

# 2022 Annual Report to the School Community

School Name: Wangaratta High School (8425)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 May 2023 at 12:23 PM by Dave Armstrong (Principal)

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

Attested on 06 May 2023 at 06:23 AM by Deborah Fisher (School Council President)

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

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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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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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.

'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 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

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## School context

Wangaratta High School takes pride in being more than just an educational institution; we consider ourselves an integral part of the regional community. As the only government secondary provider in the Wangaratta area, we understand our responsibility to serve the community and provide opportunities for our students to excel. Since 1909, we have been serving students in Years 7-12, and in 2022, we supported 640 students in achieving academic growth, high levels of achievement, and pathways beyond school. Our students were supported by a team of 68.4 EFT staff, including 46 teaching staff, 19.4 education support staff and 3 Principal Class employees. Dave Armstrong commenced as the substantive Executive Principal of the school in March 2022. David has a range of school leadership experience across the independent and international school sectors. He has worked in the Northern Territory, Victoria, NSW and in Vanuatu.

Our vision is to empower all students to grow academically, socially, and emotionally through an outstanding learning environment built on high expectations for success. Our goal is to develop independent, lifelong learners who make a positive impact on the world around them. To achieve this, we provide access to high-quality education and resources that meet the unique needs of our regional community. Our programs and facilities are tailored to prepare students for success in a rapidly changing world.

Our senior year programs, including the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), and a range of options from Vocational Education and Training (VET), are designed to meet the needs of students with different post-secondary goals than those in metropolitan areas. We are also proud of our specialist instrumental music program, Select Entry Accelerated Learning Program (SEAL), which offers students a holistic educational experience that supports their personal and academic growth.

At Wangaratta High School, we place great emphasis on supporting the social and emotional wellbeing of our students. Our wellbeing program provides students with the skills and support they need to navigate the challenges of adolescence and develop into confident, resilient young adults. We have a team of social workers, counsellors, youth workers, and mental health practitioners to support our student's mental health and wellbeing.

In addition to our academic and wellbeing programs, we also encourage our students to engage with their community and take on social responsibility. For example, our Year 9 Community Leadership Challenge (CLC) provides students with the opportunity to participate in community service projects and volunteer initiatives that help to strengthen the social fabric of our regional community. This program has been running for a number of years. The project-based nature of the CLC allows students to direct themselves in collaboration with the community, providing them with a sense of purpose and connection to their community. Through these experiences, our students develop the essential interpersonal and organizational skills that enable them to take their place as valued members of society.

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

### Learning

In 2022, Wangaratta High School made a strategic decision to prioritize the improvement of student outcomes in mathematics within the Victorian Curriculum, VCAL and VCE. This focus area was identified after analysing the 2021 NAPLAN and the Progressive Achievement Test data. The school developed key improvement strategies that were aimed at building excellence in curriculum, assessment, and pedagogy. These strategies were implemented at all levels of the school with the aim of developing collaborative approaches to curriculum, planning, differentiation, and assessment through Professional Learning Communities (PLCs). The implementation of High Impact Teaching Strategies (HITs) and professional development for all teachers enabled a more consistent approach to teaching numeracy across all year levels and disciplines.

The school also utilises the Department's Tutor Learning Initiative (TLI) and the Middle Years Literacy and Numeracy Support (MYLNS) programmes to provide support for students to catch up in their learning and extend their learning beyond their age expected level.

To measure student achievement, Wangaratta High School analyses a range of variables, taking into consideration both student learning growth and student achievement levels. These variables include teacher judgements, NAPLAN data, and VCE/VCAL/VET data. In 2022, the school saw significant growth in both literacy and numeracy learning. In reading, 21% of students achieved Top 2 bands, and another 40% in the Middle 2 bands. In numeracy, 9% of students achieved Top 2 bands with 17% of students with high growth from year 7 to year 9. This was higher than both the state and similar school averages by 3%.

In VCE, 85% of students studying VCE Units 3/4 subjects satisfactorily completed their VCE. The highest ATAR was 98.05 with two other students achieving an ATAR in the 90s. 26% of students received an ATAR of 70 or above. A notable achievement was that 16% of students in English received a 37+ median study score compared to the state average of 12% and similar schools only 4%.

