

# 2022 Annual Report to the School Community

School Name: Williamstown High School (8475)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 03 April 2023 at 08:26 AM by Giorgio Catalano (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 April 2023 at 01:37 PM by Kane Harnden (School Council President)

## How to read the Annual Report

---

### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
- 

### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

---

## School context

Williamstown High School is steeped in a rich history. The Yalukit-willam clan of the Kulin nation were the first people to live where our two campuses are situated, and they called it "koort-boork-boork", meaning "She-oak, She-oak, many" - a reference to the abundance of She-oak trees across the Hobson's Bay municipality. The school first came under the auspices of the state education department in late 1914 after opening under local council as a grammar school in 1867. In 1914, with the world at war and Australia changing rapidly, the school adopted the red, black and yellow colours of Belgium, then besieged by German troops. The old seafaring term 'Hold Fast' also became the school's motto in order to encourage students to commit to their education and to inspire the community to stand optimistically and defiantly in the face of the changing world around them. One hundred years on, 'Hold Fast' continues to be our motto, and reflects appropriately, the school's historical significance, its importance to the local community, its key values and its ongoing success at charting pathways for students. Proud of its past, but with an eye firmly on the future, Williamstown High School provides an exemplary learning environment that gives students a passion for lifelong learning, and the confidence to take an active role in society.

Today, the school maintains a focus on the surrounding environment. The Bayview Middle Years (7-9) Campus is located on the Port Phillip Bay waterfront, and features award-winning and sustainable building designs. The adjacent Jawbone Marine Sanctuary inspires an engaging and environmentally-focused curriculum for students that reflects the unique surroundings, and is complemented by our unique Marine Science program. The Pasco Later Years (10-12) Campus comprises a distinctive variety of architectural styles, with our oldest building dating from 1867. Our Centenary Theatre is the most recent addition (April 2017) and contributes to an overall visually interesting, and mature learning environment to meet our students' needs as they move towards VCE studies.

The school has a low Student Family Occupation and Education index (SFOE) indicating a low level of social-educational disadvantage for the student population. We offer an Accelerated Learning program, an Accelerated Sports program, a dynamic instrumental music, visual and performing arts program, and a French and Indonesian LOTE program that encompasses two sister-school arrangements. At Year 9, students are engaged in the Immersion Program for 40% of their class time over one term where they have the agency and ownership to set the direction of their learning in their 'Make a Difference' ('MAD') projects. At the Senior Campus, a wide range of VCE, VET and VCAL studies are offered. Study scores and destination data reflect outstanding successes and continual improvement. The dedicated learning environment and a flexible curriculum also allow students to complete VCE/VET studies in Year 10. Year 11 students who are ready to meet the challenge of VCE are encouraged to undertake a Unit 3/4 study.

A Williamstown High School education supports students to "Be Respectful, Be a Learner and Be Safe" - a message we have carefully crafted as a lead school in School Wide Positive Behaviours Support (SWPBS), and which is immediately visible throughout the school environment and enthusiastically supported by our 125 teachers, 30 ES Staff and approximately 1500 students.

We create a dynamic learning culture that promotes integrity, innovation and the individual, and that values:

- excellence and creativity in our achievements and ambitions
- integrity and honesty in our actions and relationships
- diversity in our curriculum, in each other and in our community
- strong and open communication between our school and our homes, and between our teachers, our students and our families
- a commitment to social justice and a passion to protect and improve our environment and our community

## Progress towards strategic goals, student outcomes and student engagement

### Learning

We are very proud of our learning successes in 2022, and motivated by the future opportunities for improvement. In 2022 Williamstown High School (WHS) students achieved above the state average for student learning in all measures reported, as indicated in Table 1.1 and Table 1.2 below:

Table 1.1

MEASURE	RESULT
Year 7-10 English and Mathematics teacher judgements	<ul style="list-style-type: none"> <li>16-20% higher than state average</li> <li>Just below similar schools' average for English</li> <li>Just above similar schools' average for Mathematics</li> </ul>
NAPLAN (top three bands)	<ul style="list-style-type: none"> <li>Just below similar schools' average for Year 7 Reading and Numeracy</li> <li>Approximately 20% above state average for Year 7 and 9 for Reading and Numeracy</li> <li>3.4% above similar schools' average for Year 9 Reading</li> <li>3.2% above similar schools' average for Year 9 Numeracy</li> </ul>

Regarding the NAPLAN data above, high learning gain data was unavailable as both the Year 7 and 9 cohorts did not complete NAPLAN testing in 2020 due to the COVID-19 pandemic. It is also worth noting that 2022 was the first year all WHS students completed NAPLAN online with the new adaptive testing format. Familiarising the students with the expectations of this new testing structure has been identified as an area to focus on for the 2023 students undertaking a similar testing program for the first time.

