

# 2022 Annual Report to the School Community

School Name: Warragul Regional College (8827)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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.

Attested on 22 March 2023 at 05:42 PM by Nicole Pryor (Principal)

- This 2022 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

Attested on 26 March 2023 at 10:27 PM by Darren McNair (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Warragul Regional College is a medium sized rural secondary college catering for just under 800 students in years 7 - 12. The College is set on 50 acres of beautifully landscaped gardens and as it is sited on one of the highest points of the township; the College is known as the School on the Hill. Warragul Regional College has a proud history and celebrated its centenary in 2011. Warragul is 100 kilometres from Melbourne in one of the fastest growth areas of the State.

**VISION:** Warragul Regional College will be the school of choice for our community because we will develop talents, nurture curiosity and empower individuals to follow their passion. To do this we will be more like a garden than a factory – we will nurture the learning experience suited to each student. We believe learning is growing.

**MISSION:** The purpose of Warragul Regional College is to provide for active, creative engagement in learning within a safe, caring environment.

**OBJECTIVE:** Through diverse curriculum we endeavour to develop personal skills and promote excellence. Our aim is to enable all students to effectively participate in a rapidly changing world.

**VALUES:** Warragul Regional College's values are Care, Achievement, Respect and Effort.

At Warragul Regional College we value:

- Community: We take care of each other
- Achievement: We strive for excellence
- Respect: We respect people and property
- Effort: We work hard We expect all members of our learning community to demonstrate these values every day.

Our staffing profile comprises a Principal, 3 Assistant Principals, 1 Higher Duties Assistant Principal, 47 EFT teaching staff including 4 leading teachers and 5 learning specialists, and 20 EFT education support staff.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In Literacy year 7 & 8 classes focused on the explicit teaching of Spelling and Reading Comprehension strategies monitored by data to monitor learning growth. The refinement of the English program over the last couple of years is showing positive Reading Growth in Year 9 NAPLAN. The Reading Intervention Program functioning with 3 ES staff taking a total of 12 groups expanded in 2022 to support students.

Numeracy is in the first year of implementation a whole school plan and focused on Problem Solving strategies and activities in the classroom. NAPLAN preparation exposed students to the style of questions with activities linked to real world problems. The college focused extensive Tutor Learning Initiative resources at year 8 and 9 maths to support engagement and small groups work to fill gaps in learning. We did not reach the goal of 100% of students gaining growth in their PAT testing, this was due to two main factors: A change in PAT testing to adaptive testing which, given time, will provide us with more accurate growth data; and Student absences. Students who engaged willingly in either MYLNS or TLI program showed PAT growth.

VCE results continued to improve with an English Mean score of 28 and the School Mean study Score lifting to 27.5. After disrupted senior learning we had a 95% completion rate for VCE and 85% for VCAL. We had high rates of students moving to apprenticeships and traineeships from the VCAL program.

Unfortunately, with staff absences the TLI program was impacted heavily which meant support in most of the teams was sporadic and inconsistent. There is no benchmark or relative growth from NAPLAN to judge student performance growth.

The school continued to develop Professional Learning Communities (PLC), and successful PLCs ran across English, Maths,

Science and Health/PE all year.

We have CANVAS courses for all subjects. Most (75%) Common Assessment Tasks (CAT's) and summative reporting has been completed on CANVAS. We are only giving feedback in some courses regularly and some differentiation has been undertaken. These areas will be a focus in 2023.

## Wellbeing

In 2022 the Wellbeing team was expanded and we were able to run proactive programs at different year levels focused on healthy minds, body image, social skills and senior student study and stress sessions. The team were able to support staff in developing Tier 1 strategies for classrooms and all staff undertook the first two modules of Berry Street Education Model training (trauma informed practice) and were trained in toxic masculinity. The school has supported an Intervention teacher's training as a Behaviour Analyst and this has begun to lead to targeted individual and small group programs for students not able to operate in the school environment successfully. All year 8 and 10 students undertook Teen Mental Health First Aide training and the school successfully participated in the Live4Life program across Baw Baw Shire.

