

2018 Annual Report to The School Community



School Name: Weeroona College Bendigo (7405)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 12:08 PM by Leanne Preece
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2019 at 02:25 AM by Fran Shaw (School
Council President)

About Our School

School context

The Weeroona College Bendigo (WCB) vision is “We care about our students at Weeroona College Bendigo and we help them to thrive.” Our College values are Respect, Integrity, Personal Excellence, Integrity and Resilience. We are RIPIR people. WCB consists of two campuses. The main campus is located on the northern side of Bendigo and had an enrolment of 628 students in years seven to ten. In 2017 we gained registration for our second campus in Kangaroo Flat. The BFLO (Bendigo Flexible learning Options) campus is an alternative setting and a collaborative partnership between the five Bendigo Secondary Colleges and Kalianna Specialist School that aims to reengage learners of secondary school age. It caters for up to 50 students. We have very strong educational partnerships with our associate primary schools in the White Hills cluster, the local Bendigo year seven to ten colleges and Bendigo Senior Secondary College. Our College operates in modern facilities and 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. On the main campus, a balanced core curriculum is offered for year seven and eight students and we have a focus on STEM across their curriculum. Students in year nine and ten study a mixture of core and elective studies including VET subjects and our year 10 students have access to some VCE courses. Students at the BFLO campus have personalised programs that are designed to suit their individual needs. We continue to have a clear focus on improving student outcomes through the goals and targets of our school strategic plan in line with the state education targets and Framework for Improving Student Outcomes (FISO).

Framework for Improving Student Outcomes (FISO)

In 2018 Weeroona College Bendigo focused on the following FISO improvement initiatives and key improvement strategies:

1. FISO dimension - Curriculum Planning and Assessment

WCB Key Improvement Strategy - WCB teachers to work collaboratively to plan, deliver and evaluate the pedagogy and curriculum to improve student learning gain.

Achievements:

- The development and implementation of a Professional Learning Communities (PLC) model with teachers working in teams utilising the FISO improvement cycle to establish theories of action, set goals, implement plans and

monitor success.

- More consistent implementation of the WCB lesson model in all classrooms.
- Continued moderation of Weeroona Unit Plans against Victorian Curriculum at all year levels and across all learning areas.

- Professional Learning for teachers to use data to inform planning for student learning.

- The identification of skills within the Victorian Curriculum and the development of Learning Progressions across all learning levels and learning areas.

2. FISO dimension - Setting Expectations and Promoting Inclusion

WCB Key Improvement Strategy - Develop and implement a whole college approach to bullying.

Achievements:

- A collaborative development of a shared definition of bullying.
- The development of a local bullying survey (administered twice annually) the results of which were shared with our students.

- A whole day focus on anti-bullying / wellbeing activities.

3. FISO dimension - Building Practice Excellence

WCB Key Improvement Strategy - Members of the school improvement team to work with all teachers in and out of the classroom to build the collective capacity of all teachers across the school.

Achievement:

- The collaborative development and implementation of an instructional coaching model for all WCB teachers.

Achievement

Throughout 2018, the Teaching and Learning Team continued work on the development of a College wide culture of curriculum planning and assessment of the impact of learning, ensuring a personalised learning approach, so that all students achieved personal excellence. All teachers had a goal in their performance and development plan around 12 months progress for a cohort of students. Teaching teams across all learning areas worked on the development of learning progressions, which enable both teachers and students to observe a student's progress in the continuum of the skills that are explicitly taught in each of the learning areas. Teachers have also been completing curriculum development in line with the Victorian Curriculum and planning through the development and documentation of learning sequences that identify learning outcomes, learning supports and assessments for each curriculum learning area, including the capabilities, across years all year levels at the College. All teachers participated in developing learning rubrics professional development sessions and were expected to use these rubrics to plan for student learning with a focus on individual students and cohorts.

Student learning gain is determined by comparing student's current year results to the results of all 'similar' Victorian students. If the current result is in the top 25 percent their gain is categorised as 'High'. Middle 50 percent is 'Medium'. Bottom 25 percent is 'Low'. Writing stands out as the area where the least amount of learning gain occurred with only seven percent of students achieving 'High' gain and 41 percent achieving 'Low' gain.

When examining our year seven to nine learning gain data there has been an increase in the percentage of students achieving high and medium leaning gain when compared to 2016 and 2017 data. Effectively, what the College has been able to do, is reduce the percentage of students that have achieved low learning gain. The exception to this trend is the year seven to nine writing data. Writing stands out as an area where there has been an increase in the percentage of students achieving low learning gain,

In 2019, WCB is having a literacy intervention to focus on writing across the curriculum. All learning areas will be focusing on vocabulary and paying particular attention to teaching the specific skills associated with writing. We have recruited a Literacy Learning Specialist to help us to oversee this work and have three staff members participating in the Bastow leading literacy course. Performance and development plans are written to ensure that it is every teacher's responsibility to address 'Low' learning gain in this area. WCB is also part of the Middle Years Literacy and Numeracy Support Initiative, which will help us to deepen our focus on building excellence and equity by providing intensive literacy and numeracy support to our students who are at risk of finishing school with lower than required literacy and numeracy skills needed for future study and work.

