

# 2020 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 2020 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 31 March 2021 at 12:52 PM by Giorgio Catalano (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 March 2021 at 01:59 PM by Katrina McFerran (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*
- 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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. Part of that passion is strongly connected to the arts – an area increasingly recognised as critical to learning.

Since 2011 the school has planned and raised funds to build stage one of a dedicated performing arts space. This was opened in mid-2017 with the aim now to complete the project with enhanced music, dance and gallery spaces. Here, future generations of students will fully explore their artistic endeavours and the Williamstown community will share in the cultural activities and access these state-of-the-art facilities. Together we can celebrate the school's artistic achievements while giving something back to the community who has supported us. Williamstown and its neighbouring suburbs are strong and vibrant communities with a proven collective spirit to make things happen. The school has also been pledged \$1.3 million by the state government which together with locally raised funds will go towards finalising this project as well as the building of a new, purpose-built Year 12 Study Centre. In 2019 architects were appointed and together with the school and the Victorian School Building Authority (VSBA), the final design and tender documentation was developed.

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.

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.

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. The Advancement Via Individual Determination (AVID) program at Year 10 to support middle band students who have the desire to go on with tertiary study and 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 130.9 equivalent full-time staff: 5 Principal Class, 121 Teachers and 32 Education Support Staff.

### **Framework for Improving Student Outcomes (FISO)**

In 2017 the school undertook an extensive self-evaluation process that informed the school review team. The review illustrated that Williamstown High School is a very good school while also highlighting the areas of improvement to be even better. This work led to the development of a new strategic plan with clear direction for the next four years with a focus on student learning growth, student agency and student wellbeing. Our Annual Implementation Plan (AIP) in 2020 was focused on these areas. This included developing new collaborative evidence-based practices. A commitment to introducing a professional learning collaborative culture saw the introduction of Professional Learning Communities (PLCs) across the school. This led to the principal and teaching and learning team undertaking extensive professional learning in this space, followed by the development of protocols, support and guidance materials and the allocation of meeting time for staff on the weekly meeting schedule. Staff induction occurred over a six-month period prior to the initial PLC cycles commencing. New Learning Specialist positions were introduced in 2019 focused on increasing student agency across the school.

In Term 1 of 2020 this work continued with an increasing focus on student agency through the lens of developmental assessment. The Curriculum Day on 6 March provided middle leaders professional development in developmental rubric creation. This allowed staff to further enhance developmental rubrics in Curriculum Area Teams (CATs). However, towards the end of Term 1, 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. As a result, many of the improvement strategies and actions were placed on hold and the focus moved to providing professional learning for our staff to be able to move to a flexible and remote teaching and learning environment. Initially the emphasis was on the technical aspects of building and utilising staff and student capacity in the use of the online G Suite. As the year progressed there was a continued improvement focus on refining and enhancing the engagement and wellbeing of our school community and quality of the instruction.

Throughout the flexible and remote learning period, we worked 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 followed up obtaining feedback and making recommendations for both online and face to face for future PTIs.

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 children how to build healthy relationships, resilience and confidence. As a Lead School, we mentored and supported a number of schools to implement a whole-school approach to Respectful Relationships which included additional funding.

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 2020 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 2021 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 2020 Williamstown High School students achieved above the state average for student learning in all measures reported. These areas were English and Mathematics teacher judgements and VCE study scores. Comparisons to similar schools were also favourable with Year 7-10 teacher judgements in both English and Mathematics being around 10% higher than the averages of those schools.

VCE results are consistently above similar schools' results with a four-year average of 31.2 mean study score compared to similar schools with 30.4. In 2020 our median score was 31 and our percentage of 40+ scores was 10.9%, which is well above the strategic plan target of 8%. We had 20% of students receive an ATAR below 60 and again this is well below (which is positive) the strategic plan target for 2020 which was 32%. 15.43% of students received an ATAR of 90 or above, which is in line with our strategic plan target.