Mathematics and Literacy (in particular writing) have been identified as improvement areas and a focus in our School Strategic Plan (SSP) for 2022-25. Extra resourcing has been allocated to continue to build the capacity of teachers in the area of instructional practice. We will draw upon experience both internally and across our network to develop focus areas of problem solving, moderation, collaboration and peer observation. We will provide extra resourcing to ensure consistency of experiences across all Mathematics classes, including a focus on identifying intervention and extension strategies for students at their respective points of need. Analysing data when conducting our self-evaluation in Term 4, 2021, has led to whole school key improvement strategies for writing to be included in our 2022-2025 SSP.

In 2022, eight staff completed the initial 3Ls (Language and Literacy for Learning) training with the goal of these staff rolling out training for all staff over the next three years, including during dedicated Curriculum Day time.

Our VCE results are consistently above similar schools' results with a four-year mean study score average of 31.6 compared to the state average for all schools at 28.9. We had our lowest ever figure of 15.9% of students receiving an ATAR below 60 (low % is positive). Very pleasingly, our VCE Study Score averages reveal that we are either exceeding or on track to achieve targets by 2025, as indicated in Table 1.2 below:

Table 1.2

MEASURE	RESULT
VCE Mean Study Score (four-year average)	31.6 compared to 28.9 state average for all schools
VCE Median Study Score (2022)	32
VCE Percentage of 40+ scores (2022)	9.1%
ATARs below 60	15.9%
ATAR of 90 and above	23.2%
ATAR of 80 and above	48%
>37 Study Scores in English	23% (exceeded 2025 target of 22%)
>37 Study Scores in Mathematical Methods	16% (exceeded 2025 target of 14%)
>37 Study Scores in Media	42% (exceeded 2025 target of 28%)
>37 Study Scores in Business Management	15% (exceeded 2025 target of 14%)
>37 Study Scores in Further Mathematics	27% (on track for 2025 target of 29%)
>37 Study Scores in Biology	25% (on track for 2025 target of 31%)
>37 Study Scores in Health and Human Development	23% (exceeded 2025 target of 20%)

Our 2022 graduate destination data is also a highlight with 95% of students who applied for tertiary courses receiving an offer, with 75% of these receiving their first preference.

We have an ongoing focus on VCE initiatives to support our senior students. Trial exams are completed twice a year under exam conditions that mirror the experience in the formal VCAA process. In 2022 we continued to host extensive external exam lectures to prepare students for their exams. In 2021 we introduced a tutoring alumni program where high-performing ex-students worked with current students. The program was well-attended and we built upon it to great effect in 2022 and will continue resource it. VCE masterclasses were also offered to students by WHS staff in Mathematics – a program we will expand in 2023 to also include other VCE subjects such as English. Our aim is to continue to produce VCE results well above state medians. To support this, a VCE Data Reflection process is implemented each year for all VCE staff to reflect on the outcomes of the previous year and explore improvement teaching strategies for the following year. Our emphasis on creating a senior school timetable based on student interests following increased resourcing of counselling and pathways support, as well as providing opportunities for a number of Year 11 students to undertake Unit 3/4 subjects, contributes to senior students excelling in their studies. The percentage of Year 12 students undertaking a Vocational Education and Training (VET) subject was 14%, which reflects the strong VET cluster in our network that provides both choice and diversity for individual student pathways. This strong and well-established cluster will also ensure we remain fully compliant in terms of pathway VET offerings expectation in the new 2023 senior secondary pathways reform. Building the professional learning of our staff is now embedded in the culture of our school. Our curriculum days, professional learning weeks, campus learning sessions and external professional learning opportunities for staff continued to focus on Annual Implementation Plan (AIP) goals. In building practice excellence, we made strong investments in our staff professional learning, focusing specifically on Self-Reported Grades, Developmental Rubrics, Growth Ladders, High Impact Teaching Strategies, curriculum planning and development and teacher collaboration. Teacher collaboration was further enhanced in 2022 as we deepened our work with Peer Observation, and moved from a Professional Learning Communities collaboration model to a Professional Learning Team model.

Since 2020 we have engaged a data analyst to develop a Student Information Dashboard that supports teachers to better understand the needs of individual students in their classes. In 2022 we ran a working party to analyse its usability for staff with an eye to the future about student and parent engagement in the tool. The working party's plans will be implemented in 2023, with the aim to support and enhance student agency (reflection on growth and goal setting), staff planning for individual student needs, and parent feedback on the progress of their child's learning journey.

All students with Additional Educational Need (AEN) have an Individual Education Plan (IEP) in place, created in consultation with their families, and these are made available for all staff on the Compass system and facilitated by our dedicated Additional Educational Needs staff. The school has had a goal that all students with AEN, but with no external funding, will also have an IEP, and this was fully achieved in 2022. All Koorie students and their families were also invited to attend a Student Support Group (SSG) meeting to develop their IEPs also.

The two Student Excellence Coordinators at the Bayview Campus continued to support the implementation of the Victorian High Abilities Program (VHAP). This program provided a number of students with the opportunity to participate in an online enrichment and extension program. Since 2021 we have implemented a school-based Tutoring program, funded by the state government, to support students to catch up on learning they may have missed out on due to the COVID-19 interruptions. A decision was made to employ Mathematics and English tutors as this would target a majority of catch-up requirements.

