

2021 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).
- 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 2021 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 05 April 2022 at 08:16 AM by Giorgio Catalano (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 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 2021 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 05 April 2022 at 09:24 AM 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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 came under the auspices of the state education department in late 1914 after opening under local council and as a grammar school in 1867. In 1914 the world was at war and Australia was changing rapidly. The school adopted the red, black and yellow colours of Belgium, then besieged by German troops. It took the motto 'Hold Fast' to encourage students to commit to their education and to inspire the community to stand optimistically defiant in the face of a changing world. One hundred years on, 'Hold Fast' continues to be our motto. It speaks eloquently of the school's historical significance, its importance to the local community, its key values and 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.

Since 2011 the school has planned and raised funds to build a Performing Arts Centre of Excellence at the Pasco campus. Stage one, the construction of a multi-use theatre, was opened in mid-2017. Stage two, due for completion in 2022, is adding dedicated music facilities and gallery spaces as well as a purpose built Year 12 Study Centre. The Performing Arts Centre of Excellence will enable future generations of students to explore and develop their artistic endeavours and the Williamstown community to share in cultural activities and access these state-of-the-art facilities. Williamstown and its neighbouring suburbs are strong and vibrant communities with a proven collective spirit to make things happen - together we can celebrate the school's artistic achievements while giving something back to the community that has supported us.

A Williamstown High School education provides a dynamic learning culture that promotes integrity, innovation and the individual. As a school community we value:

- 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.

Williamstown High School caters for more than 1500 students from Years 7 to 12. The school is situated across two campuses that are within a ten-minute walking distance from each other. The Bayview Campus is the home of our Middle Years (Years 7 to 9). This is the site of the former Point Gellibrand Girls' Secondary College. Williamstown High School merged with the girls' college in 2000 and a multimillion-dollar program saw the buildings and grounds rebuilt in 2006 based on an award-winning environmentally sustainable design. The proximity of the innovative Middle Years Campus to Port Phillip Bay and the unique Jawbone Marine Sanctuary has enabled the school to develop an environmental curriculum, including marine studies, enhancing student-learning opportunities. In 2020, following an analysis of enrolment data, a decision was made to no longer offer the all girls homegroup. The Pasco Campus, situated on the original site established early in the 20th century, is nestled in the heart of old Williamstown with an architectural style very much in keeping with the area and the era. The Senior Campus (Years 10 to 12), housed in several heritage buildings, including the original 1867 grammar school block, provides a mature setting for Year 10, VCE, VCAL and VET students to access broad and extensive curriculum options with modern facilities and resources.

Williamstown High School has a low Student Family Occupation and Education index (SFOE) indicating a low level of social-educational disadvantage for the student population. The school offers an Accelerated Learning Program, 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 one term. During this term, 40% of Year 9 class time is dedicated to the students immersing themselves in the theme "Making a Difference (MAD)". 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 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. Students can apply to be part of the The Advancement Via Individual Determination (AVID) program at Year 10. AVID supports middle band students who have the desire to go on with tertiary study and who demonstrate an ongoing commitment to applying themselves. Commencing at Year 10 and continuing to Year 12, an International Students Program is in place with students from China, Vietnam and Europe successfully undertaking secondary studies with the view for many to continue tertiary studies in Australia.

Williamstown High School has an active School Council and Parents and Friends Association who continue to work collaboratively with the school to improve and build upon resources, impacting positively on student outcomes. Williamstown High School enjoys a strong sense of community, working together to develop supportive and strong home-school partnerships, depth in our extracurricular activities, a flourishing student leadership program with an emphasis on empowering student voice, and outstanding performances in the arts, debating, sporting and artistic achievement. We encourage and demand the highest of standards from our students in their diverse pursuits for individual excellence.

Williamstown High School has 131.3 equivalent full-time staff: 6 Principal Class, 125 Teachers and 33 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2021 the school undertook an extensive self-evaluation process that informed the school review team. The review found WHS to be a high performing school and identified areas of focus to ensure ongoing improvement. This work led to the development of a new strategic plan with clear direction for the next four years with a continued focus on:

- student learning growth
- student agency and voice across the school including developing the capabilities of all students to be confident self-motivated learners to maximize the engagement and the learning of every student
- student wellbeing

Our Annual Implementation Plan (AIP) in 2021 was focused on these areas. This included developing new collaborative evidence-based practices. A commitment to a professional learning and collaborative culture saw the review of our Professional Learning Communities (PLCs) across the school with the recommendation to move towards Professional Learning Teams (PLTs) with teacher collaboration within the PLTs 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.

In Term 1 of 2021 this work continued with a focus on student agency through the lens of developmental assessment. The Curriculum Day allowed staff to further enhance developmental assessments in Curriculum Area Teams (CATs) by introducing professional learning on Growth Ladders. These tools ("move me on statements") provided another layer to our developmental assessments with the intent to provide explicit guidance for students on what they need to do to move from one level to the next. At times throughout the year the key focus areas for the school shifted to cater to the needs of the school community due to the implications of COVID-19 and the transition to flexible and remote learning. This saw an increased need for our students to take greater ownership over their learning alongside teacher instruction and guidance. Whilst a number of our students thrived in this situation, a number of students required additional support. Tutoring funding enabled us to provide support to these students in the areas of Mathematics and English.

