

WARRNAMBOOL COLLEGE WAY





AT WARRNAMBOOL COLLEGE WE STRIVE TO BE THE BEST VERSION OF OURSELVES; TO DREAM MORE, TO BE MORE, TO DO MORE.

For us, learning doesn't just happen in classrooms. It's crafted by a community that inspires the drive to engage in opportunities, to work hard and to embrace challenges, whatever shape they may take. We want to discover something we can change every day, because it means that we haven't stopped looking for ways to grow.

Warrnambool College acknowledges the traditional custodians of this land upon which we learn. We pay our respect to the elders past, present and future within the Maar Nation. We appreciate that diversity encourages learning and we recognise the need to be flexible, inclusive and proactive. We know that finding the pathway to achievement takes grit as well as the imagination to keep looking towards new possibilities. If we're reaching our goals then our staff, our students, together with our community will be working to build the skills they need to be successful today and to redefine tomorrow.

We won't be working for you but with you – with students, with families, with employers and employees, with educational providers, with our region and our world. It is through relationships that we'll be able to choose a future where Every Warrnambool Student Thrives.

CONTENTS



INTRODUCTION TO WCW

02



COMMUNITY CONNECTIONS

12



INSTRUCTIONAL PRACTICES

20



CURRICULUM & ASSESSMENT

26



PROFESSIONAL LEARNING

34



ENGAGEMENT & INCLUSION

42



THE WARRNAMBOOL COLLEGE WAY IS A ROADMAP. IT REFLECTS WHO WE ARE, WHAT WE BELIEVE AND HOW WE WORK TOGETHER TO IMPROVE OUTCOMES FOR EVERY LEARNER.

“ WE BELIEVE THAT EVERY STUDENT HAS THE RIGHT TO A HIGH-QUALITY EDUCATION & LEARNING SHOULD BE ENGAGING, INCLUSIVE & PURPOSEFUL.

OUR COMMITMENT TO EVERY LEARNER

The Warrnambool College Way:

- Captures the vision, values and strategies that guide our teaching, leadership and school culture.
- Outlines the practices that connect our classrooms, staff, families and our community.
- Builds on our strengths while responding to the needs of a changing world.
- Is underpinned by evidence, reflection and ambition.

More than just a document, the Warrnambool College Way is a commitment.

- A commitment that we will continue to strive for excellence, equity and continuous improvement in all that we do.
- A commitment that we will teach with clarity, lead with integrity and act with compassion.
- A commitment that every student will be seen, known, supported and empowered.

This shared commitment is brought to life through the values we live every day.

LIVING OUR VALUES

OUR SCHOOL VALUES SHAPE NOT JUST WHAT WE DO, BUT WHO WE ARE.

At Warrnambool College, our core values are interconnected, with each one strengthening and shaping the others. Where these values meet, we see the heart of our school - a community where every person is supported and empowered.

Our values are more than expectations. They are highlighted in our daily actions, reflected in our routines and strengthened through our traditions and the way we treat one another. When we live our values on a daily basis, we create a learning environment where - Every Warrnambool Student Thrives.

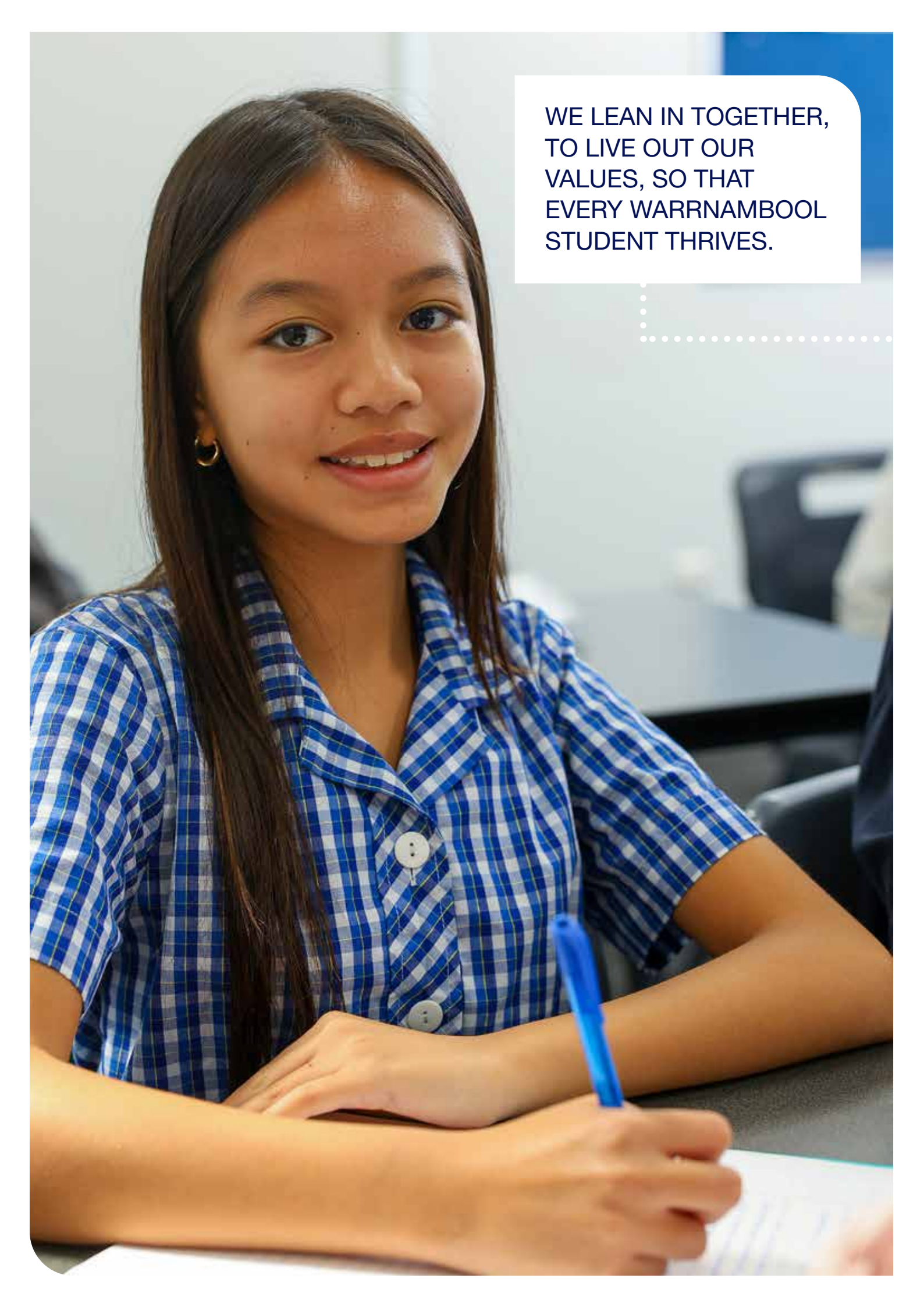


RESPECT • RESILIENCE • RESPONSIBILITY
The way we learn, live & lead

THROUGH THESE VALUES, WE FOSTER A SCHOOL WHERE:

- ▶ EVERY STUDENT FEELS SAFE, INCLUDED AND VALUED.
- ▶ RELATIONSHIPS ARE GROUNDED IN TRUST AND EMPATHY.
- ▶ HIGH EXPECTATIONS ARE COMBINED WITH ONGOING SUPPORT.
- ▶ LEARNING IS PURPOSEFUL, FUTURE-FOCUSED AND HIGHLY COLLABORATIVE.
- ▶ STUDENTS DEVELOP CONFIDENCE TO SUCCEED AND GROW.





WE LEAN IN TOGETHER,
TO LIVE OUT OUR
VALUES, SO THAT
EVERY WARRNAMBOOL
STUDENT THRIVES.

RESPECT

We recognise that every person, every role and every story in our community matters. This shapes how we teach, how we learn and how we connect. Through this, we are able to build a culture of safety, belonging and pride where every student, staff member and family feels heard and valued.

BEHAVIOURS THAT BRING THIS VALUE TO LIFE

FOR STUDENTS

Respect is shown in the everyday actions and choices students make at school.

For our students, respect looks like:

- **Showing regard for peers and staff:**
Greeting others, using inclusive language and showing courtesy in every school space.
- **Arriving ready to learn and contributing positively:** Settling into routines and actively participating by listening to others, taking turns and engaging in ways that support the learning and safety of all students.
- **Showing pride in self and school:**
Caring for their uniform, classrooms and shared spaces.
- **Recognising and valuing difference:**
Showing appreciation for individual backgrounds, perspectives and achievements and participating in school events and traditions that help everyone to feel safe, welcome and connected.

“OUR GOAL IS TO ENSURE THAT EVERY INTERACTION WITH STAFF, STUDENTS AND FAMILIES REFLECTS KINDNESS, UNDERSTANDING AND PRIDE IN WHO WE ARE.”

FOR STAFF

Respect is central to the relationships staff build with students, families and colleagues and how they model inclusive and professional practices.

For our staff, respect looks like:

- **Modelling inclusive, empathetic and professional relationships:**
Communicating with care, listening to understand and working collaboratively with colleagues and families.
- **Creating calm, safe and predictable learning environments:** Establishing classrooms with clear, fair and consistent expectations so students feel valued, supported and ready to learn.
- **Using restorative practices:** Responding calmly when issues arise, offering students space when needed and working to repair relationships.
- **Valuing voice, difference and growth:**
Celebrating diverse backgrounds and perspectives, ensuring students feel heard and providing clear, constructive feedback that supports learning, confidence and wellbeing.

FOR FAMILIES

Respect is strengthened when families work in partnership with the school to support learning, wellbeing and belonging.

For our families, respect looks like:

- **Encouraging positive engagement with school:** Establishing routines that help students arrive settled, prepared and ready to learn while reinforcing the importance of effort, learning and respectful behaviour.
- **Openly communicating with the school:** Approaching challenges with a solution-focused mindset, sharing information, listening to feedback and engaging in conversations about learning, progress and achievements.
- **Taking an active role in school life:**
Attending parent-student-teacher conferences, assemblies, celebrations and community events that strengthen connection.

RESILIENCE

At Warrnambool College, resilience is about perseverance and adaptability. We support students to take risks, learn from mistakes and develop strategies to overcome obstacles. Together, we celebrate progress, not perfection, and create an environment where setbacks are recognised as stepping stones to success.

BEHAVIOURS THAT BRING THIS VALUE TO LIFE

FOR STUDENTS

Resilience is shown in the way students approach learning and daily school life.

For our students, resilience looks like:

- **Persisting when learning feels challenging:** Building the stamina to sustain effort in learning and understanding that progress takes time and practice.
- **Learning from mistakes and stretching thinking:** Using setbacks to reflect and improve and taking learning risks by asking questions, trying new strategies and stepping outside their comfort zone.
- **Setting goals and improving through feedback:** Using routines and strategies to stay focused and minimise distraction, reflecting on progress and using feedback to guide next steps.
- **Supporting peers and celebrating growth:** Working collaboratively to encourage others, recognising improvement and progress over time and contributing positively to classroom learning.

“
WE FACE CHALLENGES
HEAD ON AND
ENCOURAGE OTHERS TO
DO THEIR BEST.”

FOR STAFF

Resilience is reflected in staff's commitment to continuous improvement and ongoing learning, with a shared focus on providing the best possible education for every student.

For our staff, resilience looks like:

- **Maintaining high expectations and modelling a growth mindset:** Supporting students to take risks, learn from mistakes and persist through challenges while demonstrating that improvement comes through effort, practice and reflection.
- **Using evidence-informed practice:** Working collaboratively in Professional Learning Communities to examine evidence, engage with current research, set meaningful goals and evaluate the impact of teaching on student learning.
- **Committing to ongoing improvement:** Reflecting on practice, engaging in coaching and peer observations and refining instructional practice to better meet student needs.

FOR FAMILIES

Resilience is strengthened when families stay connected to their child's school and learning.

For our families, resilience looks like:

- **Staying connected to student learning:** Maintaining open communication and working with the school to reflect on learning, progress and strategies for improvement.
- **Encouraging a positive approach to learning:** Speaking positively about learning, reinforcing that effort leads to growth, supporting students to manage setbacks and approach challenges with confidence.
- **Celebrating effort and progress:** Recognising small improvements made, not just final outcomes.
- **Building confidence and pride:** Providing ongoing encouragement that supports resilience and self-belief.

RESPONSIBILITY

At Warrnambool College, responsibility is about making thoughtful choices, owning our actions, and acting with integrity. We encourage students to follow through on commitments, take initiative and contribute to a safe and supportive school community.

BEHAVIOURS THAT BRING THIS VALUE TO LIFE

FOR STUDENTS

Responsibility is shown in the way students take ownership of their learning and actions each day.

