

About Our School

School context

Westall Secondary College (WSC) is a co-educational secondary school located in Clayton South, approximately 25 kilometres south-east of the Melbourne Central Business District. The College's vision is to deliver a personalised learning model for every student, guided by the Westall Way frameworks, which underpin both student learning and wellbeing. This approach is implemented through clearly defined protocols and programs designed to ensure that the individual needs and aspirations of all students are met.

A key focus at WSC is ensuring that students are appropriately challenged in the core learning areas of English, Mathematics, Science and the Humanities (Global Literacy), based on their individual learning levels rather than solely on age or year level. This academic focus is complemented by a comprehensive elective program, available to students from Year 7 onwards, enabling them to pursue areas of interest and develop a broad range of skills.

Westall Secondary College is a richly diverse learning community that actively celebrates the many cultures contributing to its inclusive environment. The College's iCare values—Care for your learning, Care for yourself, Care for your school and Care for others—guide the behaviour and actions of both staff and students. The school is organised into Junior, Middle and Senior sub-schools, in addition to the Westall English Language Centre (WELC), which provides a six-month intensive English language program for newly arrived students to Australia.

In 2025, the College's Student Family Occupation and Education (SFOE) index was 0.5010, placing it in the high band. The College staffing profile comprises four Principal Class officers (one Principal and three Assistant Principals), 9.8 Leading Teachers, one Learning Specialist, 63.8 full-time equivalent (FTE) teaching staff, 29.24 FTE Education Support staff, and a Business Manager. Within WELC, staffing includes one Leading Teacher, 9 FTE teaching staff, and 1.2 FTE Education Support staff.

As of February 2025, WSC had 697 confirmed student enrolments, with numbers fluctuating throughout the year. This included 146 international student enrolments, the majority of whom were enrolled in the Middle and Senior sub-schools. In 2025, the College recorded 210 Nationally Consistent Collection of Data (NCCD) enrolments. In 2024, the student cohort included 166 students enrolled in English as an Additional Language (EAL) programs and six students identifying as Aboriginal. The College also employs staff of Aboriginal and Torres Strait Islander backgrounds and takes pride in its multicultural and inclusive culture. An established Aboriginal gathering place on campus serves as an outdoor classroom and meeting space for both students and staff.

Westall Secondary College continues to offer a broad range of extracurricular opportunities, including camps and excursions, sporting programs, academic extension programs, clubs, a breakfast club, music programs, and whole-school events. The provision of high-quality wellbeing supports and programs throughout 2025 enabled both mainstream and international students to build strong connections with their teachers, peers and learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Westall SC, the development of literacy and numeracy remains our primary focus. Through the effective implementation of Explicit Direct Instruction (EDIM), supported by a positive climate for learning and our Westall Way School-wide Positive Behaviour Support (SWPBS) framework, we continue to create a strong foundation for student success. Our teachers motivate and challenge students through engaging, purposeful lessons, with the explicit development of literacy and numeracy knowledge and skills at the core of all learning programs.

In 2025, Westall SC students continued to make excellent progress, as reflected in the overall Medium rating for the Learning performance group data detailed in our 2025 School Performance Report. In Year 7 NAPLAN, the proportion of students achieving at the Strong and Exceeding levels in Reading and Numeracy remained below that of similar schools and the state average. This reflects the fact that many of our students enter Year 7 performing below expected benchmarks.

In 2025, our Year 9 NAPLAN results showed a decline in Reading and stable results in Numeracy compared to 2024. However, a closer analysis of student growth data indicates that growth in Reading was only slightly below the state average, while growth in Numeracy was above both similar schools and the state average. This demonstrates our capacity to add value to students' learning from Year 7 onwards, while also highlighting the ongoing need to strengthen literacy and numeracy support for students entering in Years 7 and 8.

The Department of Education (DoE) Tutor Learning Initiative (TLI) continued to provide targeted support for students requiring additional assistance, particularly in Years 10–12, to help bridge learning gaps. In addition, 2025 marked our fifth year of participation in the DoE's Middle Years Literacy and Numeracy Support (MYLNS) initiative, which aims to lift literacy and numeracy outcomes for Year 10 students performing below the National Minimum Standard.

In the junior years, we successfully implemented the MacLit Literacy Intervention program, an explicit and systematic reading intervention designed to support low-level readers in Years 7 and 8. The program achieved strong growth outcomes for identified students and has been an important component of our literacy improvement strategy.

Our senior school results in 2025 were also a source of pride. The mean study score was 24.9, with 7% of students achieving an ATAR above 90 and 25% achieving an ATAR above 70. The average ATAR was 55.68. Importantly, 96% of students satisfactorily completed their VCE or VCE VM certificates, representing an improvement on the measure group scale.

We are very proud of our 2025 achievements. Ongoing work continues to further develop teacher expertise in our instructional model and the delivery of high-impact teaching strategies to strengthen classroom practice and improve student outcomes.

