

2016 Annual Report to the School Community

School Name: Mount Waverley Secondary College

School Number: 8105



Name of College Principal: KAREN WADE

Name of College Council President: JOHN KOUVELAS

Date of Endorsement: MARCH 2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Mount Waverley Secondary College is a high demand state secondary co-educational college with over 1800 students across two campuses located in the eastern suburbs of Melbourne. The core purpose of our college is to provide quality 21st Century education that develops each student's potential to shape their future and contribute positively to their community. In 2016, our college had 152.02 Equivalent Full Time (EFT) staff of which 5.14 were Principal Class; 113 Teaching Staff and 33.91 were Education Support Staff. Based on the college's Student Family Occupation index we have a high socio-economic profile and 10.72% of our students are English as an Additional Language.

Our college is noted for the consistent academic success of its students and the dedication of our staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self-discipline, encouraging leadership and community values and nurturing the individual.

The Junior Campus (Years 7 and 8) caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learnings through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs.

The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to VCE, further education and other pathways.

Our college's extensive curriculum provides a wide range of opportunities for acceleration, enrichment and extension. The co-curricular activities offer outstanding opportunities in instrumental music, the performing arts, study tours to Japan and Germany, student leadership, sport, camps and activities and community service. There is a genuine focus on student leadership and student voice across the college, as we aim to develop independent, resilient, creative and positive individuals.

Framework for Improving Student Outcomes (FISO)

Two FISO priorities were chosen:

1. Excellence in teaching and learning with the initiative of Building Practice Excellence.

Our key improvement strategies were:

- to implement a college wide Explicit Instructional Model which was achieved.
- to use data to inform teachers about student learning growth, this has started but work will continue in this area in 2017.
- to ensure consistent scope and sequence curriculum documentation is developed in line with The Victorian Curriculum and VCE Study Designs. This has been achieved.

2. Positive climate for learning with the initiative of empowering students and building school pride

Our key improvement strategies were:

- to continue to enhance student voice across the college including seeking feedback on the quality of teaching and the learning climate in the classroom. Great work was achieved in this area. A FISO Case Study around MWSC student voice was created for the DET website.
- to improve formal and informal transitions between sub-schools, particularly Year 8 to Year 9 – with active engagement of student leaders in the planning and implementation. New programs were successfully introduced in this area.

Achievement

Our student achievement data is significantly higher than the median of all Victorian government schools and has been on a consistent basis for a number of years. Our Year 7 and 9 NAPLAN results indicate that the percentage of students in the top 3 bands of testing are in the top 20% of schools. Numeracy growth from Years 7-9 has been outstanding and our college was recognised by ACARA as having demonstrated substantially above average gain in this area. Our 2016 Year 12 cohort were very successful with our College Dux receiving an ATAR scores of 99.65, seven students gaining an ATAR over 99, 60 students gaining an ATAR above 90 and 41% of students achieving an ATAR above 80. 100% of our students satisfactorily completed their VCE. This reflects the strong commitment and skill level of our teaching staff as well as the quality of the academic and co-curricular programs on offer. In 2016 the college implemented an Explicit Instructional Model to make learning more visible and we have started to focus on the use of data to enhance the learning growth of our students. The college has high aspirations for its students and will continue to focus on teaching and learning to enhance our student learning outcomes.



Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework

AusVELS

Victorian Curriculum

A Combination of these

Engagement

Mount Waverley Secondary College motto of 'Community Choice Engagement' is one that we hold dear. Our student attendance results, which are well above the state median, demonstrate that our students enjoy coming to school and value the academic and co-curricular programs on offer. It also highlights the proactive work completed by our student attendance officers and the work of our sub school teams. Student retention is slightly below the State median however our data is affected particularly at Years 8 -9 due to the high number of select entry school offers. The student retention data from Years 10-12 indicates that almost all of our students exiting the college go onto further study or enter full time employment. In 2016 95% of our Year 12 students received tertiary offers and of these 85%% received university offers and 15% received TAFE and private provider places for 2017.