For our students, responsibility looks like:

- **Arriving prepared and on time:** Organising materials and following routines that support focus and learning.
- **Taking ownership of learning:** Showing initiative, managing time effectively and meeting deadlines with an understanding that responsibility is about effort, growth and commitment.
- **Following the Behaviour Matrix:** Using technology and school resources with purpose and being guided by the matrix to make safe and sensible choices.
- **Contributing to the wider school community:** Striving to do their best, taking on leadership roles, volunteering time and participating in school events.

“WE HOLD OURSELVES ACCOUNTABLE, SUPPORT ONE ANOTHER AND CONTRIBUTE POSITIVELY TO OUR SCHOOL AND WIDER COMMUNITY.”

FOR STAFF

Responsibility is reflected in staff's shared commitment to clarity, consistency and accountability in their practice.

For our staff, responsibility looks like

- **Approaching daily practice with care and professionalism:** Working reliably, communicating clearly and modelling accountability.
- **Planning and delivering purposeful, curriculum-aligned learning:** Designing learning experiences that respond to student needs.
- **Creating safe and predictable learning environments:** Establishing clear expectations that support engagement and learning.
- **Using evidence and collaboration to improve practice:** Monitoring progress and communicating with families and colleagues to support all learners.

FOR FAMILIES

Responsibility is strengthened when families support their child to develop independence and take ownership of their learning.

For our families, responsibility looks like

- **Working in partnership with the school:** Supporting shared expectations, encouraging responsible choices and helping students arrive on time and ready to learn.
- **Encouraging positive learning habits:** Establishing homework routines, supporting responsible use of devices and reinforcing accountability for learning.
- **Staying engaged and communicating with the school:** Keeping informed through school communication, participating in key events and communicating early with staff when concerns arise.

A TEACHING
AND LEARNING
FRAMEWORK
GIVES THE SCHOOL
COMMUNITY
A COMMON
LANGUAGE FOR
LEARNING.





LEARNING IS A SHARED JOURNEY AND WE ARE ALL RESPONSIBLE FOR MAKING IT MEANINGFUL.

OUR TEACHING & LEARNING FRAMEWORK

Grounded in research and shaped by the needs of our students and staff, the Warrnambool College Way provides clarity and direction across five key sections which forms our Teaching and Learning Framework:

COMMUNITY CONNECTIONS

Strong, supportive partnerships between school, home, industry and alumni ensure students are prepared for their next steps beyond school.

INSTRUCTIONAL PRACTICES

A consistent, evidence-based approach ensures that every student experiences high-impact teaching, every day.

CURRICULUM & ASSESSMENT

Our guaranteed, coherent and inclusive curriculum is built on the Understanding by Design (UbD) framework and driven by formative assessment, student agency and purposeful feedback.

PROFESSIONAL LEARNING

Ongoing collaboration, coaching and reflection drive staff development and improve teaching practice across the school.

ENGAGEMENT & INCLUSION

Every student is known, valued and empowered through inclusive practices, student voice and targeted wellbeing support.



Across each of these sections, the core elements of the Victorian Teaching and Learning Model 2.0 (VTLM) are visible in practice. From planning and explicit teaching to supported application and inclusive learning environments, our approach reflects the belief that all students can learn and grow when they are given the opportunity and support to do so.

Our staff design lessons with clear learning intentions and success criteria, use modelling and guided practice and provide timely and actionable feedback to ensure our students can reflect and apply their learning. The model's emphasis on attention, memory, retention and mastery is reflected in our commitment to having classrooms that are respectful, focused and responsive.

The VTLM helps us create a coherent whole-school approach that supports high expectations, collective responsibility and student success whilst still allowing room for creativity, collaboration and student voice.



The research behind the WARRNAMBOOL COLLEGE WAY

JOHN HATTIE: READING THE RESEARCH

It isn't just about knowing what works, but about knowing what works best and what will make a real difference for students.

At Warrnambool College, we use Hattie's research on education to ensure we are focused on what matters most. We've included 'effect sizes' throughout this document to highlight the evidence behind some of the strategies we use in our classrooms. We know not everyone is familiar with educational research or statistical language and that's why we have made an effort to explain the ideas behind our practice. Whether you're a parent, student, teacher or community member, we want you to understand not just **what** we do, but **why** we do it.

John Hattie's research forms the foundation of our approach to teaching and learning. His Visible Learning work offers one of the most comprehensive evidence bases in education, drawing on thousands of studies from millions of students around the world, to identify what has the greatest impact on student achievement.

Through an effect size, Hattie looks at the evidence of impact - what works, how well it works and under what conditions. His research found that the average effect size of 0.40 represents roughly one year's expected growth for one year of schooling. Anything above 0.40 means a strategy has more than the average impact. Therefore, the higher the effect size, the stronger its influence on student learning. For example, when learning about a new topic, one class might focus on note-taking (0.51) while another takes part in a lively classroom discussion (0.82). Both methods help students learn, but the higher effect size shows that discussion has a stronger and more meaningful impact on student learning.

At Warrnambool College, we use Hattie's research to help us make informed decisions about teaching and learning. We look beyond what works in theory to what works best for our staff and for our students. We focus on high-impact practices that match our stage of development, build on our strengths and support consistency across the school.



OUR MESSAGE IS SIMPLE: WE DO WHAT WORKS BEST FOR STUDENTS, AND WE'RE ALWAYS LEARNING.



Throughout this document, we have included a visual effect size to highlight the impact of various strategies we use for teaching and learning.

According to John Hattie's research, a higher effect size indicates a more effective strategy. As seen in the examples shown, both strategies have a positive impact on student outcomes, but 'classroom discussion' demonstrates a greater effect.



**FEEDBACK:
CLASSROOM
DISCUSSION**



**FEEDBACK:
SELF & PEER
ASSESSMENT**

COMMUNITY CONNECTIONS



PARENTAL ENGAGEMENT IS A POWERFUL LEVER FOR RAISING ACHIEVEMENT IN SCHOOLS.

– Harris and Goodall

AT WARRNAMBOOL COLLEGE, EDUCATION EXTENDS BEYOND THE CLASSROOM. OUR STUDENTS' LEARNING JOURNEYS ARE SHAPED BY MEANINGFUL PATHWAYS, STRONG PARTNERSHIPS & LIFELONG CONNECTIONS.



PARENT INVOLVEMENT

Strong home-school partnerships boost student confidence, attendance and overall achievement.

HOME ENGAGEMENT & COMMUNICATION:

A shared commitment to student success

By promoting home-school engagement, personalised learning opportunities and an active alumni network, we empower every student to graduate with the skills, knowledge and confidence to succeed in a changing world. Whether planning their next steps, gaining real-world experience, or staying connected after graduation, students are supported at every stage of their journey.

MEANINGFUL FEEDBACK COMMUNICATION

To ensure families remain engaged, we provide ongoing, real-time feedback, allowing parents, carers and guardians to stay connected with their child's progress. Through the Compass Learning Management System, families have 24/7 access to:

- Student learning tasks, due dates and submitted work.
- Assessment grades, teacher feedback and progress tracking.
- Transparent, continuous communication with staff.

Alongside this, Warrnambool College Pulse emails provide personalised student progress summaries at key points throughout the year, reinforcing a strengths-based approach to learning. Regular Parent-Teacher-Student Conferences also offer valuable opportunities for families to:

- Celebrate student achievements.
- Identify learning goals and growth areas.
- Strengthen the partnership between school and home.

While real-time feedback helps families stay informed, we also focus on encouraging students to embrace learning as an ongoing journey as true learning growth is about more than just grades. We believe that student success is shaped not only by academic outcomes but also by a student's mindset, effort and resilience.





FOSTERING A GROWTH MINDSET FOR SUCCESS

By embedding meaningful feedback into everyday learning, we help students to create a growth mindset where progress comes through perseverance, not just natural ability.

Our approach to assessment recognises learning as a continuous journey. Teachers evaluate students not only on academic achievement but also on their attitude and effort, reinforcing the importance of persistence, self-reflection and resilience.

When families reinforce this mindset at home, students are more likely to:

- Embrace challenges rather than fear failure.
- See mistakes as opportunities for growth.
- Develop confidence in their ability to improve.

Through a culture of collaboration, we ensure that every student feels supported, inspired and ready to achieve their full potential - both in school and beyond. Effective communication does more than keep families informed, strengthens student accountability, emotional wellbeing and future aspirations. When students see teachers and families working together, they feel empowered to take ownership of their learning.

OUR COMMITMENT TO FAMILY ENGAGEMENT ENSURES:

- Families are informed and involved in their child's learning.
- Parent expectations help shape student motivation and achievement.
- Academic and emotional wellbeing are nurtured holistically.

STRONGER TOGETHER

When families are actively involved in their child's learning, students show greater confidence and motivation, develop stronger attendance and engagement, and achieve higher academic success.

0.50
Effect size

PARENT EXPECTATIONS

High family expectations strongly correlate with student achievement.



“
A CONNECTED SCHOOL ENVIRONMENT INCREASES THE LIKELIHOOD OF ACADEMIC SUCCESS.
– Blum

THE PATH TO SUCCESS IS NOT A ONE-SIZE-FITS-ALL APPROACH. IT IS SHAPED BY INDIVIDUAL INTERESTS, STRENGTHS & ASPIRATIONS. THEREFORE, WE PROVIDE TAILORED, FLEXIBLE & FUTURE-FOCUSED PATHWAYS THAT ALLOW STUDENTS TO PURSUE THEIR PASSIONS & GOALS.

STUDENT PATHWAYS

A PATHWAY FOR EVERY STUDENT

Senior students have the opportunity to choose from two equally valuable pathways that support different learning styles and career ambitions. Both programs provide valuable opportunities for personal growth, career readiness and lifelong learning.

Victorian Certificate of Education (VCE)

Best for students who aspire to attend university or to complete further study.

Key Features

- Broad subject choices, tailored to student interests and career goals.
- ATAR eligibility for tertiary admission.
- Develops critical thinking, research, and problem-solving skills.

VCE Vocational Major (VCE VM)

Best for students who prefer practical, hands-on learning.

Key Features

- Industry-based training and real-world experience integrated with academic study.
- Develops technical expertise and workplace readiness.
- Leads to employment, apprenticeships, or further vocational education.



“THE BEST WAY TO PREDICT YOUR FUTURE IS TO CREATE IT.

– Abe Lincoln

OUR COMMITMENT TO PROVIDING INDIVIDUALISED OPPORTUNITIES ENSURES:

- Every student's learning path is unique.
- Students can choose their own pathway.
- Our Pathways Team help students to make informed, goal-aligned decisions.
- We focus on developing key enterprise skills.

BUILDING FUTURE-READY SKILLS

We are committed to preparing students for a rapidly evolving world as enterprise skills are more in demand than past generations. Regardless of their chosen pathway, every student graduates with a strong foundation of transferable skills, equipping them for further study and the workforce.



WARRNAMBOOL COLLEGE GRADUATES ARE:

Critical Thinkers & Problem Solvers

Able to analyse challenges and develop innovative solutions.

Creative & Adaptable Learners

Open to new ideas, perspectives and emerging technologies.

Confident Communicators & Collaborators

Skilled in expressing ideas effectively and working in teams.

Digitally & Financially Literate Individuals

Equipped with the technological skills and financial awareness needed for success.

Self-Directed & Resilient Achievers

Taking ownership of their learning, setting goals and persisting through challenges.

Active & Responsible Citizens

Engaged in community, ethical decision-making and lifelong learning.

THESE ESSENTIAL SKILLS ARE DEVELOPED THROUGH:

- **Personalised Learning Pathways:**
Enabling students to explore their passions and set career goals.
- **Industry and Community Partnerships:**
Providing hands-on work experience and professional connections.
- **Leadership and Extracurricular Programs:**
Developing confidence, teamwork, and collaboration.
- **Real-World Learning Opportunities:**
Blending academics with practical experiences in technology, finance and enterprise.

GUIDING THE JOURNEY: Our Pathways team

Navigating education and career choices can be complex, but no student has to do it alone. Our dedicated Pathways Team provides:

- Course and career guidance to support informed decision-making.
- One-on-one counselling to align student goals with subject selections.
- Support for university applications, apprenticeships and employment pathways.
- Work experience and industry connections to give students real-world exposure.
- Support to complete Individual Career Action Plans (ICAPS) - a structured process to encourage self-reflection and career exploration.

With personalised mentorship and career education, we support students to take charge of their future.

WE KNOW CHOOSING THE RIGHT PATHWAY CAN FEEL OVERWHELMING, WHICH IS WHY OUR PATHWAYS TEAM IS HERE TO GUIDE EVERY STUDENT IN FINDING THE BEST FIT FOR THEIR FUTURE.



PATHWAYS TO SUCCESS: More than just a qualification

Success is not just measured by grades and qualifications – it's about creating a future that aligns with personal strengths and ambitions. By offering diverse learning opportunities, personalised support and future-focused skill development, we enable students to:

- Follow their passions and take charge of their own learning.
- Gain valuable experiences that connect classroom learning to real-world careers.
- Graduate with the skills, confidence and direction to thrive beyond school.