Wellbeing

Student wellbeing continues to be recognised as fundamental to effective learning at Westall SC. We firmly believe that wellbeing and learning are interconnected and must be addressed together to ensure every student can thrive. In 2025, the FISO 2.0 Health and Wellbeing dimension guided our strategic priorities and actions in this area.

Professional learning in wellbeing remained a key focus throughout the year, led by our dedicated Student Support Services team. Education support staff and teachers engaged in targeted professional learning to strengthen their capacity to deliver proactive wellbeing supports and early intervention strategies. This collective commitment has contributed to a positive culture across the school, where the majority of Westall students report feeling happy, supported, and engaged in their learning as evidenced by the Student Attitudes to School (AtoSS) data.

To further embed wellbeing in classroom practice, one of our Professional Learning Community (PLC) Inquiry Cycles focused specifically on wellbeing, highlighting the effective implementation of the Department of Education's Positive Classroom Management Strategies (PCMS). Our Tier 1 approach to explicitly teaching wellbeing skills was also strengthened through the enhanced delivery of the Braincare program in Years 7 and 8 and the Study Without Stress program for senior students.

Westall SC maintains a strong, proactive approach to mental health and wellbeing. This work is underpinned by our highly skilled and passionate wellbeing team, comprising two full-time Student Wellbeing staff, a part-time Mental Health Practitioner, and a School Nurse. The team is further supported by a Director of Learning and Year Level Coordinators across the junior, middle, and senior sub-schools. Together, they provide individual support, facilitate targeted programs, and foster a warm, inclusive environment within our purpose-built Wellbeing Centre, with particular attention to students who may be vulnerable. Our proactive wellbeing programs include mindfulness, respectful relationships education, peer mediation, social skills development groups, sexual health education, LGBTQIA+ workshops and supports, hygiene education, drug and alcohol awareness, safe partying, cyber safety, and general self-care.

Our wellbeing referral process is clearly communicated to all staff and is guided by a "Notice and Inquire" approach, aligned with the Safe Minds framework. All staff, including teachers and education support staff, record observations of student wellbeing on Compass Chronicle, enabling sub-school teams to make timely and appropriate referrals where required.

We continue to offer a broad range of programs that contribute to student engagement and wellbeing. These include Literacy and Numeracy Intervention, Personalised Learning, the Aim High extension program, the iCreate program, Breakfast Club, Mental Health Focus Weeks, student leadership opportunities, Health Expo Day, sporting carnivals, and Harmony Day celebrations.

Student voice and agency remain a priority. Our student leadership structure includes elected student captains across each sub-school, with clearly defined roles and responsibilities. These teams play an important role in strengthening student voice and promoting agency both within and beyond the classroom. In addition, we conduct the Pivot Feedback on Teaching Survey twice annually, providing all students with the opportunity to share feedback on their classroom learning experiences and contribute to ongoing improvement.

Our wellbeing data in 2025 was very strong as evidenced through our Students Attitudes to School data. The Overall Wellbeing performance group rating in the 2025 School Performance Report was assessed as High. Sense of Connectedness increased to 60% positive endorsement,

compared to 50% at similar schools. Emotional Awareness was 70%, closely aligned with 71% at similar schools. Notably, 60% of students reported positive endorsement for Managing Bullying, compared to 51% at similar schools.

These results reflect our sustained commitment to fostering a safe, inclusive, and supportive learning environment where every student feels known, valued, and empowered to succeed.

Engagement

Students at Westall Secondary College remain highly engaged and connected to their learning community. We continue to take pride in delivering programs that strengthen students' resilience, perseverance, engagement, and social capability.

In 2025, the college maintained a strong focus on improving attendance in partnership with families. Through our sub-school structure, parents and carers received SMS notifications requesting explanations for student absences, along with follow-up phone calls when absences extended over time. In conversations with families and in our daily interactions with students, we consistently promote the expectation of 100% attendance.

Directors of Learning (DoLs) and Year Level Coordinators (YLCs) across each sub-school worked closely with the wellbeing team and external Department of Education (DoE) services, including the Navigator program, to support students experiencing chronic absenteeism. Attendance Management Plans (AMPs) were implemented promptly for students with ongoing attendance concerns. Where appropriate, Student Support Groups (SSGs) were convened to collaborate with students and families, ensuring these plans were effectively developed and monitored.

Improving attendance remains a key strategic priority. Sub-schools regularly share attendance data with the Westall community to promote transparency and accountability. In 2025, our overall attendance rate was 84%, consistent with similar schools 84% and placing the college in the medium performance band in the 2025 School Performance Report.

Importantly, 41% of students achieved attendance rates between 95% and 100% in 2025—an increase of 10 percentage points from 2024. The proportion of students with attendance below 70% decreased from 15% in 2024 to 12% in 2025. Notably, our 41% high-attendance rate significantly exceeded both the state average (24%) and that of similar schools (27%).

