2013 Annual Report to the School Community

Weeroona College
BENDIGO

School Number: 7405

ANNUAL REPORT

Name of School Principal:

Name of School Council President:

Date of Endorsement:

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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Weeroona College Bendigo (WCB) is located on the northern side of Bendigo and currently has a school population of 600, Year 5 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). As part of the Bendigo Education Plan, our school was totally rebuilt and 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, which is one of our three core values. Each student has a Personal Learning Plan where teachers and parents can track progress with their students to ensure that individual learning needs are met. 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. We are a community of readers and encourage reading opportunities at school and at home.

Our college has made the development of a high quality curriculum that caters for the needs of all students a major priority over the last few years. 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.

This year we have a workforce consisting of 42 teachers and 13.5 education support staff.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Engagement</th>
<th>Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2013 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 and in Numeracy. All Program for Students with a Disability 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. This is an 18 month strategy and will involve all of our teachers. Other key improvement strategies include implementation of our AusVELS Mathematics and English curriculum with five week units with common assessment tasks and teacher moderated assessment. We are aiming for a shared approach to learning expectations at our school that are consistent in every classroom. A personalised approach to the teaching and learning of Mathematics was introduced last year with students participating in explicit instruction according to their needs and then tutorial sessions with their class teachers. A teamed 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. 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.</td>
<td>The average attendance rate of all students in both the primary and secondary sectors of the College was similar to all other schools in 2013. It was great to see student attendance improve last year and we will continue with our strategies through our attendance officer, learning advisors, classroom teachers and learning community leaders. This is further supported by our Weeroona Learning Support Dashboard (WLSD) that enables students and parents as well as staff to track individual attendance and wellbeing on a daily basis. Our students across the College report that they feel safe and supported at Weeroona College Bendigo although the secondary students result for 2013 was slightly below the result for all schools. 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 will continue to oversee support programs for our students including the DEECD 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 are implemented through our Weeroona Learning Support Program. We maintain a focus on key strategies to improve the social &amp; academic outcomes for our Koorie and EAL students along with all other students.</td>
<td>The percentage of year ten students exiting to further studies and full time work is higher than other schools on adjusted school performance and the percentage of year seven students who remain at our school through to year ten is similar to other schools. We place a high emphasis on our year six to seven transition program and work closely with our associate primary schools as well as the transition of our year ten students to Bendigo Senior Secondary College and other chosen pathways. Key strategies being developed and implemented to continue to improve in this area include: The use of personal learning plans that enable students, teachers and parents to track student academic progress with a particular emphasis on Literacy &amp; Numeracy as well as school attendance. This is further enhanced by our WLSD of which all students and parents have access. In 2014 WCB will again work in a one to one elearning environment with their own netbook or tablet which will enable students to track their own goals and targets. We have introduced the Bring Your Specified Device (BYSD) initiative for year seven students in a further attempt to allow students to learn using a device that supports their learning style. Managed Individual Pathways planning for all students in years nine and ten continues and we make available VET and VCE subject options for years nine and ten students.</td>
</tr>
</tbody>
</table>
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.

**School Profile**

**School Enrolments**

A total of 619 students were enrolled at this school in 2013, 301 female and 318 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.

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Please note: The Staff Opinion Survey was not conducted in 2013.
## Performance Summary

### Achievement

**Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

- Percentage of students in Years Prep to 6 with a grade of C or above in:
  - English
  - Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English

- [Bar Chart for English results]

#### Results: Mathematics

- [Bar Chart for Mathematics results]

### School Comparison

- No Data Available

### NAPLAN Year 3

**Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.**

- Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

### NAPLAN Year 5

**Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.**

- Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
**Performance Summary**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Relative Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 - Year 5</td>
<td></td>
<td>NAPLAN Relative Growth does not require a School Comparison.</td>
</tr>
<tr>
<td>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Summary

Engagement

Student Outcomes

School Comparison

<table>
<thead>
<tr>
<th>Year</th>
<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>Prep</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>96%</td>
<td>96%</td>
<td>83%</td>
</tr>
<tr>
<td>Yr1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>96%</td>
<td>96%</td>
<td>83%</td>
</tr>
<tr>
<td>Yr2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>96%</td>
<td>96%</td>
<td>83%</td>
</tr>
</tbody>
</table>
### Performance Summary