Our 2020 graduate destination data is also a highlight. 93% of students who applied for tertiary courses received an offer (181/195), with 71% 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 2020 we continued to host extensive external exam lectures to prepare students for their exams. This was offered for a number of subjects and, with overwhelming positive feedback and participation, this initiative will become a key strategy for exam preparation programs in future years.

The percentage of Year 12 students undertaking a Vocational Education and Training (VET) subject continued to increase from 13% to 21%. This is a reflection of the strong VET cluster in our network that provides both choice and diversity for individual student pathways.

For 2020, due to COVID-19, NAPLAN tests were not conducted, hence no NAPLAN learning gain data was available for comparisons.

Numeracy has 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 will draw upon expertise internally and across schools. 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.

The introduction of two Student Excellence Coordinators at the Bayview Campus supported the implementation of the High Abilities Program. Second semester 2020 provided a number of students with the opportunity to participate in an online enrichment and extension program.

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, High Impact Teaching Strategies, curriculum planning and development, and teacher collaboration. Teacher collaboration will be further enhanced in 2021 as we deepen our work with Williamstown High School Peer Observation and PLC models.

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.

Two key communication platforms were used during remote learning to share and distribute a variety of resources and messages, including metacognitive strategies with staff. These two platforms were the Google Classroom (staff page) and the Weekly Campus Bulletins. Examples of resources shared with staff include guides, videos and professional learning delivered to support staff in using Google's G Suite at the commencement of remote learning.

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.

In 2020 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 2021 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 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.

In 2021 we will appoint and implement 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.

Supported by the DET's investment into Middle Years Literacy and Numeracy, we will deliver intensive literacy and numeracy support to students who are at risk in these areas. The department initiative helps build the capability of all teachers to support students at risk.

The Growth Ladder strategy is the next level of work linked to developmental assessments. This tool will provide explicit guidance through "move me on statements" to support the learning journeys of students.

## Engagement

Our student attendance data for 2020 was exceptional with a significant drop in the average number of absence days from previous years across all year levels. Our absence data compared favourably to similar schools in 2020 and when compared to our four-year average. Comparisons to the state average data continued to be favourable with 7.7 less absence days on average for each student at Williamstown High School. Based on our attendance data, the transitions from onsite to remote learning were also implemented successfully. 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.

Attendance has always been a key pillar of the school. We share expectations explicitly at all Parent Information Evenings and promote this on the school website and in student, parent and guardian handbooks. Student Management Leaders (SMLs) began implementing 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. In 2021 the SEWT will look to implement additional attendance improvement incentives and conduct student focus groups on the issue.

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 2019 with the introduction of the Morrisby online surveys for all Year 9 students.

In 2020 we introduced a further Careers position of responsibility based at the Bayview Campus as part of the school Pathways and Transitions Team to increase the pathways support for our Year 7-9 students. As a result of the introduction of this new position, students across Years 7 to 10 are immersed in a Careers Curriculum program, e-portfolios have been introduced to Years 8 to 12 students, and the Bayview Campus has a dedicated focus on the successful implementation of Career Insights and DET initiatives.

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 developed and launched during 2020. The Careers website was published and promoted to families via the Careers Newsletter and to Year 12 students and parents in weekly "Pathways Briefing" presentations sent via Compass during remote learning.

In 2021 the Morrisby online survey will continue to guide the development of the Year 10 Homegroup Program Curriculum. The school will launch a Careers Expo for Year 9-12 students, continue to enhance the Careers Curriculum across Years 7 to 10 and be enriched by the My Career Insights. Our e-portfolio work in Years 7 to 9 and the development of the Careers website will continue to evolve and add value across the school.

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.

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 VET Community Services, Music Technical Production, VET Dance and VET Sport and Recreation. For 2021 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 introduce VET Music Performance in the near future to cater for increased demand.

Our AVID elective program continues to be successfully implemented at Year 10. This program supports the development of tertiary organisational readiness for middle band students. We have also embedded key AVID strategies school wide, such as Cornell note taking, Critical Reading Strategies and Socratic Seminars.

