

2014 Annual Report to the School Community

Warrnambool College

School Number: 8811



Name of School Principal:

Michael Fitzgerald

Name of School Council
President:

Glenistair Hancock

Date of Endorsement:

10 March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Warrnambool College has a student population of more than 1,150 students and is situated in the Victorian South West town of Warrnambool which has a population of 33,000 people. One of four secondary schools in the town, Warrnambool College has a rich history dating back to 1907 when it opened as Warrnambool Agricultural High School, the second state secondary school in Victoria. The school has 106 equivalent full-time staff: 3.6 Principal class, 72 Teachers, 30.4 support staff. A House System with Tute groups introduced in 2012 has continued to improve student wellbeing and has effectively improved relationships between families and school. Students follow their Tute teachers throughout five years at Warrnambool College and mix with students from years 7-11. Our indigenous program is an embedded part of our culture with the success of the Clontarf Academy, the Kalay Dance Academy and the Homework Club held in our school library and supported by our teachers. A defining school document, the Warrnambool College Way, was published during 2014. Central to the document is the articulation of school values which highlights the need for consistent teaching and learning protocols, high expectations and authentic relationships to ensure success in learning for all students. The WCW is helping us to develop a common understanding in relation to teacher capacity building, professional development, our vision and values, eLearning, teaching and learning, curriculum design and our House System.

Achievement

Warrnambool College has continued to perform at or above the state median in NAPLAN Reading in Years 7 and 9. Where the Reading assessments were at median in Year 7, this improved to well above median in Year 9 suggesting value adding in the area of reading from 7-9. Although the four year average assessment for Year 7 Numeracy is above median, the 2014 data was slightly below. This suggests that numeracy skills of Year 7 students are lower than in previous years and that continued work to remain above median in Year 9 is necessary. The four year average for VCE data indicates that Warrnambool College is performing above the median for all sec. schools and similar to like schools. Improvements continue to be made in student learning gains from 7-9 with fewer student numbers in the low quartile and more students in the medium 50% category in relation to Reading, Numeracy and Writing. All Program for Students with a Disability students showed progress at satisfactory or above in achieving goals.

Engagement

Student attendance data has improved noticeably in 2014 and is well above the state median. Our year 7-10 attendance data ranges from 91% - 84% from 7-12. We currently have an attendance officer working each morning to contact parents about absences. Absences are also communicated to parents through the School Learning Management System, Compass. Both of these processes have improved a four year result of being at the state median score to the 2014 score where we were well above median. Student retention of students from Years 7 – 10 has improved from 'lower' over four years, when compared to like schools, to 'similar' to like schools in 2014. The introduction of 1-to-1 computing was completed for students in Years 7-10 and linked in with the introduction of a 21st Century learning initiative, New Pedagogies, that may have also impacted on the retention of students at these year levels. Although four year data for senior students exiting is similar to like school, more work is needed in this area.

Wellbeing

The Warrnambool College House system has continued to lead improvements in Student Safety and Student Distress, especially when compared to Regional and State Wide mean data. The Pastoral Care program linked to the House program has had a focus on building relationships in each tutorial group and developing House Culture among the cohort in each House and across the school. This year we have introduced the Big Life program designed to build resilience in relation to personal wellbeing. This has included the extending of Tute Group meetings in the morning from 7 mins to 14 mins with a focus on Mindfulness. With the full implementation of the Compass online feedback system to parents in 2015, communication with families has improved. Parents are more aware of issues facing their children as they arise and ongoing student wellbeing records have both improved in quality and accessibility. Overall Student Wellbeing outcomes have improved in 2014 when compared to the 2011-2014 four year average.

Productivity

Warrnambool College has introduced a new structure for teacher capacity building. Two Leading Teachers have taken on new roles to build a more accountable and measureable approach to the building of P&D culture, strategic Professional Development and the linking of school goals with teaching and learning practice. Communication with school community has improved with ongoing online assessment and common assessment tasks being posted to students throughout the year and directly linked with semester reporting. Parent and Community Involvement, Teacher Collaboration and Staff Trust in Colleagues were above All Secondary State means data in the School Staff Survey. In the Student Attitudes to School survey, Stimulating Learning, Teacher Effectiveness, Learning Confidence and School Connectedness have all improved during 2014. This can be linked to the work invested in curriculum development and whole school improvement as outlined in the school document, The Warrnambool College Way.

For more detailed information regarding our school please visit our website at
<http://www.wbcoll.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key. Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 1139 students were enrolled at this school in 2014, 543 female and 596 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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





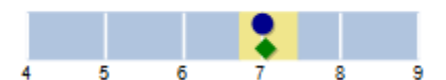
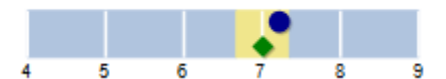
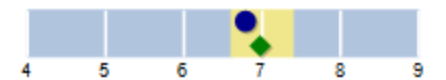
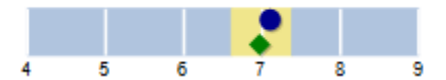