Throughout the flexible and remote learning period, we continued to embed SIMPLE, our teaching and learning Instructional Model in an online forum. Our leadership team pivoted, which enabled additional supports to be put in place that facilitated ongoing capacity building for staff in a remote learning environment. Professional learning was provided through online forums, webinars and regular professional learning structures, including one-on-one support. The school implemented a different model of Parent Teacher Interviews (PTIs) and feedback on this new model has

led to recommendations for PTIs to be held online and face to face in the future.

Based on the advice from the Victorian Curriculum and Assessment Authority (VCAA) due to COVID-19, curriculum expectations and assessment guidelines were adapted to ensure the successful progression of all students. The school undertook a process of assessing every student who was completing a Unit 3 and 4 subject to ensure their level of disadvantage was assessed and considered.

The school quickly turned its focus to ensuring student wellbeing and engagement was monitored and interventions put in place. A range of strategies were delivered to staff to build their capacity to ensure the learning remained engaging, challenging and enjoyable. Keeping our key stakeholders informed with effective communication led to high parent and staff satisfaction.

The school continues its commitment to embedding the Respectful Relationships initiative where we are promoting and modelling respect, positive attitudes and behaviours. Our work involves teaching our students how to build healthy relationships, resilience and confidence. As a Lead School, we mentored and supported a range of schools to implement a whole-school approach to Respectful Relationships which included additional funding. Student feedback received throughout 2021 has led to the modification of our delivery of our incursions to move away from whole year level presentations to small group interactive workshops.

Our Staff Induction program has been enhanced with staff new to the school supported and inducted into not only the processes and operational areas of the role but also into the culture and expectation of working at Williamstown High School.

A significant priority for the school has been the ongoing commitment and investment in building the capacity of leaders across the school through the creation of a culture of leadership development, with a particular focus on the next tier of leaders. Our two-year cycle sees extensive work undertaken with all School Curriculum and Student Engagement and Wellbeing Leaders in one year and with the leadership team every other year. In 2021 this initiative focused on supporting next tier leaders to build capacity and support staff to deliver engaging and strategic flexible and remote learning in both academic, social and emotional areas.

The Leadership Team has developed a collective responsibility for the whole school. Communication is open and transparent and there is strong trust. In 2022 there will be a continued commitment to developing our leaders, with the entire leadership team undertaking Stephen Covey's "Seven Habits of Highly Effective People" professional development program.

Achievement

In 2021 Williamstown High School students achieved above the state average for student learning in all measures reported. These areas were English and Mathematics teacher judgements, NAPLAN top three bands and VCE study scores. Year 7-10 teacher judgements in both English and Mathematics were around 15-20% higher than the state average and comparisons to similar schools was also favourable.

NAPLAN results in 2021 at Year 9 for top three bands indicate WHS students performed significantly above the similar schools average for Reading and Numeracy with Reading 7.3% above similar schools and numeracy 10.1% above. NAPLAN high learning gain data is also significantly positive for Year 7 to 9 learning gain compared to Year 5 to 7 learning gain with high gain 35% for reading and 33% for numeracy not only well above similar schools but significantly higher than 2019 results.

Our diagnostic testing schedule has enabled us to identify and monitor the progress and growth for all students. We have a distinct commitment and focus on using student learning data, with particular emphasis on literacy, numeracy, our student dashboard and VCE data service. Student achievement data is widely used and we will continue to analyse data to ensure every student experiences learning growth with curriculum adapted for their point of need.

Numeracy had been identified as an ongoing improvement area and a focus in our strategic plan for 2018-21. Extra resourcing has been allocated to continue to build the capacity of teachers in the area of instructional practice. Problem solving, moderation and collaboration (including team teaching and coaching) are key improvement areas, and we draw upon expertise internally and across schools. Achieving well above the standard 25-50-25 distribution for Low-Medium-High student gains for Year 7 (2019) to Year 9 (2021) is sound endorsement to continue this work going forward. In Numeracy, we achieved a 14-53-33 distribution with similar schools comparison 28% for high gain. This will continue to be an area that receives 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.

However, student learning gains at Year 9 in the area of Writing were below the standard 25-50-25 distribution for Low-Medium-High student gains. In Writing, we achieved a 26-52-22 distribution with similar schools comparison 27% for high gain. Analysing these results 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 strategic plan.

VCE results are consistently above similar schools' results with a four-year average of 31.5 mean study score compared to state average for all schools with 28.9. In 2021 our median score was 32 and our percentage of 40+ scores was 10%, which is well above the strategic plan target of 8%. We had 23.7% of students receive an ATAR below 60 and again this is well below (which is positive) the strategic plan target for 2021 which was 32%. 20.7% of students received an ATAR of 90 or above (and 45% above 80), which is above our strategic plan target.

