

2015 Annual Report to the School Community

Wycheproof P-12 College

School Number: 8831



Name of School Principal: Christine McKersie

Name of School Council President: Howard Mill

Date of Endorsement: 4th May 2016

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 2015.

About Our School

School Context

Wycheproof P-12 College provides a safe, engaging and diverse education for all students (approximately 115) from Prep to Year 12. Students are drawn from the surrounding areas of Wycheproof and Nullawil and as such have a positive sense of community and a strong work ethic. Situated on large grounds with excellent sporting facilities, attractive buildings and gardens, the college is nestled within the heart of the community. The 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 10, 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 relevant curriculum, individual learning programs and a sharing of staff expertise across all year levels. Wycheproof P-12 College offers a comprehensive instrumental music program, an ICT rich curriculum and also a range of technology based subjects. The school has equivalent of 10 full time teaching staff, a Principal and Assistant Principal. Many staff are part time including 8 teachers and 8 Education Support Class.

Achievement

Year 3, 5 and 9 NAPLAN data for 2015 (Year 7 data was not used for comparison due to being the first year of secondary school) indicated that students at Wycheproof P-12 College performed on a similar level to other Victorian government school students. Data (derived from several sources of student outcomes) is used by teachers to inform their teaching practices and when planning learning programs. Where necessary differentiated and individualised learning programs are implemented. Focus is maintained on teaching explicit skills at age and learning needs level. Key strategies to support improvement including regularly unpacking various forms of learning and testing data, using the Student Mapping Tool, On Demand testing, NAPLAN, English Online Interviews. The mean study score for VCE students in 2015 was 34, ensuring that our students' results ranked higher when compared to other government schools across the State.

Engagement

The average number of student absence days was similar for both primary and secondary students when compared to other Victorian schools in 2015. Strategies adopted to improve attendance included 'Every Day Counts'. Wycheproof P-12 College has strong programs in place to support the various transitions across Prep-12. Our Prep students' transition program is facilitated through effective communication links with our feeder preschool 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. The percentage of Year 7 students who remain at school through to Year 10 (for 2015) was lower when compared to other State schools in 2015 (although this usually rates higher when comparing a 4-year average).

Wellbeing

Student attitudes to school (as derived from the Attitudes to School Survey which is completed by students in Years 5 to 12) were rated as higher in both the primary and secondary sections of the school when compared to median scores for other Victorian government secondary schools in 2015. The college will continue to establish ongoing programs and initiatives 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.

Productivity

Strategically over the past few years, school funding has been directed towards maintaining impressive facilities and grounds (in drought conditions) including attractive gardens, a large sporting complex, extensive ICT resources within classrooms, and specialist rooms. Funding is also set aside every year to ensure our students have access to additional cultural learning experiences including access to a successful Chinese Language Program. This enhances student engagement and wellbeing and acts as a source of inspiration for all our students, Prep to Year 12.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 114 students were enrolled at this school in 2015, 65 female and 48 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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 primary year levels: Result for this school: Median of all Victorian government primary year levels:

| 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> Similar</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p> | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

(Primary Year Levels)

Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 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> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> |

(Primary Year Levels)

Performance Summary

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

| 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> | <table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>17%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>60%</td> <td>40%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 17% | 50% | 33% | Numeracy | 17% | 33% | 50% | Writing | 33% | 17% | 50% | Spelling | 20% | 40% | 40% | Grammar and Punctuation | - | 60% | 40% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 17% | 50% | 33% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 17% | 33% | 50% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 33% | 17% | 50% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 20% | 40% | 40% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | - | 60% | 40% | | | | | | | | | | | | | | | | | | | | | | | |

(Primary Year Levels)

Performance Summary

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

| 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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> <td>91 %</td> <td>96 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 92 % | 94 % | 95 % | 96 % | 91 % | 96 % | 92 % | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 92 % | 94 % | 95 % | 96 % | 91 % | 96 % | 92 % | | | | | | | | | | |

(Primary Year Levels)

Performance Summary

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

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Connectedness 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> | <p> Higher</p> <p> Higher</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |

(Secondary Year Levels)

Performance Summary

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

| 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> Similar</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p> | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

(Secondary Year Levels)

Performance Summary

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

| 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>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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |

(Secondary Year Levels)

