

2014 Annual Report to the School Community

Weeroona College Bendigo

School Number: 7405



Name of School Principal:

Ms. Leanne Preece

Name of School Council President:

Ms. Sonia Evans

Date of Endorsement:

2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Weeroona College Bendigo (WCB) is located on the northern side of Bendigo and currently has a school population of 600, Year 6 to Year 10 students. We have very strong educational partnerships with our associate primary schools in the White Hills cluster, the local Bendigo year 7 to 10 colleges and Bendigo Senior Secondary College (our year 11 and 12 provider). Our school has been totally rebuilt over several stages and was completed in 2012. It provides students and teachers with a wide range of flexible teaching and learning options including: independent study, peer tutoring, small and large group work and project based learning. WCB has a firm commitment to maximising the educational opportunities for each and every one of our students and we place a high emphasis on all students achieving personal excellence. Literacy and Numeracy are a high priority at Weeroona College Bendigo where we work to ensure that our teaching supports all students across the curriculum. A balanced core curriculum is offered for Primary to Year 8 students. Year 9 & 10 students study a mixture of core and elective studies and our primary students have access to specialist classes such as Music, Science, Language and Physical Education. Our year 10 students have access to VCE courses and our year 9/10 to VET programs with clear pathway options for students continuing into year 11 and 12. Weeroona College Bendigo has a workforce consisting of 42 teachers (which includes 2 principal class members and 6 leading teachers) as well as 13.5 education support staff.

Achievement

In 2014, the small group of primary students at WCB achieved Naplan results that were higher than those achieved in similar schools in Reading and Numeracy. The secondary students achieved similar results in Reading but were overall lower in Numeracy with year 9 students achieving similar results to all schools. All Program for Students with a Disability, Out of Home Care and English as an Additional Language students showed progress at satisfactory or above in achieving their individual goals.

To improve student learning achievement at WCB we are continuing to focus on Literacy and Numeracy across the curriculum. We were successful in receiving a grant to work with two other Bendigo secondary schools to develop a whole school approach to writing. As a part of this, we have developed 'Our School Writing Guide' and are working with each domain to ensure consistency of writing expectations. Other key improvement strategies include the implementation AusVELS curriculum with five week units that culminate in common assessment tasks and teacher moderated assessment, for each of the eight domains. We have a shared approach to learning expectations at our school that are consistent in every classroom with a personalised approach to the teaching and learning. A team approach to lesson development occurs between staff in the learning communities. A continuation of the implementation of learning protocols, our learning support plan and our Weeroona lesson model, all aimed at consistency across our classrooms is really raising our expectation for personal excellence from every student. Utilisation of On Demand testing in Reading and Numeracy enables all students to monitor their progress and ensures individual learning needs are planned for by teachers.

Engagement

In recent years, we have worked with our students and families to emphasise the importance of school attendance as a key to learning success and it is pleasing to see that the average attendance rate of all students in both the primary and secondary sectors of the College was similar to all other schools in 2014 with the minimum average attendance rate at year 9 being 86% and all other year levels being 89% or above. We will continue with our strategies through our attendance officer, learning advisors, classroom teachers, learning community leaders and members of the student wellbeing team all following up with individual students and their families to ensure that we provide the necessary support to enable all of our students to attend school every day. This is further supported by our Weeroona Learning Support Dashboard (WLSDB) that enables students and parents as well as staff to track individual attendance and wellbeing on a daily basis.

Wellbeing

Across the College, our students reported that they feel safe and supported at Weeroona College Bendigo although the secondary student results for 2014 were slightly below the result for all schools. To work on improving these results, we have a leading teacher with the role of student wellbeing and we are currently introducing a range of new initiatives including student interest clubs and more opportunities for student leadership. We are also investigating alternative learning opportunities for students who struggle to come to school on a regular basis or who are likely to become disengaged from school at an early stage.

Our College values - Respect, Integrity and Personal Excellence along with our clearly outlined code of behaviour and whole school behaviour management plan focus on respect for people, for learning and for property and we continue to work to embed these key messages across the College. Our student wellbeing team continues to implement and to oversee support programs for our students including the DET Bully Stoppers and eSmart initiatives. Our Learning Advisors play a key role in focusing on the emotional wellbeing, attendance and academic progress of their group of students and work to develop a partnership with home. Consistent use of the Restorative Practice Model and Calmer Classrooms strategies to ensure that positive relationships are key at our school and implemented through our Weeroona Learning Support Framework. We maintain a focus on key strategies to improve the social & academic outcomes for our Koorie and EAL students along with all other students.

Productivity

WCB has in place processes and procedures that support quality planning, decision making, accountability and feedback. 2014 was the second year of our current School Strategic Plan for the period 2013 – 2016. School Council and the School Leadership Team regularly review and update school policies, procedures and decision making processes. There is regular reflection on the AIP at School Council and School Leadership meetings. Staff professional learning is included in Performance and Development plans and these are aligned with the Strategic Plan and Annual Implementation Plan. An annual program budget process is in place and this ensures resources are allocated as identified and prioritized in the Strategic Plan and the Annual Implementation Plan. There is a consistent timetable across the school that reflects an emphasis on the goals of our AIP. All teachers work in collaborative professional learning teams and the planning and the delivery of curriculum programs is collaborative and consistent in all levels.