Our 2021 graduate destination data is also a highlight. 92% of students who applied for tertiary courses received an offer, with 69% of our students 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 2021 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 work with current students. The program was well attended and will continue to be resourced. Our aim is to continue to produce VCE results well above state medians. 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 20%. This is a reflection of 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 has become part of 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 AIP goals. In building practice excellence we made strong investments in our staff professional learning, focusing specifically around Self-Reported Grades, Developmental Rubrics, Growth Ladders, High Impact Teaching Strategies, curriculum planning and development, and teacher collaboration. Teacher collaboration will be further enhanced in 2022 as we deepen our work with Peer Observation and move from Professional Learning Communities collaboration model to a Professional Learning Team model.

During remote learning, staff were able to utilise online resources for content delivery and assessment, and consequently develop new ways of differentiating for students. Students responded well to self-directed and project-based learning tasks during the remote learning period.

In 2020 and 2021 we engaged a data analyst to develop a Student Information Dashboard that supports teachers to better understand the needs of individual students in their classes. This development will continue in 2022 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 progress of their child's learning journey.

Students who are supported via our integration and additional education support teams were supported throughout the remote and flexible learning period. Integration Aides supported students with learning tasks and had regular contact via Google Meet sessions and attended classroom Google Meets as required. Student Support Group (SSG) meetings took place as normally scheduled to ensure students and parents were supported throughout the remote and flexible learning period. Differentiation has always been a major focus and this was amplified throughout the remote and flexible learning period to ensure students were completing achievable tasks that allowed learning to be the focus. SSGs were also completed for all Koorie students.

The two Student Excellence Coordinators at the Bayview Campus continued to support the implementation of the High Abilities Program. This program provided a number of students with the opportunity to participate in an online enrichment and extension program.

In 2021 we 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 at risk in these areas. The department initiative has not only seen direct instruction for identified students in place but has also assisted in building the capability of all teachers to support students at risk.

Engagement

As we continued with cycles of remote and flexible and face to face learning in 2021, our student attendance data was quite pleasing with the average number of days absent being 2.2 days below similar schools and 7.7 days below state average. Attendance rates at all year levels were either 93 or 94% indicating that overall our students remained engaged and staff were able to support students and their families with the transitions between face to face and remote periods. Clear expectations and processes for both teaching and student engagement and wellbeing appeared to have effectively ensured students attended classes at a consistently high rate. Our Student Progression Policy underpinned this work and continued to have a positive impact on student commitment with specific reference to achievement, attitude and attendance. The importance of our home-school partnerships enables us to have ongoing success in supporting students at risk. Communications home through our attendance officer, engagement team as well as our attendance protocol further enhanced attendance rates. The creation of a whole school attendance improvement plan will enable the school to continue to provide individualized support to all students around attendance.

Attendance has always been a key pillar of the school. We share expectations explicitly at all parent information evenings promoting this on the school website and in student, parent and guardian handbooks. Student Management Leaders (SMLs) implemented positive attendance awards. Attendance was regularly discussed in Student Engagement and Wellbeing Team (SEWT) meetings, with student attendance tracked weekly and shared with SMLs who put in place strategies with monitoring periods. Positive attendance posts were shared with families with above 90% attendance rates at all year levels achieved during online learning.

The school has maintained its excellent Year 7-10 retention rate with student retention 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 Campus to the Pasco 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 Pathways and Transitions Team. This has seen Morrisby online surveys for 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 Year 7 & 8 is designed as a set of DET lessons and 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.

COVID-19 required a number of pathways programs to transition to an online format. Students at Williamstown High School continued to engage in all counselling and pathway initiatives, including the end-of-year guidance for our senior students, the undertaking of the Morrisby online survey, and one-on-one interviews held virtually online. 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 Years 11 and 12. Greater resourcing was allocated to challenge community perceptions about VCAL, recognising that additional students would benefit from a VCAL pathway. As a result VCAL class numbers at Years 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 2022 Williamstown High School will prepare for 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 Hobson Bay VET cluster. Internally, we now offer Music Technical Production, Music Performance and VET Dance. VET Community Services and VET Sport and Recreation had dwindling internal numbers however students will be able to access these VETs through our VET cluster. For 2022 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 introduce VET Allied Health as a Williamstown High School based VET cluster offering.

The school's exit destination data (for the 2020 Year 12 cohort) showed that we achieved a result above the state average. Destination data in previous years had us placed slightly below similar school averages but both the 2019 and 2020 data achieved a result above similar schools with 2020 data reporting 97.7% of exiting students going on to further studies or full-time employment. A refinement to our exit processes has brought about the significant shift in data.

Stage one 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 two of the project. We received some funding to begin the development of stage two 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. Due to COVID-19 and some structural support matters, construction time has been extended with numerous delays. Building commenced in January 2021 with initial completion scheduled for October 2021 but now likely to be in the latter half of 2022.