Whatever pathway a student chooses, one thing remains the same - they will leave Warrnambool College equipped with the skills and confidence to pursue their goals. But their connection to Warrnambool College doesn't end there. Through our thriving alumni network, former students continue to support, mentor and inspire the next generation.



CELEBRATING OUR ALUMNI



DR KAROLINE GUNN
A Career of Compassion
and Commitment

Graduated from Warrnambool
High School, Class of 1985

Dr Karoline Gunn's journey from Warrnambool High School to a career in medicine is one of dedication, adventure and service. After graduating in 1985, Karoline pursued Medicine at Melbourne University, graduating in 1991. Her career has taken her across Australia and the United Kingdom, working in both the public health system and private practice. A defining chapter of Karoline's career was her time in East Arnhem Land, Northern Territory, where she worked in remote Aboriginal communities, fostering better health outcomes for Indigenous Australians. Her passion in this area saw her awarded the 'Closing the Gap' award at the Victorian Rural Health Awards. Karoline's advice for students today is to venture beyond Warrnambool and see the world.



MATTHEW MONK
From School Captain to
Centre Stage

Graduated from Warrnambool
College, Class of 1994

Matthew 'Monkey' Monk has always been a natural showman. As Warrnambool College Captain in 1994, he helped unite students after the school's amalgamation, sparking his passion for performance and public speaking. He recalls making lifelong friends and valuing the many staff who influenced him.

Since then, Matthew has thrived in breakfast radio for more than 22 years and MC'd events worldwide, including a 17-year partnership with the McLaren Formula 1 Racing Team. He owned and managed The Flying Horse Bar and Brewery for over a decade and contributed widely to the local community through football and basketball coaching. He has recently undertaken training to become a counsellor and psychotherapist, further extending his passion for people and communication.

OUR ALUMNI NETWORK IS MORE THAN JUST A WAY TO STAY IN TOUCH – IT'S A COMMUNITY THAT CONTINUES TO SUPPORT, INSPIRE & GROW TOGETHER.



ALUMNI:

A lifelong connection to Warrnambool College

We believe that our alumni are the lifeline that connects our past, present and future. The achievements and experiences of our former students serve as inspiration for generations to come, reinforcing the lasting impact of their time at the College.

Our Alumni program celebrates our rich history from Warrnambool High School, Warrnambool North Technical School and Warrnambool College while fostering ongoing connections between former and current students. Through networking events, mentorship opportunities and community initiatives, we strive to strengthen the bonds between alumni and the college. Whether through career advice, philanthropic support, or shared experiences, our alumni help to shape and enrich the next generation of Warrnambool College graduates.

THE POWER OF OUR ALUMNI NETWORK

- **A Legacy of Success:** Our alumni have made their mark in diverse fields, from medicine to media, business to community leadership.
- **Lifelong Connections:** The friendships and networks formed at Warrnambool College continue well beyond graduation.
- **Giving Back:** Many alumni mentor and support current students, offering career advice, industry insights and other valuable opportunities.

THROUGH OUR PROGRAM, WE AIM TO:

- Connect students with former graduates for career guidance and inspiration.
- Support students transitioning from school to further study or employment.
- Host networking events, mentorship programs and career talks.
- Create partnerships that unlock scholarships, internships and career growth opportunities.

We celebrate our alumni not just for what they've achieved, but for the impact they continue to have – both in our school community and beyond.

GET INVOLVED, STAY CONNECTED

Graduation is not the end; it's the beginning of a lifelong connection to our community.

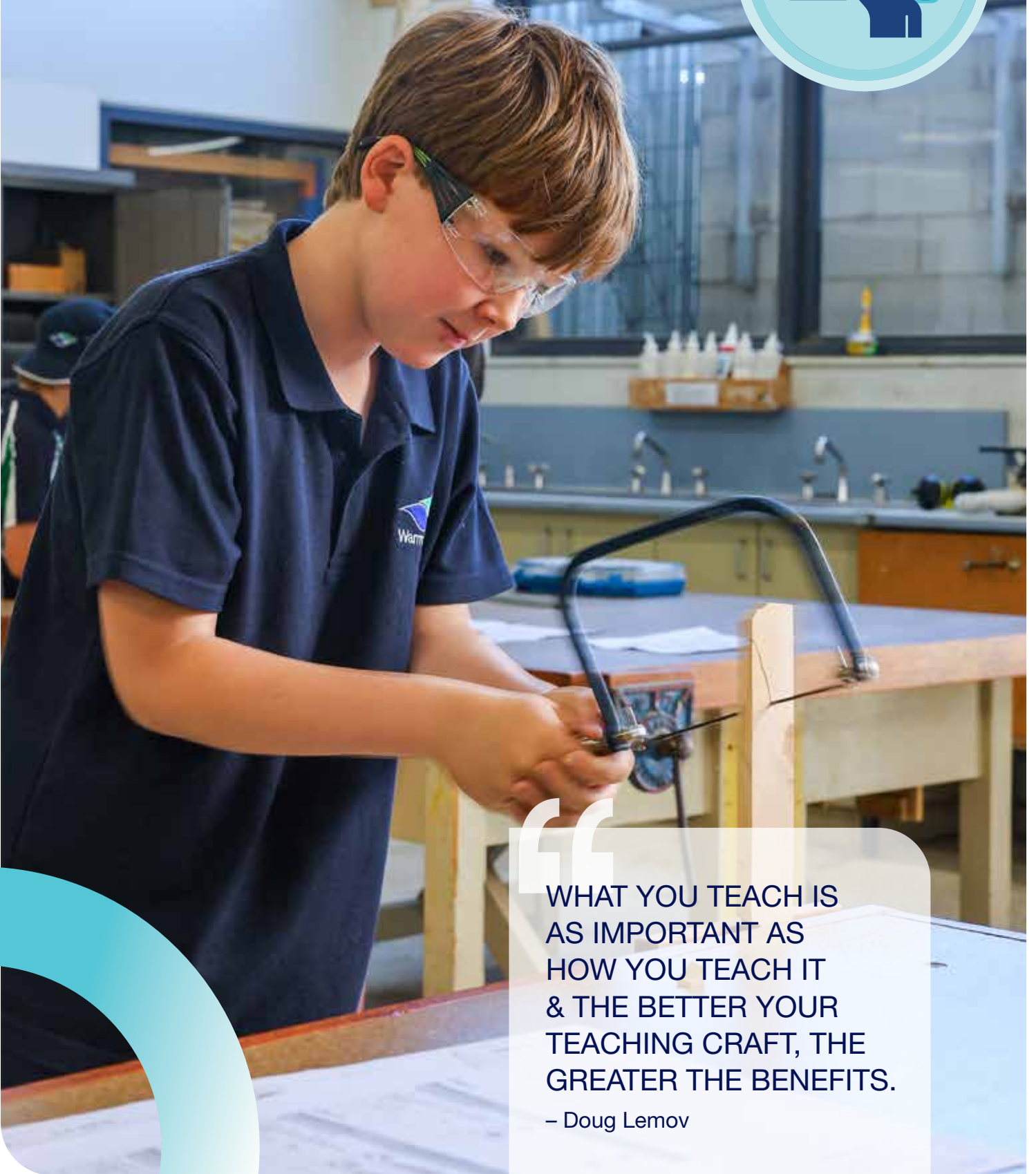
Whether you graduated last year or decades ago, you'll always be part of the Warrnambool College community. We'd love to reconnect, hear your story and celebrate your journey.

Sign up to Warrnambool College Alumni via the QR code:



I MADE LIFELONG FRIENDS FROM MY TIME AT THE COLLEGE & HAVE FOND MEMORIES OF THE MANY STAFF WHO MADE AN IMPACT. – Matthew Monk

INSTRUCTIONAL PRACTICES



WHAT YOU TEACH IS AS IMPORTANT AS HOW YOU TEACH IT & THE BETTER YOUR TEACHING CRAFT, THE GREATER THE BENEFITS.

– Doug Lemov



SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

School-Wide Positive Behaviour Support (SWPBS) is embedded into our instructional practices to create a safe, structured and inclusive learning environment. This evidence-based framework establishes clear, consistent behaviour expectations across all learning areas, ensuring that every student understands how to engage positively in their education. By explicitly teaching expected behaviours, reinforcing positive actions and fostering a culture of respect, responsibility and resilience, SWPBS creates predictable and supportive classroom environments where students can focus and thrive. The successful implementation of SWPBS ensures positive student conduct and engagement, translating into more effective learning and enhanced academic outcomes.

Tier 1 strategies form the foundation of our behaviour management approach. These universal strategies include explicit instruction on expected behaviours, consistent reinforcement of positive actions and clear communication of both behavioural and academic expectations, ensuring that all students benefit from a supportive framework. Reinforcement of expectations is used to encourage the repetition of desired behaviours and to support students to meet our high expectations.

TIER 1 STRATEGIES IMPROVE:

- Emotional regulation and resilience
- Positive behaviours
- Student-teacher relationships
- Engagement and learning readiness
- Whole-school wellbeing
- Mental health
- Academic outcomes
- Academic support
- Classroom culture

A key component of our Tier 1 approach is the Positive Reward Points (PRP) system, which recognises and celebrates student efforts that reflect our core values. By integrating the PRP system into our daily routines, we provide immediate positive feedback, reinforcing desired behaviours and fostering a culture of success.

As a whole-school approach, Tier 1 strategies ensure positive behaviours are taught, consistently reinforced and seamlessly woven into daily learning experiences. In the classroom, we incorporate a variety of strategies to foster engagement, accountability and meaningful learning. Our lessons are designed with clear learning intentions, success criteria, behaviour expectations and differentiation to address diverse learning styles and needs. Additionally, we implement well-structured activity sequences, academic choice and flexible entry and exit points for assessment to ensure all students are being appropriately challenged. This framework ensures a supportive and continuous learning environment.

HIGH-QUALITY TEACHING FORMS THE FOUNDATION OF OUR STUDENTS' SUCCESS. OUR INSTRUCTIONAL MODEL PROVIDES A CLEAR FRAMEWORK FOR ENGAGING STUDENTS, DELIVERING IMPACTFUL LESSONS AND ASSESSING LEARNING EFFECTIVELY.



OUR INSTRUCTIONAL MODEL:

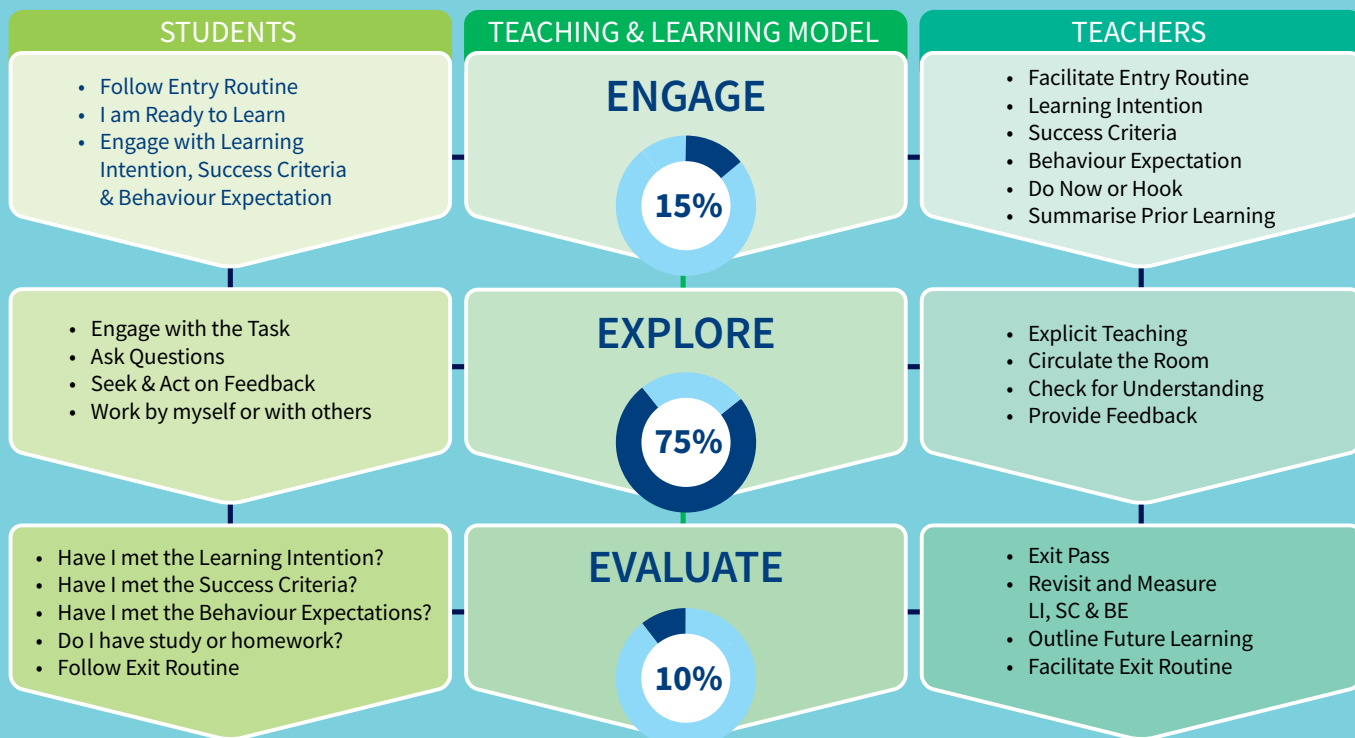
A consistent approach to teaching & learning

Grounded in evidence-based strategies, it ensures that every student experiences consistent, structured and engaging learning opportunities across all subjects. Our Instructional Model is structured around three phases: Engage, Explore and Evaluate. Each phase integrates best-practice teaching strategies, behaviour support frameworks and student engagement approaches to ensure high-impact learning experiences.



