

2021 Annual Report to The School Community



School Name: Wodonga Senior Secondary College (8480)



- 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.

«PrincipalSignDescription»

- This 2021 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

«PresidentSignDescription»

About Our School

School context

Vision

All students are empowered to take responsibility and ownership for their learning, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

This vision is expressed by our motto "Every Student, Every Opportunity, Success for All"

Values - We ARE Wodonga Senior Secondary College

A Aspiration

R Respect

E Engagement

Environmental Context

Geographical Context and Infrastructure

Wodonga Senior Secondary College is a government year 10 to 12 co-education school in the local government area of Wodonga. The College is located 1km from central Wodonga on 7.84 hectares surrounded by residential housing.

Wodonga is one of the fastest growing regional cities in Victoria with a population of 39,351. It is located 3 hours and 20 minutes from Melbourne on the Hume Hwy. Being a regional centre, families can access social services, health, employment, art and culture. Families are also able to commute to Albury (7.8kms) for work and leisure. Employment opportunities for parents and carers of student centre on Manufacturing, Health Care and Social Assistance, Defence Industries, Public Administration, and Safety and Retail.

Wodonga Senior Secondary College has exceptional, all abilities, access to high-quality facilities which meets the needs of our students and the wider community. The main building encompasses teaching and learning spaces for science, digital literacy, mathematics, literature, history and language. The College also offers industry standard learning spaces for trades, children services, hair and beauty, and hospitality. Students can also enjoy well equipped sporting and performing arts centres.

The Seymour, Shepparton, Benalla and Wodonga Flexible Learning Centres and Choice Wodonga are all campuses of Wodonga Senior Secondary College, and make up the North East Flexible Learning Network. These centres / programs provide students who generally experience difficulties accessing mainstream school an educational pathway tailored to their often complex educational, social, developmental, psychological, health, legal or family situation.

History and Enrolment Trends

Wodonga Senior Secondary College was established in 2005-2006 through the regeneration of government secondary education in Wodonga. This initiative took the three existing secondary schools in the city to form one senior secondary college (10 to 12) and one Middle Years College with two campuses that specialise in the education of year 7, 8 & 9 students. Today, Wodonga Senior Secondary College and Wodonga Middle Years College work collaboratively to provide all students with every opportunity of success from 7 to Career.

Student and Community Demographics

The College currently has 1172 students. Over the last five years enrolment trends have increased. The majority of students transition from year 9 at Wodonga Middle Years College into year 10 at the Senior College. While 24 % of students are drawn from neighbouring communities (including New South Wales), Independent schools and Catholic College.

The College serves a community with socially, economically and culturally diverse needs. It actively embraces, respects and promotes the uniqueness of all students. For 3.1% of students English is their additional language and 15.9% of students are Aboriginal or Torres Strait Islanders. The School Family Occupation (SFO) in 2018 was 0.6877. This has remained relatively consistent over the last 5 years.

Staffing and Leadership Profiles

The College benefits from the highly professional teaching and support staff. The majority 80% of teaching staff are highly experienced teachers. This blends well with a consistent flow of new teachers each year. The Executive Team at the Wodonga Senior Secondary College campus consists of 5 Principal Class focusing on high quality education for all students and continuous improvement. This team is supported by 17 leading teachers. There is an additional 5 principal class supporting the Flexible Learning Centres.

The school is sustained by highly dedicated Education Support Staff 56. This includes laboratory technicians, Librarians, administrative staff, maintenance and grounds staff, IT assistants and trainees. The College has a strong commitment to the wellbeing of students and this is demonstrated through the four house leaders and assistant as well as a highly competent wellbeing team of social workers, Doctors in School program, Koorie Support mentor, Inclusion Support and a Defence Transition Mentor.

Curriculum and Specialisation

Wodonga Senior Secondary College has the broadest range of subject choices in the region across all subject areas. The College works with all students to design an individual pathway which provides them with every opportunity for success following their secondary education. VCE and VCAL are spread over two and half years at the College. Both pathways are well represented by students.

In partnership with our external Registered Trained Organisations, the College delivers a diverse range of VET Subjects. The VET program within the College has a strong reputation within the College and the community. This can be attributed to the Industry professional teaching staff, high quality facilities and supportive placement host from industry.

Students at the college have a wonderful opportunity to participate in and experience our global education programs. Each year the Senior College has a number of overseas students studying at the College, students can study Japanese, Indonesian, Vietnamese or Chinese face to face at the College as well as attend one of our international study tours to countries such as Cambodia, Japan, China and Vietnam.

The College has a healthy focus on extra-curricular activities. Students are encouraged to participate in the annual swimming and athletic carnivals, Interschool sport, Instrumental Music program, College musicals and celebrity events.