Staff worked on the year 7-10 Respectful Relationships curriculum through CARE Group to support students return to school and the disruptions that were felt with significant staff and student absences with COVID and other illnesses.

To support the transition back to school for staff (and the planning for students) we ran a reduced meeting calendar to support further parent communication, planning for dis-regulated students and support the learning and use of our LMS system CANVAS.

## Engagement

Student and Staff absences were a problem in 2022. We had the most staff and student absences on record. We had significant waves of teachers and students out with COVID through the year and large proportions with flu. We also had absences due to anxiety and stress about returning to school after remote learning and those disengaged from school and not wanting to be in a classroom. We utilised an Outreach worker to support chronic absenteeism and conducted Wellbeing support Attendance Improvement meetings with family and students.

We were able to support students into pathway discussions and trials with work experience and Trade Pathways Program. We ran small groups for disengaged boys to focus on future goals. Staff engaged with external providers and internal providers to run lunchtime activities for socialisation and engagement in school and we were able to participate in interschool sports, celebration days and productions to widen the school experience.

CANVAS courses allowed students who were sick or isolated to engage in school work and receive feedback on their progress by teachers.

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## Other highlights from the school year

In 2022 the college was able to produce a musical production "Rock of Ages" performed over several shows at the West Gippsland Arts Centre. It was highly successful and a highlight for students to re-engage with live theatre. After activities being cancelled over the previous two years, we were able to run a full compliment of camping programs for year levels and Outdoor Education. We were also able to run an extensive lunchtime activities program and have termly celebrations for year level cohorts.

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## Financial performance

The College has completed 2022 with a \$1030 SRP Credit deficit. All Equity and Tutor Learning Initiative funding was spent to support students and the College continued the staffing restructure to support and provide extra supports into reading intervention and wellbeing. In 2022 the College undertook a significant build project and we received grants for furniture and IT equipment that is reflected in the cash budget and is committed to support learning initiatives in the new spaces. The College is the lead school for

West Gippsland Trade Training Alliance (WGTTA) and this is represented in the Funds for Committees/ Shared Arrangements and Revenue sections of the Financial Performance and Position Report. The WGTTA support many programs including Trade Pathways Programs and Special Trade Pathways Programs for schools.

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

# Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 749 students were enrolled at this school in 2022, 376 female and 373 male.

1 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

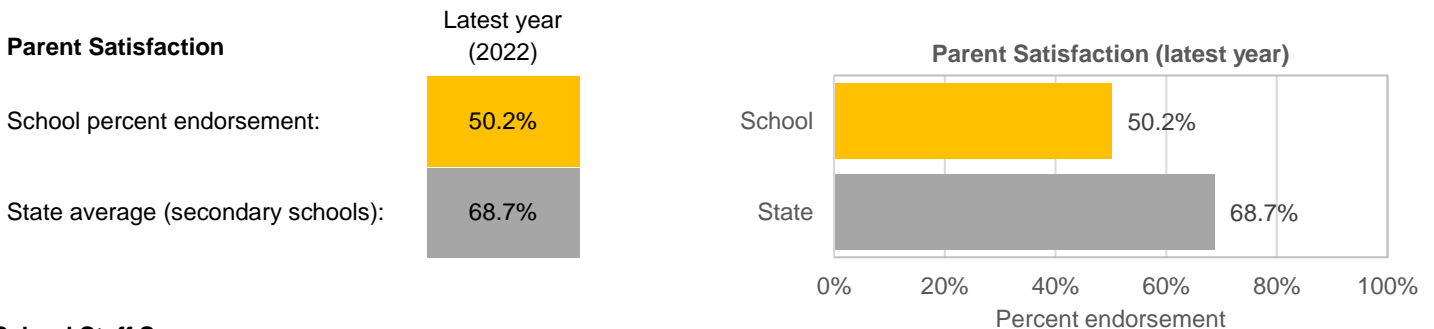
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