## Wellbeing

The school is committed to creating a calm and organized environment that values positive relationships. We have implemented engagement policies and programs that have been successful and informed by a variety of data sources. The school has made great strides in improving our processes for supporting student well-being and providing access to support structures.

The dedicated team responsible for student well-being includes a variety of professionals, such as an Assistant Principal, Leading Teacher, Social Worker, Counsellor, Student Engagement Officer, Mental Health Practitioner, and School Nurse. The addition of a Mental Health Practitioner in 2022 has significantly improved the quality and scope of proactive and reactive support available for students, empowering staff to provide better support. The Leading Teachers and Year Level Leaders maintain strong links with students, parents, and carers, and are the main point of contact for them. The school regularly reviews and reflects on their Year Level Leaders and Leading Teachers' model to ensure that it remains effective and significant improvements were designed in late 2022 for implementation in 2023.

The annual Student Attitudes to School Survey revealed that the school faces challenges in this domain, and the school has invested in increased resources and support to address these issues. It is encouraging that the vast majority of students know where to seek assistance and help from, as the school has worked hard to nurture help-seeking behavior. Junior and senior students reported generally positive levels of well-being, but the data confirmed concerns among middle years students (Year 9 and 10) that this time of life is especially challenging. Over 80% of students report positively that they are not experiencing bullying at school. Concurrently, students who are experiencing bullying perceive that we could support them better, with only 37.6% positively endorsing our response to bullying. Strategies to address these areas were identified in our 2023 AIP and changes to staffing structures made in late 2022.

Opportunities for improving and strengthening student voice and agency were identified in 2022 for implementation as this is an area where students and staff identify. The Student Attitudes to School Survey shows us somewhat languishing in this area with a similarly low rating in 2021 and 2022. For this reason it was targeted as an area of focus during the planning in Term 4 2021 for our 2023 Annual Implementation.

## Engagement

Throughout 2022, Wangaratta High School continued to prioritise creating a positive climate for learning, elevating expectations, and fostering a culture of achievement. The school made symbolic upgrades to facilities and focused staff collaborative time on teaching and learning to improve the school culture. This achievement was confirmed by feedback from staff and students in focus groups conducted throughout the year.

While the school has documented processes for the establishment of individual learning plans and student management and engagement structures, new structures were developed in late 2022 to align with the Disability Inclusion framework, in preparation for an increased focus in 2023.

Despite the tiered system of support to encourage high rates of attendance, student attendance continues to be a challenge for Wangaratta High School and the broader education system. The school focused particularly on accurate data and careful interrogation of how absences were categorised and recorded. This approach ensured we had accurate data, but also informed follow ups with parents and carers to identify and address underlying causes of absences. In 2022, the average number of school absent days per student across Year 7-12 was 40.2, significantly higher than the state median of 27.8 days, noting that the school and state both increased in 2022 from 2021.

Student retention can be indicative of student engagement levels with their school and learning. In 2022, Wangaratta High School's retention rate or the percentage of Year 7 students who remained in school through to Year 10 was 75.2%. Student engagement at school is crucial in ensuring that students have a pathway beyond school. Wangaratta High School aims to provide a pathway for students that includes apprenticeships, TAFE courses, work, or university. In 2022, 84.1% of our students who exited the school in Year 10, 11, or 12 went on to further studies or full-time employment.

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## Financial performance

The year commenced with a number projects. A generous donation from Milawa Uniting Church enabled the purchase of three picnic seats situated near the football oval. The school was successful in obtaining two shade sail grants, one of these provided

shade sails over the donated seats. The second grant provided shade to our Outside Learning area near the Flexible Learning Centre. The school purchased additional seating to fully complete this project. The establishment of a School Building fund saw a positive uptake with \$4,500 in it's first year. The Performing Arts Centre had an upgrade of it's portable stage flooring with plans for future upgrades of it's data projector and screens. The CADlab computer classroom was upgraded with 24 new computers totalling \$40,000 and we continued our student support with the MacqLit programme, Tutor Learning and our Middle Years Literacy and Numeracy teachers targeting individual low achieving students.

The 2022 Victorian election saw the elected government promise an additional \$11.7 million for further campus improvements. We look forward to further updates on this promise in the coming year.