#### Wellbeing

<table>
<thead>
<tr>
<th>Students Attitudes to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
</tr>
</tbody>
</table>

#### Student Outcomes

- **Results: 2013**
  - Median: 5
  - 4-year average: 5

- **Results: 2010 - 2013 (4-year average)**
  - Median: 5
  - 4-year average: 5

#### School Comparison

- No Data Available

- Similar
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.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school: ● Median of all Victorian government schools: ▲</td>
</tr>
</tbody>
</table>

School Profile

School Enrolments

A total of 619 students were enrolled at this school in 2013, 301 female and 318 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.

Please note: The Staff Opinion Survey was not conducted in 2013.
### Performance Summary

#### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

#### Student Outcomes

- **Results: English**

#### School Comparison

- **Similar**

- **Lower**

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#### NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

#### NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
## Performance Summary

### Achievement

- **NAPLAN Relative Growth Year 5 - Year 7**
  - Relative gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.
  - NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25%</td>
<td>64%</td>
<td>11%</td>
</tr>
<tr>
<td>Writing</td>
<td>36%</td>
<td>63%</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>27%</td>
<td>62%</td>
<td>23%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>27%</td>
<td>62%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### NAPLAN Relative Growth Year 7 - Year 9

- Relative gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.
  - NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

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<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25%</td>
<td>62%</td>
<td>18%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>34%</td>
<td>62%</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>26%</td>
<td>58%</td>
<td>17%</td>
</tr>
<tr>
<td>Spelling</td>
<td>26%</td>
<td>58%</td>
<td>16%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>31%</td>
<td>48%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Victorian Certificate of Education (VCE)

- Mean study score from all VCE subjects undertaken by students at this school.
  - This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

- Results: 2013
- No Data Available

- Results: 2010 - 2013 (4-year average)
- No Data Available

### Student Outcomes

- Students in 2013 who satisfactorily completed their VCE: 0%
- Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 0%
- VET units of competence satisfactorily completed in 2013: 0%
- Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: N/A
(Secondary Year Levels)

Performance Summary

Engagement

Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>90%</td>
</tr>
<tr>
<td>Yr8</td>
<td>87%</td>
</tr>
<tr>
<td>Yr9</td>
<td>86%</td>
</tr>
<tr>
<td>Yr10</td>
<td>88%</td>
</tr>
<tr>
<td>Yr11</td>
<td>NA</td>
</tr>
<tr>
<td>Yr12</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

Results: 2013

Results: 2010 - 2013 (4-year average)

School Comparison

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.

Results: 2012

Results: 2009 - 2012 (4-year average)

Higher

Higher
### Performance Summary

#### Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

#### Student Outcomes

**Results: 2013**

**Results: 2010 - 2013 (4-year average)**

#### School Comparison

- Lower
- Similar
How to read the Performance Summary 2013

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.

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.


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 31st December, 2013

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$618,678</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$32,668</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$98,457</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$604,564</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,354,367</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$13,103</td>
</tr>
<tr>
<td>Official Account</td>
<td>$33,576</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$46,679</strong></td>
</tr>
</tbody>
</table>

## Financial Position as at 31st December, 2013

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$11,781</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$28,586</td>
</tr>
<tr>
<td>Consumables</td>
<td>$141,708</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$310,405</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$39,423</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$406,813</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$379,265</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$131,655</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$18,020</td>
</tr>
<tr>
<td>Utilities</td>
<td>$127,246</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,594,902</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$46,679</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$46,679</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**  
($240,535)

**Asset Acquisitions**  
$24,217

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

## Financial performance and position commentary

It was a financially challenging year for the college with a decrease in student enrolments. An operating deficit was largely due to increased spending in the casual relief teacher budget and utilities (gas, water and electricity). We have taken steps to have our utilities funding assessed against costs incurred.

2013 completed the spending of a number of grants (Performance Pay Trials, School Teaching Excellence & Drought Relief) which had made the College bank balance look rather healthy over the past few years. Previously we had also raised a lot of funds through bank interest while holding these grants. Regional funds held by us for Operation Newstart were also spent.

It was pleasing to note that the canteen made its first profit in a number of years mainly due to staffing changes.