2018 Annual Report to The School Community

School Name: Wycheproof P-12 College (8831)

- 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 Regulation 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 06 March 2019 at 04:54 PM by Christine McKersie (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 Regulation 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 27 March 2019 at 10:04 AM by Brett Thompson (School Council President)

About Our School

School context

Wycheproof P-12 College is committed to meeting the educational, social and cultural needs of our students through providing a broad range of educational and cultural activities and the setting of high academic standards. College structure includes three levels of schooling: Early, Middle and Later Years with a strong focus on literacy and numeracy. In the Middle Years engaging programs and new facilities enhance creative learning spaces. From Year 11, students are offered a choice of pathways that includes VCE, VCAL or VET. At Wycheproof P -12 College we have high expectations of our students. We expect them to be well mannered, hard-working and proactive. We take advantage of our Prep to Year 12 structure by offering a broad curriculum, individual learning programs, and sharing of staff expertise across all year levels. Wycheproof P-12 College has impressive facilities and programs including a large sporting complex, spacious grounds, specialist rooms, a comprehensive instrumental music program, an ICT rich curriculum and a range of technology based subjects. The school has the equivalent of five full time staff, a Principal and an Assistant Principal. Many staff are part time including twelve teachers and eight Education Support Class.

Framework for Improving Student Outcomes (FISO)

The FISO priority 'Evidence-based high-impact teaching strategies' was a strategic focus for Wycheproof P12 College throughout 2018. Key improvement strategies included implementing a whole school approach to improving writing outcomes Prep to Year 12 and focussing on the High Impact Teaching Strategies (HITs) during professional learning time. Teaching staff were provided with relevant professional development opportunities to support the consolidation and embedding of a collaborative approach to assessment, planning and teaching of literacy and numeracy across all areas of the curriculum. Actions included embedding a data culture across the College through building teacher capacity to monitor and support improved growth in writing outcomes. A two-way feedback student writing survey was undertaken to enable teachers to gather information about students understanding, to assist students to advance their own learning, and verify the impact of their own practice. Peer observations based on High Impact Teaching Strategies (HITs) were also undertaken by teaching staff. The FISO priority 'Setting expectations and promoting inclusion' was also a focus of school action supported by the implementation of a whole-school approach to Respectful Relationships as a strategy to learn more about how to combat family violence in Victoria.

Achievement

In 2018 that the school focus of improved writing outcomes resulted in some strong NAPLAN writing data. While the Year 5 results did not meet the 18% growth target for this group, 12.5% (high growth – relative gain – calculated from Year 3 to Year 5) was a reasonable result (considering contextual factors) but further strategies will be implemented for this cohort to further strengthen learning gains over the next few years. Strong NAPLAN writing results were indicated through 50% high growth (Year 7) and 71.43% (Year 9) (high growth – relative gain NAPLAN Writing data). The improvements in writing in the Year 8 cohort (who were not tested in the cycle this year) were also impressive and this will continue to be the focus of work over the next two years. Teachers will be encouraged to continue to implement the Seven Steps of Writing as a framework for teaching writing within classes (as a common approach to writing across every class) and the school will profile high quality writing samples from students throughout the year.

Engagement

Student attendance data (2018) demonstrated improvement from the previous year. In the Prep to Year 6 cohort, there were (on average) 13.55 days of absence from school (compared to 14.97 in 2017) and in the Year 7 to 12 cohort there were 15.64 days of absence (compared to 26.48 in 2017). Strategies adopted to improve attendance included 'Every Day Counts' and profiling cases of 100 per cent attendance at whole school assemblies. Wycheproof P-12 College has strong programs in place to support the various transitions across Prep-12 and

parents are encouraged to become familiar with the school's facilities and learning programs. All students in Years 10 to 12 have regular access to a MIPs Coordinator who provides careers counselling sessions and advice regarding pathways and employment options. Structures and processes that allow for the timely identification and intervention for students at risk have also been implemented by the wellbeing team supported by referrals to programs such as Navigator and FLO.

Wellbeing

The college continues to establish ongoing programs and initiatives (for example, Respectful Relationships Program) aimed at developing resilience, connectedness, social confidence and responsibility in all students. Students have access to additional support through various wellbeing programs delivered by a school psychologist, social worker, Chaplain and School Nurse. To improve school connectedness, new students are buddied up with current students and encouraged to become a part of the wider school community. In 2016, middle years' students undertook a new survey to gather more data about their wellbeing needs (The Middle Years Developmental Index – MDI). This survey was used again in 2017 and will continue to be used over the next few years to determine where resources need to be deployed and actions undertaken to support student's wellbeing needs.

Financial performance and position

Again in 2018, school finances were carefully monitored to ensure that staffing is being gradually reduced to adjust to declining school enrolments – resulting in an annual surplus. Decreasing student enrolments are due to rural decline factors and the school needs to ensure that school finances continue to be healthy (to ensure long term school sustainability) through implementing strategic decisions that adjust to lower student numbers. In 2018 significant amounts of school funding were used to support the provision of MIPs (through the NCLLEN - $3,320.63 in Term 3) and the sharing of the Chinese Language Assistant with Charlton College ($2,500 in June). A FRRR Grant for the MATES Mentoring Program was received in July ($3,000) and donations from several Wycheproof community groups ($1,000 A & P Society; $500 Lions Club) were also received. The Year 12 Common Room also had significant funds spent on the interior in order to refurbish the room ($5555.45).

