

## 2015 Annual Report to the School Community

Warragul Regional College

School Number: 8827



Name of School Principal: Cameron Nicholls

Name of School Council President: Meredith Davey

Date of Endorsement: 13/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Warragul Regional College is a medium sized rural secondary college catering for 770 students in years 7 – 12 with 53 teachers and 24 education support staff. The College is set on 50 acres of beautifully landscaped gardens and is sited on one of the highest points of the township. The College is known as “The School on the Hill” and celebrated its centenary in 2011.

Warragul is 100 kilometres from Melbourne in one of the fastest growth areas of the State. The College has four core values: Community: We take care of each other, Achievement: We strive for excellence, Respect: We respect people and property and Effort: We work hard. We expect all members of our learning community to demonstrate these values everywhere and all of the time.

The College is a leading school in this state in implementing a safe, collaborative and inclusive environment with students having a strong sense of belonging, identity, self-worth and voice. Underpinning this commitment is School-Wide Positive Behaviour Support (PBS) and membership of the Safe School’s Coalition. These initiatives promote health, wellbeing and social inclusion for every member of the Warragul Regional College community.

At Warragul Regional College we believe ‘learning is growing’, and all students should progress in their learning regardless of their individual starting points. We define “learning” as actively being involved in the process of acquiring, understanding and applying knowledge and skills. We believe that “good learners”: show passion and motivation, practice and persist, challenge themselves and explore possibilities, reflect and evaluate and learn with and from others.

### Achievement

AusVELS Teacher Judgements in Mathematics are well above the state median, while AusVELS Teacher Judgements in English are within the middle 60% of Victorian government secondary schools.

Year 9 NAPLAN results are similar to those of other Victorian government secondary schools with the 4-year average data close to the state median. With a reading program implemented in 2015 and the introduction of a literacy intervention program this year it would be expected to see improvement in Reading in 2017. The 4-year average in Numeracy continues to be above the median of all Victorian government secondary schools.

The College has increased the percentage of students achieving high growth between Years 7 to 9 in the areas of Numeracy, Writing and Spelling while maintaining the current levels of high growth in Reading. The number of students demonstrating low growth in Spelling will be addressed by a sustained writing program, peer-coaches to support teachers in the classroom and the introduction of a common language for writing instruction across the College.

17% of students in Year 12 undertook at least one Vocational Education and Training (VET) unit of competence providing them with an additional qualification upon completion. VCE results continue to improve maintaining a 4-year average well above the median of all Victorian government secondary schools. Based on mean study scores, the College was arguably the best performing government secondary school in Gippsland.

### Engagement

The College achieved stronger attendance results than the median of all Victorian government secondary schools for both 2015 and over the 4-year average. In 2015 the average student attendance rate rose to 90% or above at every year level. In 2016 the college will plan for a more innovative, relevant and engaging curriculum for the middle years. The college will implement initiatives across the curriculum to empower students to be genuine stakeholders in their learning. As a result, the college expects attendance and engagement to continue to improve.

In terms of school retention, the College is achieving very strong results placing it in the top 20% of the state in 2015 and over the 4-year average. The College continues to attract large numbers of students from other schools who are drawn to the diverse curriculum choice and supportive environment for student learning.

The percentage of students continuing further studies or full-time employment was above the median of all Victorian government secondary schools in 2014. The College is extremely proud to have achieved student retention higher than all Victorian government schools over the 4-year average.

### Wellbeing

Student responses to the Attitudes to School survey were above the median of Victorian government secondary schools in 2015, in both the Connectedness to School and Perception of Student Safety measures. These results continue a 4-year trend. Student Perception of Safety has seen a consistent and marked improvement over time and is now well above the median results of all government secondary schools.

Peer Connectedness and Student Motivation have been identified as two focus areas for further improvement. To achieve this the College is implementing a range of proactive programs including; intensive literacy support, increased access to counselling, School-Wide Positive Behaviour Support (PBS) and membership of the Safe School’s Coalition which began in 2015. These initiatives promote health, wellbeing and social inclusion for every member of the Warragul Regional College community. The College is a leading school in this state in implementing a safe, collaborative and inclusive environment with students having a strong sense of belonging, identity, self-worth and voice.

## Productivity

Over the past 4 years the College's productivity plan has been to incrementally alter staff structures with the aim of ensuring teachers can focus on teaching. This has been achieved by moving non-teaching tasks away from teachers to administrators wherever practical. This has created extra teacher capacity, a sharper focus on student learning, and some cost reduction.

The College has improved financial processes, and invested heavily on promoting very close and positive parent financial relationships. This ensures that every student has the right tools for school (text books, computers, etc.), access to the many curriculum choices on offer, and the ability to take part in the wide range of extracurricular activities provided.