TEACHING CLARITY

When students clearly understand learning goals and expectations, they are more likely to stay engaged, motivated and persist in their learning.



1. Setting Goals
2. Structuring Lessons
3. Explicit Teaching
4. Worked Examples
5. Collaborative Learning
6. Multiple Exposures
7. Questioning
8. Feedback
9. Metacognitive Strategies
10. Differentiated teaching

OUR TEACHING & LEARNING MODEL



ENGAGE

Creating the conditions or learning

We build emotionally safe, structured beginnings to every lesson. Through routines, clarity and connection, students feel ready, focused and motivated to learn.



EXPLORE

Deepening student understanding

Students build knowledge through explicit teaching, guided practice and scaffolded challenges. Learning is active, inclusive and tailored to support deep understanding.



EVALUATE

Reflecting on progress and growth

Students reflect, receive feedback and set goals. Evaluation is about more than marks - it is about building confidence, resilience and taking ownership of learning.

ENGAGE – Creating the conditions for learning

We set the stage for learning by creating an environment where students feel valued, supported and ready to engage. Every lesson begins with a sense of purpose, clarity and expectation, ensuring students are motivated and confident to take on new challenges.

UNIVERSAL STRATEGIES FOR TEACHING & LEARNING

- **We create structured, predictable lesson openings:** Entry routines, meet-and-greet check-ins, and explicitly taught behaviour expectations provide stability, emotional security and a positive start to learning, fostering a calm and welcoming environment.
- **We explicitly teach and model learning and behavioural expectations:** Setting clear learning intentions, success criteria and behaviour expectations ensures students understand what they are learning, why it matters and how they will succeed, promoting a sense of safety and an anchor point for learning.
- **We activate prior knowledge:** Using retrieval tasks, inquiry questions and classroom discussions sparks curiosity and strengthens connections to previous learning, while also supporting trauma-aware practices by connecting new learning to familiar concepts.

- **We encourage participation through active engagement strategies:** Techniques like cold calling, hinge questions and visible response methods ensure all students actively contribute to their learning, creating an inclusive atmosphere where all voices are valued.
- **We embed proactive classroom management:** Active supervision, non-verbal cues and trauma-aware strategies to maintain a calm, structured learning environment that prioritises emotional safety and positive student behaviour.

EMOTIONAL READINESS FOR LEARNING

- We establish emotional readiness through relationship connection strategies, ensuring students feel safe, supported and are ready to learn.
- We use co-regulation strategies and brain breaks to help students transition into learning with focus, energy and stamina, to maintain attention and effort over time.
- When students feel safe, connected and prepared, they engage deeply, take academic risks and develop the confidence to challenge themselves. A strong engage phase helps to build student motivation, participation and resilience to ensure they enter the lesson with a growth mindset and belief in what they can achieve.



EXPLORE – Deepening student understanding through effective teaching

The Explore phase is where students actively engage with new ideas, build knowledge and develop critical thinking skills. This phase is about making learning visible, interactive and accessible, ensuring all students are supported while also being challenged.

UNIVERSAL STRATEGIES FOR TEACHING & LEARNING

- **We use explicit instruction and scaffolding:** Breaking down complex ideas into step-by-step explanations, guided practice, and structured questioning.
- **We gradually release responsibility to students:** Moving from teacher-led instruction to independent learning, ensuring students gain confidence before working autonomously.
- **We promote collaborative learning:** Engaging students in structured problem-solving, peer discussions and learning tasks.
- **We provide multiple opportunities for practice:** Using modelled instruction, guided practice and independent tasks to reinforce key concepts.
- **We differentiate instruction:** Adjusting support, scaffolds and expectations based on real-time student needs, ensuring all learners can access and succeed in learning.
- **We enable student voice:** Embedding choice-driven tasks, movement-based activities and scaffolded challenges to sustain engagement and motivation.

STUDENTS THRIVE WHEN LEARNING IS INTERACTIVE, SCAFFOLDED & TAILORED TO THEIR NEEDS. BY PROVIDING STRUCTURED SUPPORT & MEANINGFUL CHALLENGES, WE ENSURE STUDENTS DEVELOP DEEP UNDERSTANDING & INDEPENDENCE.

BUILDING LEARNING STAMINA & ENGAGEMENT

- **We integrate structured brain breaks:** Helping students sustain focus and learning stamina.
- **We reinforce the power of a Growth Mindset:** Teaching students that effort, persistence and resilience are key to success.

0.82
Effect size

DIRECT INSTRUCTION

Structured, clear teaching gives students models, support and practice to build strong understanding and skills.

EVALUATE – Reflecting on progress & identifying next steps

The Evaluate phase ensures that students consolidate learning, reflect on progress and plan for continuous growth. This phase reinforces that learning is not just about getting things right - it's about continuous improvement and resilience.

UNIVERSAL STRATEGIES FOR TEACHING & LEARNING

- **We facilitate student reflection through structured routines:** Encouraging students to assess their progress against the Learning Intentions and Success Criteria.
- **We provide clear, meaningful feedback:** Using verbal, written and peer feedback loops to ensure students understand what they have achieved and where they can improve.
- **Guide students in setting personalised learning goals:** Reinforcing that learning is an ongoing process of challenge and improvement.
- **We reinforce self-reflection and student voice:** Embedding guided self-assessment, self-monitoring, goal setting and strengths-based feedback to build student confidence.
- **We ensure assessment informs future learning:** Using formative and summative assessment strategies to identify student strengths and next steps.



SELF-REPORTED GRADES

When students reflect, set goals, and track progress, they become more motivated, independent and resilient learners.

FOSTERING GROWTH & REFLECTION

- **We reinforce self-efficacy through guided reflection and strength-based goal-setting:** Helping students build resilience and self-belief.
- **We reframe mistakes as opportunities for growth:** Ensuring students see learning as a continuous journey of improvement.

When students reflect on their learning and see tangible progress, they develop confidence, ownership and the skills needed for future success. The Evaluate phase reinforces a culture of continuous growth, goal-setting and resilience.

Through the consistent use of the Instructional Model across all classes and year levels, we build predictable routines and supportive environments where students can focus and engage with their learning.



CURRICULUM & ASSESSMENT



OUR ROLE AS
TEACHERS IS TO FIND
OUT WHAT STUDENTS
CAN DO AND MAKE
THEM EXCEED THEIR
POTENTIAL.

– John Hattie

THE WARRNAMBOOL COLLEGE WAY

At Warrnambool College, we believe that every young person deserves the opportunity to succeed. Our vision for learning places students at the centre of every decision we make. We are committed to understanding and responding to each learner's unique needs, inspiring them to become motivated, capable and lifelong learners.

This commitment is grounded in the noble cause that every Warrnambool student thrives and it begins with high-quality, evidence-based teaching in every classroom.

THE FOUNDATION OF OUR APPROACH

Our curriculum and assessment approach is guided by the Victorian Teaching and Learning Model 2.0 (VTLM) which provides a research-based framework for how students learn best and how teachers can support their learning. Drawing on these evidence-based practices, each Key Learning Area remains responsive to student needs through a focus on what students learn, how they learn it and why it matters.

We embed strategies that help students build attention, focus and memory - supporting students to achieve mastery over time and apply their learning in real-world contexts. In our classrooms, all teachers ensure that their learning programs:

- Manage cognitive load.
- Activate prior knowledge and model new content.
- Provide opportunities for practice, feedback and reflection.
- Foster self-regulation in a positive, inclusive learning environment.

WE COMMIT TO:

- Knowing our learners.
- Designing learning programs that matter.
- Delivering instruction that works.
- Creating inclusive, respectful environments.
- Upholding academic rigour and high expectations.

FUTURE-FOCUSED & CONNECTED LEARNING

Across multiple year levels, we emphasise interdisciplinary learning - supporting students to make connections between concepts, transfer knowledge across subjects and apply their understanding to authentic, real-world challenges. This approach deepens engagement, promotes creativity and critical thinking and builds learner confidence.

We are committed to offering all students opportunities that reflect their interests, goals and potential. To support this, we offer a range of learning pathways that:

- Provide flexible subject choices and voice in learning.
- Promote a growth mindset and academic perseverance.
- Strengthen targeted support for learners who require it.
- Extend high-performing students through enrichment and acceleration.
- Embed wellbeing, personal development and resilience in everyday learning.
- Build partnerships with industry and training providers to create real-world pathways.





UBD GIVES US CLARITY AND DIRECTIONS, BUT ALSO SPACE TO INNOVATE TOGETHER. WE'RE NOT JUST DELIVERING CURRICULUM - WE'RE SHAPING LEARNING THAT LASTS.

– Staff member



DESIRED RESULTS

Define the enduring understandings, driving questions, essential questions, numeracy and literacy links, student agency and behaviour and academic expectations that enable learning.



EVIDENCE OF LEARNING

Determine valid evidence for formative and summative assessment of the student's ability to apply their learning. A plan is then created to accommodate for varying student abilities and differentiation in the classroom.



LEARNING SEQUENCE

Design learning experiences that progressively build understanding with opportunities for feedback, reflection and the transfer of knowledge.

UNDERSTANDING BY DESIGN: A purpose-driven approach to learning

Our curriculum is built on a clear and powerful foundation: the Understanding by Design (UbD) framework. This research-informed approach places student understanding, purposeful learning, and real-world application at the centre of everything we do. It is a way of thinking purposefully about curriculum planning with the primary goal being student understanding - the ability to make meaning of 'big ideas' and transfer knowledge and skills to new contexts.

UbD supports our teachers to think purposefully about curriculum by planning 'backward' through a three-stage design process. Through this structure, learning becomes more than an activity - it becomes purposeful and concept-driven. Students are empowered to understand not just what they're learning, but why it matters and how it connects to their lives beyond school.

UBD IS A PLANNING FRAMEWORK THAT ENSURES EVERY LESSON IS INTENTIONAL, ALIGNED TO BIG-PICTURE GOALS AND DESIGNED FOR REAL-WORLD UNDERSTANDING. AT WARRNAMBOOL COLLEGE, IT UNDERPINS ALL CURRICULUM FROM YEARS 7-10.



UBD IS A WAY OF THINKING MORE PURPOSEFULLY & CAREFULLY ABOUT THE NATURE OF ANY DESIGN THAT HAS UNDERSTANDING AS ITS GOAL.

– Wiggins and McTighe

PLANNING WITH PURPOSE

At Warrnambool College, curriculum planning is a shared responsibility. Every unit of work from Years 7-10 has been developed by our staff using the UbD framework. This work is a result of ongoing collaboration between teaching teams who plan and reflect together. Regular time is set aside for staff to meet, discuss practice and make decisions to improve student learning. This team-based approach ensures our curriculum is consistent, connected across year levels and responsive to student needs.

What sets us apart from other schools is not just our use of UbD but the infrastructure we have built around it. We have developed our own UbD Playbook: a step-by-step guide that supports teachers in designing high-quality units of work. The Playbook includes practical tools and templates for:

- Crafting driving questions and essential questions.
- Embedding literacy and numeracy links.
- Outlining behaviour and academic expectations.
- Building student voice and agency.
- How to structure learning intentions and success criteria.
- Aligning curriculum with assessment and reporting.

All units of work are stored in a shared, digital UbD planning database, giving staff access to every program created across Years 7-10. This makes it easy to review, share and adapt units to suit different classes or changing student needs whilst still keeping the curriculum aligned and transparent across the school.

This level of curriculum documentation is rare. For staff, it means you're never starting from scratch. You join a team that is deeply invested in shared planning, professional dialogue and delivering learning that matters. For students, it means every learning experience is part of a bigger picture, one that is carefully sequenced, inclusive and connected.

We are proud, not just of what we've built but of how we've built it - through shared thinking, professional trust and a genuine commitment to improving student learning.



UbD: A MINDSET THAT LASTS

UbD shapes how we teach, how we assess and how our students learn.

It enables a curriculum that is:

- Intentionally sequenced.
- Aligned to learning goals.
- Driven by essential questions.
- Designed for long-term memory and transfer.