Supported by the DET's investment into Middle Years Literacy and Numeracy, we continued to deliver intensive literacy and numeracy support to students identified as 'at risk' in these areas. The department initiative has not only seen direct instruction for identified students put in place but has also assisted in building the capability of all teachers to support students at risk.

## Wellbeing

Data from the Student Attitudes to School survey demonstrates the school is above state outcomes compared to similar schools in the category of "Sense of Connectedness". There is a direct correlation between this and the school's ability to successfully embed the School Wide Positive Behaviour Support (SWPBS) framework. In 2022, data from the "Management of Bullying" category indicated a percentage decrease in the yearly result, down from 47.3% positive endorsement to 45.7%. We are also below similar and state schools (49%). This area was analysed in 2021 when conducting our self-evaluation during our year of review and the following are several of the recommendations implemented:

- continued focus on building teacher capacity for classroom systems as part of the SWPBS framework
- creation of the Student Management Leader (SML) induction program
- implementation of incursion maps and programs such as Minus18 in the homegroup curriculum

To further support this work, all students completed a Respectful Relationships survey and this data was used by the Student Engagement & Wellbeing Team (SEWT) to develop a bullying action plan with these initiatives to be introduced in 2023. We have been recognised as a "Lead School" with our work in SWPBS and Respectful Relationships, and specifically for our work in embedding level one key strategies, otherwise known as the "Universal System". Our Pastoral Care program underpins our Student Engagement and Wellbeing framework, as does our set of key behavior expectations ("Be Respectful; Be a Learner; Be Safe"). The school continues to build upon a strong acknowledgement and recognition system that promotes and recognises positive behaviours among members of the school community. We have an ongoing commitment to and investment in the professional learning of staff in the use of data analysis to understand and improve social learning, reflection strategies and reteaching opportunities across the school. This focus has led to greater consistency in practice amongst all staff. The Student Engagement & Wellbeing Team (SEWT) meets regularly to:

- discuss individual student needs
- enact tiered responses to support
- create and provide professional learning
- engage external support
- develop whole-campus and whole-school incursions
- implement harm minimisation initiatives and strategies

This includes engaging our local and wider community and in 2022 the school introduced a SEWT executive meeting to ensure a consistent approach across the school for engagement and wellbeing. Ongoing professional learning is provided to all staff regarding:

- student and staff disclosures
- the family violence policy
- mental health
- the Child Safe Standards

As a lead school in the Rights, Resilience and Respectful Relationships (4Rs) Program, Williamstown High School supported a number of partner schools while embedding this across both campuses. The program aims to successfully promote and model respect and positive attitudes and behaviours. It also supports the ability to teach how to build healthy relationships, resilience and confidence. In 2022, we introduced a dedicated Learning Specialist to oversee the 4Rs initiative in collaboration with the whole-school Student Engagement and Wellbeing team. A major task of this role was to rewrite our 7-12 homegroup curriculum. The SEWT, in consultation with Student Leaders, regularly analysed a range of school data sources to review the effectiveness of the initiative. Since Term 4 of 2020 the school has employed two mental health practitioners - one based at each campus. The mental health practitioners work flexibly as members of the SEWT to:

- provide direct counselling to students
- identify early intervention needs
- help coordinate support for students with more complex needs
- contribute to whole-school approaches to mental health promotion

The addition of a Health and Wellbeing coordinator has provided support in areas of health education for students and staff and this aided us in 2022 to continue to enrich the homegroup curriculum and incursion program. The school is focused on building the capacity of all staff through professional development in the student wellbeing and engagement area with sessions during curriculum days focusing on this work. The first of these sessions featured professional learning delivered by Safe Schools which focused on the provision of a safe and inclusive environment and ensuring respectful interactions for all members of the school community. Professional learning for all staff at a whole school curriculum day then took place with an explicit focus on building teacher capacity in managing classroom behaviours. The school is focused on further developing community relationships with the refinement of Parent workshops, working with Safe Schools to help foster a safe environment that is supportive and inclusive of LGBTIQ+ students, and developing a partnership with Minus18 to assist in providing gender affirmation support for students. Creating a safe and inclusive environment is key to tackling bullying and harassment, preventing suicide and self-harm. In response to some bullying behaviours the school undertook consultation with students and staff with a key action being the jointly developed visible pronouns and inclusivity statements, with these now installed and on display in every classroom across the school.

For 2023, a new year level coordination structure will be in place following recommendations from our recent review with increased Leading Teacher positions and time allowances for these roles, along with an inclusive education Leader. A key focus for our new year level structure will be on the "wellbeing of learning", with an explicit focus on creating an environment to support all students having an increased sense of belonging to a variety of aspects of the school community and programs. As part of the focus on the well-being for learning in 2023, we are dedicated to ensuring that students are Connected and Engaged at school.