The school's Exit Destination data (for the 2019 Year 12 cohort) showed that we achieved a result above the state average. Destination data in previous years had us placed slightly below state school averages. A refinement to our exit processes has brought about the significant shift in data. This data set measures the percentage of students exiting to further studies or full-time employment from Years 10 to 12.

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, construction was placed on hold. The school was, however, able to complete the tender process resulting in a builder being appointed. Building commenced in January 2021 with the completion scheduled for October 2021.

## 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 2020 data from the "Management of Bullying" category indicated a slight percentage increase in the four-year average. However, we are 2% below positive endorsement of similar schools' results. This area will be further analysed in 2021 when conducting our self-evaluation during our year of review.

We have been recognised as a "Lead School" with our work in SWPBS, 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 SEWT meets regularly to discuss individual student needs, a tiered response to support, planned professional learning, as well as engage external support and develop whole-campus and school incursions and harm minimisation initiatives and strategies. This includes engaging our local and wider community.

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 SAFEMinds and 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, we supported a number of our partner schools while embedding this across both campuses. The program supports our ability to successfully promote and model respect, positive attitudes and behaviours. It also supports our ability to teach how to build healthy relationships, resilience and confidence.

Williamstown High School engaged with the Cairnmillar Institute's internship program in 2020, which enabled the placement of two qualified psychologists who are completing the Master of Clinical Psychology. The two interns strengthened the expertise of the school's wellbeing team and supported some of our most at risk and vulnerable students and families.

In Term 4 of 2020 the school appointed two further 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 2021 investments will continue to be made to enrich our homegroup curriculum and incursion program. Resourcing at the school level will be aligned to meet the improvement goals and professional learning needs for student and staff engagement and wellbeing, such as capacity building of middle leaders, embedding of SWPBS and 4Rs, development of an inclusive school community, development of a staff induction program and targeted tier three support sessions.

### **Financial performance and position**

The annual result for 2020 is a deficit of \$179,077 which is less than 1.0% of the Total Operating Revenue. The school was able to fund the deficit through previous surpluses. The reduction in revenue was a direct result of the impact of Covid-19. The school was unable to hire out the centenary theatre, gyms or classrooms. The school used previous years surpluses to facilitate the Study Centre relocation and the Centenary Theatre Stage 2. The school will carry forward these projects to 2021. Equity funding has been used to resource extensive literacy and mathematics support and programs for all students. The school continued to invest in upgrading facilities and assets including painting classrooms (\$52,655), replacing carpet in classrooms (\$38,091), student furniture upgrade (\$12,743), Solar Panels (\$25,304), and new ICT equipment (\$63,023). Throughout 2020, 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.

**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.

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 1554 students were enrolled at this school in 2020, 762 female and 792 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) which takes into account parents' occupations and education.

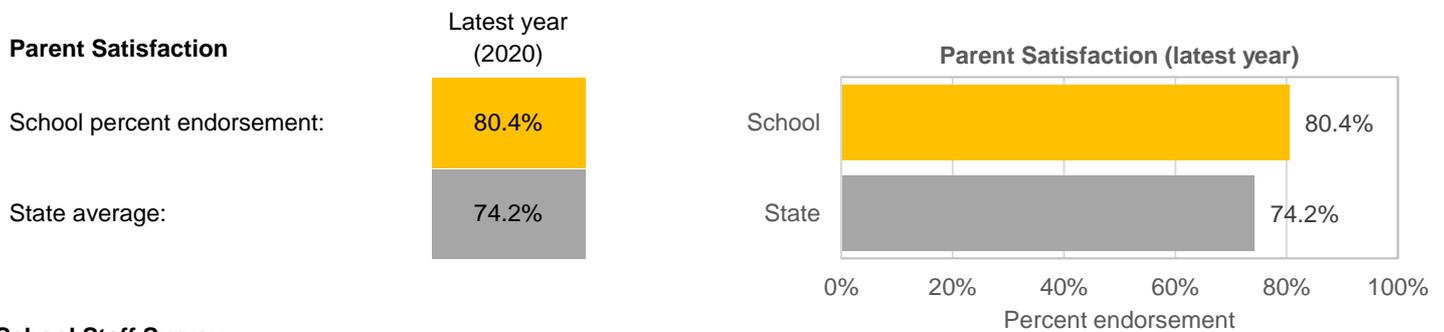
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