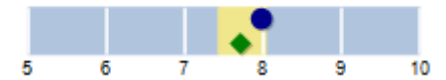
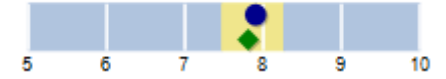
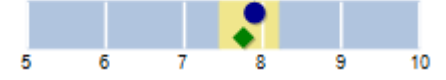




Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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"> English Mathematics <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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</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 schools: Result for this school: Median of all Victorian government schools:




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>	<p>Reading</p> <p>35 % 48 % 17 %</p> <p>Low Medium High</p> <p>Numeracy</p> <p>40 % 46 % 14 %</p> <p>Low Medium High</p> <p>Writing</p> <p>35 % 50 % 15 %</p> <p>Low Medium High</p> <p>Spelling</p> <p>26 % 51 % 23 %</p> <p>Low Medium High</p> <p>Grammar and Punctuation</p> <p>27 % 53 % 19 %</p> <p>Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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>	<p>Reading</p> <p>27 % 56 % 17 %</p> <p>Low Medium High</p> <p>Numeracy</p> <p>39 % 48 % 13 %</p> <p>Low Medium High</p> <p>Writing</p> <p>26 % 57 % 18 %</p> <p>Low Medium High</p> <p>Spelling</p> <p>41 % 40 % 16 %</p> <p>Low Medium High</p> <p>Grammar and Punctuation</p> <p>30 % 55 % 14 %</p> <p>Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2014</p> <p>0 50</p> <p>Results: 2011 - 2014 (4-year average)</p> <p>0 50</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2014 who satisfactorily completed their VCE: 97%</p> <p>Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%</p> <p>VET units of competence satisfactorily completed in 2014: 90%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: 76%</p>		





Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>91 %</td><td>90 %</td><td>88 %</td><td>89 %</td><td>88 %</td><td>84 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	88 %	89 %	88 %	84 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	90 %	88 %	89 %	88 %	84 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

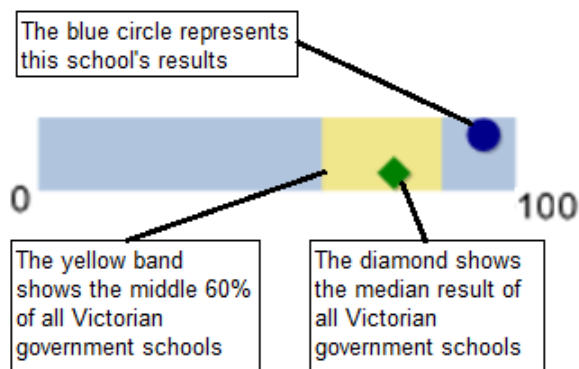
What are student outcomes?

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 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).

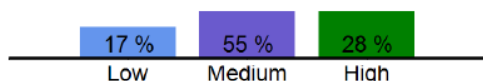
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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 Indigenous 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, 2014

Revenue	Actual
Student Resource Package	\$9,120,686
Government Provided DE&T Grants	\$1,457,242
Government Grants Commonwealth	\$9,725
Revenue Other	\$105,098
Locally Raised Funds	\$1,260,634
Total Operating Revenue	\$11,953,386

Expenditure	
Student Resource Package	\$9,172,850
Books & Publications	\$17,391
Communication Costs	\$39,397
Consumables	\$348,083
Miscellaneous Expense	\$778,362
Professional Development	\$89,293
Property and Equipment Services	\$924,350
Salaries & Allowances	\$240,477
Trading & Fundraising	\$115,792
Travel & Subsistence	\$108,823
Utilities	\$145,518
Total Operating Expenditure	\$11,980,336

Net Operating Surplus/-Deficit **(\$26,950)**

Asset Acquisitions **\$7,595**

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.

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$112,137
Official Account	\$51,370
Other Accounts	\$640,000
Total Funds Available	\$803,507

Financial Commitments	
Operating Reserve	\$401,956
Revenue Receipted in Advance	\$99,469
School Based Programs	\$88,365
Region/Network/Cluster Funds	\$113,717
Capital - Buildings/Grounds incl SMS>12 months	\$100,000
Total Financial Commitments	\$803,507

Financial performance and position commentary

The above data verifies Warrnambool College is in a strong financial position with an increase in cash flow of \$45,977 and a very healthy position in regard to our credit balance which covers our staffing costs. Unlike many government facilities, we have been able to continually employ new staff and grow. We are proud of financial achievements and the resulting opportunities we are able to provide for our students. We have a mix of new and experienced staff which brings vitality, knowledge and authenticity to our program. As can be seen above, we are proactive in securing locally raised funds in the form of many school camps and excursions to provide our rural students with opportunity to participate in programs and sporting activities throughout the state and the world. This is evidenced in our Miscellaneous Expenditure category which reflects our spending on camps/excursions of \$271,665, staff/student travel of \$80,222 and payment SW TAFE of \$110,000 for our student VET programs. We have student trips to France and Indonesia, we also have many sporting academies in which 600 of our 1,100 students are involved. All academies not only have strong participation, this has led to strong success. We have been innovative in our reduction utilities and administration costs relative to 2013. You will notice we have allocated considerable funds to our Property Services which is our maintenance program with \$357,932 spent on building works to improve our facilities for our students. We finished the 2014 year in a sound position which will be supported with increased enrolments into 2015.