## Engagement

In 2022 following cycles of remote, flexible and face-to-face learning in preceding years due to COVID, and with concerns amongst families still evident, there was an increased (and recommended) culture of staying home if unwell for both staff and students. This was supported by the school and made more feasible as learning was supported by greater confidence in staff and students to upload and access work missed, particularly through Google Classrooms and email. Our student attendance data has seen an increase in student absences as a result and in line with increases for both similar schools and state averages. These comparisons show absence rates significantly lower than similar schools and state averages with the average number of days absent being 2.7 days below similar schools and 7.8 days below state average.

Attendance rates at all year levels ranged from 88% to 91% with Year 9 at 88% and Years 10 & 12 at 91%. This indicated that overall, our students remained engaged and staff were able to support students with clear expectations and processes to effectively ensure students attended classes at a consistently high rate.

The importance of our home-school partnerships enables us to have ongoing success in supporting students who are at risk. Communications home through our attendance officer, engagement team as well as our attendance protocol further supported attendance rates. The creation of a whole school attendance improvement plan enabled the school to continue to provide individualised support to all students around attendance. Attendance has always been a key pillar of the school, and we share expectations explicitly about this at all parent information evenings, and promote it on the school website and via other means of communication. Attendance was regularly discussed in SEWT meetings, with student attendance tracked weekly and shared with Student Management Leaders (SMLs) who put in place strategies to support individual students. In Term 4 of 2022, we successfully trialed the introduction of a reengagement position. A focus of this role is to identify students with significant disengagement data and then intensively work with families and support agencies to re-engage the student. This position will now continue in 2023 and will eventually address significant disengagement concerns for a small group of students at both campuses. The school has maintained a Year 7-10 retention rate above similar schools and significantly above the state average. This high retention data reflects a very positive attitude towards our school environment.

The school successfully supports students in a seamless transition from the Bayview 7-9 Campus to the Pasco 10-12 Campus with a robust curriculum, counselling and orientation program in place. We provide extensive counselling and pathway advice for students and parents in the subject selection process at Years 9, 10, 11 and 12. The Pathways Team has provided support and engagement in a variety of pathways programs, such as our Year 10 Work Experience Program. Students receive up-to-date, relevant and consistent advice in the senior years about viable and relevant pathways, tertiary courses and careers, which focuses on the individual interests of students. This has seen students choose pathways and subjects of personal interest and relevance, including a growing number of VET studies and improved understanding of alternatives to VCE such as the VCAL pathway. This was further enhanced in recent years with the introduction of the Careers position of responsibility based at the Bayview Campus as part of the school's Pathways and Transitions Team. This has seen Morrisby online surveys undertaken by all Year 9 students and introductory pathways activities with our Year 7 and 8s. My Career Exploration is an important step that Year 7 and 8 students take in their career journey at Williamstown High School. The My Career Exploration program at years 7 and 8 is designed as a set of DET lessons and uses the dedicated Australian Centre for Career Education (ACCE) program booklets within their Career Education journey in the home group curriculum. The Year 7 students focus on "Discovering Careers" whilst Year 8 students "Explore Careers" within the Career Education curriculum. Students will investigate jobs of the future and learn more about the rapidly changing world of work. The school's Careers website was also effective and well received by students and their families as a rich source of careers advice.

The VCAL program has successfully provided students with a viable alternative pathway through Year 11 and 12. Greater resourcing was allocated to challenge community perceptions about VCAL, after we recognised that additional students would benefit from a VCAL pathway. As a result VCAL class numbers at Year 11 and 12 have seen an increase in demand, securing the ongoing provision of this program at Williamstown High School and, most importantly, a greater number of students undertaking a pathway that best suits their individual needs. In 2023 Williamstown High School will implement the new Senior Secondary Pathways Reform to ensure students have maximum access to both VET and Unit 3/4 subjects within their chosen option of the new senior certificate. Our students were able to access an ever-expanding range of VET courses internally and through our membership in the Hobsons Bay VET cluster. Internally, we now offer Music Technical Production, Music Performance, VET Dance and VET Sport and Recreation. For 2023 we will continue to engage and explore opportunities for Williamstown High School students to pursue a range of diverse programs internally and externally and will look to increase external student numbers to guarantee the viability of our internal VET offerings as well as continuing to investigate introducing VET Allied Health as a Williamstown High School based VET cluster offering.

The school's exit destination data (for the 2021 Year 12 cohort) showed a decrease in students exiting to full time employment or studies. Trend data over the next few years will be monitored, and more data will be collected at exit interviews to better understand destination outcomes. Further refinement to our exit processes will also be undertaken.

Stage 1 of the Centenary Theatre project was completed in May 2017. This is our 'legacy project' from our centenary celebrations in 2015, which aims to provide the school and local community with a state-of-the-art facility for theatrical and musical performances, showcasing student artwork, and hosting public lectures. In 2018 the school worked hard to lobby our local state member of parliament to support Stage 2 of the project.

We received some funding to begin the development of Stage 2 and for the construction of a purpose-built Year 12 Study Centre. We appointed architects in 2019 who developed the design concept with the intention to commence construction in the latter part of 2020.