Westall Secondary College continues to strengthen partnerships within the broader community. The Kingston Council Westall Community Hub provides students with access to a range of educational, health, and wellbeing services. The college also collaborated with organisations such as St Kilda FC, Monash University, VIP Volleyball and Clayton RSL, fostering meaningful pathways and opportunities for students.

Our college is committed to building strong three-way partnerships between the school, students, and families. Encouragingly, the 2025 Parent Opinion Survey reflected continued confidence in our work, with 81% of parents and carers expressing satisfaction with the quality of education provided.

Other highlights from the school year

In 2025, we celebrated a number of significant milestones throughout the academic year. As in previous years, Harmony Day was a tremendous success, delivered in partnership with Westall Primary School, Kingston City Council, local community groups, and the parents and friends of Westall. This vibrant event showcased our rich cultural diversity, which continues to be one of our greatest strengths and defining features as a school community.

By August 2025, enrolments had reached 710 students, reflecting steady and sustainable growth. We were particularly encouraged by the positive shift in our student health and wellbeing data, including strengthened feelings of connectedness to school, increased access to trusted advocates, and a reduction in reported experiences of bullying.

We further enhanced our inclusive practices by expanding the support structures available to students and strengthening leadership within our Inclusion team. This included the appointment of a dedicated Inclusion Coordinator and a supporting the work of for LT - DIPs and Wellbeing, ensuring more targeted guidance and strategic oversight.

Our whole-school House Sporting Carnivals continued to generate strong enthusiasm and participation, complemented by the achievements of our interschool teams. Students experienced regional success in table tennis, badminton, and volleyball, and we have seen a marked increase in the number of students proudly representing the school across a broad range of sports.

Our distinctive iCreate program expanded further in 2025 with the introduction of Elite Training and the Volleyball Academy, offering students specialised coaching and meaningful opportunities to refine their skills and pursue their passions.

The reintroduction of the Aim High program was another major accomplishment. High-achieving Year 7 and 8 students engaged in a range of enrichment opportunities, including an Inquiry Project, extension programs delivered through the Centre for Higher Education Studies (CHES), participation in the DoE's Victorian High-Ability Program (VHAP), and attendance at the Aim High Camp in Canberra. Feedback from staff, students, and families was overwhelmingly positive, reflecting our continued commitment to fostering a culture of academic excellence, nurturing talent, and empowering every learner to realise their full potential.

In November 2025, the school attained an overall "High" performance rating in our School Performance Report against Department of Education metrics—an achievement of which we are extremely proud. Our implementation of Professional Learning Communities (PLCs) also progressed significantly, providing staff with meaningful opportunities for professional development in two key focus areas: Explicit Direct Instructional Model (EDIM) and Positive Classroom Management Strategies (PCMS). This work has further strengthened our alignment with Department of Education priorities and frameworks while building collective efficacy across our teaching teams.

Financial performance

In 2025, a key strategic priority was to enhance the physical learning environment across the school. All classrooms and office spaces have now been fitted with split-system heating and

cooling units, ensuring a consistently comfortable setting that supports both student learning and staff productivity throughout the year.

We have continued to strengthen our sporting infrastructure with the installation of new soccer goals and ongoing upgrades to our recreational facilities. Alongside these improvements, we are expanding our sporting programs to provide students with broader opportunities for participation and skill development. Our Technology learning areas have also been modernised, with updated equipment introduced to ensure students can access contemporary tools that promote innovation, creativity, and hands-on learning.

Significant investment has also been directed towards essential maintenance works, including the repair and replacement of deteriorating timber windows across the school. This remains an ongoing priority as part of our long-term asset management plan.

Our School Improvement Team is currently engaged in a comprehensive two-year Leadership Development Program aimed at strengthening the expertise, capacity, and impact of our school leaders. This targeted professional learning initiative is designed to enhance instructional leadership practices and drive sustained whole-school improvement.

In 2026, equity funding will be strategically allocated to mitigate the impact of the discontinued Tutor Learning Initiative, ensuring the continuation of targeted academic support for students who require additional assistance.

Available surplus funds have been designated to address our ongoing Student Resource Package (SRP) deficit, which is associated with our separately funded International Student Program (ISP), annual increases in teacher and education support staff salaries, and infrastructure upgrades not covered through SRP or future site development funding. Consistent with previous years, we plan to allocate further resources in 2026 toward facility enhancements.

The school continues to operate as a vibrant community hub, with facilities utilised seven days a week by external hirers, sporting organisations, and language schools. We subsidise a wide range of student programs and events and have been able to employ additional staff to strengthen Inclusion, EAL, Literacy, Numeracy, and targeted intervention supports. Our ongoing focus is to ensure that all additional funding is strategically invested to maximise student growth, engagement, and achievement outcomes.

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

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