Framework for Improving Student Outcomes (FISO)

During 2021 the School had a focus on 3 areas from the DET FISO Initiatives:

1. Excellence in Teaching & Learning: 'Curriculum planning and assessment'

Progress and Highlights: Due to COVID (remote learning) much of the planned work to be undertaken to build teacher capabilities to plan, assess and teach to each student's point of need was interrupted. We did however achieve some important work around moderation 9 to 10 working closely with Wodonga Middle Years College English Teachers. The focus was on improving teacher judgements and developing understanding of the expectations of Year 12 English. Through Professional Learning Communities, we continued a focus on Proficiency Scales (more work to be done in this area as interruptions with 7 lockdowns hindered progress).

2. Positive Climate for Learning: 'Empowering students and building school pride' and 'Setting expectations and promoting inclusion'

Progress and Highlights: Whilst COVID (remote learning) provided us with more challenges, we were in part able to continue our focus on embedding School Wide Positive Behaviour Support (SWPBS) and developing/implementing

strategies to improve student attendance. Our SWPBS team was able to continue work on the foundational structures to establish our Tier 1 accreditation. We developed our school values through community consultation and reviewed our behaviour matrix to align with them. We delivered whole school SWPBS lessons online seeking student and teacher feedback through classroom activities.

Student attendance continued to be a high priority during remote and onsite learning to ensure students remained connected to the school and regularly engaged in studies.

Achievement

WSSC

Being a Senior College there are only 2 sets of data that the College can be measured against other government schools in the Annual Report.

The first measurement is teacher judgements of student achievement against the Victorian Curriculum at Year 10. This data indicates that our students performed at similar 2020 levels which indicates remote learning continued to have had a significant impact on our students.

The second measurement is against VCE results – our 2021 results are similar to other schools but are below the median for government schools which is not dissimilar from previous years indicating our students were not significantly impacted by remote learning. Our VCE satisfactory completion slightly dropped from 93% to 91%. Engagement with VET subjects was up from 2020 (41%) down to 44% of students completing at least one VET unit in 2021 which is markedly above the stage average. VCAL completion official figures have decreased due to students beginning intermediate VCAL programs for completion in 2022, however internal tracking indicates that actual VCAL completion has continued to increase and is well above the average for similar schools and the state.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

The College is committed to improving outcomes in all areas through a comprehensive program of personalising learning for our students and professional development programs for staff. The College has a clear research-based model of Teaching and Learning that supports the delivery of our complex curriculum to support all students to succeed. Ongoing collaboration with Wodonga Middle Years College to provide a strong foundation for the future.

NEFLN

North East Flexible Learning Network programs are centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and the development of a career pathway through planned skill development and carefully managed workplace experiences. The NEFLN campuses work collaboratively to deliver quality, rigorous, engaging programs in line with Vic Curriculum, VCAL, and VCE. Each student will have an Individual Education plan that has both short and long term goals designed at the young persons point of need, these plans are regularly reviewed and updated with students and families

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Engagement

WSSC

A major focus of 2021 was to support the re-engagement of students after the disruptions and uncertainties of 2020. These interruptions and uncertainties unfortunately continued in 2021 and maintaining engagement across these challenges was of equal priority as we moved between remote and onsite learning. We did this by having clearly defined roles for staff during both remote and onsite learning, with a greater emphasis on wellbeing and communication with both students and parents when working remotely. Individual student programs were closely monitored throughout the year to ensure successful outcomes. Information was communicated to teachers, parents and guardians so that students needs could be understood and addressed to maintain engagement.

The WSSC Careers Team runs a model of Career Development based on The Victorian Careers Curriculum Framework focusing on self-development, career exploration and career management. Despite the 2021 period being heavily affected by Covid restrictions, there were 356 students that undertook work experience throughout the year across a range of industries. Additional to this, Career Development was embedded within our Graduate Program curriculum to ensure students were undertaking a robust career program. Understanding that parents still act as the key influencer in a young persons career decision making, the Careers Team conducted 4 sessions titled 'Engaging Parents in Career Conversations' (EPICC) throughout the year engaging 63 parents in the training. Engaging with parents, providing work experience and embedding career development into curriculum continued to act as a key strategy for student engagement throughout all of 2021.

The role of the Graduate Program teacher throughout 2021 was vital. Their relationships and communication with parents and guardians provided the college with the necessary information to build supports for individual students throughout remote learning, and to ensure the eligibility of their programs. Graduate Program teachers also played a vital role in monitoring attendance and were crucial in supplying information to House Leaders and Wellbeing to ensure their social and emotional wellbeing. Students continued to engage within the community via their Graduate Program Impact Projects demonstrating the attributes to be highly successful, employable and positive contributors to the community.