Initially due to COVID-19 we experienced some delays and then following this, as a result of some significant structural concerns, the Victorian Schools Building Authority overseeing the building works removed the appointed builder and worked towards rectifying the concerns. A new builder has since been appointed with construction due to be completed by October 2023.

In 2022 we lobbied the local state member with a vision for new school improvement projects focused on securing funding to develop a STEAM centre at the Bayview Campus as well as a major upgrade of the external grounds at the Pasco Campus. Unfortunately, no new funding was received for these projects, however we will continue to engage the government and other groups for further support as we increase our STEAM resourcing and grounds improvements work. The STEAM vision was identified and enhanced through recent initiatives such as the Wyndham Technical school partnership, GHD girls in STEM program, the WHS Inspire Robotics Club and Melbourne University STEM Mentor program.

## Other highlights from the school year

2022 was the first year of implementation for our new SSP (2022-2025) where we began a series of actions to increase student agency and voice across the school, develop the capabilities of all students to be confident self-motivated learners, and introduce improvements to our PLTs, with teacher collaboration within these focused on school wide improvement initiatives. This led to the development of protocols, support and guidance materials and the allocation of meeting time for staff on the weekly meeting schedule.

New Learning Specialist positions to ensure excellence in practice introduced in 2019 have continued to focus on High Impact Teaching Strategies (HITs) and increasing student agency and voice across the school. We also undertook a review of our leadership structure which resulted in an increase in leadership positions dedicated to wellbeing being created or 2023 – in particular, more Year Level Coordinators (YLCs) and an Inclusive Education Leader role. Many of the enhancements to our Teaching and Learning program and structure also supports the other great programs and initiatives we run. Listed below are some of these, and some other highlights we are proud of as we continue to grow. While the list shows much about our work, it is not completely exhaustive.

- installation of a formal acknowledgement of country plaque at our new Pasco Campus entrance
- our music students' participation at Jazz Night, the Winter Concert, Spring Concert, Spring Soiree, Music Camp, assemblies, Athletics Day, canteen performances, Melbourne Uni workshops, Jazz Championships, Warchild Benefit Concert, Dance Production performances and lunchtime open mics
- the performance of the play "Sinner's Inn" written by the Unit 1&3 Drama Studies class of 2022
- WHS's first-ever VET Dance Showcase
- Arts and Technology week events
- Interschool Debating competition
- success in Dance competitions
- students working with staff to create and introduce a statement of inclusivity for WHS on display in every classroom
- the introduction of a new school jumper after student voice was consulted
- WHS becoming the 2022 State RoboCup Champions (and going on to compete in the national competition in Adelaide)
- three Williamstown High School Year 10 female students being selected to undertake the GHD STEM Pathways program
- table tennis and basketball facilities upgrade at the Bayview Campus
- Girls in Physics Breakfast where a group of Year 10, 11 and 12 girls got to hear from an Astrophysicist at a special event
- new shade sails and solar panels
- chilled water fountain installations
- new carpeting in classrooms
- fun and inclusive celebrations for IDAHOBIT, Harmony Day, International Women's Day and NAIDOC week and Book Week

---

## Financial performance

AR Financial Performance and Position 2022:

Throughout 2022, Williamstown High School continued to manage both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. The SSP and AIP continue to provide the framework for efficient and effective resource allocation to support the school and achieve student outcomes.

The annual result for 2022 is a Net Operating Surplus of \$352,277 which is only 1.83% of the Total Operating Revenue. The surplus only relates to the Total Operating Revenue less the Recurrent Expenditure for the school and does not include the Asset Acquisitions of \$439,945.

The school continued to invest in upgrading facilities, grounds and assets. Equity Funding of \$97,959 for 2022 continues to be used for staffing and resources in extensive literacy, mathematics support and programs for all students.

**For more detailed information regarding our school please visit our website at**  
**[www.willihigh.vic.edu.au](http://www.willihigh.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1487 students were enrolled at this school in 2022, 697 female and 790 male.

7 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

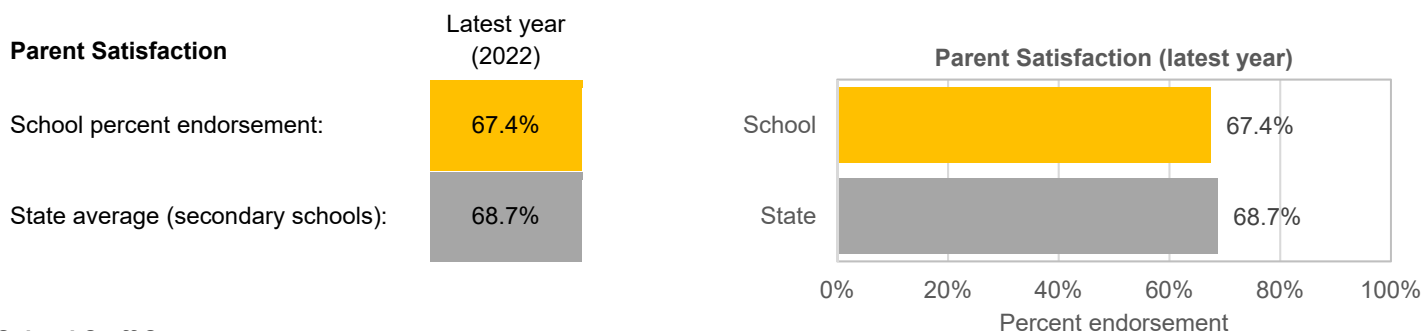
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