Our work reflects who we are: proud, purposeful and united in our goal of preparing students for a world that demands adaptability, creativity and deep thinking.

THIS IS NOT JUST A FRAMEWORK – IT IS THE WARRNAMBOOL COLLEGE WAY.



FEEDBACK, ASSESSMENT & REPORTING:

Clear, actionable & growth orientated

RETHINKING ASSESSMENT: Growth over grades

Our aim with assessment and reporting is to reflect the full story of each student's learning, not just the end result. We are committed to student-centered practices that highlight growth, strengths and progress over time. Rather than focusing solely on final grades, we promote authentic, valid, fair and purposeful assessment that deepens learning and supports student agency.

Grounded in the UbD framework, our assessment practices begin with clear learning intentions and success criteria, ensuring tasks are aligned with curriculum standards and are designed to assess student understanding. Through this, we balance formative assessment (ongoing feedback and reflection) with summative assessment (final demonstration of learning) to ensure every student is supported. We use rubrics with clear success criteria to ensure that feedback is fair, transparent and meaningful. Students engage in self-reflection, peer feedback and goal setting to guide their next steps - embedding the belief that learning is a continuous process.

ASSESSMENT AT WARRNAMBOOL COLLEGE:

- Acknowledge and celebrate student achievements.
- Provide students with multiple opportunities to demonstrate their understanding in a variety of ways.
- Provide time for teachers to plan, implement and evaluate student learning.
- Cater for all students through planned and modified learning assessments.
- Allow students, teachers and families time to reflect on their learning and plan for the future.



FORMATIVE ASSESSMENT IN ACTION

At Warrnambool College, formative assessment is more than a strategy - it's a mindset. It is the ongoing process of collecting, interpreting and using evidence to ensure that every student is seen, supported and challenged. Teachers use a range of tools, such as hinge questions, cold-calling, exit passes, rubrics, and student reflections to check understanding and guide the next steps in learning. This evidence offers a real-time audit of where student learning sits in relation to curriculum expectations, and supports timely, data-informed adjustments to classroom instruction.

We recognise that formative assessment is a professional responsibility of all staff. Our teachers observe, listen and gather evidence on student learning, using this to:

- Identify misconceptions or learning gaps.
- Modify lessons or pace.
- Adapt tasks and questions to meet learners where they are.
- Extend thinking for students who are ready to go further.

THIS PROCESS ENSURES EVERY STUDENT HAS ACCESS TO THE SUPPORT SCAFFOLDING, OR EXTENSION THEY NEED TO MAKE PROGRESS.

AT WARRNAMBOOL COLLEGE, WE USE FORMATIVE ASSESSMENT NOT SIMPLY TO MEASURE PROGRESS, BUT TO DRIVE IT FORWARD.

Formative assessment is both diagnostic and developmental. It strengthens student engagement, increases academic rigour and supports responsive, inclusive teaching. It is the bridge between teaching and learning—enabling our staff to teach with agility and empowering our students to learn with clarity and confidence. We view it as a dynamic, school-wide practice that guides instruction, personalises learning, and builds a culture of continuous improvement.

“THE SHORTER THE TIME BETWEEN GATHERING EVIDENCE & USING IT TO IMPROVE INSTRUCTION, THE GREATER THE IMPACT ON LEARNING.

– William and Leahy



FEEDBACK IN PRACTICE

Feedback is an essential part of effective formative assessment. We believe feedback is integral to the teaching and learning process as it plays a vital role in helping students close the gap between their current performance and their desired learning goals. Guided by the work of Hattie and Timperley, our feedback practices centre on three key questions:

- WHERE AM I GOING?
- HOW AM I GOING?
- WHERE TO NEXT?

We know that feedback is most effective when it's actionable, therefore we place a strong emphasis on providing clear steps for improvement. Students are explicitly taught how to interpret, reflect, and apply feedback through strategies such as peer and self-assessment. This enables students to evaluate their progress, give and receive feedback and take ownership over their learning. These strategies are carefully scaffolded, allowing students to build the language and confidence to engage in discussions about learning and develop a deeper understanding of success criteria.

Worked examples and teacher demonstrations are also used across classrooms to clarify expectations and reduce cognitive load. Students analyse, annotate or co-construct examples to better understand the features of quality work and how to apply this to their own work.

Across Warrnambool College, we aim to build a culture where feedback is not just something that is given by teachers - it is something that students actively seek, apply and value. A culture where mistakes are seen as learning opportunities. A culture where feedback is not about judgement but about improvement.



OUR STAFF ENSURE THAT ALL FEEDBACK IS:

- **Timely** - Provided at a time when students can apply it.
- **Specific and Clear** - Focused on particular aspects of the task.
- **Actionable** - Specific strategies for improvement are provided.
- **Aligned** - All feedback links to the learning intentions and success criteria of the unit.

0.64
Effect size

SUCCESS CRITERIA

Success criteria clarify the lesson's goal, helping students track their own progress.

0.47
Effect size

WORKED EXAMPLES

Demonstrates to students what success looks like and what the goal could be for their own learning.



FEEDBACK: CLASSROOM DISCUSSION

Helps students take part in learning conversations and stay engaged.



FEEDBACK: SELF & PEER ASSESSMENT

Requires students to make metacognitive judgments and deepens understanding of success criteria.

REPORTING WITH PURPOSE

At Warrnambool College, reporting is designed to support meaningful conversations about learning. It's one of the ways we help students, families and teachers stay connected and work together to support progress. Reports are shared six times a year via Compass and include feedback on both academic achievement and attitude and effort.

These reports are informed by what teachers see and learn through daily formative assessment. They provide a clear picture of where a student is in their learning, where they're heading and what their next steps might be. Student reflections and teacher comments help give context, celebrate progress and identify areas for continued growth.

WE SEE REPORTING AS MORE THAN A REQUIREMENT, IT'S A CHANCE TO RECOGNISE LEARNING, BUILD PARTNERSHIPS AND MAKE SURE EVERY STUDENT FEELS SUPPORTED IN MOVING FORWARD.

TEACHER FEEDBACK HELPS ME SEE MY PROGRESS & WHERE I STILL NEED TO GROW.

– Student



PROFESSIONAL LEARNING



“
OUR MISSION
IS SIMPLE: TO
ACHIEVE HIGH
LEVELS OF
LEARNING FOR
ALL STUDENTS.

”

“

THE MOST EFFECTIVE PROFESSIONAL LEARNING IS ONGOING, COLLABORATIVE & DEEPLY EMBEDDED INTO DAILY PRACTICE. – DuFour, DuFour & Eaker

PROFESSIONAL LEARNING

at Warrnambool College

LEARNING IS FOR LIFE – NOT JUST FOR STUDENTS, BUT FOR EDUCATORS AS WELL.

Our commitment to professional learning aligns with our core philosophy ‘every Warrnambool student thrives’, driving continuous refinement of teaching practices.

Research shows high-performing schools prioritise ongoing professional development, where teachers collaborate, experiment and improve instruction through evidence-based strategies. Therefore, in embracing ongoing learning, we remain adaptable, effective and responsive to the needs of our students and the broader educational landscape.

We strive to create a classroom environment where students flourish academically, socially and emotionally. To meet the diverse needs of our students and respond to the rapidly changing demands of education, our professional development goes beyond updating subject knowledge. It encompasses refining pedagogical skills, incorporating innovative teaching methods and collaborating with colleagues to share best practice.

Professional learning is fully integrated into our daily practices through:

- **Schoolwide Learning and Wellbeing Focus:** Ensuring pedagogy aligns with student needs.
- **Structured Meeting Schedules:** Facilitating regular and meaningful professional dialogue.
- **Key Learning Area (KLA) Focus:** Supporting subject-specific curriculum development.
- **Targeted Professional Development Days:** Offering targeted training that aligns with our strategic goals.
- **Leadership Professional Learning:** Strengthening leadership capacity and fostering staff connections.
- **Data-Informed Practice:** Using student performance data to inform teaching strategies.





OUR STAFFS' COMMITMENT TO LIFELONG LEARNING ENSURES WE:

- Improve student outcomes.
- Adopt and embed evidence-based practices for student learning and wellbeing.
- Foster a growth mindset.
- Cultivate collaboration.

Professional learning is not only embedded within our internal structures but also extends beyond the classroom through external partnerships, instructional coaching and cross-disciplinary collaboration. Our staff have opportunities to participate in statewide initiatives, conferences and professional networks to ensure we stay at the forefront of evidence-based teaching. Further to this, we encourage interdisciplinary collaboration across key learning areas to foster innovation and allow staff to share expertise with others.

In mirroring our approach to student learning, our professional development is supportive, flexible, personalised and responsive. Through reflection, coaching, mentoring, peer observations, feedback and Professional Learning Communities (PLCs), educators are equipped to identify areas for growth and pursue targeted opportunities. Guided by the Victorian Teaching and Learning Model 2.0, this culture of continuous improvement fosters a sense of ownership and empowerment across our school community - reminding us all that learning is an ongoing process.

“
EDUCATION IS
LEARNING WHAT
YOU DIDN'T
EVEN KNOW YOU
DIDN'T KNOW.

– Daniel J Boorstin



PROFESSIONAL LEARNING COMMUNITIES (PLC):

A collaborative approach

BY EMBEDDING EVIDENCE-BASED PROFESSIONAL LEARNING, PEER COACHING & COLLECTIVE TEACHER EFFICACY INTO OUR SCHOOL CULTURE, WE ENSURE EVERY STUDENT THRIVES.

Professional Learning Communities are based on the simple, yet powerful belief that students learn more when teachers work together. It involves collaboration, sharing and ongoing critical reflection of teaching practices in line with professional standards. The first big idea of a PLC is a focus on learning, where highly effective schools accept student learning as their fundamental purpose.

PLCs provide a structured approach to professional learning, where teachers collaborate in teams to refine instructional practice and strengthen collective teacher efficacy. By engaging in peer observations, coaching cycles and reflective discussions, teachers work towards practice excellence – ensuring every student experiences high-quality instruction.

PLCs play a pivotal role in fostering Collective Teacher Efficacy, which has been identified as one of the most powerful influences on student achievement. When teachers collaborate, share expertise, and engage in reflective practice, they build a collective belief in their ability to positively impact student outcomes.

Through PLCs Warrnambool College staff:

- Demonstrate a commitment to continuous improvement.
- Focus on improving learner outcomes.
- Create sustainable change.
- Listen with empathy and understanding.
- Adopt a shared sense of responsibility.
- Address situations constructively.

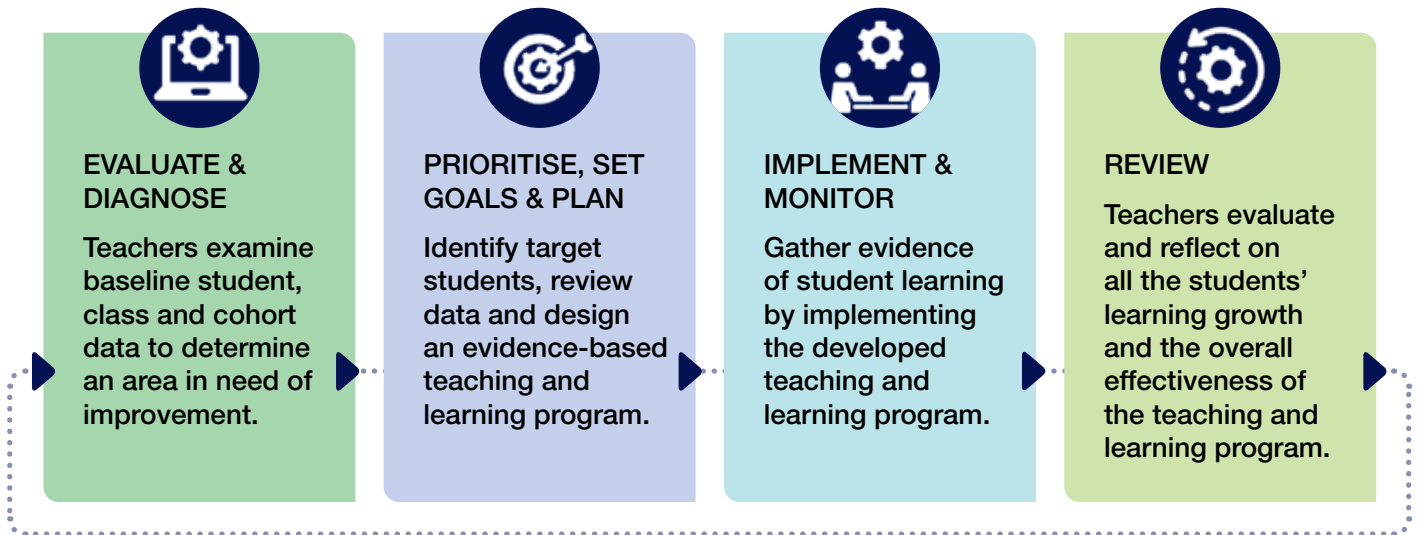


COLLECTIVE TEACHER EFFICACY
Demonstrates teachers positive impact on student outcomes.