Plans are in place in 2022 to lobby 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. The STEAM vision has been identified and enhanced through recent initiatives such as the Wyndham Technical school partnership, GHD girls in STEM program, Robotics Club and Melbourne University STEM Mentor program?

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 2021 data from the “Management of Bullying” category indicated a percentage decrease in the yearly result. From 60% positive endorsement down to 47.3%. We are also below similar and state schools (53%). This area was analysed in 2021 when conducting our self-evaluation during our year of review and the following are several of the recommendations that will be implemented:

- continued focus on building teacher capacity for class 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.

We have been recognised as a “Lead School” with our work in SWPBS and respectful relationships, specifically with embedding level one key strategies, otherwise known as the “Universal System”. Our Pastoral Care Program underpins our student engagement and wellbeing framework. We explicitly teach our key behaviour expectations of: “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. The school has an ongoing commitment and investment in the professional learning for 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 amongst all staff.

The Student Engagement & Wellbeing Team (SEWT) meets regularly to discuss individual student needs, tiered responses to support, professional learning, engaging external support, developing whole-campus and school incursions and harm minimization initiatives and strategies. This includes engaging our local and wider community. In 2022 the school will introduce a SEWT executive meeting to ensure a consistent approach across the school for engagement and wellbeing

Ongoing professional learning is provided to all staff around student and staff disclosures, including family violence policy, mental health and the Child Safe Standards. The continued implementation of Youth Mental Health First Aid training for staff and families in our school community is a core component of our pastoral care program.

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, positive attitudes and behaviours. It also supports the ability to teach how to build healthy relationships, resilience and confidence. In 2022, Williamstown High School will introduce a dedicated Learning Specialist to oversee the Respectful Relationship initiative in collaboration with the whole-school Student Engagement and Wellbeing team. The team, in consultation with Student Leaders will regularly analyse a range of school data sources to review the effectiveness of the Respectful Relationships 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 and other early intervention services, help coordinate support for students with more complex needs, and contribute to whole-school approaches to mental health promotion. This new initiative, funded by the DET, also provided access to a new online mental health toolkit, with a suite of resources, guidance and advice tailored to the new mental health practitioners.

In 2022 investments will continue to be made to enrich the homegroup curriculum and incursion program. Planning for professional learning for all staff at a dedicated curriculum day is in place. The first of these sessions will feature professional learning delivered by Safe Schools focused on the provision of a safe and inclusive environment and ensuring respectful interactions for all members of the school community. The school is focused on further developing community relationships with the refinement of Parent workshops. With stakeholder consultation a visible statement of inclusivity that highlight Williamstown High School’s commitment to a discrimination free learning environment for all is being developed. The partnership with Safe Schools will help foster a safe environment that is supportive and inclusive

of LGBTIQ+ students. Developing a partnership with Minus18 to support work 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.

Finance performance and position

Throughout 2021, 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 school's Strategic Plan 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 2021 is a Net Operating Surplus of \$445,249 which is only 2.42% 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 \$470,058. The reduction in the total operating expenditure was a direct result of the impact of Covid-19. The school was unable to complete a number of projects such as Bayview Storage Sheds, Bayview Canteen Outdoor Blinds, WHS Signage, Water Stations, Bin Enclosures and Carpet/Vinyl replacement. The school will carry forward these projects to 2022.

The school still managed to invest in upgrading facilities, grounds and assets including the Grounds Project at Pasco, the re-modelling of the SML offices at Bayview, fencing at Pasco, maintaining the Wetlands at Bayview and the upgrade of computers and servers.

Equity funding continues to be used to resource extensive literacy and mathematics support and programs for all students.

For more detailed information regarding our school please visit our website at
www.willhigh.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.

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 1507 students were enrolled at this school in 2021, 709 female and 798 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).

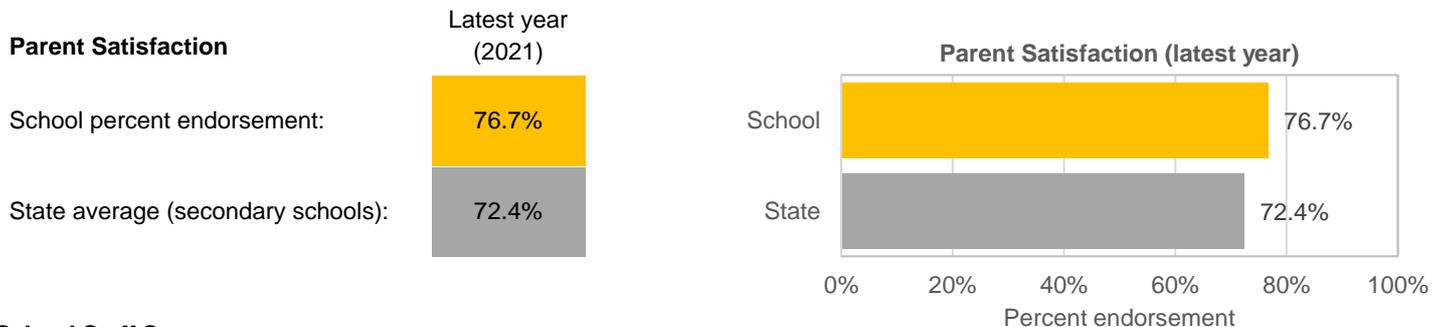
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