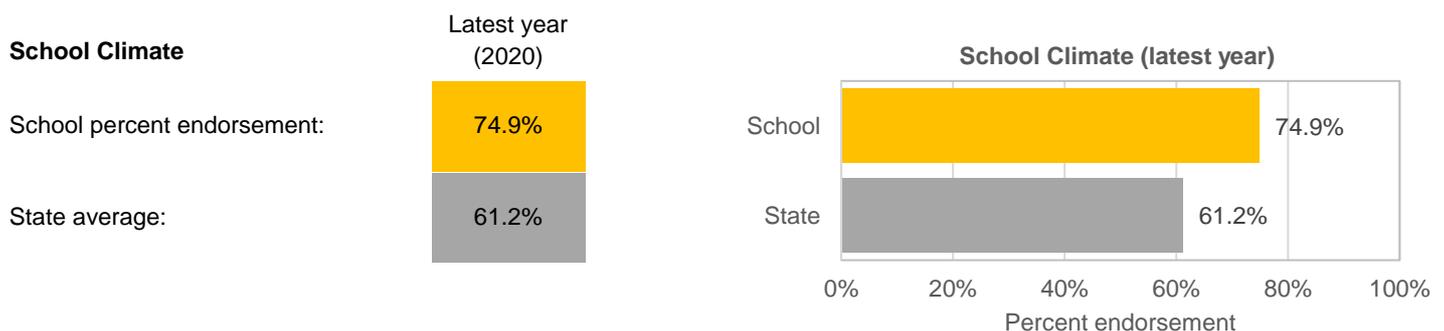


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

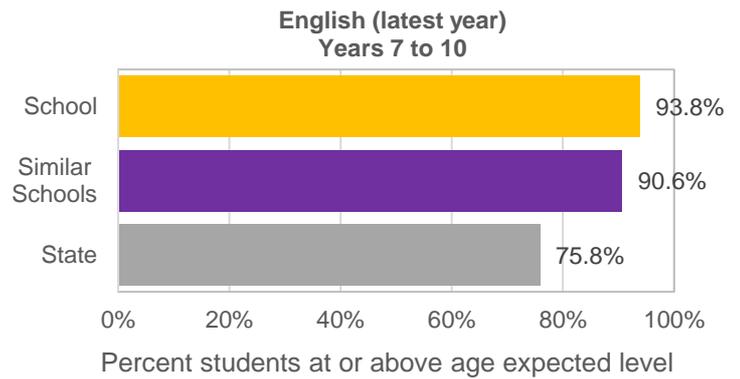
93.8%

Similar Schools average:

90.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

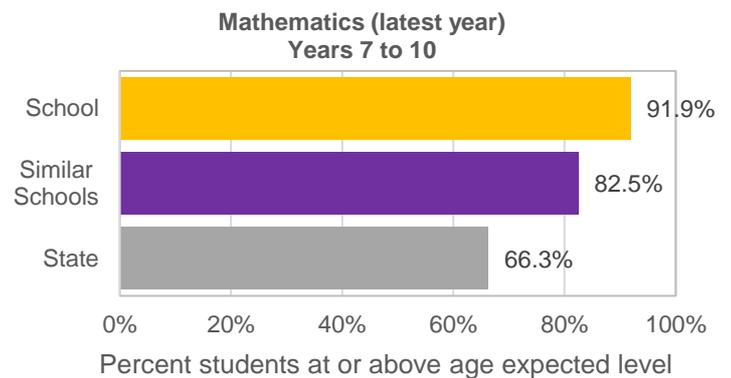
91.9%

Similar Schools average:

82.5%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

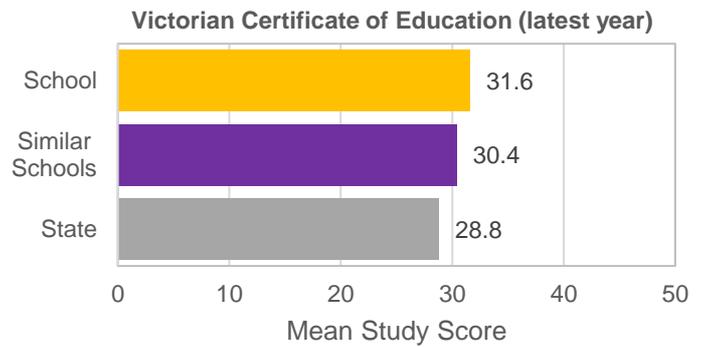
## ACHIEVEMENT (continued)

### 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 (2020)	4-year average
School mean study score	31.6	31.2
Similar Schools average:	30.4	30.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

21%

VET units of competence satisfactorily completed in 2020:

81%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

93%

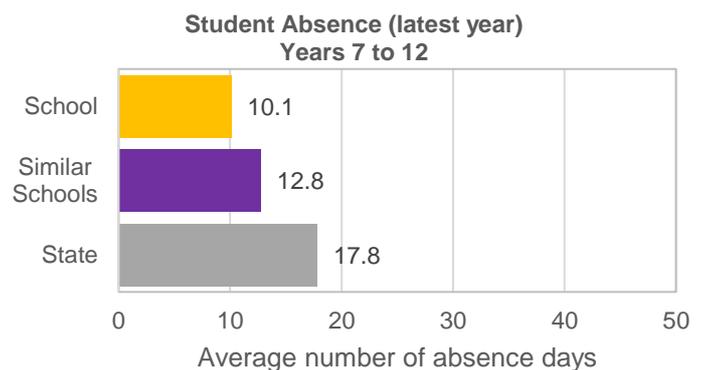
## ENGAGEMENT

**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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	10.1	14.3
Similar Schools average:	12.8	15.1
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

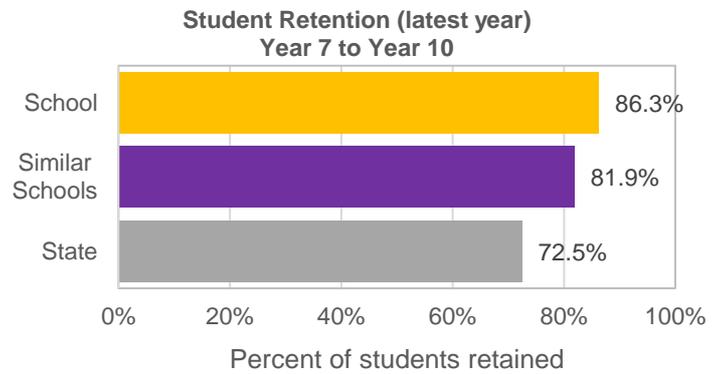
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	95%	94%	94%	94%	95%

**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 (2020)	4-year average
School percent of students retained:	86.3%	84.9%
Similar Schools average:	81.9%	81.1%
State average:	72.5%	72.9%



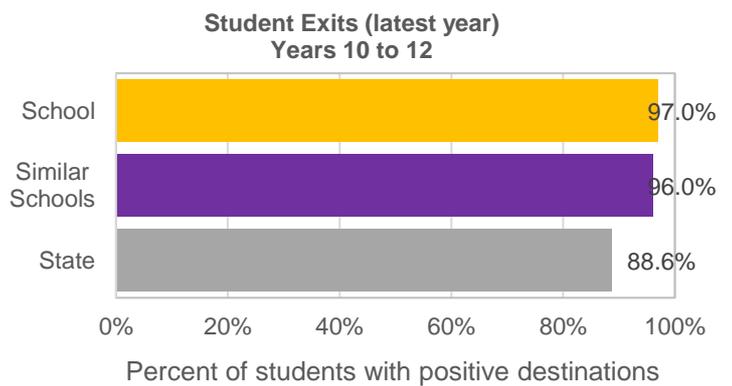
**Students exiting to further studies or full-time employment**