We increase student learning by creating a culture focused on:

- Continuous improvement by linking the learning needs of students with professional learning.
- Embedding evidence-based, high-impact teaching strategies.
- Differentiated planning and assessment of the Victorian Curriculum.
- Striving for practice excellence by evaluating the impact on student learning.

IMPROVEMENT CYCLE



THE PLC IMPROVEMENT CYCLE AT WARRNAMBOOL COLLEGE FOLLOWS A FOUR-PHASE MODEL, ENSURING A STRUCTURED APPROACH TO TEACHING & STUDENT LEARNING.

THE PLC CYCLE OF IMPROVEMENT

The PLC Improvement Cycle drives our professional learning approach, ensuring continuous growth and student-focused instruction. This structured cycle enables teachers to evaluate student learning, set targeted goals, implement evidence-based strategies and reflect on their impact. Through collaborative inquiry, data-driven decision-making, and high-impact teaching practices, PLCs provide a consistent framework for refining instruction and improving student outcomes. Through this, we can foster a shared responsibility for student success and professional excellence.

Our approach to professional learning is grounded in the values we live every day.

RESPECT

- We listen with empathy and understanding.
- We address situations constructively.

RESILIENCE

- We are committed to continuous improvement.
- We create sustainable change.

RESPONSIBILITY

- We adopt a shared sense of responsibility and work collectively to improve practice.
- We focus on improving student outcomes.

“WHEN WE COLLABORATE WE LEARN FROM EACH OTHER, WE GROW & WE IMPROVE OUR PRACTICE.”



THE BEST WAY TO IMPROVE STUDENT LEARNING IS TO INVEST IN THE LEARNING OF THOSE WHO TEACH THEM.

– DuFour, DuFour & Eaker



COACHING, MENTORING & OBSERVATIONS

Collaboration, coaching and structured observation are at the heart of professional learning at Warrnambool College. Research shows that while traditional professional development increases teacher knowledge, it does not guarantee the application of new skills in the classroom. Without structured coaching and collaborative practice, only 5% of teachers implement new strategies, but when coaching is embedded, this number rises to 95%. To ensure that professional learning translates to the classroom, we embed coaching into our professional learning structures. Through ongoing mentorships, feedback cycles and collaborative practice, we support teachers to refine their instruction and enhance student learning.

OUR SPECTRUM OF OBSERVATION & COACHING

OBSERVATIONS ARE NOT JUST ABOUT WATCHING - THEY ARE ABOUT LEARNING, ADAPTING & IMPROVING TEACHING TO ENHANCE STUDENT SUCCESS.

Structured observation and coaching are fundamental to our staff's professional learning. They provide teachers with opportunities to enhance their practice through collaboration, professional dialogue and shared learning experiences. In using a variety of targeted observation methods, we aim to increase teacher awareness of instructional strategies and support the implementation of high-impact teaching practices across all classrooms.



MICROTEACHING

Supports teachers to develop and refine their teaching skills.

WHY PROFESSIONAL LEARNING MATTERS

- Teaching is a constantly evolving profession. To ensure our students receive the best education possible, our teachers must be lifelong learners.
- Learning is most powerful when it is shared. Collaborative professional learning builds a culture of collective responsibility and high expectations.
- Every teacher has the potential to improve. We therefore commit to empowering staff with the knowledge, tools and support they need to become the best educators they can be.



	Purpose	Key Features
Peer Observations	Encourages teachers to observe and learn from one another in a classroom setting.	<ul style="list-style-type: none"> • Reciprocal learning. • Sharing best practice. • Informal discussions and reflections. • Strengthens collaborative teaching culture. • Post-observation reflections.
Learning Walks	Provides teachers and school leaders with a broader view of instructional practices across classrooms.	<ul style="list-style-type: none"> • Brief, non-evaluative classroom visits. • Reflection discussions and shared observations. • Supports school-wide instructional improvement.
Mentor Coaching and Feedback	Offers structured guidance for targeted skill development and professional growth.	<ul style="list-style-type: none"> • One-on-one mentorship. • Goal setting aligned with development needs. • Instructional feedback to refine practices.
Leadership and PLC Observations	Encourages collective improvement through shared professional inquiry and analysis.	<ul style="list-style-type: none"> • Collaborative lesson design and reflection. • Student data analysis. • Goal setting. • School-wide instructional planning.
Video Analysis	Provides teachers with a first-hand perspective on the student learning experience.	<ul style="list-style-type: none"> • Teachers record and analyse own lesson. • Teachers analyse a pre-recorded lesson. • Focuses on individual developmental needs or school-wide instructional practices. • Can be self-reviewed or used in PLC.



THE INDUCTION PROGRAM PROVIDED A GREAT BALANCE OF PERSONAL & PROFESSIONAL GROWTH, ENSURING WE FELT PREPARED & WELCOMED.

– Staff member



PROFESSIONAL DEVELOPMENT PROGRAMS

A well-designed program enhances teaching effectiveness and student outcomes.



INDUCTION

WE BUILD A CULTURE OF CLARITY, CONSISTENCY & COLLEGIALITY & SUPPORT TEACHERS TO INTEGRATE SEAMLESSLY INTO OUR SCHOOL COMMUNITY.

We believe an effective induction program is essential for ensuring all new staff members are warmly welcomed to our college and are provided with the tools they need to feel supported and well-equipped to succeed in their roles.

OUR INDUCTION PROGRAM: A structured start to a new school

To ensure a seamless transition for staff, we run a formal 6-week program designed to provide a comprehensive introduction to the school's values, systems and expectations. With weekly 1-hour sessions, focusing on six core elements critical to our school's operations, the program ensures new staff receive the necessary support and resources to integrate smoothly into our school community. We find in having this structured approach, it provides new staff with a clear line of sight into our school's priorities and expectations.

MENTORSHIP & SUPPORT

New staff are introduced to a team of experienced colleagues who are there to guide, mentor and offer ongoing support. As part of this process, each new staff member is paired with a behavioural and curriculum mentor, ensuring they have a direct point of contact for advice on classroom management and curriculum-related matters. This mentorship is crucial in helping new teachers develop a more complex and deeper range of skills, particularly in managing diverse student needs and refining instructional practices.

BUILDING CAPACITY TEAM: Ongoing professional growth

Beyond the initial induction program, our Building Capacity Team provides:

- Ongoing consultation and case-by-case support for new staff throughout the year.
- Regular coaching and collaboration opportunities to refine teaching techniques.
- A strong focus on teacher wellbeing, work-life balance and self-care strategies.

This approach fosters long-term development and ensures staff continue to grow beyond their first term at Warrnambool College.

FEEDBACK & TARGETED OBSERVATIONS

We believe that ongoing feedback is key to professional growth. Therefore, we ensure that staff members receive:

- **Targeted peer observations:** Opportunities to observe best practice in action.
- **Mentor observations and feedback:** Regular, constructive feedback on lesson delivery, classroom management and student engagement.
- **Victorian Institute of Teaching (VIT) Support:** Structured assistance for provisional teachers completing their VIT registration.

Overall, our unique program helps to cultivate a sense of community, increase teacher efficacy and improve teacher retention which we know is crucial for long-term success. By ensuring new teachers feel supported and confident, we are able to have a positive impact on student outcomes.

ENGAGEMENT & INCLUSION



“
A CONNECTED SCHOOL
ENVIRONMENT INCREASES
THE LIKELIHOOD OF
ACADEMIC SUCCESS.
– Blum

CONNECTED & INCLUSIVE

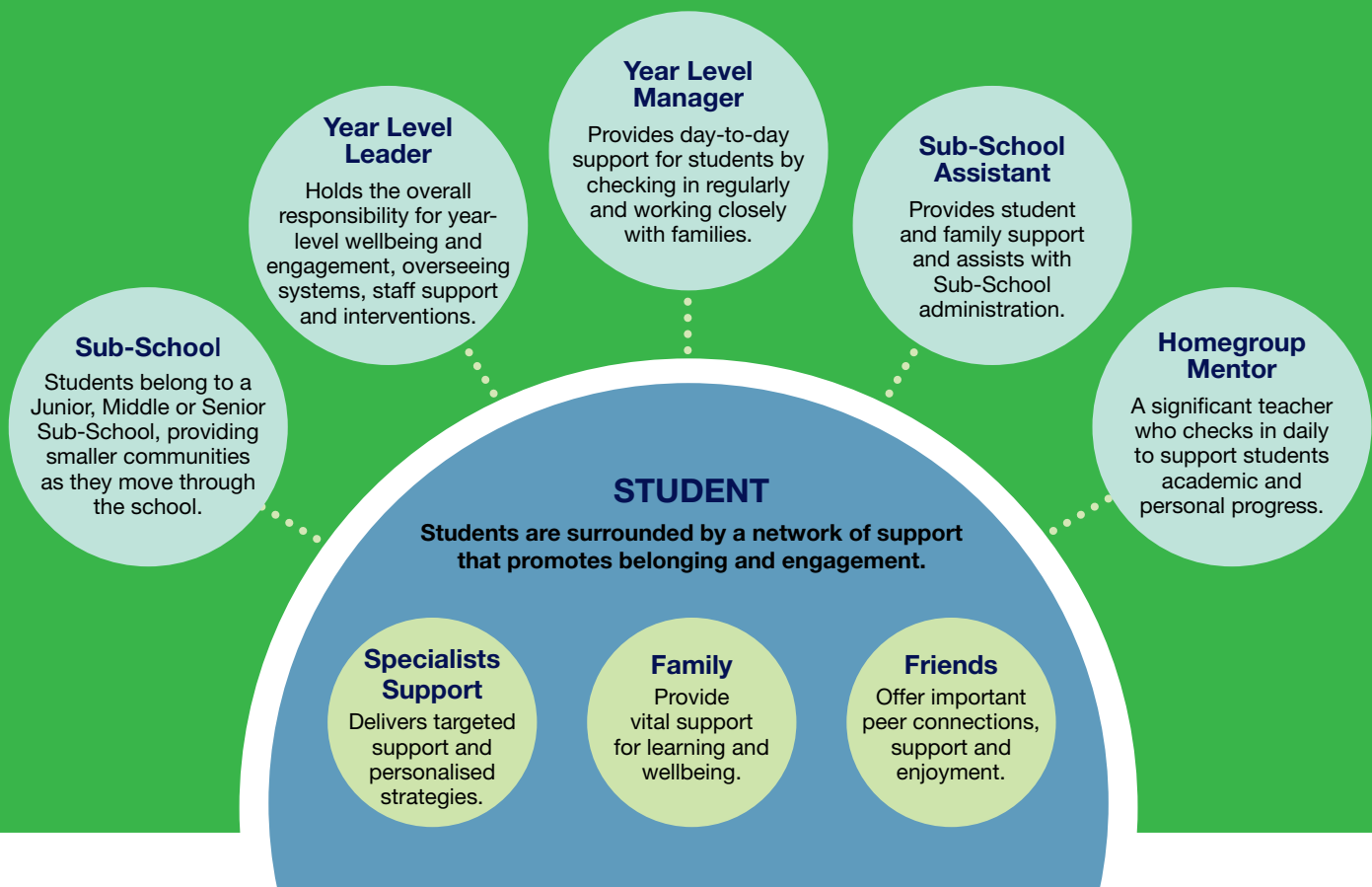
WE KNOW THAT ENGAGEMENT AND INCLUSION ARE CENTRAL TO STUDENT SUCCESS.

At Warrnambool College, our year level structure is organised into sub-schools - Junior School (Years 7-8), Middle School (Years 9-10) and Senior School (Year 11-12). This approach ensures every student is known, supported and connected throughout their time with us.

Within each sub-school, each year level has a dedicated Year Level Leader and a Year Level Manager. Together with a sub-school assistant, these teams focus on monitoring student engagement and providing both academic support and personal development guidance. Each sub-school also offers a sense of community, where students collaborate, celebrate achievements, establish traditions and explore leadership opportunities. In addition, each sub-school partners with a local charity, giving students meaningful ways to contribute through volunteering and fundraising.

“ALONE, WE CAN DO SO LITTLE; TOGETHER, WE CAN DO SO MUCH.”
– Helen Keller

As another layer of support, students start each day in a homegroup led by a significant teacher, a staff member who knows them best and serves as their primary point of contact. These sessions have a pastoral care focus, centring on wellbeing, connection and readiness for learning. Each student and member of staff is also part of a House - Belfast, Childers, Flagstaff, Hopkins, Logans and Merri - with each House named after a significant local geographical area. Through their involvement in a variety of annual competitions, students are recognised for their effort and achievements.



0.77

Effect
size

METACOGNITION & SELF-REFLECTION

Students who engage in these strategies make substantial progress.

BY EMBEDDING STUDENT VOICE IN DECISION-MAKING, WARRNAMBOOL COLLEGE ENSURES STUDENTS DEVELOP CONFIDENCE IN SELF-ADVOCACY, LEADERSHIP & COMMUNITY ENGAGEMENT.

