

Peer Review Report Summary (to be published on school's website)

Executive Summary

2. 1 School Context

Warragul Regional was originally established in 1911 and is located 100 kilometres east of Melbourne in the growing region of Warragul. Originally established as an agricultural high school, the current school is the result of a merger between the high school and the technical school in 1994.

The school is a year 7-12 single campus structure set on extensive grounds. The current student population is 767 students. This has remained stable during the review period (2011-2014). Enrolment prediction for 2018 is 804. The current student gender ratio is 50.6% female and 49.4% male. The student population is drawn from the immediate community of Warragul and the local rural areas. The College competes for students with four government and four independent secondary schools within a twenty minute drive of Warragul.

Warragul Regional College has a Student Family Occupation index of 0.57 which has declined slightly during the review period. The ESL (English as a Second Language) is 0%. Other enrolment data: Indigenous enrolment 1.8%, PSD 1.4% and Refugee 0.0%.

The school has a staffing profile of 50.3 FTE and Support Staff of 20.7. Over the period of the Strategic Plan there has been a new leadership structure established. Warragul Regional College has adapted and implemented an instructional framework underpinned by extensive research. This is utilised by teachers in classroom practice. Assessment practices are consistently adhered to and ICT systems provide ongoing online assessment and reporting information available to teachers, students and parents. The use of data to inform teaching practice is consistently used across the college's curriculum programs.

Curriculum structure is based around the AusVELS learning areas in a Years 7 to 10 structure. The school provides for advanced curriculum enrichment program for appropriately identified students. An extensive VCE program, VETis program and VCAL program provide post compulsory pathways for senior students.

In 2014 the college acquired the adjoining property from Apprenticeships Group Australia on behalf of the West Gippsland Trade Training Alliance partners – officially opened as the Baw Baw Skills Centre. As lead school of the Trade Training Centre, the College has invested significant time overseeing the project in order to grow both VET and post school pathways in traditional trades for the college students as well as for students across West Gippsland. This initiative has seen the College lead a number of allied projects to enhance offerings for local students including the Bachelor of Arts program (delivered in partnership with Federation University) and a 'Technical School' initiative aimed at Year 9 students across the district.

The college has an extensive extra-curricula program that involves experiences across a range of endeavours. A particular focus in the past four years has been the emerging opportunities for students to become global citizens with a range of overseas experiences undertaken trips including: China, Japan, Nicaragua, Costa Rica, India, Botswana, Namibia and Indonesia. Highlights include the World Challenge program focused on support for the developing world, our sister school relationship in Jiu Jiang, China (which celebrated its 20th anniversary in 2015) and our first trip to Japan to support the growth of our Japanese language program. The college provides language programs in Indonesian and Japanese.

The College has a large range of programs to support the variety of student needs and interests, including: Beacon, Schools Connect Australia (in partnership with KPMG), No Limits Program (in partnership with YFC), School Breakfast Program (in partnership with local churches), the SAM Program (Students Access Monash), Duke of Edinburgh, Peer Support, Blackwood Centre for Adolescent Development, the School for Student Leadership (Alpine School) and World Challenge. An extensive sports program is also provided by the college.

2.2 Summary of the School's Performance

2.2.1 The School's Performance Against the Previous Strategic Plan

The Strategic Plan for 2012-2015 identified the goal for Achievement as: To grow the learning outcomes of students at all ability levels across years 7 to 12. A number of targets were set:

For Numeracy it was identified to improve specific performance by year 9 NAPLAN in Band 8,9 and 10 and reduce the percentage of students achieving in lower Bands 5 and 6. The target was also set for AusVELS Numeracy to be at or above the State mean. The NAPLAN target was achieved along with AusVELS Numeracy scores very close to the achievement target.

For NAPLAN Writing the target was for students to be at or above the State mean for all students in year 7-9. This was partially achieved during the period of the Strategic Plan.

Another target was to improve teacher judgement accuracy of AusVELS and this was achieved when compared with external assessment measures such as NAPLAN and On Demand test results.

The target set for VET performance was that the " School All Study Score Mean " should be at 30 by the end of the Strategic Plan. Whilst ongoing improvement was recorded for each year of the plan the 2014 Mean Score was 28.73.

The goal for Engagement was "To grow the feelings of wellbeing and connectedness to strengthen their engagement and participation in the school and the learning". The School focussed on a number of key areas including Student motivation and attendance. Data indicates that there has been a substantial improvement in Student motivation for girls with further work to be addressed for boys. Student attendance and retention met all improvement targets. During the period of the plan there has been a substantial increase in the provision of Individual Learning Plans along with successful pathways destinations for students exiting the college- placed in the top 20% in the state.

For Student Wellbeing the college set targets for improved performance that focus on Student Morale, Student Distress , Connectedness to Peers and Student Safety. Considerable work was undertaken during the period of the Strategic Plan through the work of the Student Services team. Student Attitudes to School Survey data indicates that the targets for all areas have been met in 2015 in the third quartile of response measurement.

