

2016 Annual Report to the School Community



School Name: Werribee Secondary College

School Number: 8465



WERRIBEE SECONDARY COLLEGE

Name of School Principal:	Steve Butyn
Name of School Council President:	Damian Marinaro
Date of Endorsement:	28 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Werribee Secondary College is a Victorian Department of Education school, and is accredited by the Council of International Schools (CIS), the International Baccalaureate Organisation (IBO) and The Academy of Accredited (TAAS) Schools. Following completion of a rigorous self-study process, the College hosted a visit by a CIS Accreditation Team and was reaccredited by the CIS in 2016.

The College is proud to be the first and only Victorian government school authorised to offer the International Baccalaureate Diploma Program (IBDP), our first class graduated in 2015. The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

Werribee Secondary College offers students a broad range of studies within the Victorian Certificate of Education (VCE) and offers a high quality Victorian Certificate of Applied Learning (VCAL) program. Within the VCE and VCAL students are also able to study units of Vocational Education and Training (VET).

Werribee Secondary College proudly serves a culturally diverse learning community where students work and socialise together in harmony and with respect. Census data for 2016 indicates that 1496 students were enrolled at the College and that they were born in one of 55 different countries; of the 607 students who were born overseas, the largest proportion of students by country of birth were from India (19%), China (13%), Thailand (10%), New Zealand (9%), Singapore (6%), Philippines (6%) and Sri Lanka (6%). Amongst those students who were born in Australia, many had parents who were born overseas.

The College attracts overseas full-fee paying students principally from China and Vietnam. The College has strong relationships with schools internationally, including Mihara High School (Japan), West Spring Secondary School (Singapore), Newport Harbor High School (USA), Shaanxi Teaching University - High School Affiliate (China) and Gredos San Diego (Spain).

At Werribee Secondary College we strive for success in students' chosen endeavours. The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education. College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection. At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

The College offers a high quality education that develops students' skills and competencies and the acquisition of the knowledge needed to meet future challenges. Students may select one of the four languages offered at the College from Year 7: Chinese, Japanese, Italian and Spanish. Students are given opportunities to develop leadership skills and teamwork through the College's wide range of co-curricular programs which include the House and Tutor Group system, extensive Student Leadership Program, Australian Army Cadet Unit, Inter-School Sports, Instrumental Music, Performing Arts, Music Club, Chess Club, Public Speaking and Debating.

Werribee Secondary College has experienced high demand for admissions at all year levels; an enrolment zone is in place to limit the student population to the College's capacity of 1525 students.

Framework for Improving Student Outcomes (FISO)

The College's CIS Self-Study and Accreditation Report identified key areas requiring further strengthening and these are reflected in the College's 2016 Annual Implementation Plan.

Building practice excellence

In order to improve the quality and consistency of teaching across the school, teachers began their work to embed the College's Teaching and Learning Model (ENGAGE) in all lessons across the school. Through their work in Teaching and Learning Communities, teachers' built their capacity to differentiate teaching to ensure challenge and progress for every student.

Building leadership teams

The College engaged an external facilitator to work with staff to develop a more trusting and co-operative staff culture. Staff agreed on school-wide expectations and work will be undertaken in 2017 to enhance the leadership capacity of the College's



Principal Class Officers, Leading Teachers and Heads of Faculty.

Empowering students and building school pride

Additional student leadership opportunities were created in 2016, bringing the total number of students in the College’s formal student leadership program to sixty-four. Student leaders were given greater autonomy to run various committees and encourage greater participation in events and activities by students. The focus of student work was on making a difference to their local and global communities. The College boasts a wide range of co-curricular programs designed to engage students and build school-pride; Supportive Friends, Student Leadership Program, Orientation Week Activities, International Carnivale’, Pastoral Leadership and High Resolves are some examples.

Access to online results and developments in the assessment of student learning against the Victorian Curriculum, including the use of Dylan Wiliam’s formative assessment strategies continued, are giving students a greater voice in their learning.

Building communities

A Communications Committee was established to guide improved communications between all elements of the College community. The College trialled COMPASS (Student Management Software) in 2016 and this platform will become the central mode of communication across the school from 2017.

The College enjoys the support of dedicated and hardworking members of the Parents and Friends Association. In order to create additional opportunities for parents to become more actively involved in the school community, the College:

- established a Year 7 ‘Meet the Teacher Night’
- instituted regular articles from College Council in the College Newsletter
- administered its own Online Results Portal and will introduce Compass Student Management System in 2017
- operated tours during the school day for parents of students in Year 6

Achievement

Werribee Secondary College offers students the choice of three senior school certificates: the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and the International Baccalaureate Diploma Program (IBDP). Werribee Secondary College students graduate at the end of Year 12 with excellent results.