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 previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	97.0%	95.2%
Similar Schools average:	96.0%	95.9%
State average:	88.6%	89.1%



**WELLBEING**

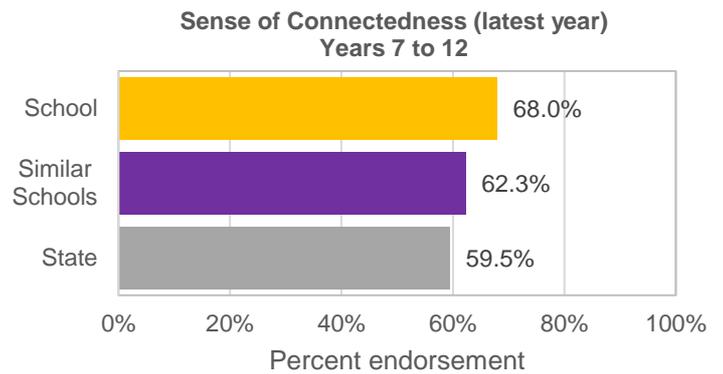
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	68.0%	64.1%
Similar Schools average:	62.3%	57.7%
State average:	59.5%	55.3%



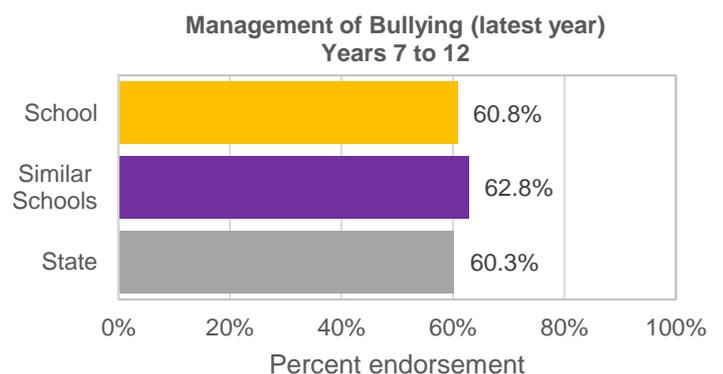
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	60.8%	60.3%
Similar Schools average:	62.8%	59.6%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$14,238,705
Government Provided DET Grants	\$2,137,295
Government Grants Commonwealth	\$35,566
Government Grants State	\$33,525
Revenue Other	\$103,583
Locally Raised Funds	\$1,397,325
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$17,945,999</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$84,991
Equity (Catch Up)	\$19,116
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$104,107</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,207,458
Adjustments	NDA
Books & Publications	\$13,619
Camps/Excursions/Activities	\$348,088
Communication Costs	\$30,906
Consumables	\$338,938
Miscellaneous Expense <sup>3</sup>	\$1,789,919
Professional Development	\$58,036
Equipment/Maintenance/Hire	\$244,360
Property Services	\$274,641
Salaries & Allowances <sup>4</sup>	\$244,748
Support Services	\$400,618
Trading & Fundraising	\$26,204
Motor Vehicle Expenses	\$33,855
Travel & Subsistence	\$726
Utilities	\$112,958
<b>Total Operating Expenditure</b>	<b>\$18,125,076</b>
<b>Net Operating Surplus/-Deficit</b>	<b>-\$179,077</b>
<b>Asset Acquisitions</b>	<b>\$358,730</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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,299,706
Official Account	\$344,861
Other Accounts	\$3,990
<b>Total Funds Available</b>	<b>\$1,648,556</b>

Financial Commitments	Actual
Operating Reserve	\$612,724
Other Recurrent Expenditure	NDA
Provision Accounts	\$7,505
Funds Received in Advance	\$659,974
School Based Programs	\$107,098
Beneficiary/Memorial Accounts	\$21,997
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$640
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$93,978
Capital - Buildings/Grounds < 12 months	\$144,705
Maintenance - Buildings/Grounds < 12 months	\$302,506
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$3,990
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,955,117</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.*