**For more detailed information regarding our school please visit our website at**  
<https://www.whs.vic.edu.au>

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 640 students were enrolled at this school in 2022, 321 female and 319 male.

1 percent of students had English as an additional language and 7 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).

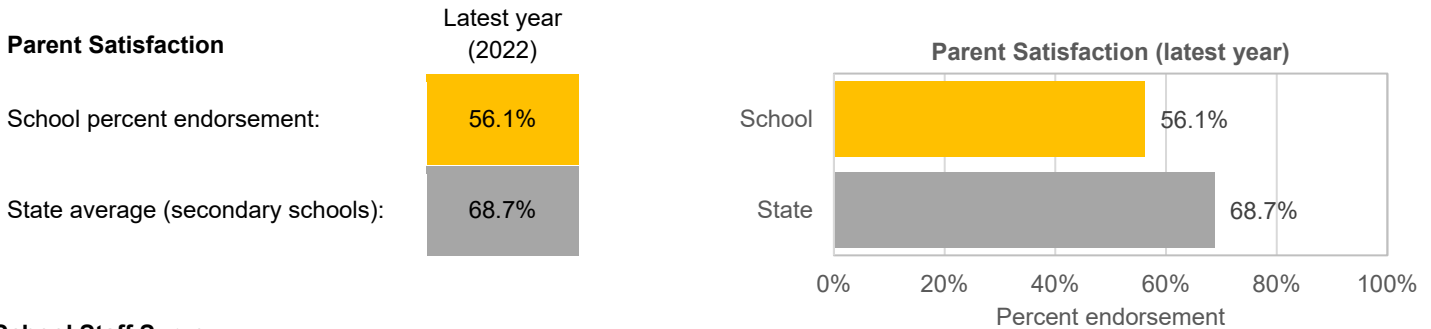
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

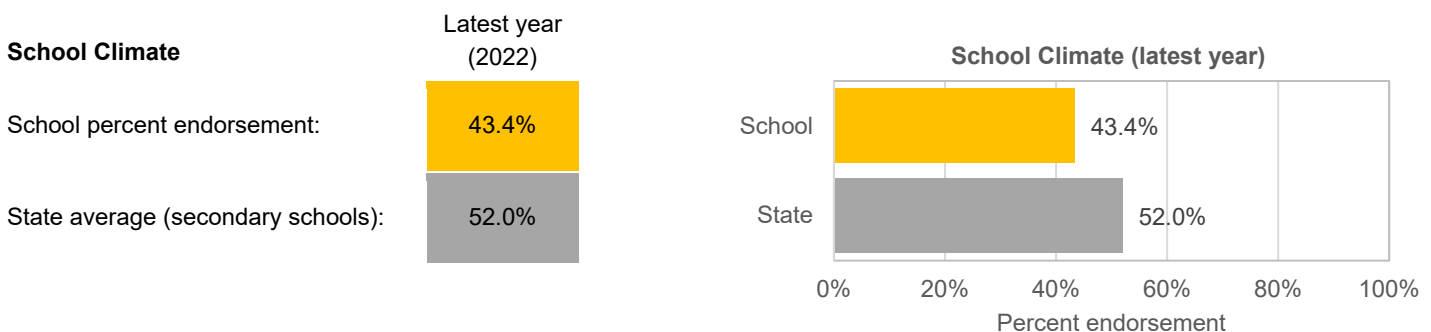


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

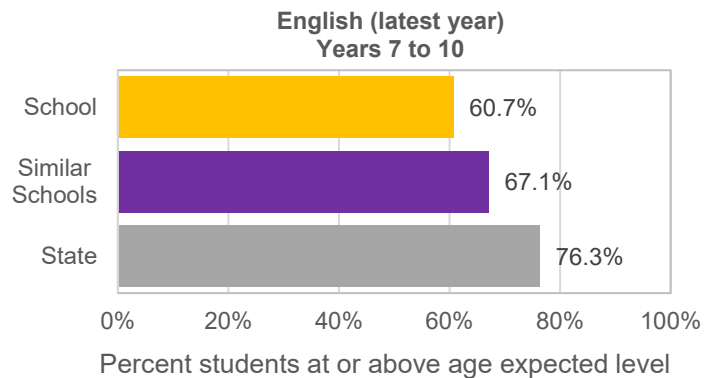
60.7%

Similar Schools average:

67.1%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

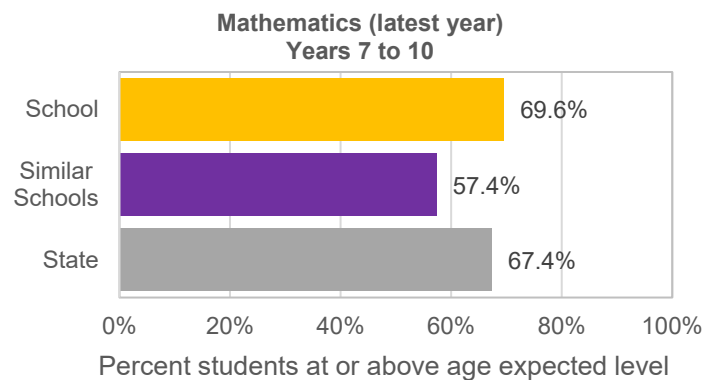
69.6%

Similar Schools average:

57.4%

State average:

67.4%





## LEARNING (continued)

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

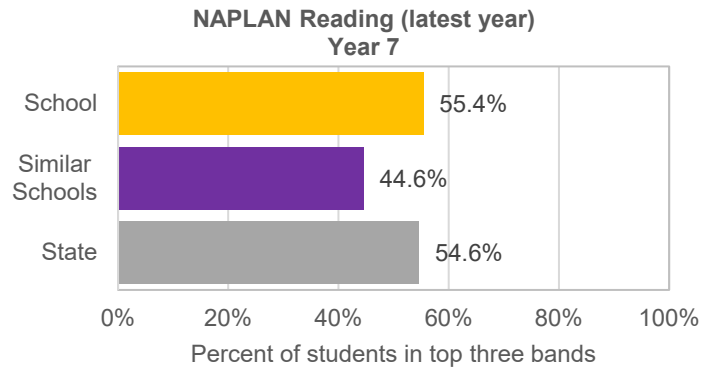
### NAPLAN

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

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

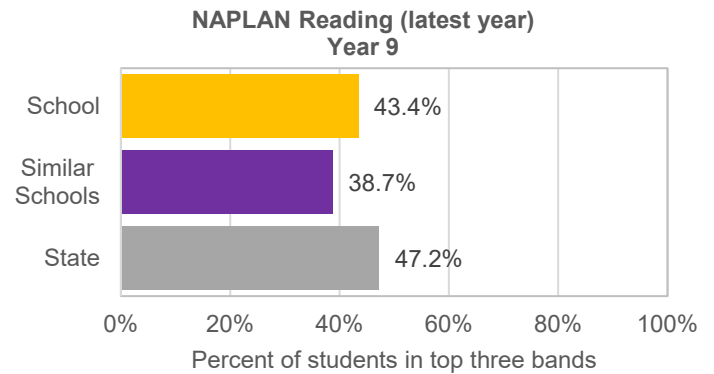
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.4%	52.6%
Similar Schools average:	44.6%	45.9%
State average:	54.6%	55.3%



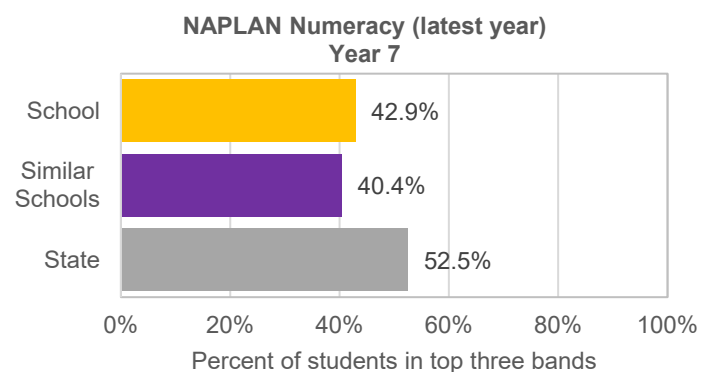
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.4%	36.6%
Similar Schools average:	38.7%	36.9%
State average:	47.2%	46.0%