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

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 576 students were enrolled at this school in 2014, 279 female and 297 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

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



School Staff Survey

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

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



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Higher</p> <p>No Data Available</p> <p> Higher</p>

(Primary Year Levels)

Performance Summary

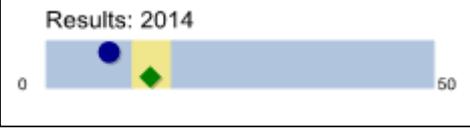
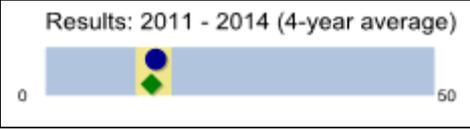
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div style="text-align: center;"> <p>Reading</p> </div> <hr/> <div style="text-align: center;"> <p>Numeracy</p> </div> <hr/> <div style="text-align: center;"> <p>Writing</p> </div> <hr/> <div style="text-align: center;"> <p>Spelling</p> </div> <hr/> <div style="text-align: center;"> <p>Grammar and Punctuation</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="584 846 1070 947"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	NA	NA	NA	NA	95 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	NA	NA	NA	NA	95 %	93 %										

(Primary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>	Similar
	<p>Results: 2011 - 2014 (4-year average)</p>	Higher

(Secondary Year Levels)

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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A total of 576 students were enrolled at this school in 2014, 279 female and 297 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

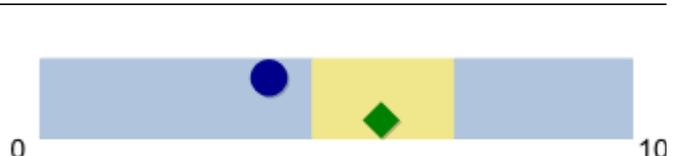
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

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

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



(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 40% Medium: 36% High: 25%</p> <p>Numeracy Low: 37% Medium: 51% High: 12%</p> <p>Writing Low: 41% Medium: 42% High: 16%</p> <p>Spelling Low: 30% Medium: 54% High: 16%</p> <p>Grammar and Punctuation Low: 28% Medium: 51% High: 21%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 36% Medium: 49% High: 15%</p> <p>Numeracy Low: 27% Medium: 57% High: 17%</p> <p>Writing Low: 27% Medium: 55% High: 18%</p> <p>Spelling Low: 43% Medium: 39% High: 18%</p> <p>Grammar and Punctuation Low: 35% Medium: 51% High: 14%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2014 0 to 50 scale, state mean at 30, school result at 30.</p> <p>Results: 2011 - 2014 (4-year average) 0 to 50 scale, state mean at 30, school result at 30.</p>	<p>No Data Available</p> <p>No Data Available</p>

Students in 2014 who satisfactorily completed their VCE: 0%
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: 0%
 VET units of competence satisfactorily completed in 2014: 0%
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: N/A

(Secondary Year Levels)

Performance Summary

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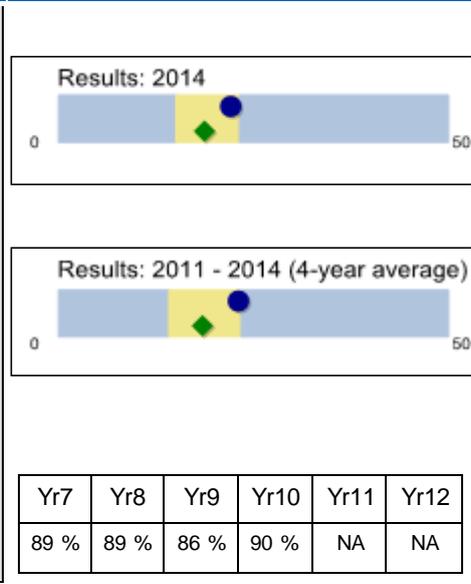
Engagement	Student Outcomes	School Comparison
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Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