School Wide Positive Behaviour Supports (SWPBS) established clear expectations of behaviour built upon our values of Aspiration, Respect and Engagement. These were introduced across the college and embedded through a series of SWPBS lessons throughout the year. An emphasis on the need for adults in the school community to "Teach, Model & Show" created a consistent approach and a shared understanding that these behaviours are learnt. A review of our "Big 5" data collection ensured that we had access to "Who, What, Where, When and Why" when recording unwanted behaviours. This data allows a deeper understanding of student behaviours and the SWPBS teams was able to communicate this to staff to support classroom management strategies, and to implement strategies for improved behaviour in non classroom settings.

The average days absent in 2021 was 12.3 per student compared with the State at 17.8. Efforts to continually improve upon this figure include the close monitoring and documentation of student absences. Ongoing communication with parents/guardians, strong wellbeing support and the early implementation of attendance plans for those on track for 30+ days absence provides clear individualised strategies to improve student attendance and engagement. Professional development was provided for staff to have a greater understanding of the recording and follow up of attendance.

NEFLN

At the North East Flexible Learning Network we believe that most young people would like to be attending an educational setting and learning. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would. The intention of our Flexible Learning Centres is to re-introduce students to learning to the extent that they are able to be successful, to build upon these successes, to develop their learning potential and plan for a successful adult pathway. Our campuses work together to develop and deliver programs that are tailored to meet the needs of each individual student. Teachers along with the Careers and Pathways practitioner at each setting will work with students and families to develop an Individual Education Plan that sets out short and long term goals for future success.

Wellbeing

WSSC

The Student Operations team maintained their efforts to closely monitor students throughout the interruptions of 2021. Clarified processes and accurate data collection allowed Graduate Program Teachers to communicate with parents and provide the necessary supports to maintain engagement, attendance and support student wellbeing. Our remote learning protocols were clearly defined and staff and students demonstrated excellent adaptability to maintain engagement.

Our Graduate Program Curriculum continued to strengthen the important relationships between staff, students and families. The teachers in the program performed a hugely important role in maintaining communication with families and monitoring engagement throughout remote learning. The delivery of the Respectful Relationships curriculum continued within the Graduate Program. The review of the Graduate Program Curriculum was finalised in 2021 with significant changes planned for 2022 based upon the feedback received from students. This will see a strong focus on school morale, personal development, careers and pathways, community engagement and academic success. We continued to build student connectedness within the vertical house structure. We broadened the scope of our "House Cup" activities throughout the year to offer a more inclusive range of activities and competitions for students to contribute and feel valued.

Our School Wide Positive Behavior Lesson Schedule in 2021 targeted the establishment of our behavioural expectations for a safe and supportive learning environment. Data collected by this team highlighted specific locations and times that required additional supports to achieve the desired behaviours. In 2021 we established our Tiers of Recognition and provided training and support to staff to strengthen the ways in which students behaviours and accomplishments are recognised across the college. It is hoped that this work will assist to build staff and student relationships, increase learner confidence and connectedness, and consolidate our expectations for behaviour.

During 2021, we introduced a new leadership position within the executive team - Director of Wellbeing and Pathways. This position is crucial to advocating for the ongoing and changing wellbeing needs of our young people and provides a much needed voice at the executive level to ensure policies and processes reflect best practice. Our Case Management model of student support continues to be a successful strategy for advocacy, connecting students to external services and ensuring a holistic approach to the individual. We continue to develop key working relationships with external service providers in order to develop a community approach to student wellbeing.

NEFLN

At the North East Flexible Learning Network the young people seeking enrolment at one of our Flexible Learning Campuses will usually be connected with a range of mental health, child protection or youth workers and have been disconnected for some time from schools and teachers. Our Flexible Learning Centres provide the opportunity for young people to reconnect with teachers and learning. Staff will prioritise developing relationships with students, assessing their abilities both socially and academically. The Individual Education Plan will then address holistically, strategies for supporting the young person to successful outcomes.

Finance performance and position

2021 was a difficult year with the COVID 19 pandemic causing anxiety within our school community especially in the later part of 2021, when locally we had a number of COVID cases.

Despite these difficulties we were still able to continue with building of new stadium and the refurbishment of Galvin Hall with the assistance of the Commonwealth Government and our own financial contribution.

Our financial performance to 31st December 2021 shows a deficit of \$5.9m which was due to us providing \$2.7m for the above mentioned stadium/hall project plus paying our 2020 SRP deficit of \$4m from our cash reserves but it is reflected in the expenditure of our Operating Statement Summary.

We are in a sound financial position to meet all of our commitments and provide the necessary resources for our students, maintain our College facilities to a high level at all of our campuses including those at Flexible Learning

Centres at Shepparton, Seymour, Benalla and Wodonga plus the Choice Learning Space in Wodonga. With the changes in the parent payment policy arrangements from the commencement of 2022 with regard to fee collections and the ongoing changes in education, we will have challenges, but we have the staff and resources to meet them to enable our students to prosper in the coming years.

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