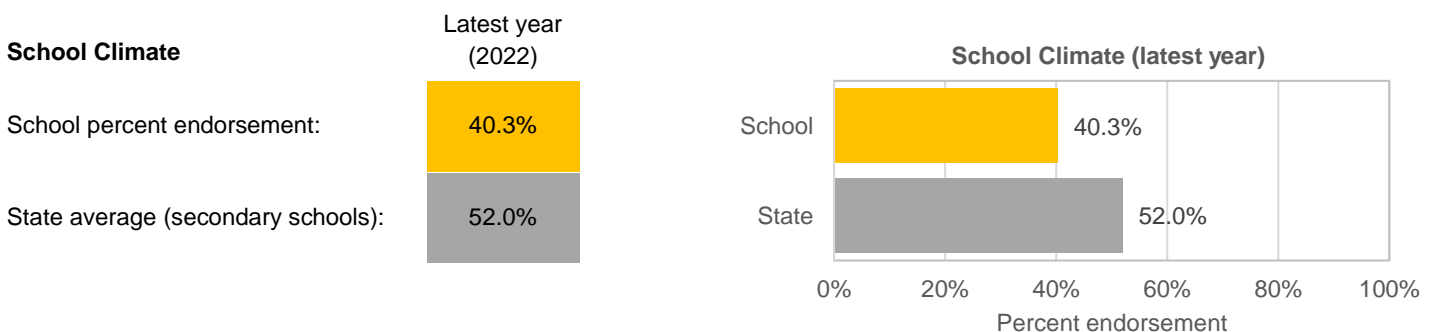


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

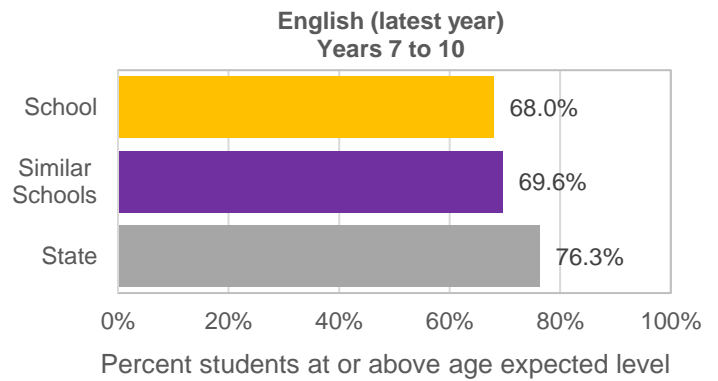
68.0%

Similar Schools average:

69.6%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

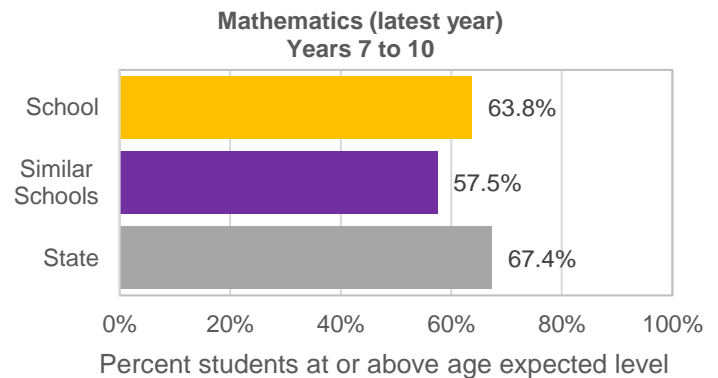
63.8%

Similar Schools average:

57.5%

State average:

67.4%





## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

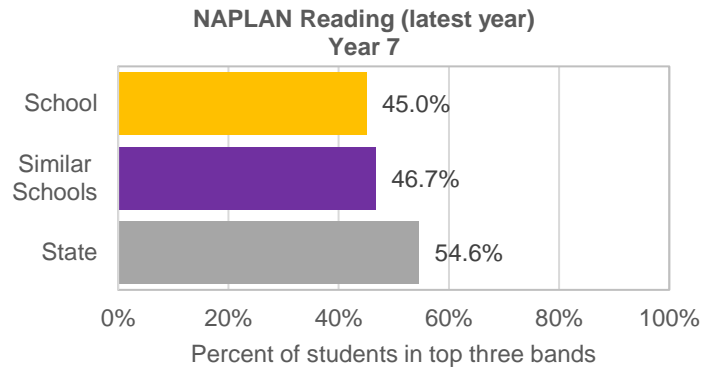
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

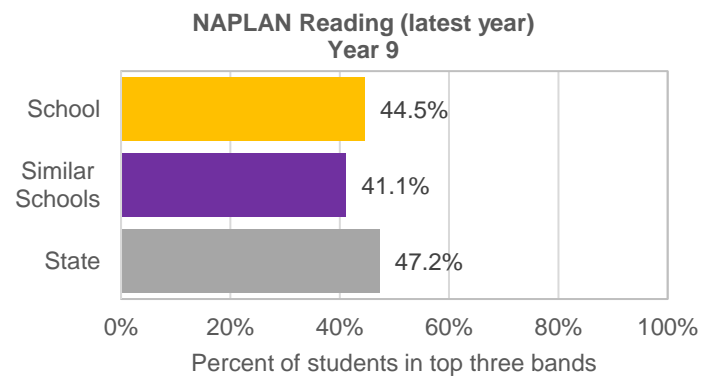
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	49.3%
Similar Schools average:	46.7%	48.4%
State average:	54.6%	55.3%



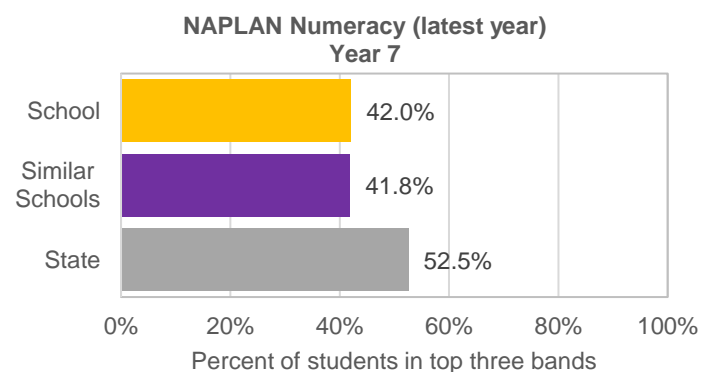
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.5%	39.0%
Similar Schools average:	41.1%	39.2%
State average:	47.2%	46.0%



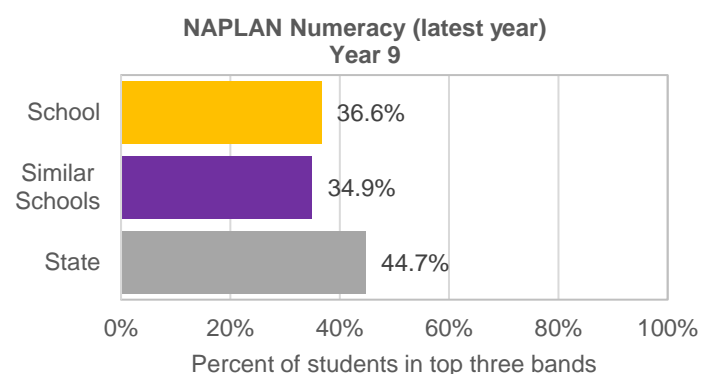
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.0%	44.8%
Similar Schools average:	41.8%	46.1%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.6%	32.0%
Similar Schools average:	34.9%	36.2%
State average:	44.7%	45.6%