STUDENT AGENCY & LEADERSHIP:

Encouraging active participation

EMPOWERING ALL STUDENTS THROUGH VOICE & CHOICE

TRUE LEARNING HAPPENS WHEN STUDENTS ARE ENCOURAGED TO ASK QUESTIONS, EXPLORE IDEAS & DEVELOP THE SKILLS TO THINK CRITICALLY & CREATIVELY.

At Warrnambool College, we believe students learn best when they feel heard and valued. We create regular opportunities for students to share their ideas, raise concerns and contribute to decisions that influence their learning and daily experiences at school. Through feedback processes and leadership roles, students help shape wellbeing initiatives, learning programs and the culture of our college.

We also ensure that student agency extends into real-world applications, giving students hands-on leadership experience and opportunities to make an impact within and beyond the school community.

“

EDUCATION IS NOT THE LEARNING OF FACTS, BUT THE TRAINING OF THE MIND TO THINK.

– Albert Einstein





Students have access to diverse learning pathways, allowing them to explore their interests, strengths and future aspirations. These include:

- **Select Entry Accelerated Learning (SEAL)**
Program: Our SEAL Program is the only accredited program in South West Victoria that focuses on extending and deepening the learning for high-achieving students.
- **Sporting Pathways Program:** Uses students' passion for sports to expand learning opportunities.
- **VCE:** A flexible, academic pathway leading to university, TAFE and other career opportunities.
- **VCE VM:** A practical, hands-on pathway that integrates industry experience and applied learning.

Student Voice in Learning:

- **Goal-Setting:** Students track their progress and refine their learning strategies.
- **Co-designed curriculum:** Students collaborate with teachers to shape learning experiences, success criteria and assessment methods.
- **Assessment Choice:** Students demonstrate understanding in ways that suit their strengths, e.g. presentations, projects, research tasks, or traditional assessments.
- **Personal Interest Projects:** Students explore topics of their choosing, fostering intrinsic motivation and deeper engagement.
- **Learning Activity Choice:** Students engage in collaborative, hands-on or independent learning approaches that best support their learning styles.
- **Flexible Learning Environment:** Students work with teachers to select seating arrangements that enhance focus, collaboration and comfort.



COOPERATIVE LEARNING

Student leadership develops through teamwork, collaboration & shared goals.

LEADERSHIP IN ACTION

Our student leadership positions are more than simply holding a title. Our student leaders take initiative, organise events, support their peers and help shape the culture of our school.

We provide an array of student leadership opportunities that allow students to take on meaningful responsibilities within the school and the broader community. Through an application process, student leaders are selected across Years 7-12 and are responsible for making important decisions that impact the student body and create student-centered change.



LEADERSHIP IS ABOUT MAKING A DIFFERENCE - NOT JUST FOR YOURSELF, BUT FOR THOSE AROUND YOU.

– Unknown



STUDENTS INVOLVED IN LEADERSHIP & ENGAGEMENT DEVELOP ESSENTIAL LIFE SKILLS SUCH AS PROBLEM-SOLVING, TEAMWORK & INITIATIVE - PREPARING THEM FOR CAREERS, FURTHER EDUCATION & ACTIVE CITIZENSHIP.

FORMAL LEADERSHIP ROLES

- **College Captains:** Represent the student body, work with school leadership and drive major initiatives.
- **Year Level Leaders:** Strengthen year level culture, champion philanthropy and promote community contribution.
- **Student School Councillors:** Represent the student body during School Council meetings.

ADVOCACY & STUDENT VOICE LEADERSHIP

- **Student Year Level Leadership Team:** Advocates for students and drives school improvements.
- **Student Representative Council (SRC):** Represents the student body in school operation discussions and student-led initiatives.
- **Engagement and Wellbeing Committee:** Represent the student body through a School Council sub-community that influences the governance of policies.
- **Sustainability Team:** Leads environmental initiatives and advocates for sustainable practices within the school community.

SPECIALIST LEADERSHIP AREAS

- CULTURAL & IDENTITY-BASED PROGRAMS

- **Indigenous Leadership:** The Clontarf Academy and the Stars Foundation supports Indigenous students in cultural and academic development, with a focus on supporting reconciliation and cultural initiatives.
- **Multicultural Leadership Group:** Connects culturally diverse students and promotes inclusion within the school and broader community.
- **Rainbow Club:** A safe, welcoming and supportive community for LGBTQIA+ students that fosters understanding and awareness.
- **School for Student Leadership:** A unique nine week external experience for Year 9 students that focuses on leadership education and personal development.

CULTURAL DIVERSITY

We are committed to creating an environment where all students feel valued, heard and supported - regardless of their cultural background, identity or lived experiences. Our school culture is constantly evolving, shaped by the voices and experiences of our students, staff and community.



BELONGING

Students who feel a sense of belonging at school are more engaged, motivated and likely to succeed academically.

BY FOSTERING CULTURAL APPRECIATION & REPRESENTATION, OUR MULTICULTURAL GROUP HELPS CREATE A STRONGER SENSE OF BELONGING FOR STUDENTS FROM DIVERSE BACKGROUNDS.

We recognise that cultural inclusivity is an ongoing journey, and we are dedicated to continuous learning and improvement. In consultation with the Centre for Multicultural Youth, Safe Schools Victoria, and Koorie Engagement Support Officers, we provide:

- Ongoing professional development for staff to foster a greater appreciation of different cultures in the classroom.
- Regular policy reviews and student feedback to improve inclusion and ensure our school remains responsive to the needs of all students.
- Student-led initiatives that celebrate identity and culture, building a community of respect, understanding and belonging.



WHEN WE EMBRACE DIVERSITY, WE CREATE A SCHOOL WHERE EVERYONE BELONGS.

– Unknown

MULTICULTURAL LEADERSHIP & GLOBAL CONNECTIONS

Warrnambool College has a long-standing commitment to multicultural engagement with a strong emphasis on student leadership, cultural exchange and global perspectives. The program has provided a platform for students from diverse cultural backgrounds to connect, build leadership skills and actively shape cultural inclusion at Warrnambool College.

Our aim is to empower students to:

- Build leadership skills through structured training, goal-setting and teamwork activities.
- Foster cross-cultural understanding by learning about and celebrating different traditions.
- Lead student-driven projects and community initiatives to promote multicultural awareness.

Each year, students set goals and priorities for the program and meet regularly to participate in:

- **Structured leadership training:** For example, participating in sessions with the Centre for Multicultural Youth on a variety of topics.
- **Community-based learning:** Engaging in excursions, environmental projects and cultural exchange activities.
- **Student-led community projects:** Each year, the group works on a large-scale initiative that promotes cultural awareness.



COMMUNITY PROJECTS OUR MULTICULTURAL GROUP HAVE BEEN INVOLVED WITH:

- Students have produced a multicultural cookbook featuring family recipes that represent different cultures in our community.
- Students have painted a mural in the college courtyard, decorated with flags and artwork representing people from around the world.
- Students have mentored primary students building friendships, offering support and easing the transition to secondary school.
- Students have developed multicultural content linked to QR codes on trail markers at Victoria Park. They augmented reality animations featuring music, flags, clothing and languages from around the world.

GLOBAL PARTNERSHIPS

We are committed to broadening students' worldviews and preparing them for a globally interconnected world. Through our international partnerships in Indonesia and France, we offer unique opportunities for students to engage in cultural exchange and global learning experiences.

- **International Study Tours:** Students have the opportunity to travel overseas and experience different cultures first-hand, enhancing their intercultural understanding and global citizenship skills.
- **International Student Program:** We welcome students from around the world to study at Warrnambool College, providing our local students with opportunities to engage with international peers and develop cross-cultural connections.

CULTURAL CELEBRATIONS & WHOLE-SCHOOL INCLUSION

Cultural appreciation is more than just recognition - it is about active participation, learning, and reflection. Throughout the school year, our students plan and run whole school assemblies and events to help celebrate key cultural events. Through these events, students are able to provide the school community with opportunities to engage, learn and reflect on the importance of diversity and inclusion.

- **Harmony Day:** A school-wide celebration of multiculturalism through cultural dress, food, storytelling and performances.
- **NAIDOC Week:** Honouring Indigenous culture and reconciliation with traditional dance and art being embedded into students' learning activities.
- **RU OK? Day:** Students lead discussions on mental health and wellbeing.
- **International Day Against Homophobia, Biphobia, and Transphobia:** Promoting inclusivity and awareness of LGBTIQ+ rights.
- **International Women's Day:** Recognising the achievements of women and promoting gender equality through discussions and acknowledgements of influential women.
- **International Men's Day:** Encouraging positive role models and conversations around men's well-being, mental health and contributions to society.
- **International Day of Persons with a Disability:** Raising awareness and promoting inclusion through activities that celebrate the achievements and contributions of people with disabilities.

By actively involving students in planning and leading these events, we ensure that cultural diversity is embedded into school life, creating a welcoming and inclusive environment for all.



PEER INFLUENCE

Student-led cultural celebrations build cross-cultural understanding, creating a more inclusive and engaged school community.



LGBTIQ+ SUPPORT & INCLUSION

LGBTIQ+ INCLUSION AT WARRNAMBOOL COLLEGE EXTENDS BEYOND INDIVIDUAL SUPPORT – IT STRENGTHENS OUR ENTIRE SCHOOL COMMUNITY.

We are committed to fostering a school culture where every student feels safe, valued and respected. We recognise that when LGBTIQ+ students experience a strong sense of belonging, they are more likely to thrive academically, socially and emotionally. Through Safe Schools education, advocacy and visibility, we ensure that diversity is not just acknowledged – but embraced.

Our Rainbow Club provides a safe and supportive space for students to connect, build friendships and advocate for inclusivity within the school. Students lead discussions, organise awareness campaigns and contribute to whole-school events that strengthen diversity. Alongside student-led initiatives, we provide staff training, inclusive curriculum representation and access to external support networks, ensuring that every student has the opportunity to learn, grow and express their authentic selves with confidence.

I FEEL I HAVE AN IMPORTANT PLACE WITHIN THIS SCHOOL & I CAN BE ME WITHOUT FEAR OR JUDGMENT.

– Student



INDIGENOUS COMMUNITY & CULTURAL CONNECTION

Our Indigenous students come from diverse clans and communities across Australia, each with unique histories, cultures and traditions. To support this, we provide tailored programs and resources to meet the unique needs of our Indigenous community, ensuring that cultural identity, heritage and education are honoured and supported. We recognise that understanding and appreciating cultural differences strengthens communication, collaboration and respect.

The Clontarf Academy supports young Indigenous men in education, discipline, self-esteem, life skills and employment opportunities. Through sport and experiential learning, students engage in a safe, welcoming environment, developing confidence, resilience and educational success. For young Indigenous women, the Stars Foundation provides mentorship, leadership development and academic support in a culturally safe and nurturing space. The program focuses on building strong, trusting relationships, fostering confidence, inspiration and future aspirations. Together, these programs support young Indigenous students to lead, excel and meaningfully contribute to their community and society.

WE CONTINUE TO STRENGTHEN OUR STRONG CULTURAL CONNECTIONS THROUGH:

- Providing tailored programs to support Indigenous students in education and cultural identity.
- Clontarf Academy and Stars Foundation offer guidance, mentorship and leadership opportunities.

WE KNOW THAT UNDERSTANDING CULTURAL DIFFERENCES STRENGTHENS COMMUNICATION, COLLABORATION & RESPECT WITHIN OUR SCHOOL COMMUNITY.

ENGAGEMENT & WELLBEING SUPPORT:

A holistic approach

WE CREATE THE OPTIMAL CONDITIONS FOR LEARNING BY FOSTERING A SAFE, INCLUSIVE & SUPPORTIVE SCHOOL CULTURE.

Our commitment to student wellbeing extends beyond academics, ensuring students develop the social, emotional and life skills needed to thrive. Through anti-bullying programs, social-emotional learning, self-esteem, a healthy lifestyle and activities that build resilience, we empower students to engage confidently at school.

Utilising key elements of the Berry Street Educational Model and School Wide Positive Behaviour Support (SWPBS), we have designed a trauma-informed approach that builds safe, supportive and predictable learning environments to strengthen engagement and self-regulation. Alongside this, we equip staff with the tools to support student wellbeing while also prioritising their own self-care. By working closely with families and the wider community, we ensure every student's learning and wellbeing are recognised and supported.

HIGH IMPACT WELLBEING STRATEGIES

Build relationships with students.

Facilitate peer relationships.

Establish & maintain clear classroom expectations.

Support inclusion & belonging.

Foster student self-efficacy.

Engage students.

Promote coping strategies & facilitate referrals.

“ WE NEED TO DEVELOP THE WHOLE CHILD, NOT JUST THE ACADEMIC CHILD.