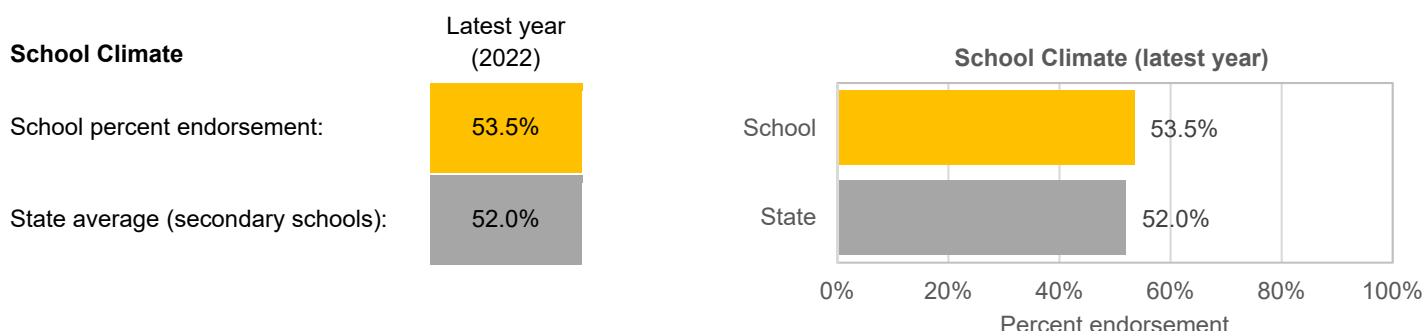


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

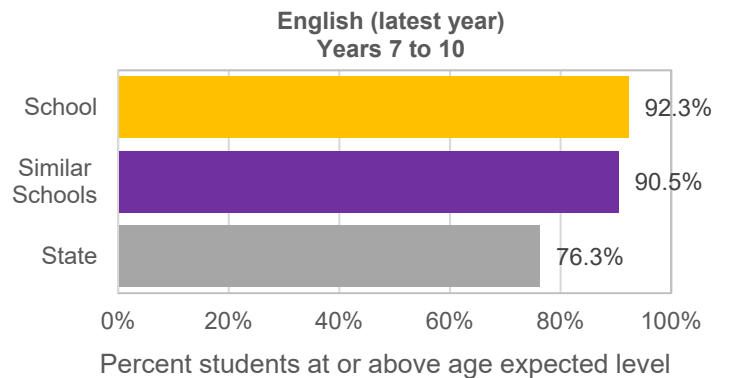
92.3%

Similar Schools average:

90.5%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

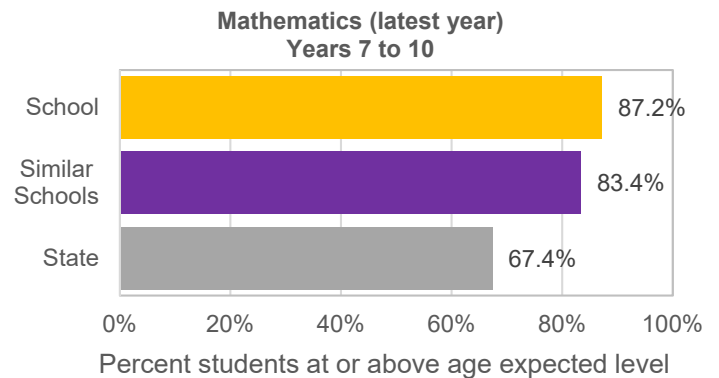
87.2%

Similar Schools average:

83.4%

State average:

67.4%



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

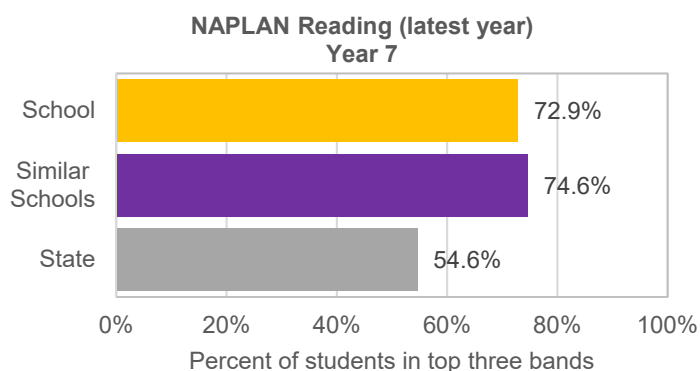
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