## LEARNING (continued)

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

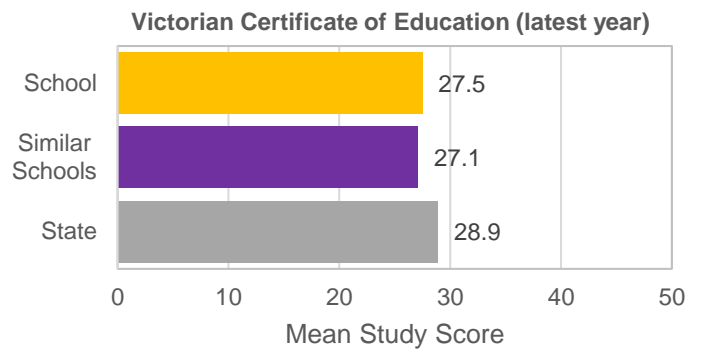
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.5	26.3
Similar Schools average:	27.1	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

25%

VET units of competence satisfactorily completed in 2022:

77%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

85%

## WELLBEING

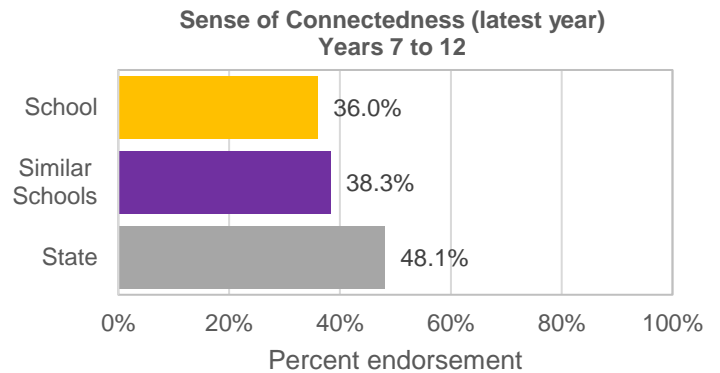
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	36.0%	40.1%
Similar Schools average:	38.3%	44.1%
State average:	48.1%	52.5%

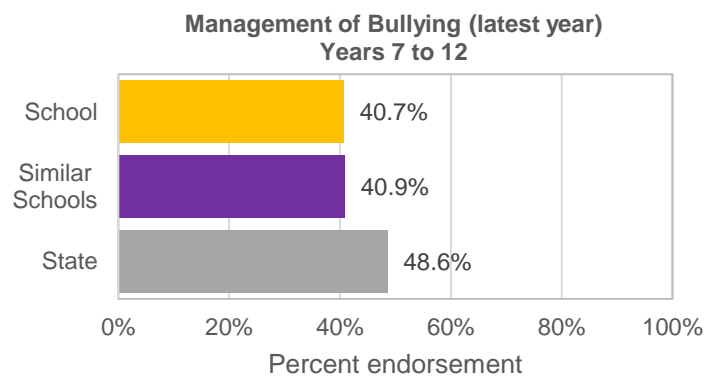


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	40.7%	43.2%
Similar Schools average:	40.9%	47.1%
State average:	48.6%	54.0%



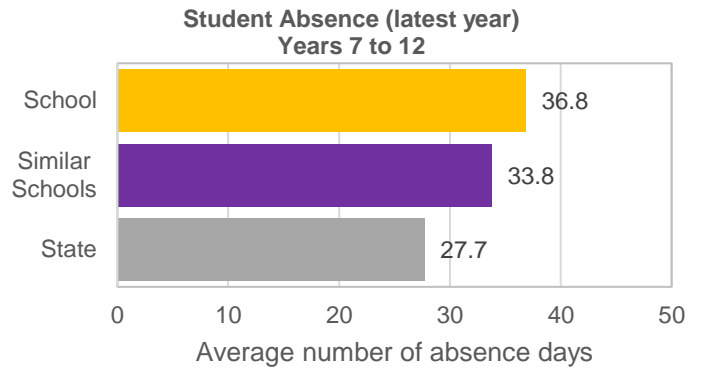
## ENGAGEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	36.8	24.7
Similar Schools average:	33.8	26.7
State average:	27.7	21.8