The Peer review also focussed on Productivity. Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. The college has been proactive in areas of Human Resources, Financial and Budget Management, timetable and information technology applications to ensure excellent efficiencies. A new leadership profile for staff has been implemented along with streamlined support staff functions being adopted during the strategic plan. Substantial work has been undertaken over the past four years with ICT upgrades and the implementation of the 1 to 1 laptop program. Considerable refurbishment of learning spaces has been undertaken across the college. The Baw Baw Skills Centre has been completed and operating for the college and partner schools-this has been a major capital works project.

2.2.2 Summary of Considerations for the next Strategic Plan

The Review Panel noted the School Self Evaluation was very thorough and objective in its considerations for Next Steps. These next steps will form the basis or framing the Strategic Plan 2016-2019.

The Review Panel endorsed the descriptions of the school's performance contained in the School Self Evaluation.

Key findings for Student Achievement:

- Meets threshold AusVels C% above for English and Maths 7-10
- Literacy/Numeracy (top 3 Bands) Year 9 both 2014 and 4 year average meets threshold
- VCE Average study score (adjusted) 2014 and 4 year meets threshold
- Learning gain Reading (NAPLAN) 7-9 both 2014 and 4 year average meet threshold

For Student Achievement the following areas for consideration were noted:

- Develop a common language of instruction through the adoption of an Instructional Model and use this model to develop high quality teachers that achieve learning growth from students.
- To transition from a curriculum of content specific standards to a continuum of learning goals or competencies measured by proficiency scales.
- To transition from standards based assessment to a 'value-added measure' of student performance focussed on learning growth along a developmental continuum.
- To adopt a common and consistent approach to unit/lesson design, with a common format for documentation.
- Develop and implement a whole school approach to writing including extended writing approaches being commonplace at all levels.
- VCE teachers continue to focus on skill development, including exam preparation and study rather than subject specific content knowledge.
- Implement strategies that support VCE teachers to consistently achieve high rates of 'value-add' when compared to predicted performance.

Key findings for Student Engagement:

The Panel endorsed the descriptions of the school's performance contained in the School Self Evaluation. The school is meeting the 2014 School Performance Against Threshold Standards for Participation - Attendance (days absent per student) 7-12 including the 4 year average. This is similar for Environment Connectedness to school (student attitude).

For Student Engagement the following areas for consideration were noted:

- Curriculum Review – to link to improved student engagement particularly with the focus on boys engagement and teaching approaches.
- Increase focus on Year 8-10 attendance to be above state mean.
- Individual learning plans to be broadly implemented. Careers staff and CARL's to develop and implement MIPs process.
- Establish tracking mechanisms for transitions Year 6-12 and introduce follow up program at an interval following students leaving the College.
- Provide more targeted communications to parents of school programs – actively seek parent input and feedback. Develop streamlined survey instruments to gain on time feedback.

Key findings for Student Wellbeing:

The Panel endorsed the descriptions of the school's performance contained in its Self Evaluation. The 2014 School performance Against Thresholds Standards for Wellbeing Safety (student attitude) meets both latest year and 4 year average.

For Student Wellbeing the following areas for consideration were noted:

- Deepening the implementation of School Wide Positive Behaviour Support (Plan, Act, Review Cycle)
- A focus on areas such as:
 - Gender Issues
 - Peer Connectedness
 - Inclusiveness
 - Cyber Safety
- Continue with the current range of strategies that are positively impacting on improving connected with peers data as noted in the 2015 Student Attitudes to School survey.
- Growing the input of parents through involvement in focus groups and an increasing number of responses to Parent Opinion Surveys

- A continued focus on the implementation of the Instructional Model, building shared practice and collective responsibility within a safe and collaborative environment

Key findings for Productivity:

The Panel endorsed the descriptions of the school's performance contained in its Self Evaluation.

The 2014 School Performance Against Threshold Standards for both Workforce (School Climate-staff) and Viability meet 2014 and 4 year average threshold standards.

For Productivity the following areas for consideration were noted:

HUMAN RESOURCES

- Continued proactive recruitment
- Embed staff development strategies (Performance development processes, professional development)
- Formalise emerging leaders program, focus on succession planning

FINANCE and ADMIN RESOURCES

- Embed structure and process
- Continuous improvement of role documentation
- Automate processes where practical
- Grow business partnership

PHYSICAL RESOURCES

- Capital works Program advocacy
- Complete equipment replacement program
- Facility project process rollout
- Expanded use of Trade Training Centre facility

Other:

- IT/Library workforce restructure
- Create "Resource Centre"

2.2.3 Next Steps

Warragul Regional College is very well prepared for the next stage of improvement. The college has a strong commitment to the instructional model for teaching and learning that is underpinning a high reliability approach to practice in the classroom. There is strong evidence of data utilisation to inform student learning progression which is supported by appropriate resourcing. The college has developed a school wide approach to student engagement and wellbeing with established and effective transition procedures. Sound resource and financial management is evident. Evaluation of the previous strategic plan indicates a strong commitment to ongoing school improvement.