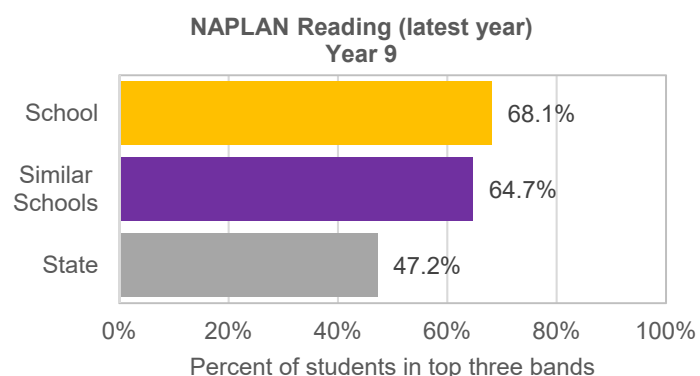
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.9%	76.3%
Similar Schools average:	74.6%	75.2%
State average:	54.6%	55.3%



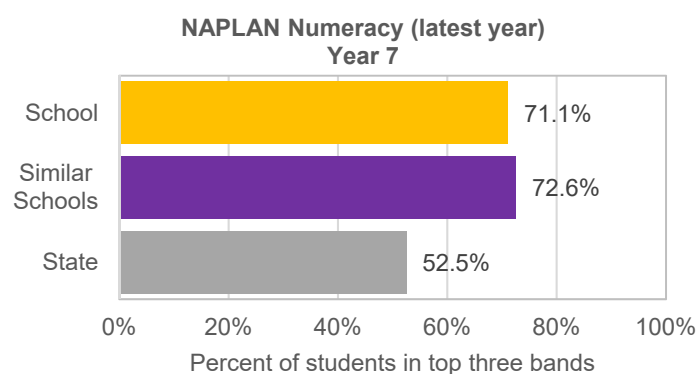
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.1%	69.4%
Similar Schools average:	64.7%	63.8%
State average:	47.2%	46.0%



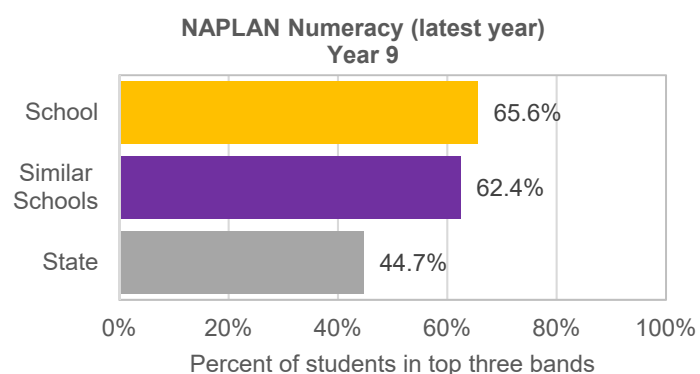
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.1%	76.0%
Similar Schools average:	72.6%	74.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.6%	70.8%
Similar Schools average:	62.4%	64.4%
State average:	44.7%	45.6%



## LEARNING (continued)

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

Latest year  
(2022)      4-year  
average

School mean study score

32.0

31.6

Similar Schools average:

30.2

30.3

State average:

28.9

28.9

#### Victorian Certificate of Education (latest year)

School

32.0

Similar  
Schools

30.2

State

28.9

0      10      20      30      40      50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

14%

VET units of competence satisfactorily completed in 2022:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

92%



## WELLBEING

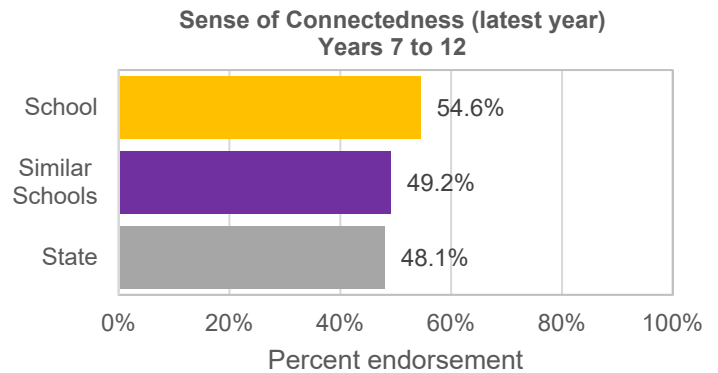
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.6%	59.8%
Similar Schools average:	49.2%	53.8%
State average:	48.1%	52.5%

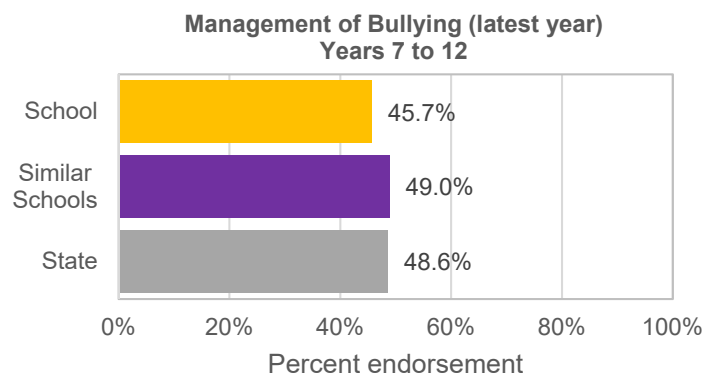


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.7%	52.9%
Similar Schools average:	49.0%	54.9%
State average:	48.6%	54.0%