### Attendance Rate (latest year)

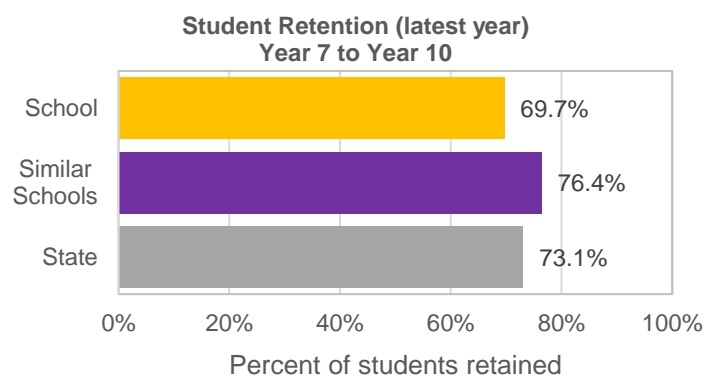
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	81%	82%	81%	75%	86%	86%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	69.7%	72.9%
Similar Schools average:	76.4%	77.1%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

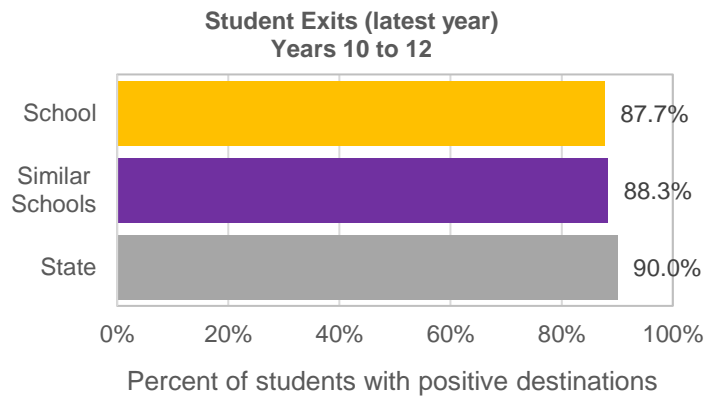
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	87.7%	88.5%
Similar Schools average:	88.3%	86.2%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,825,557
Government Provided DET Grants	\$1,807,760
Government Grants Commonwealth	\$0
Government Grants State	\$2,000
Revenue Other	\$223,242
Locally Raised Funds	\$867,915
Capital Grants	\$420,723
<b>Total Operating Revenue</b>	<b>\$12,147,197</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$321,535
Equity (Catch Up)	\$35,929
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$357,464</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,822,855
Adjustments	\$0
Books & Publications	\$1,718
Camps/Excursions/Activities	\$248,066
Communication Costs	\$26,907
Consumables	\$235,995
Miscellaneous Expense <sup>3</sup>	\$46,868
Professional Development	\$48,257
Equipment/Maintenance/Hire	\$214,900
Property Services	\$567,770
Salaries & Allowances <sup>4</sup>	\$226,642
Support Services	\$535,656
Trading & Fundraising	\$157,959
Motor Vehicle Expenses	\$1,728
Travel & Subsistence	\$0
Utilities	\$168,119
<b>Total Operating Expenditure</b>	<b>\$11,303,440</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$423,034</b>
<b>Asset Acquisitions</b>	<b>\$10,000</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,242,576
Official Account	\$43,496
Other Accounts	\$11,119
<b>Total Funds Available</b>	<b>\$3,297,191</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$397,095
Other Recurrent Expenditure	\$0
Provision Accounts	\$7,291
Funds Received in Advance	\$132,024
School Based Programs	\$396,480
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$359,243
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$406,897
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$337,770
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$199,044
<b>Total Financial Commitments</b>	<b>\$2,235,844</b>

*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.*