The College’s four-year average VCE results show that the College is outperforming schools with similar profiles. In 2016, the College’s median VCE Study Score was 30 and over the past three years, the College’s VCE Study Scores above 40 have averaged 6.3%. The 2016 VCE All Study Mean and four-year average means were greater than the mean of all Victorian government schools.

The College is committed to further enhancing the international experiences of its students; the College’s second IBDP cohort completed their studies in 2016. In the IBDP graduating class of 2016, 25% of the students attained an ATAR equivalent score of 90 or higher.

The College’s VCAL students achieved a completion rate in excess of the state average.

Werribee Secondary College enjoys levels of parent satisfaction, which are above the median of all Victorian government schools. Teacher judgement of student achievements in English AusVELS are similar to those at comparable schools; compared with similar schools, our teacher judgements in Mathematics AusVELS are lower.

Year 7 NAPLAN achievement data is very strong in Reading and Mathematics and reflects the high quality of students who enter the College. Significant numbers of high-achieving students successfully gain entry to Year 9 at one of Victoria’s four selective schools, and is reflected in the College’s Year 9 NAPLAN achievement data. Year 9 students’ NAPLAN Numeracy data indicates that the College’s students are achieving at levels similar in 2016 to those of comparable schools; this is also the case for the four-year average. The four-year average performance of Year 9 students in NAPLAN Reading are similar to comparable schools. Year 9 students’ NAPLAN data for Reading in 2016 was disappointing and this reflects lower levels of learning gain (from Year 7 to 9) than anticipated; the College has developed initiatives address this, and will closely monitor future student achievements.

All students who are part of the Program for Students with a Disability (PSD) at the College showed progress at ‘satisfactory’ or ‘above’ in achieving their individual goals.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Three sets of data are used to monitor students' engagement with school: Student Absence, Student Retention and Students Exit Destinations.

The College maintains a register of student attendance for each of the six periods per day and publishes each student's absence data online for parents. Student absence rates are below the median of all Victorian government schools and are similar to comparable schools. Student attendance data meets the government's performance threshold. College staff will continue to record student attendance every period of the day and intervene to address issues where students who have a record of low attendance.

A significant number of students gain a place at one of Victoria's Selective Schools at the end of Year 8 and at other levels, and this impacts on the measure of the College's Year 7 to 10 retention rate for 2016 and in the four-year average. Discounting this factor, the retention rate for students at Werribee Secondary College is similar to other comparable schools.

The measure of 'Positive Exit Destinations' (full-time study or full-time employment) are similar to those of government schools and meet the threshold standard. Where students leave Werribee Secondary College between Years 10 and 12, the percentage of students entering further study or full-time employment indicates that the College is performing at a similar level to other schools. In 2016, approximately 95% of our Year 12 VCA and IB graduates who sought a course at a tertiary institution received an offer; our Year 12 VCAL students experienced positive outcomes: tertiary studies, training or employment.

The College is committed to ensuring that all students who exit the College prior to completing Year 12 have a pathway plan that leads to positive outcomes.

Wellbeing

Two sets of data are used to monitor student wellbeing: 'School Connectedness' and 'Perceptions of Safety', both of which are measured in the annual Student Attitudes to School Survey.

Student 'Perception of Safety' in 2016 and the four-year average are above the median of Victorian government schools and are similar to those at comparable schools.

'Connectedness to School' is defined as '... the extent to which students feel they belong and enjoy attending school.' Improving school connectedness is a high priority at the College. The 2016 measure of 'Connectedness to School' is higher than that of students at comparable schools.

The College's House and Tutor Group systems are aligned with the College's values and have a wellbeing focus. The College has a vibrant co-curricular program that provides opportunities for student leadership and engagement. The four-year average measure of 'Connectedness to School' is similar to comparable schools.

The College has a number of highly successful student leadership programs including:

- Senior School Leadership, involves College Captains, College Vice-Captains, House Captains and House Vice-Captains; in 2016, House Vice-Captains were also appointed at Years 8, 9 and Year 10
- The Senior Supportive Friends Program, enables senior students to look out for one another
- The High Resolves (Global Citizenship) Program, involves students from Years 8, 9 and 10
- The Australian Army Cadet Unit

The extensive range of co-curricular programs available to students gives them opportunities to develop their connectedness to peers and staff and to the College more generally. Students are exposed to a number of pro-active programs designed to improve their general wellbeing and encourage positive lifestyle choices, via Tutor Groups and in their Health and Human Relations and Physical Education programs.

The specific wellbeing needs of students are supported through the work of Sub-School Teams (Years 7 & 8, Years 9 & 10 and Years 11 & 12). The College employs three part-time Student Wellbeing Co-ordinators and a Social Worker who support students in close co-operation with the Sub-School Teams.