– Andrew Fuller



WE ENGAGE OUR FAMILIES AND THE WIDER COMMUNITY TO CREATE A SUPPORTIVE NETWORK FOR STUDENTS TO ENSURE ALL LEARNING NEEDS ARE CONSIDERED.

ADJUSTMENTS FOR STUDENT WELLBEING & LEARNING

We use a tiered approach to ensure every student gets the support they need. All students receive universal strategies every day (Tier 1), with targeted (Tier 2) or intensive (Tier 3) support provided as needed. This model focuses on early identification, prevention and equitable access to learning. Staff use data to guide decisions, adjust support and build consistent, responsive practices that strengthen learning, wellbeing and behaviour across the school.



INTERVENTION PROGRAMS

Early intervention significantly improves student wellbeing & engagement.

TIER 1 - Universal Supports

We cultivate a positive and inclusive school climate that builds the preconditions for student success, ensuring all students feel safe, respected and ready to learn.

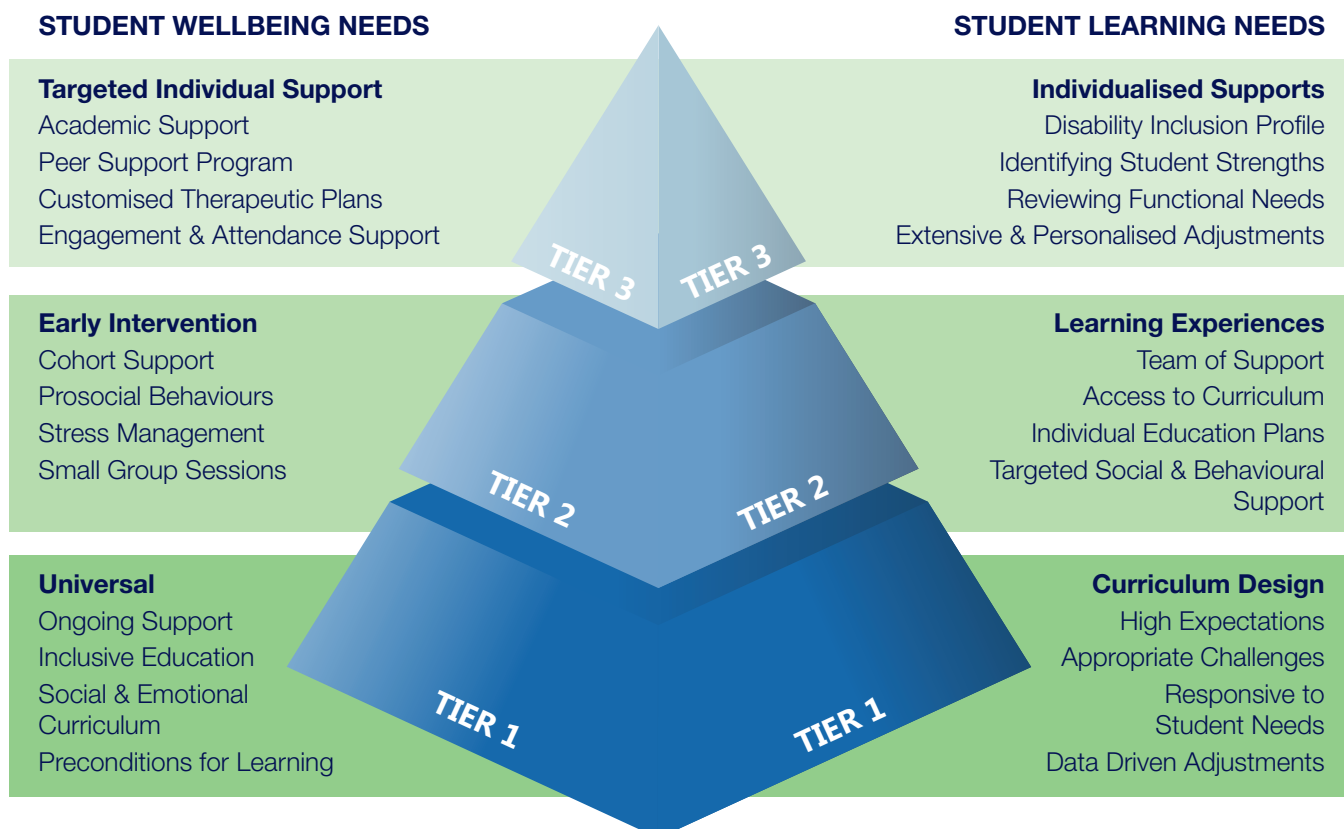
TIER 2 - Early Intervention and Cohort Support

For students with specific needs or vulnerabilities, we provide small group programs focused on literacy, numeracy, stress management, social skills, self-care and helping them navigate challenges with confidence.

TIER 3 - Targeted Individual Supports

For students requiring personalised learning, mental health and wellbeing support, we offer individualised interventions such as peer mentoring, academic accommodations, therapeutic plans and connections to external services. These targeted supports ensure that every student has the tools to engage positively in their education.

STUDENT SUPPORTS & ADJUSTMENTS



Creating a culture of safety and belonging.

Designing learning around student needs.

Ensuring every student is known and valued.

Holding high expectations for every student.

Providing a strong network of support for every learner.

Personalising student pathways.

Valuing student voice and student choice.

Adapting teaching and assessments to support student success.



WHAT INCLUSION MEANS TO US

INCLUSIVE EDUCATION:

High expectations – high student support

Our teaching staff embrace student-centred learning, ensuring that students are well known, supported and empowered to shape their own educational journey through personalised pathways, student voice in decision-making and agency within learning.

ADJUSTMENTS TO LEARNING Planning, Teaching, Environment, Assessment, Reporting, Equipment & Resources.

We engage our families and the wider community to create a supportive network for students, ensuring that all learning, wellbeing and behaviour needs are considered.

TIER 1 – Inclusive Curriculum Design

We cultivate a positive and inclusive school climate that builds preconditions for student success, ensuring all students feel safe, respected and ready to learn. By maintaining high expectations for all students and making adjustments based on data, we continuously support their growth and ensure every student has the opportunity to thrive.



0.77
Effect size

COMPREHENSIVE INTERVENTIONS FOR LEARNING

Structured, responsive interventions enhance student learning.

TIER 2 – Inclusive Learning Experiences

Some students require individualised adjustments to fully access and engage with the curriculum. In collaboration with teachers, guardians, students and specialists, Individual Education Plans (IEPs) are developed to meet the learning needs of each student. Targeted academic, social and behavioural supports (delivered individually or in small groups) ensure that students are being appropriately challenged based on their individual needs.

TIER 3 – Supporting Students with Disability

Students who display a high level of need for support across various learning areas because of diagnosed or imputed learning difficulties may be eligible for funding through a Disability Inclusion Profile. This helps to provide extensive and personalised interventions by identifying student strengths and functional needs so educational adjustments can be made to the learning environment.



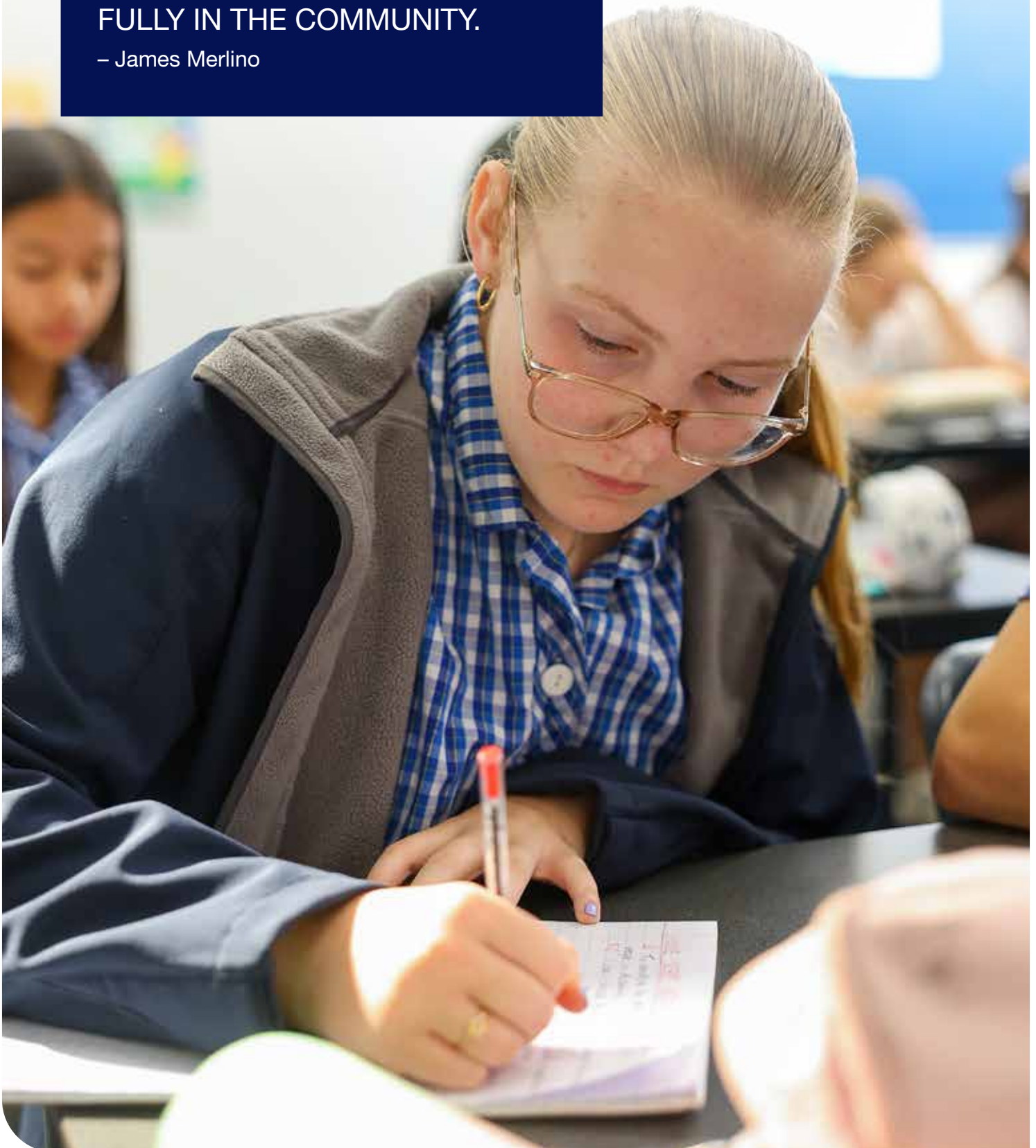
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APPROPRIATE GOALS

Challenging yet achievable learning goals enhance student progress.

“ A STRONG FOUNDATION IN LITERACY & NUMERACY IS VITAL FOR EVERY YOUNG PERSON & UNDERPINS THEIR ABILITY TO ENGAGE IN EDUCATION, REACH THEIR POTENTIAL & PARTICIPATE FULLY IN THE COMMUNITY.

– James Merlino



0.82
Effect size

READING PROGRAMS FOR STUDENTS IN NEED

Structured reading interventions improve students' overall literacy outcomes.

LITERACY & NUMERACY:

Strengthening core skills

At Warrnambool College, we recognise that literacy and numeracy skills are fundamental to personal growth, academic success, economic opportunity and active participation in society. These core competencies equip students with the ability to access, analyse and communicate information effectively, setting the foundation for learning across all subject areas. We prioritise explicit and embedded instruction of literacy and numeracy across all learning areas, ensuring every student develops the skills needed to think critically, problem-solve and engage confidently in their education.

Our Literacy Team is focused on developing students' ability to engage with and produce texts, build vocabulary, improve oral language skills and strengthen comprehension and writing abilities. By fostering fluency and confidence in reading and communication, students develop the capacity to navigate complex information, articulate their ideas clearly and engage effectively in academic and real-world contexts.

In Numeracy, we focus on building deep conceptual understanding and mathematical fluency through reasoning, problem-solving and critical thinking. By emphasising the 'why' behind mathematical concepts, we ensure students retain knowledge, apply learning across multiple disciplines and see the relevance of numeracy in their daily lives, careers and future pathways.



AT WARRNAMBOOL COLLEGE WE BUILD STRONG FOUNDATIONS BY:

- Continually developing students' confidence and capability in literacy and numeracy through engaging and targeted instruction.
- Providing students with access to individualised support and real-world learning opportunities and by ensuring they actively apply these skills in their classrooms and everyday problem-solving.
- Empowering students to tackle challenges with curiosity and resilience.

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Effect size

MATHEMATICAL UNDERSTANDING & FLUENCY

Numeracy instruction focused on reasoning, fluency and comprehension significantly enhances students' ability to grasp complex concepts and apply them effectively.



FURTHER READING

For those interested in exploring the research that underpins the Warrnambool College Way, the below references offer a selection of foundational and contemporary work in education. This includes large-scale meta-analyses such as John Hattie's Visible Learning as well as key research into formative assessment, professional learning communities and feedback.

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