

2017 Annual Report to the School Community



School Name: Mount Waverley Secondary College

School Number: 8105



- 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 Regulation 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 2017 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 17 April 2018 at 10:33 AM by Karen Wade (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 May 2018 at 12:57 PM by Shee Huei EOW (School Council President)

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 2017, our college had 155.7 Equivalent Full Time (EFT) staff of which 4.0 were Principal Class; 117.88 Teaching Staff and 33.83 were Education Support Staff. Based on the college's Student Family Occupation index we have a high socio-economic profile and 10.27% of our students study 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 and student exchanges 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 in 2017:

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

Our key improvement strategies were:

- to embed 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 2018.
- to use a continuum and develop rubrics to support differentiation and to introduce moderation of CATs across year levels. This work has started and will continue in 2018.

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.
- to improve formal and informal transitions between sub-schools, particularly between Year 6 to 7, Year 8 to Year 9 and Year 10 to 11 – with active engagement of students in planning and implementation. New programs were successfully introduced in this area.
- to investigate and introduce a Positive Education approach across the college, this has started and will continue in 2018.

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 4 year average for Year 9 Numeracy is now higher than similar schools.

Our 2017 Year 12 cohort were very successful with our College Dux receiving an ATAR score of 99.85, and 3 perfect scores of 50 in Mathematical Methods, Chemistry and Biology. Sixteen students gained an ATAR over 95 and 47 students gaining an ATAR above 90. 99% 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 2017 the college embedded an Explicit Instructional Model to make learning more visible and we have continued 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.

Engagement

Mount Waverley Secondary College motto of 'Community Choice Engagement' is one that we hold dear. In 2017 our college was one of eight secondary schools across the state to be invited into the Ourschool alumni program, the first of its kind in Australia. The aim is to build our alumni community in order to support and further strengthen our college. The Monash Tech School officially opened in October last year and our college is proud to be one of eleven partner schools. Some of our Year 7 students have been able to access programs on offer incorporating cutting edge technology and the design thinking model.

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 higher than the state median however our 4 year average data has been 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 2017 95% of our Year 12 students received tertiary offers and of these 91% received university offers and 9% received TAFE and private provider places for 2018.

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 Wellbeing team comprising a Head of Student Wellbeing, Student Wellbeing Coordinators at both campuses, chaplains, nurses and guidance officers. Many wellbeing programs ran across the year and Positive Education initiatives were introduced in 2017. The Attitudes to School Survey data indicates that our school connectedness and safety measures were above the state mean.

In 2017 student leadership opportunities were expanded. The Mount Matters program was introduced across Years 9-11 providing opportunities for all students to engage in student voice opportunities. Students presented a summary their findings at the end of each term to school leadership. Our student voice program continues to be recognised as one of the top programs in Victoria and nationally and we had the pleasure of hosting a professional development session at the start of Term 4 for educators. Dr Russell Quaglia from America, well known for his work on Student and School Voice, presented to a full house and was extremely well received.




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 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

Enrolment Profile

A total of 1827 students were enrolled at this school in 2017, 826 female and 1001 male.

31 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey


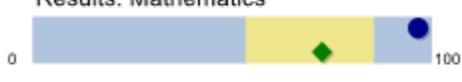


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Higher</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>Reading</p> <table border="1"> <tr> <td>22 %</td> <td>46 %</td> <td>32 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>14 %</td> <td>47 %</td> <td>39 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>17 %</td> <td>43 %</td> <td>40 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>27 %</td> <td>42 %</td> <td>32 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>21 %</td> <td>49 %</td> <td>30 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	22 %	46 %	32 %	Low	Medium	High	14 %	47 %	39 %	Low	Medium	High	17 %	43 %	40 %	Low	Medium	High	27 %	42 %	32 %	Low	Medium	High	21 %	49 %	30 %	Low	Medium	High	<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: 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: 99%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 6%</p> <p>VET units of competence satisfactorily completed in 2017: 80%</p> <p>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>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</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>95 %</td><td>94 %</td><td>93 %</td><td>94 %</td><td>95 %</td><td>97 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	93 %	94 %	95 %	97 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	93 %	94 %	95 %	97 %									
<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> Lower</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>0 100</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>0 100</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)

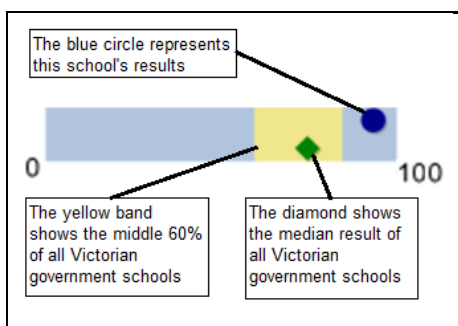
Engagement

- 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).

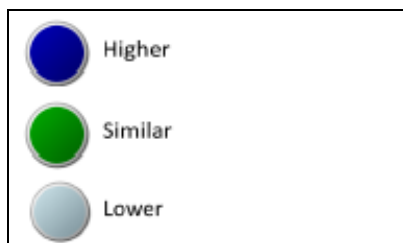


What does *School Comparison* refer to?

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').