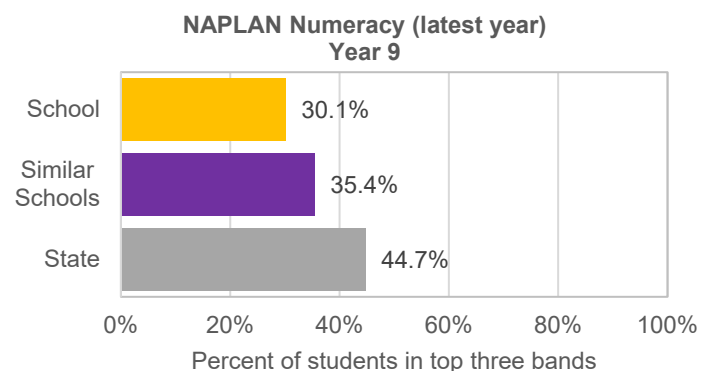
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	45.0%
Similar Schools average:	40.4%	44.3%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.1%	27.8%
Similar Schools average:	35.4%	35.3%
State average:	44.7%	45.6%



## LEARNING (continued)

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

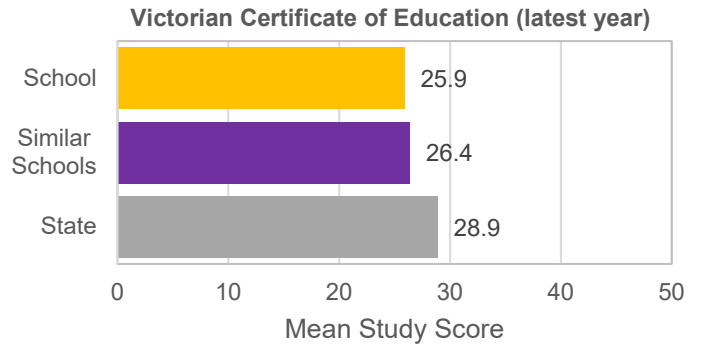
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.9	26.9
Similar Schools average:	26.4	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

94%

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

26%

VET units of competence satisfactorily completed in 2022:

61%

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

68%

## WELLBEING

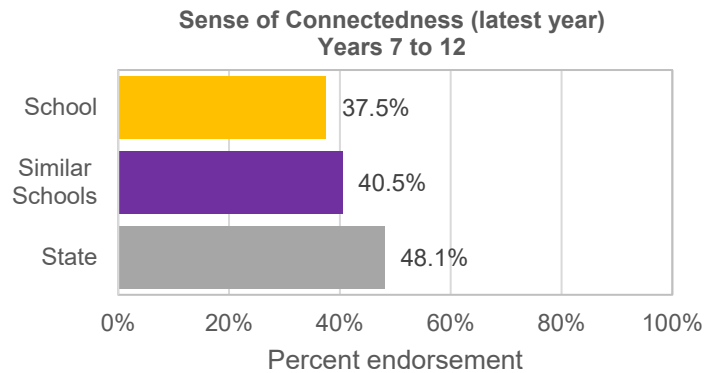
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.5%	42.2%
Similar Schools average:	40.5%	46.1%
State average:	48.1%	52.5%

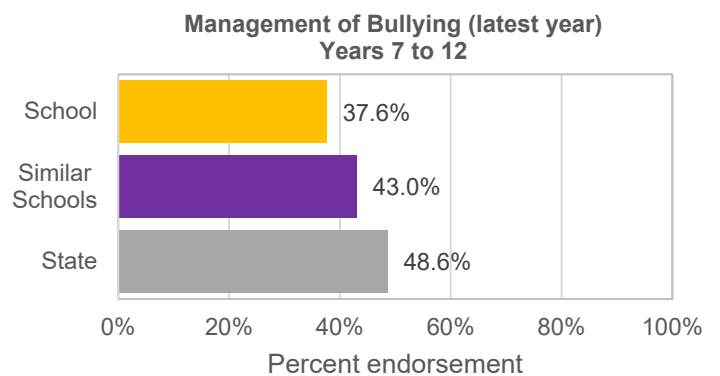


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.6%	43.7%
Similar Schools average:	43.0%	48.9%
State average:	48.6%	54.0%