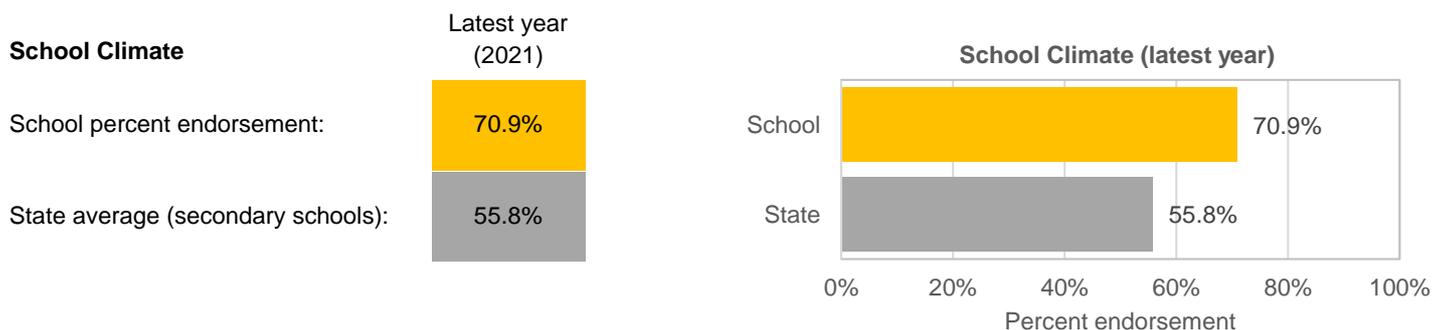


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

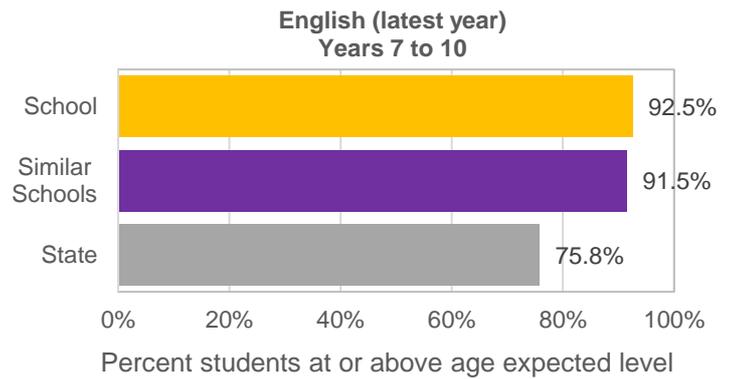
92.5%

Similar Schools average:

91.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

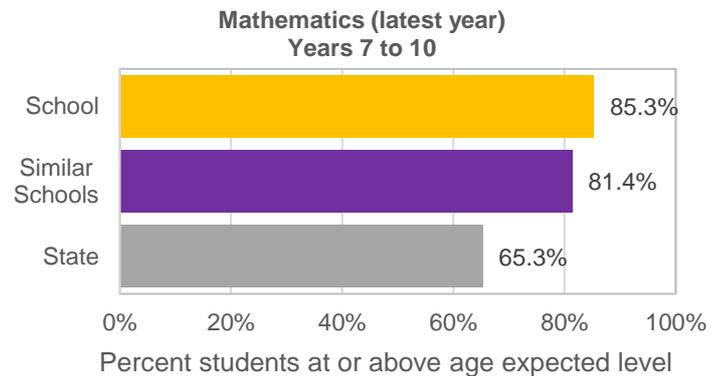
85.3%

Similar Schools average:

81.4%

State average:

65.3%



ACHIEVEMENT (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.

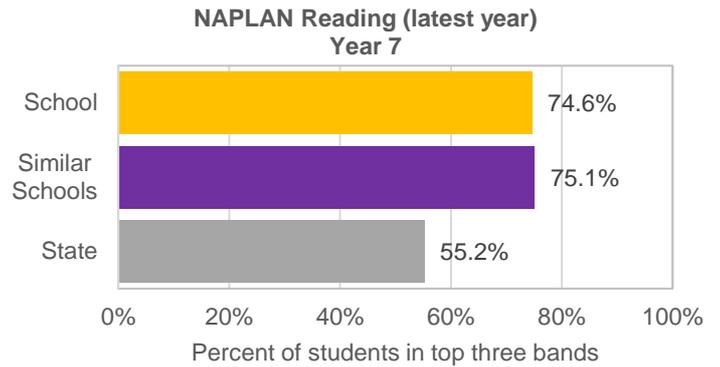
NAPLAN

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 2018, 2019 and 2021 data.