The College's comprehensive Student Management Systems and the Online Portals enable parents to monitor the indicators of student wellbeing and academic achievement and to intervene, as appropriate.

For more detailed information regarding our school please visit our website at
www.werribeesc.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how Werribee Secondary College 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1496 students were enrolled at this school in 2016, 740 female and 756 male. There were 38% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> Lower Similar Similar Similar



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>40%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>44%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	52%	26%	Numeracy	23%	40%	37%	Writing	30%	44%	27%	Spelling	22%	38%	40%	Grammar and Punctuation	22%	52%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 93% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 35% VET units of competence satisfactorily completed in 2016: 68% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 90%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	91 %	91 %	92 %	94 %	93 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	91 %	91 %	92 %	94 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

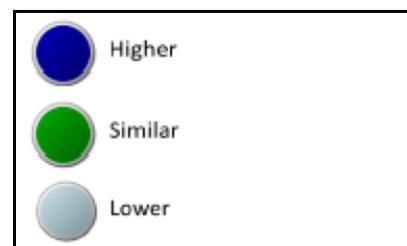
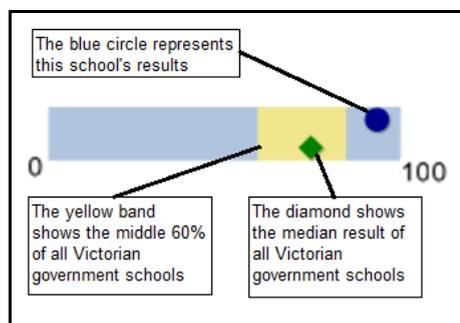
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

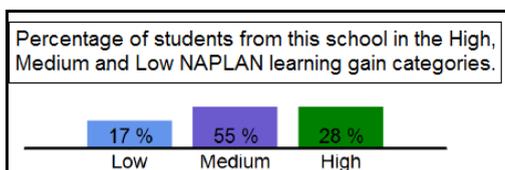
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

2016 was a very productive year, with the completion of the Recital Centre Development undertaken by Werribee Secondary College School Council; outstanding Performing Arts (Music, Drama and Dance) facilities are now available to enhance and showcase students' skills and talents in these areas.

In addition to the regular grants received from Department of Education, in 2016 the College received 'Equity Funds' to address NAPLAN "Catch-up" and "Social Disadvantage" issues. Using the funding, additional staff were appointed to the student health and wellbeing areas, as well as to further develop our students' literacy levels.

Significant funds were allocated to Property Services, and Furniture and Equipment in line with the completion of the new Recital Centre and Auditorium extension buildings.

Additional revenue was received via our Student CSEF (Camps, Sports and Excursion Funding), which replaced the EMA (Education Maintenance Allowance), and from an increase in the number Overseas Fee paying students enrolled at the College in 2016.

The College spent funds to appoint additional Information Technology personnel and infrastructure and software upgrades made. Werribee Secondary College Council finalises the Cash Budget once enrolments are confirmed. This is monitored on a monthly basis by the College Council to ensure that Heads of Faculty have sufficient funds and are spending appropriately.

Funds were allocated to school programs and undertake routine maintenance of buildings and facilities. The balance of funds reflected in the 2016 Net Operating Surplus is anticipated to be spent in 2017 with an additional expansion of our Stage 3 Building project.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,873,392	High Yield Investment Account	\$1,239,303
Government Provided DET Grants	\$1,927,367	Official Account	\$386,347
Revenue Other	\$479,947	Other Accounts	\$2,280,038
Locally Raised Funds	\$1,661,562	Total Funds Available	\$3,905,689
Total Operating Revenue	\$15,942,268		
Expenditure		Financial Commitments	
Student Resource Package	\$11,781,351	Operating Reserve	\$505,376
Books & Publications	\$5,782	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$63,938	Capital - Buildings/Grounds incl SMS<12 months	\$960,600
Consumables	\$329,053	Maintenance - Buildings/Grounds incl SMS<12 months	\$130,000
Miscellaneous Expense	\$1,126,829	Beneficiary/Memorial Accounts	\$679,000
Professional Development	\$78,351	Revenue Received in Advance	\$338,102
Property and Equipment Services	\$657,288	School Based Programs	\$500,000
Salaries & Allowances	\$506,438	Other recurrent expenditure	\$325,000
Trading & Fundraising	\$313,714	Asset/Equipment Replacement > 12 months	\$150,000
Travel & Subsistence	\$25,950	Capital - Buildings/Grounds incl SMS>12 months	\$86,000
Utilities	\$157,925	Maintenance -Buildings/Grounds incl SMS>12 months	\$130,311
		Total Financial Commitments	\$3,904,389
Total Operating Expenditure	\$15,046,619		
Net Operating Surplus/-Deficit	\$895,650		
Asset Acquisitions			



\$757,714

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.