Wellbeing

Our college acknowledges that the health, safety and wellbeing of our students is essential to their learning experience. The college has an outstanding Student Services team comprising a Head of Student Services, Student Welfare Coordinators at all 3 sub schools, chaplains, nurses and guidance officers. The Attitudes to School Survey data indicates that our student motivation and safety measures were above the state mean. In 2016 student leadership opportunities were expanded and student voice was enhanced. Our student leaders ran a professional development session and over 120 teachers and students attended. Our student leadership team won the Group Action Award at the VicSRC Recognition awards for their work relating to student voice. They also won a national award: the Australia's Team Leadership Award for Students (ATLAS) which recognized excellence in student leadership. At the Victorian Education Excellence Awards our Student Leadership Coordinator won the award for Outstanding Secondary Teacher of the Year. The college will continue to expand student voice and leadership opportunities in 2017.

For more detailed information regarding our school please visit our website at
www.mwsc.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 1833 students were enrolled at this school in 2016, 825 female and 1008 male. There were 30% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>48%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	48%	38%	Numeracy	13%	42%	45%	Writing	12%	50%	38%	Spelling	20%	46%	34%	Grammar and Punctuation	23%	49%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 3% VET units of competence satisfactorily completed in 2016: 93% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</p>																										

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	94 %	93 %	95 %	95 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	94 %	93 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summaries

What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

What is a *School Comparison*?

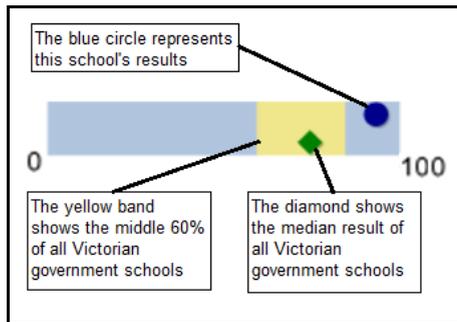
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance.

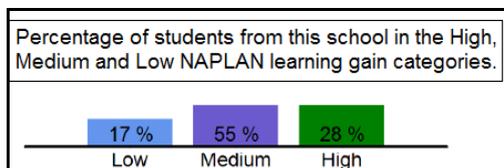
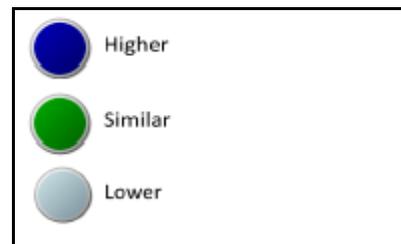
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

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



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December 2016		Financial Position as at 31 December 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$15,210,873	High Yield Investment Account	\$2,770,885
Government Provided DET Grants	\$1,409,968	Official Account	\$276,034
Government Grants Commonwealth	\$10,840	Other Accounts	\$209,122
Government Grants State	\$32,658	Total Funds Available	\$3,256,041
Revenue Other	\$309,117		
Locally Raised Funds	\$2,647,511		
Total Operating Revenue	\$19,620,966		
Expenditure		Financial Commitments	
Student Resource Package	\$14,858,917	Operating Reserve	\$522,739
Books & Publications	\$13,396	Asset/Equipment Replacement < 12 months	\$300,000
Communication Costs	\$93,540	Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Consumables	\$357,086	Maintenance - Buildings/Grounds incl SMS<12 months	\$900,000
Miscellaneous Expense	\$1,171,506	Revenue Received in Advance	\$583,302
Professional Development	\$53,849	Other recurrent expenditure	\$300,000
Property and Equipment Services	\$1,003,067	Maintenance – Buildings/Grounds incl SMS>12 months	\$600,000
Salaries & Allowances	\$482,007	Total Financial Commitments	\$3,256,041
Trading & Fundraising	\$45,388		
Travel & Subsistence	\$2,791		
Utilities	\$131,251		
Total Operating Expenditure	\$18,212,798		
Net Operating Surplus/-Deficit	\$1,408,167		
Asset Acquisitions	\$52,719		



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

The college had a net operating surplus of \$1,408,167. This can be attributed to high student enrolments and a carefully considered staffing structure. These funds will enable us to continue to deliver quality programs, services and facilities that support student learning, engagement and wellbeing.

The college received a large amount of funding through the international student program (\$404,509) and considerable revenue was generated through locally raised funds including parent contributions and hiring of facilities.

A very broad curriculum is offered at the college and all programs were well resourced. The ongoing maintenance of our buildings and grounds, particularly at the Senior Campus, requires a significant investment of funds, with \$900,000 being committed in 2017 for ongoing maintenance and improvement of our facilities

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 departmental policies, College Council approvals and the intent/purposes for which funding was provided or raised..