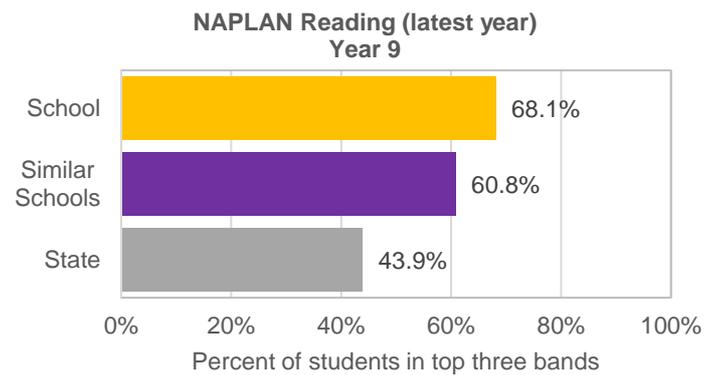
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.6%	77.0%
Similar Schools average:	75.1%	74.3%
State average:	55.2%	54.8%



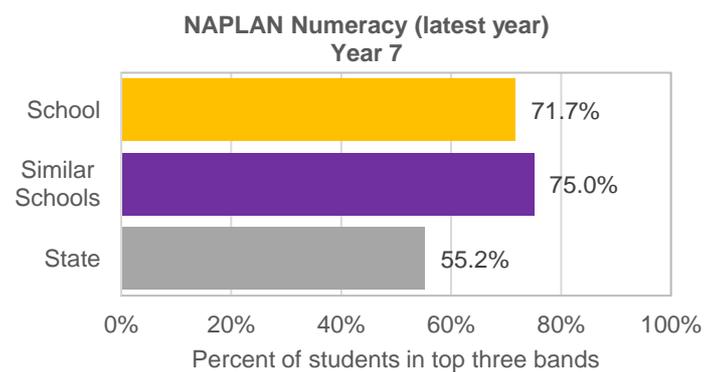
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	68.5%
Similar Schools average:	60.8%	63.3%
State average:	43.9%	45.9%



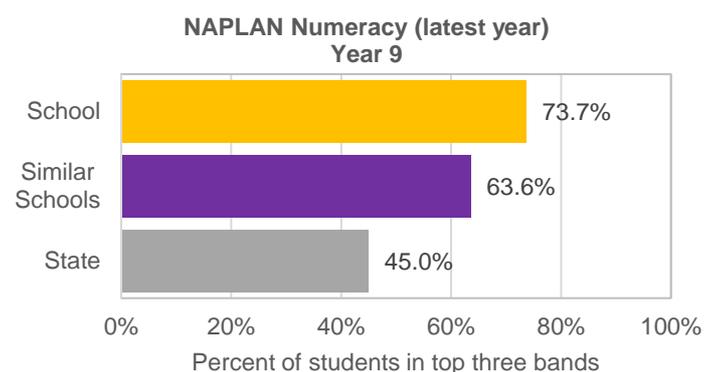
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.7%	78.5%
Similar Schools average:	75.0%	75.1%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.7%	72.7%
Similar Schools average:	63.6%	65.6%
State average:	45.0%	46.8%



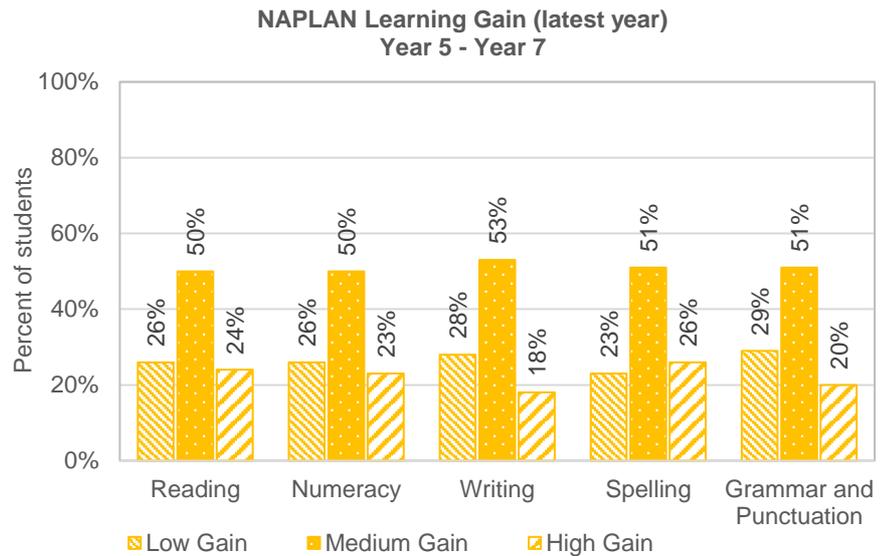
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