Engagement

In 2018 the College focused on developing teacher capacity in order to create high expectations for our students and a deepening knowledge about where each of our students is at and what they need to learn next in order to progress their learning. The development and implementation of an instructional coaching model was the main vehicle for this work as well as professional learning in data literacy. The school improvement team modeled this through their work in 'putting faces to the data'. This is a key piece of work in our 2019 Annual Implementation Plan and teacher performance and development plans.

The three student engagement targets in our School Strategic Plan demonstrate growth in the percentage of positive student responses from 2017 to 2018

Motivation & Intent	2017	46%	2018	50%
Stimulated Learning	2017	36%	2018	42%

Teacher Concern	2017 30%	2018 33%
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Wellbeing

At the start of 2018 we introduced our school community to our doctor and nurse and successfully implemented the Doctors in Secondary Schools program at Weeroona College Bendigo whereby our students are able to make their own appointments to see the doctor on site each Tuesday. We also introduced our students to our 'Visible Wellbeing' Model whereby our two social workers, chaplain and school nurse are now available in the learning communities. The students and staff have been very positive about this model and in 2019 our aim is for the Wellbeing team to be in classrooms more often to help to build the leaning stamina of our students.

2018 saw a heightened focus on a whole College approach to bullying through the 'Bullying? No way!!!' initiative that saw us develop an agreed definition of bullying, the development and implementation of a twice year school bullying survey and a half day workshop for all students and staff who worked together through a series of activities and discussions on the topic.

The three student wellbeing targets in our School Strategic Plan demonstrate growth in the percentage of positive student responses from 2017 to 2018

School Connectedness	2017 37%	2018 41%
Student Voice & Agency	2017 28%	2018 31%
Managing Bullying	2017 33%	2018 39%

Financial performance and position

The financial performance table depicts a net operating surplus. This surplus is derived from both a credit line surplus and cash remaining at the end of the year. Surplus funds relate to the College's operating reserve and financial commitments carried forward to 2018, which are outlined in the above Financial Commitments Table. The College received funding for the Advance Program in 2018 and significant Equity Funding that has enabled us to further support students by employing more staff to support improved learning outcomes. Through the Advance program, students have the opportunity to volunteer, build networks and positively contribute to their local community. The College received funding from a range of fundraising initiatives. Fundraising initiatives included the annual Presentation Ball and various Student Representative Council (SRC) fundraisers. Some of the College's major investments for the year were the installation of a futsal field, upgrade of the oval cricket pitch, the purchase of IT equipment and the replacement of sewing machines in the Technology department. All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the College, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.




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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 628 students were enrolled at this school in 2018, 310 female and 318 male.

8 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey


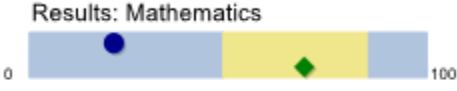


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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








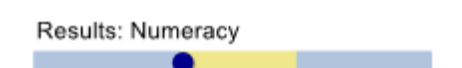


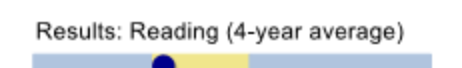

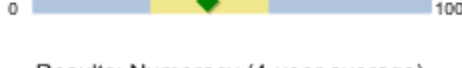




Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>













Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A VET units of competence satisfactorily completed in 2018: N/A Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>86 %</td> <td>83 %</td> <td>82 %</td> <td>80 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	86 %	83 %	82 %	80 %	NA	NA	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	 Lower  Similar
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
86 %	83 %	82 %	80 %	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	 Similar  Similar												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	 Higher  Higher												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p>● Lower</p> <p>● Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p>● Lower</p> <p>● Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,735,045	High Yield Investment Account	\$5,053
Government Provided DET Grants	\$1,389,893	Official Account	\$25,460
Government Grants State	\$11,225	Other Accounts	\$273,247
Revenue Other	\$58,402	Total Funds Available	\$303,761
Locally Raised Funds	\$356,032		
Total Operating Revenue	\$8,550,597		
Equity¹			
Equity (Social Disadvantage)	\$758,249		
Equity (Catch Up)	\$68,000		
Equity Total	\$826,249		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,298,896	Operating Reserve	\$303,761
Books & Publications	\$11,147	Other Recurrent Expenditure	\$2,693
Communication Costs	\$39,842	Total Financial Commitments	\$306,453
Consumables	\$257,737		
Miscellaneous Expense ³	\$290,126		
Professional Development	\$50,514		
Property and Equipment Services	\$618,335		
Salaries & Allowances ⁴	\$545,605		
Trading & Fundraising	\$157,925		
Travel & Subsistence	\$4,744		
Utilities	\$161,880		
Total Operating Expenditure	\$8,436,750		
Net Operating Surplus/-Deficit	\$113,847		
Asset Acquisitions	\$44,490		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

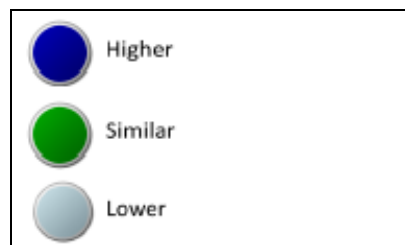


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').