Performance Summary

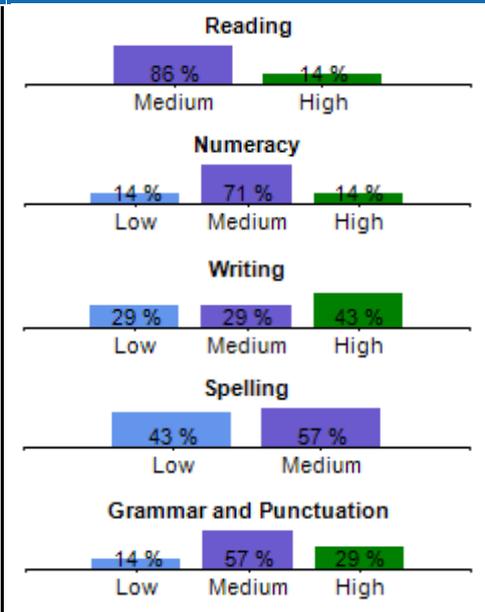
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

| 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 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'.

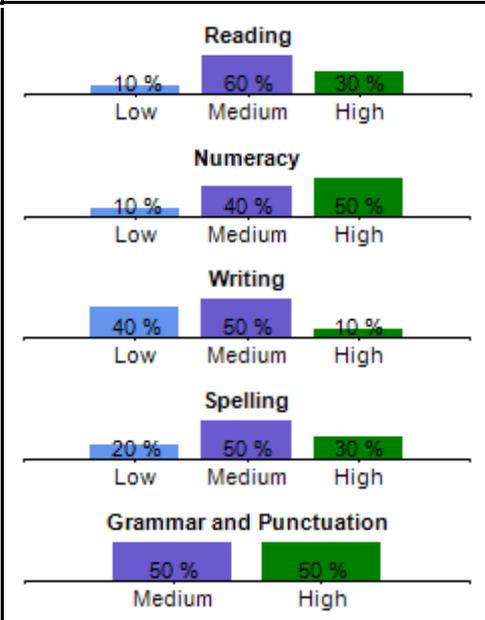


NAPLAN Learning Gain does not require a School Comparison.

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

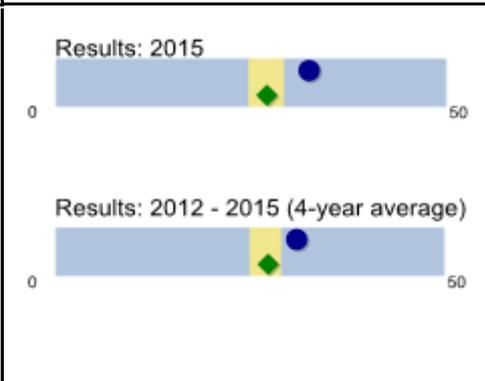


NAPLAN Learning Gain does not require a School Comparison.

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.



Higher

Higher

Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **43%**
 VET units of competence satisfactorily completed in 2015: **62%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **92%**

(Secondary Year Levels)

Performance Summary

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

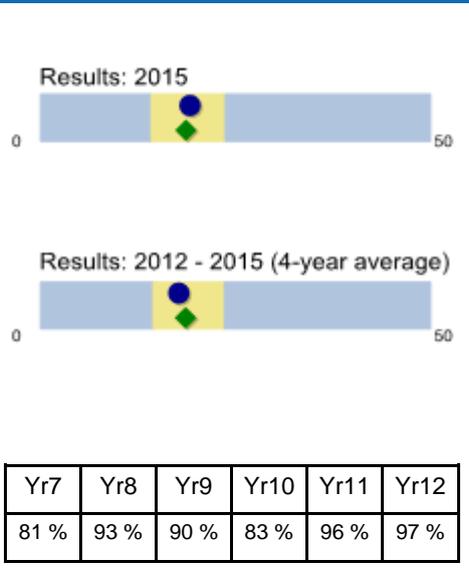
| Engagement | Student Outcomes | School Comparison |
|------------|------------------|-------------------|
|------------|------------------|-------------------|

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. 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 2015 attendance rate by year level:

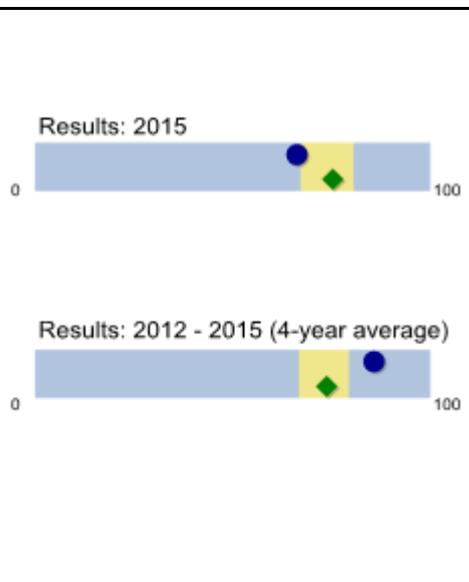


Similar

Similar

Student Retention

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



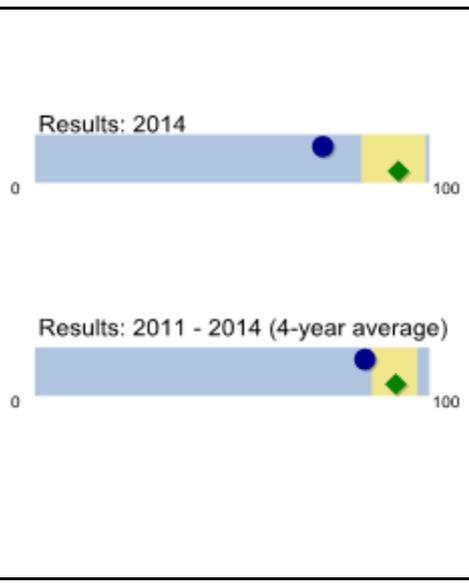
Lower

Higher

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.



Lower

Lower

(Secondary Year Levels)

Performance Summary

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

| Wellbeing | Student Outcomes | School Comparison |
|--|---|--------------------------------|
| <p>Students Attitudes to School - Connectedness 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> | <p> Higher</p> <p> Higher</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> | <p> Higher</p> <p> Similar</p> |

How to read the Performance Summary

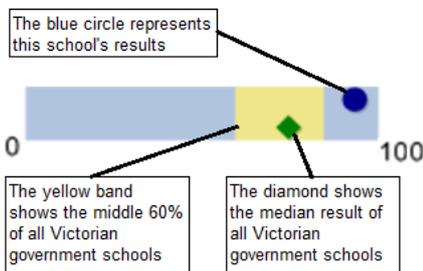
What are student outcomes?

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.



What is a School Comparison?

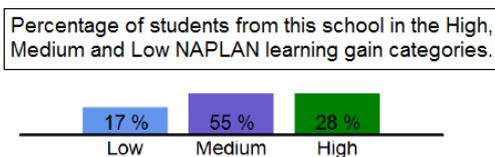
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

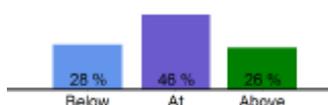
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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, 2015

Financial Position as at 31 December, 2015

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,937,486 |
| Government Provided DET Grants | \$267,382 |
| Government Grants State | \$20,000 |
| Revenue Other | \$15,366 |
| Locally Raised Funds | \$114,940 |
| Total Operating Revenue | \$2,355,174 |

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$51,932 |
| Official Account | \$18,549 |
| Other Accounts | \$179,476 |
| Total Funds Available | \$249,957 |

| Expenditure | |
|---------------------------------|-------------|
| Student Resource Package | \$1,902,235 |
| Books & Publications | \$10,219 |
| Communication Costs | \$5,898 |
| Consumables | \$55,785 |
| Miscellaneous Expense | \$88,368 |
| Professional Development | \$21,874 |
| Property and Equipment Services | \$138,776 |
| Salaries & Allowances | \$35,866 |
| Trading & Fundraising | \$30,870 |
| Travel & Subsistence | \$11,599 |
| Utilities | \$24,613 |

| Financial Commitments | |
|--|------------------|
| Operating Reserve | \$66,284 |
| Asset/Equipment Replacement < 12 months | \$40,000 |
| Maintenance - Buildings/Grounds incl SMS<12 months | \$50,000 |
| School Based Programs | \$20,000 |
| Capital - Buildings/Grounds incl SMS>12 months | \$35,000 |
| Maintenance -Buildings/Grounds incl SMS>12 months | \$38,673 |
| Total Financial Commitments | \$249,957 |

Total Operating Expenditure **\$2,326,103**

Net Operating Surplus/-Deficit **\$29,071**

Asset Acquisitions **\$11,186**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

Again in 2015, considerable funding was set aside to purchase new ICT equipment to ensure that our technology devices support our learning needs. This included \$12,305 towards a new mobile video conferencing unit which will enable Wycheproof P-12 College to broaden VCE offerings and enable teachers to work collaboratively across the State. Small amounts of funding was received from various events/programs which enabled supplementary activities to run including: \$1900 Walk to School Funding (received from the Buloke Shire), \$2,530 Quiz Night/Wood Competition (which supported the Yr 11 Work Experience/Melbourne Orientation Week), \$3000 from the Wycheproof Recreation Reserve (of which \$2,000 was used for the Complex and \$1,000 was allocated towards maintain Saffin Oval).