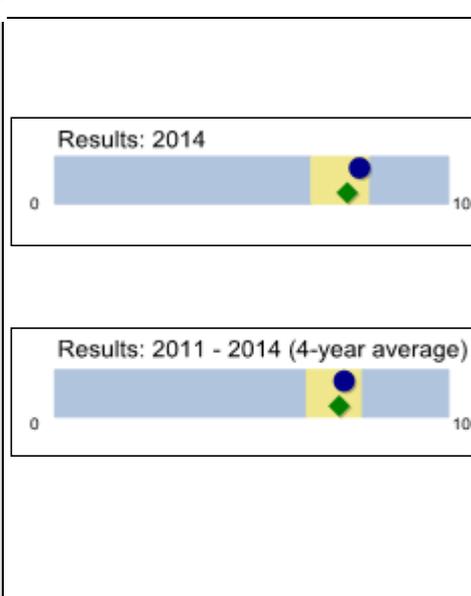


Similar

Similar

Student Retention

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



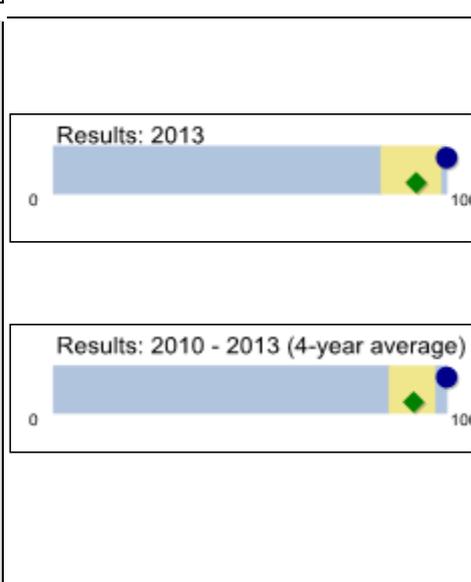
Similar

Similar

Students exiting to further studies and full-time employment

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

Note: This measure uses data from the previous year.



Higher

Higher

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>	Lower
	<p>Results: 2011 - 2014 (4-year average)</p>	Lower

How to read the Performance Summary

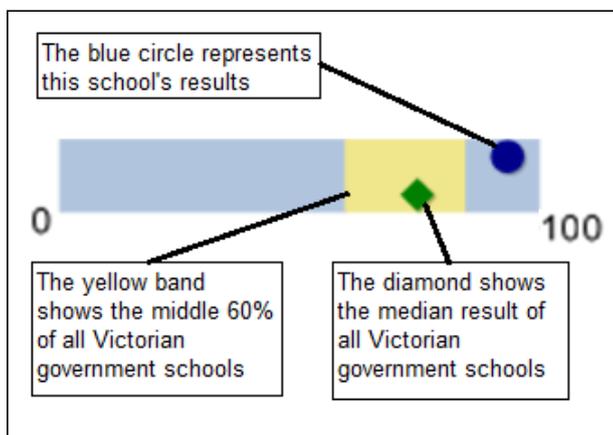
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

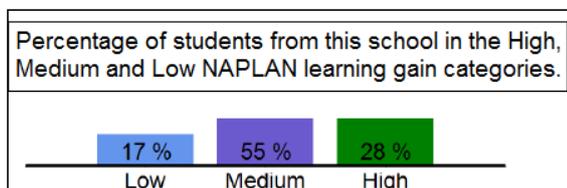
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

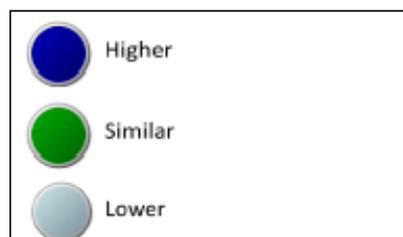


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$5,088,574
Government Provided DE&T Grants	\$733,422
Government Grants Commonwealth	\$17,341
Revenue Other	\$86,950
Locally Raised Funds	\$505,984
Total Operating Revenue	\$6,432,271

Funds Available	Actual
High Yield Investment Account	\$31,377
Official Account	(\$4,655)
Total Funds Available	\$26,722

Expenditure	
Student Resource Package	\$5,088,574
Books & Publications	\$9,611
Communication Costs	\$30,045
Consumables	\$135,277
Miscellaneous Expense	\$320,443
Professional Development	\$33,073
Property and Equipment Services	\$288,139
Salaries & Allowances	\$274,729
Trading & Fundraising	\$146,522
Travel & Subsistence	\$4,546
Utilities	\$118,134
Total Operating Expenditure	\$6,449,094

Financial Commitments	
Operating Reserve	\$26,722
Total Financial Commitments	\$26,722

Net Operating Surplus/-Deficit	(\$16,823)
Asset Acquisitions	\$10,966

Misc. Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Income: Locally raised funds comprise 12.71% of all income and 23% of all families paid the Curriculum Resource Levy. The College has introduced a new payment App called 'Qkr'. This allows families to pay any school charges including canteen orders with this App. The Canteen made a profit of \$8,906.45 which is a fantastic turnaround from previous years. We did not receive any reimbursement for leave in 2014 leaving a deficit in our budget of approximately \$50,000.00 which has since been rectified.

Expenditure: We have continued to maintain buildings and grounds to an excellent standard with facility upgrades including: additional blinds, noticeboards, air conditioners and plumbing works to stop flooding issues. We have also updated our teaching resources in line with AusVELS curriculum development. An audit of our utility expenses has been completed and a number of changes made to reduce this cost, in particular electricity. While our official account appears to be in the negative, this did not occur in regard to the bank balance.

Forward planning: We are moving towards all students bringing their own device with Year 7, 2014 being the first year this was introduced. Significant savings will be made into the future by not having to subsidise this cost. We will continue to improve our grounds with shade sails and a seating area being constructed in 2015 and further development of landscape gardening.