## ENGAGEMENT

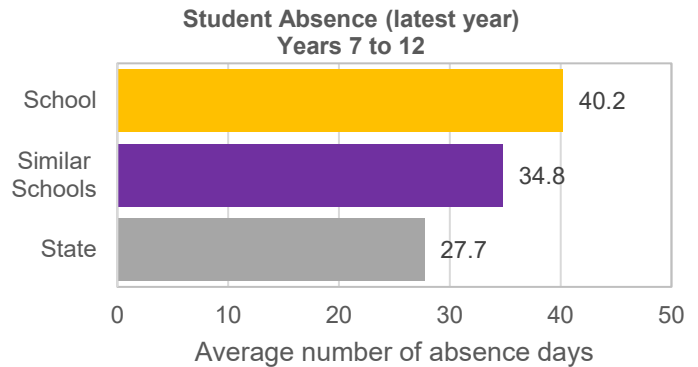
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	40.2	34.4
Similar Schools average:	34.8	27.9
State average:	27.7	21.8



### Attendance Rate (latest year)

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

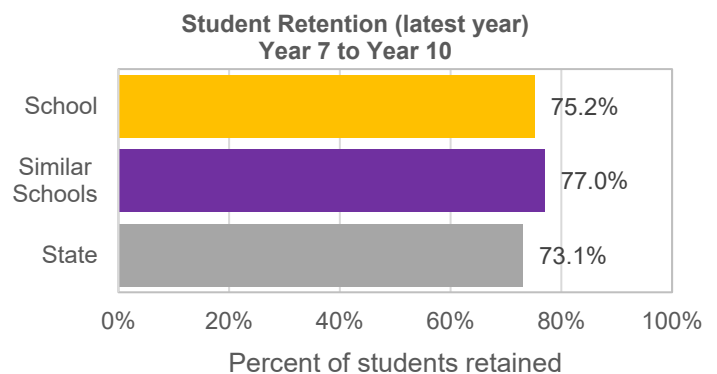
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	79%	77%	80%	80%	85%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	75.2%	74.7%
Similar Schools average:	77.0%	77.1%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

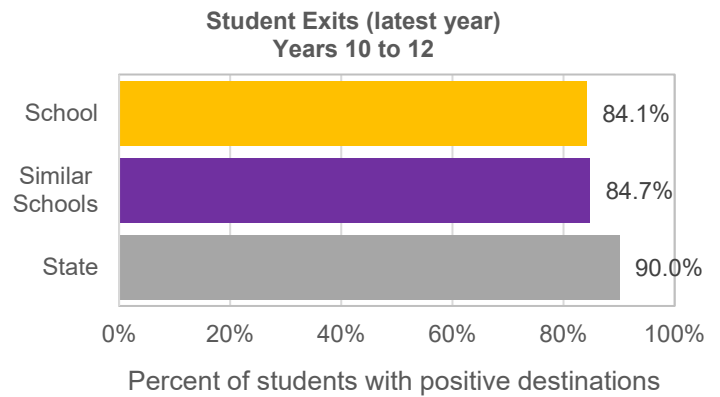
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	84.1%	78.0%
Similar Schools average:	84.7%	83.5%
State average:	90.0%	89.3%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,453,470
Government Provided DET Grants	\$1,218,319
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$134,500
Locally Raised Funds	\$311,731
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,118,020</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$479,276
Equity (Catch Up)	\$53,481
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$532,757</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,112,488
Adjustments	\$0
Books & Publications	\$4,568
Camps/Excursions/Activities	\$128,692
Communication Costs	\$12,535
Consumables	\$264,164
Miscellaneous Expense <sup>3</sup>	\$141,596
Professional Development	\$33,384
Equipment/Maintenance/Hire	\$244,582
Property Services	\$180,445
Salaries & Allowances <sup>4</sup>	\$413,820
Support Services	\$232,669
Trading & Fundraising	\$32,675
Motor Vehicle Expenses	\$3,302
Travel & Subsistence	\$0
Utilities	\$191,796
<b>Total Operating Expenditure</b>	<b>\$9,996,716</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$121,304</b>
<b>Asset Acquisitions</b>	<b>\$86,425</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$296,723
Official Account	\$59,840
Other Accounts	\$4,530
<b>Total Funds Available</b>	<b>\$361,093</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$311,116
Other Recurrent Expenditure	\$0
Provision Accounts	(\$19)
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$311,097</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.*