.whsc.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 657 students were enrolled at this school in 2017, 333 female and 324 male.</p> <p>7.76 percent were EAL (English as an Additional Language) students and 1.36 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>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

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

Achievement	Student Outcomes	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> Similar</p> <p> Similar</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:

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 Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 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 style="text-align: center;">Reading</p> <p style="text-align: center;">31% 53% 15%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">41% 41% 17%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">29% 54% 16%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">32% 46% 21%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">36% 51% 13%</p> <p style="text-align: center;">Low Medium High</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">18% 55% 27%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">38% 44% 18%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">30% 51% 19%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">30% 48% 22%</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">29% 53% 17%</p> <p style="text-align: center;">Low Medium High</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 6% VET units of competence satisfactorily completed in 2017: 80% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</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: ◆

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>90 %</td> <td>90 %</td> <td>87 %</td> <td>86 %</td> <td>90 %</td> <td>94 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	90 %	87 %	86 %	90 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	90 %	87 %	86 %	90 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</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: ◆

Wellbeing	Student Outcomes	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>Results: 2017</p>	<p>● Similar</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>Results: 2017</p>	<p>● Similar</p>

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)

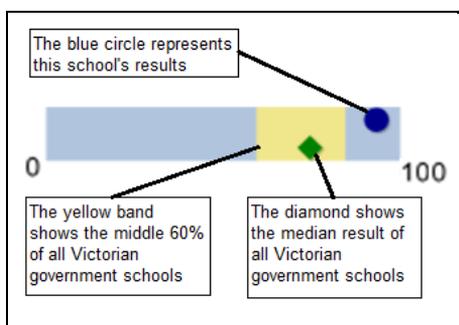
Engagement

- 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).

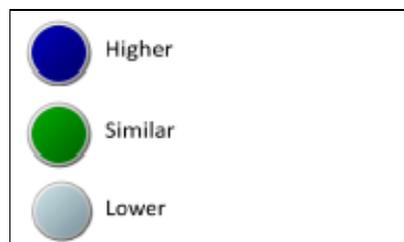


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,528,576	High Yield Investment Account	\$321,776
Government Provided DET Grants	\$630,734	Official Account	\$52,282
Government Grants Commonwealth	\$4,500	Other Accounts	\$651,422
Government Grants State	\$16,306	Total Funds Available	\$1,025,480
Revenue Other	\$133,981		
Locally Raised Funds	\$671,792		
Total Operating Revenue	\$6,985,890		
Equity¹			
Equity (Social Disadvantage)	\$149,028		
Equity (Catch Up)	\$22,877		
Equity Total	\$171,905		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,761,253	Operating Reserve	\$14,231
Books & Publications	\$5,317	Maintenance - Buildings/Grounds incl SMS<12 months	\$12,952
Communication Costs	\$39,176	Revenue Received in Advance	\$288,230
Consumables	\$308,461	School Based Programs	\$217,045
Miscellaneous Expense ³	\$469,120	School/Network/Cluster Coordination	\$6,022
Professional Development	\$20,772	Repayable to DET	\$487,000
Property and Equipment Services	\$422,395	Total Financial Commitments	\$1,025,480
Salaries & Allowances ⁴	\$102,629		
Trading & Fundraising	\$21,213		
Travel & Subsistence	\$7,548		
Utilities	\$53,548		
Total Operating Expenditure	\$7,211,432		
Net Operating Surplus/-Deficit	(\$225,542)		
Asset Acquisitions	\$5,200		

Wheeler's Hill Secondary College operates a financial model whereby a significant proportion of revenue is generated from the hiring of facilities and a steadily growing International Student Program. It is also inclusive of a strategically planned staffing deficit which has allowed for the hiring of further staff to support students' learning and engagement. The Advance Grant of \$9,725 was utilized to build and enhance our Performing Arts Program and the Equity Funding of \$171,905 was entirely used to support additional learning needs. The College's strong financial position is a reflection of effective management of all funds and continued support from the College's community which enables the provision of a breadth of programs, opportunities and a broad and challenging curriculum.

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.