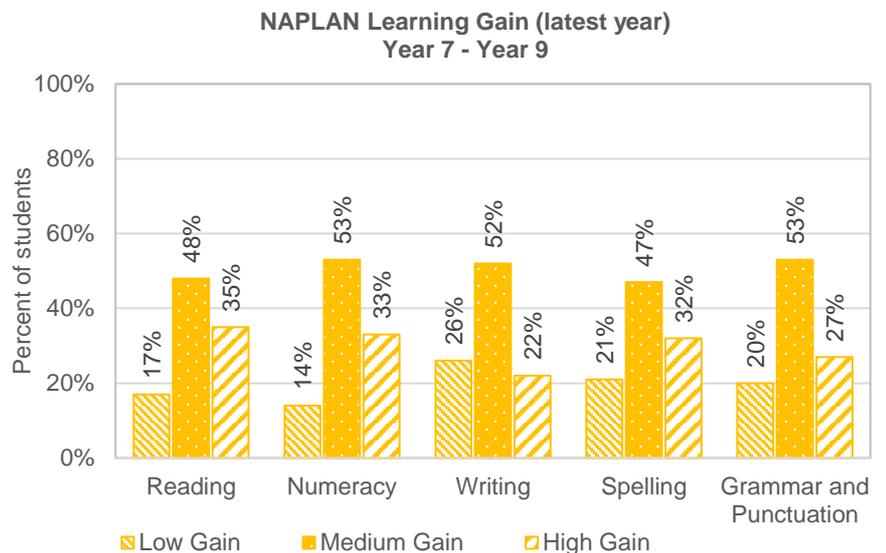
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	50%	24%	28%
Numeracy:	26%	50%	23%	27%
Writing:	28%	53%	18%	27%
Spelling:	23%	51%	26%	26%
Grammar and Punctuation:	29%	51%	20%	27%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	48%	35%	27%
Numeracy:	14%	53%	33%	28%
Writing:	26%	52%	22%	27%
Spelling:	21%	47%	32%	30%
Grammar and Punctuation:	20%	53%	27%	26%



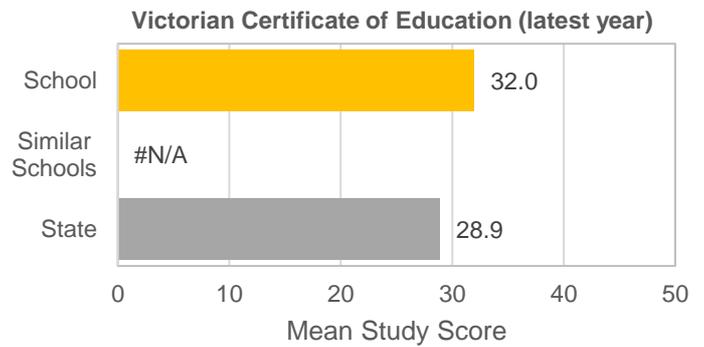
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	32.0	31.5
Similar Schools average:	30.2	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

20%

VET units of competence satisfactorily completed in 2021*:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

84%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

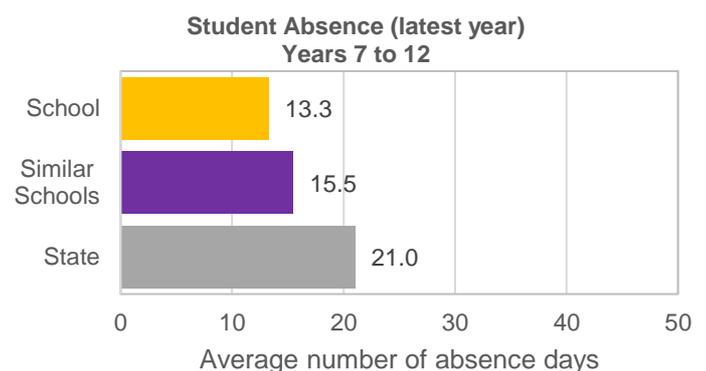
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	13.3	13.9
Similar Schools average:	15.5	15.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

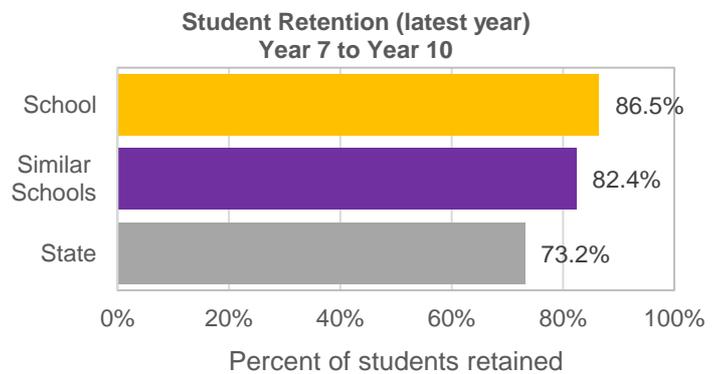
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	93%	93%	93%	93%	94%

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 (2021)	4-year average
School percent of students retained:	86.5%	86.1%
Similar Schools average:	82.4%	81.3%
State average:	73.2%	72.9%