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 Pri/Sec Schools:
        Results for this school: ⬤ Median of all Victorian Government Pri/Sec Schools: ◆

School Profile

Enrolment Profile

A total of 96 students were enrolled at this school in 2018, 55 female and 41 male.

ND were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high

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.

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▮▮▮▮▮▮▮ 100 Results: Mathematics 0 ▮▮▮▮▮▮▮ 100	● Similar ○ Lower

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** Low 63% Medium 38% **Numeracy** Low 25% Medium 63% High 13% **Writing** Low 25% Medium 63% High 13% **Spelling** Low 25% Medium 75% **Grammar and Punctuation** Low 38% Medium 38% High 25%	NAPLAN Learning Gain does not require a School Comparison.

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

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

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.

Average 2018 attendance rate by year level:

Results: 2018

0 ━━━━━━━━━━━━━ 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ━━━━━━━━━━━━━ 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
86 %	95 %	93 %	96 %	93 %	94 %	92 %

● Similar

● Similar

(Primary Year Levels)

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	No Data Available No Data Available	No Data Available No Data Available
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	No Data Available No Data Available	No Data Available No Data Available

(Secondary Year Levels)

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
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬🟨🔵🟨 100 🔹 Results: Mathematics 0 ▬🔵▬🟨🔹🟨 100	🔵 Higher ⚪ Lower

Performance Summary

(Secondary Year Levels)

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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Lower Similar Similar

(Secondary Year Levels)

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
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 10% / Medium 40% / High 50% **Numeracy** Low 20% / Medium 60% / High 20% **Writing** Low 10% / Medium 40% / High 50% **Spelling** Low 10% / Medium 70% / High 20% **Grammar and Punctuation** Medium 70% / High 30%	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 57% / Medium 43% **Numeracy** Low 29% / Medium 57% / High 14% **Writing** Low 14% / Medium 14% / High 71% **Spelling** Medium 71% / High 29% **Grammar and Punctuation** Low 29% / Medium 57% / High 14%	NAPLAN Learning Gain does not require a School Comparison.
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: 2018 0 — 50 Results: 2015 - 2018 (4-year average) 0 — 50	🟢 Similar 🟢 Similar

Students in 2018 who satisfactorily completed their VCE: 100%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%
VET units of competence satisfactorily completed in 2018: 93%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 100%

(Secondary Year Levels)

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
Average Number of Student Absence Days 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 **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. Average 2018 attendance rate by year level:	Results: 2018 0 — 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 — 50 Few absences <------> Many absences	Similar Similar

<table>
<tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr>
<tr><td>90 %</td><td>90 %</td><td>94 %</td><td>91 %</td><td>94 %</td><td>96 %</td></tr>
</table>

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 — 100 Results: 2015 - 2018 (4-year average) 0 — 100	Higher Higher
Exit Destinations 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. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 0 — 100 Results: 2015 - 2018 (4-year average) 0 — 100	Lower Lower

(Secondary Year Levels)

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	No Data Available No Data Available	No Data Available No Data Available
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	No Data Available No Data Available	No Data Available No Data Available

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	
Revenue	**Actual**
Student Resource Package	$2,079,686
Government Provided DET Grants	$345,330
Government Grants Commonwealth	$338
Revenue Other	$17,103
Locally Raised Funds	$120,564
Total Operating Revenue	**$2,563,021**

Equity[1]	
Equity (Social Disadvantage)	$28,701
Equity (Catch Up)	$6,375
Equity Total	**$35,076**

Expenditure	
Student Resource Package[2]	$1,821,577
Books & Publications	$3,342
Communication Costs	$4,909
Consumables	$62,133
Miscellaneous Expense[3]	$150,023
Professional Development	$4,531
Property and Equipment Services	$144,252
Salaries & Allowances[4]	$28,616
Trading & Fundraising	$18,431
Travel & Subsistence	$17,765
Utilities	$36,168

Total Operating Expenditure	**$2,291,748**
Net Operating Surplus/-Deficit	**$271,273**
Asset Acquisitions	**$2,273**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$78,050
Official Account	$25,267
Other Accounts	$194,347
Total Funds Available	**$297,664**

Financial Commitments	
Operating Reserve	$73,823
School Based Programs	$59,200
Asset/Equipment Replacement < 12 months	$137,500
Maintenance - Buildings/Grounds < 12 months	$27,000
Total Financial Commitments	**$297,523**

(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).
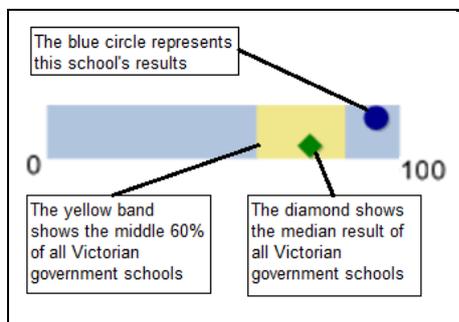
What does *School Comparison* refer to?

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.
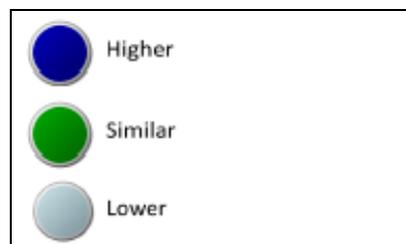
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').