These changes have brought financial stability to the College, kept costs to parents to a minimum, and allowed investment in new ideas aimed to further enhance student experience and opportunity. The College has expanded the range of services for students, including increased literacy support, greater access to student counselling services on site, and the introduction of a trade pathways program aimed at our Year 9 students.

The College has led the West Gippsland Trade Training Alliance project to completion, opening the refurbished and community owned Baw Baw Skills Centre and invested in new equipment at all Trade Training Alliance sites. These investments have created significant new opportunities for local Vocational Education and Training for all secondary students in Baw Baw.

For more detailed information regarding our school please visit our website at [www.wrc.vic.edu.au](http://www.wrc.vic.edu.au)

## Performance Summary

The Government School Performance Summary 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 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

#### Enrolment Profile

A total of 767 students were enrolled at this school in 2015, 392 female and 376 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## 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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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>	<p><b>Reading</b> Low: 37%, Medium: 46%, High: 17%</p> <p><b>Numeracy</b> Low: 41%, Medium: 44%, High: 16%</p> <p><b>Writing</b> Low: 36%, Medium: 53%, High: 10%</p> <p><b>Spelling</b> Low: 30%, Medium: 49%, High: 21%</p> <p><b>Grammar and Punctuation</b> Low: 37%, Medium: 47%, High: 16%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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>	<p><b>Reading</b> Low: 32%, Medium: 50%, High: 17%</p> <p><b>Numeracy</b> Low: 30%, Medium: 43%, High: 27%</p> <p><b>Writing</b> Low: 34%, Medium: 46%, High: 18%</p> <p><b>Spelling</b> Low: 38%, Medium: 48%, High: 14%</p> <p><b>Grammar and Punctuation</b> Low: 29%, Medium: 53%, High: 18%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **91%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **17%**  
 VET units of competence satisfactorily completed in 2015: **81%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **93%**

## 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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <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>93 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	90 %	90 %	92 %	92 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	90 %	90 %	92 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2014</b></p> <p><b>Results: 2011 - 2014 (4-year average)</b></p>	<p> Similar</p> <p> Higher</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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></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 colleges, 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.

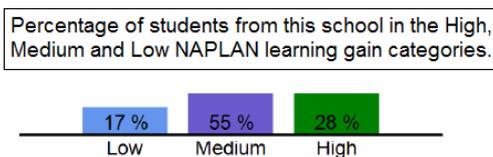
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

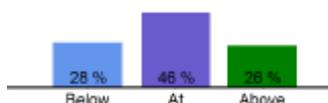


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,277,316	High Yield Investment Account	\$25,058
Government Provided DET Grants	\$1,118,815	Official Account	\$47,205
Government Grants Commonwealth	\$384,806	Other Accounts	\$574,339
Government Grants State	\$91,342	<b>Total Funds Available</b>	<b>\$646,603</b>
Revenue Other	\$252,498		
Locally Raised Funds	\$1,296,998		
<b>Total Operating Revenue</b>	<b>\$10,421,775</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$7,108,732	Operating Reserve	\$50,302
Books & Publications	\$13,207	Capital - Buildings/Grounds incl SMS<12 months	\$47,445
Communication Costs	\$43,600	Revenue Received in Advance	\$153,309
Consumables	\$227,816	School Based Programs	\$20,066
Miscellaneous Expense	\$816,436	Region Coordination	\$375,481
Professional Development	\$39,692	<b>Total Financial Commitments</b>	<b>\$646,603</b>
Property and Equipment Services	\$841,886		
Salaries & Allowances	\$282,021		
Trading & Fundraising	\$185,166		
Travel & Subsistence	\$22,249		
Utilities	\$111,761		
<b>Total Operating Expenditure</b>	<b>\$9,692,567</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$729,208</b>		
<b>Asset Acquisitions</b>	<b>\$1,634,427</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 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.*

### Financial performance and position commentary

The financial data provided above is for both Warragul Regional College (WRC) and the Baw Baw Skills Centre (BBSC). After removal of BBSC related grants, revenues, expenses and asset purchases, WRC delivered a surplus of \$200k.

This was achieved through astute financial decision making, improved procedures and hard work by all staff.

This surplus will allow us to invest in new initiatives designed to deliver our school strategic plan:

Achievement: investment of approx. \$90K toward teacher peer coaching to consolidate our improving student instructional model

Engagement: Research and development of the potential benefits of providing a high quality sports specialist program (\$10k), and purchase additional scientific equipment for students (\$10k)

Wellbeing: Added specialist capacity (psychological counselling and speech pathology) \$40k

Productivity: Master Planning to support our aim to have a new school built \$50k



Education  
and Training

Warragul Regional College