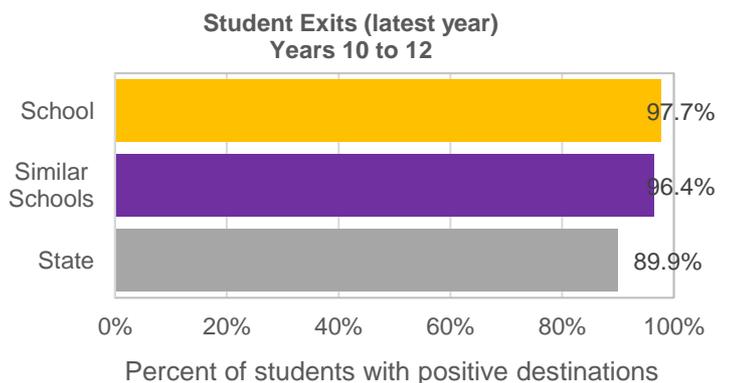
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	97.7%	95.9%
Similar Schools average:	96.4%	96.1%
State average:	89.9%	89.2%



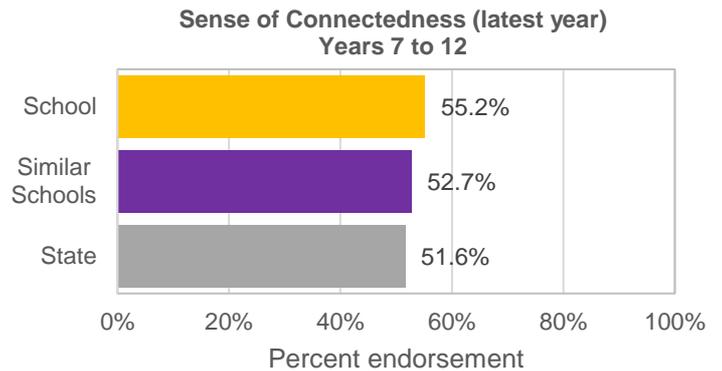
WELLBEING

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 (2021)	4-year average
School percent endorsement:	55.2%	61.7%
Similar Schools average:	52.7%	56.2%
State average:	51.6%	54.5%

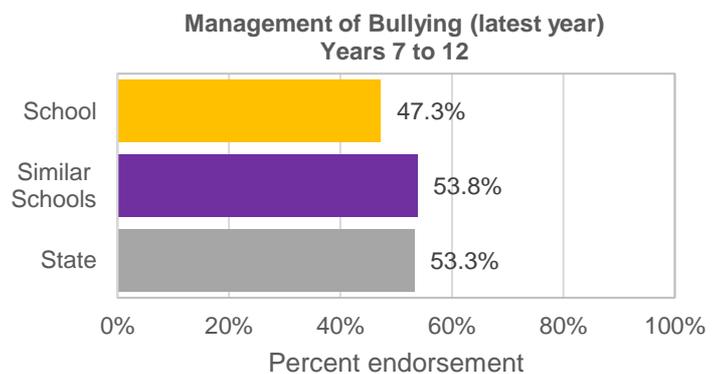


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	47.3%	56.7%
Similar Schools average:	53.8%	58.0%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$14,885,452
Government Provided DET Grants	\$1,709,215
Government Grants Commonwealth	\$149,674
Government Grants State	\$33,119
Revenue Other	\$52,276
Locally Raised Funds	\$1,591,037
Capital Grants	\$0
Total Operating Revenue	\$18,420,772

Equity ¹	Actual
Equity (Social Disadvantage)	\$82,203
Equity (Catch Up)	\$16,467
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$98,670

Expenditure	Actual
Student Resource Package ²	\$14,843,977
Adjustments	\$0
Books & Publications	\$15,693
Camps/Excursions/Activities	\$540,312
Communication Costs	\$26,965
Consumables	\$300,376
Miscellaneous Expense ³	\$586,332
Professional Development	\$81,291
Equipment/Maintenance/Hire	\$274,381
Property Services	\$294,565
Salaries & Allowances ⁴	\$375,275
Support Services	\$386,430
Trading & Fundraising	\$99,887
Motor Vehicle Expenses	\$34,126
Travel & Subsistence	\$1,157
Utilities	\$114,758
Total Operating Expenditure	\$17,975,524
Net Operating Surplus/-Deficit	\$445,249
Asset Acquisitions	\$470,058

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,202,940
Official Account	\$462,318
Other Accounts	\$25,429
Total Funds Available	\$1,690,687

Financial Commitments	Actual
Operating Reserve	\$477,786
Other Recurrent Expenditure	\$0
Provision Accounts	\$9,369
Funds Received in Advance	\$377,975
School Based Programs	\$115,719
Beneficiary/Memorial Accounts	\$19,521
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$470,980
Capital - Buildings/Grounds < 12 months	\$29,266
Maintenance - Buildings/Grounds < 12 months	\$326,232
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$25,429
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,852,276

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.