## ENGAGEMENT

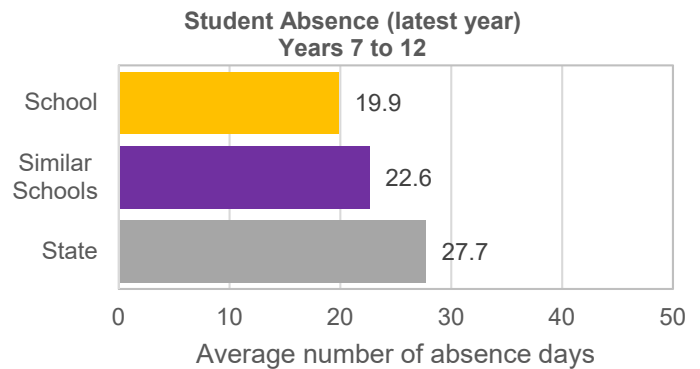
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	19.9	14.9
Similar Schools average:	22.6	16.9
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

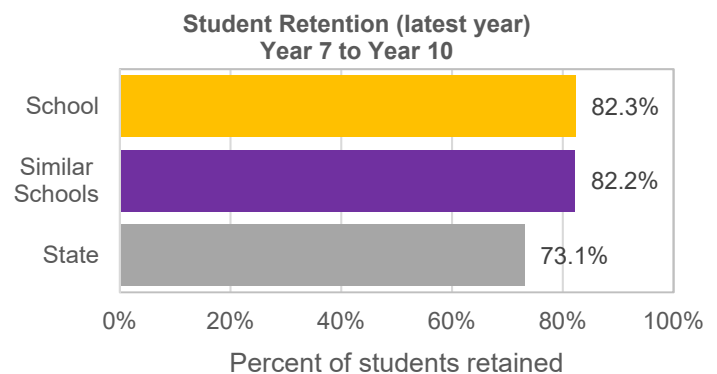
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	89%	88%	91%	90%	91%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	82.3%	85.0%
Similar Schools average:	82.2%	81.2%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

Latest year  
(2021)      4-year  
average

School percent of students to further studies or full-time employment:

88.3%

94.3%

Similar Schools average:

95.0%

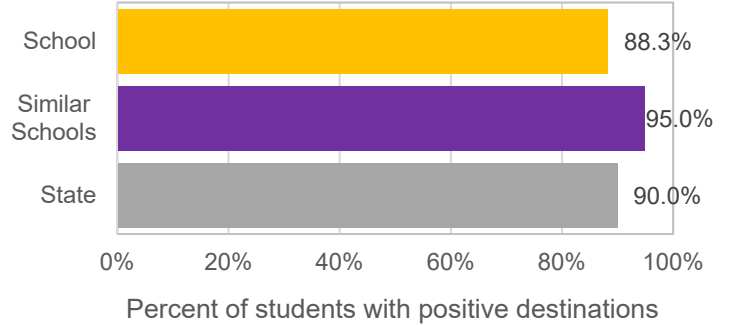
96.0%

State average:

90.0%

89.3%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$15,331,102
Government Provided DET Grants	\$1,947,117
Government Grants Commonwealth	\$10,485
Government Grants State	\$24,309
Revenue Other	\$80,831
Locally Raised Funds	\$1,859,710
Capital Grants	\$37,066
<b>Total Operating Revenue</b>	<b>\$19,290,621</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$78,050
Equity (Catch Up)	\$19,908
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$97,959</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,358,764
Adjustments	\$0
Books & Publications	\$14,382
Camps/Excursions/Activities	\$927,676
Communication Costs	\$27,648
Consumables	\$347,398
Miscellaneous Expense <sup>3</sup>	\$216,211
Professional Development	\$140,176
Equipment/Maintenance/Hire	\$284,787
Property Services	\$377,220
Salaries & Allowances <sup>4</sup>	\$453,966
Support Services	\$498,235
Trading & Fundraising	\$85,378
Motor Vehicle Expenses	\$34,625
Travel & Subsistence	\$1,597
Utilities	\$133,214
<b>Total Operating Expenditure</b>	<b>\$18,901,277</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$352,277</b>
<b>Asset Acquisitions</b>	<b>\$439,945</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,133,244
Official Account	\$277,410
Other Accounts	\$37,911
<b>Total Funds Available</b>	<b>\$1,448,565</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$534,166
Other Recurrent Expenditure	\$0
Provision Accounts	\$12,503
Funds Received in Advance	\$185,932
School Based Programs	\$70,820
Beneficiary/Memorial Accounts	\$13,798
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,691
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$650,866
Capital - Buildings/Grounds < 12 months	\$42,023
Maintenance - Buildings/Grounds < 12 months	\$413,021
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$37,911
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,962,731</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*