

# 2020 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](http://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 2020 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 10 March 2021 at 09:25 AM by Christine McKersie (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 March 2021 at 10:01 AM by Brett Thompson (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Wycheproof P-12 College provides an engaging and diverse education from Foundation to Year 12 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 a Principal and an Assistant Principal and many teaching staff are part-time (EFT – CT2 – 6.40 and CT1 – 4.85) and there are eight Education Support Class (EFT – 6.54).

### Framework for Improving Student Outcomes (FISO)

Throughout 2020, the FISO priority 'Evidence-based high-impact teaching strategies' was a strategic focus for Wycheproof P12 College. Key improvement strategies included implementing a whole school approach to improving writing outcomes Prep to Year 12 and focusing on the High Impact Teaching Strategies (HITS – specifically DIFFERENTIATION) during professional learning time. Teaching staff used Google Classroom to connect with students during the remote learning phase. Feedback indicated that some students coped well with remote learning requirements (some even excelling through the requirements, efficiently finishing tasks) while others found remote learning difficult (finding it challenging to understand tasks, computer connection issues). Early during remote learning, some students found that there was too much work – often this was adjusted as students and parents gave teachers feedback. Those students who could not learn from home (and instead came into school) found the extra support and advice by a classroom teacher helpful. Student voice continued to a school focus for action to align with the school's Strategic Plan goal of high levels of student empathy, self-esteem and thriving.

### Achievement

Student achievement in 2020 was a measure of 'teacher judgement' as NAPLAN testing did not take place due to remote learning. In English, Years Prep to 6, the school percentage of students at or above age expected standards was 93.8%, higher than the similar schools average of 86.3% and above the State average of 86.3%. Similarly, in English, , Years 7 to 10, the school percentage of students at or above age expected standards was 79.8%, higher than the similar schools average of 66.1% and above the State average of 75.8%. In Maths, Years Prep to 6, the school percentage of students at or above age expected standards was 77.1%, lower than the similar schools average of 85.2% and below the State average of 85.2%. In Maths, Years 7 to 10, the school percentage of students at or above age expected standards was 35.0%, lower than the similar schools average of 55.9% and above the State average of 66.3%. Throughout the year, the school continued to focus on improved writing outcomes where high quality writing examples and improved student samples were profiled across the whole school. The VCE school mean study score for 2020 was 30 compared to 29.0 for similar schools and above the State average of 28.8.

### Engagement

In 2020, there was a reduction in the number of days that students were recorded as being absent from school. Absence from school can impact on students' learning. The average number of absence days for students in Years Prep to 6 was 5.0 days (compared to 13.5 days for similar schools and 13.8 days for the State average). The average number of absence days for students in Years 7 to 12 was 9.9 days (compared to 20.6 days for similar schools and 17.8 days for the State average). Due to remote learning, it was not possible in 2020, to profile cases of 100 per cent attendance at whole school assembly. 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. 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.

**Wellbeing**

Students had access (in 2020), 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. 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. In previous years, students have undertaken the MDI as a measure of student wellbeing. Due to remote learning, this survey was not undertaken. Overwhelmingly, in 2020, students reported feeling that they had missed the daily contact with their peers and teachers when at home, remote learning. This was strongest towards the end of this time period (initially it was a novelty working from home). A wellbeing page for both primary and secondary students was developed on Google Classroom to provide information about resilience and issues relating to any COVID anxiety that students may have been experiencing.

**Financial performance and position**

School finances continue to be carefully monitored to ensure that staffing is adjusted to match school enrolments. Projected 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 fluctuating student numbers. In 2020, the school continued to use significant amounts of the SRP to purchase ICT devices (\$22,510.38 in December), to pay for various school programs (Xuno/Accelerus - \$5,476.90; termly career funding NCLLEN - \$3,818.65 in August), school maintenance repairs (\$32,431.25 in October) and considerable funds to ensure a tree maintenance program is implemented/established for safety (\$31,372.00). The school also received additional funding from a number of sources including reimbursement for CISCO Webex Kit (plus 4yr Maintenance) - \$7,543.01 (April), donations including the Wycheproof Recreation Reserve (Sporting Complex) \$3,000 and program funding (Advance - \$5,475.00 in April).

**For more detailed information regarding our school please visit our website at [www.wychep12.vic.edu.au](http://www.wychep12.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 96 students were enrolled at this school in 2020, 49 female and 47 male.

NDP percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

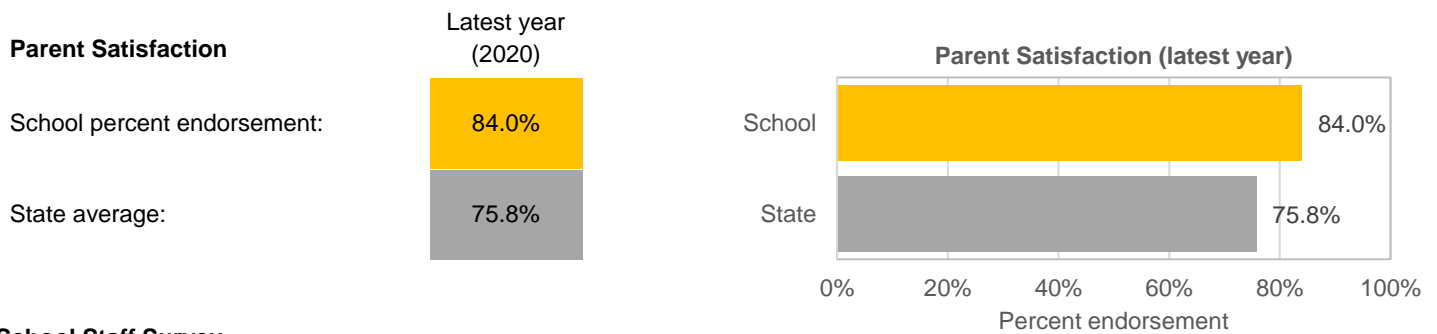
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

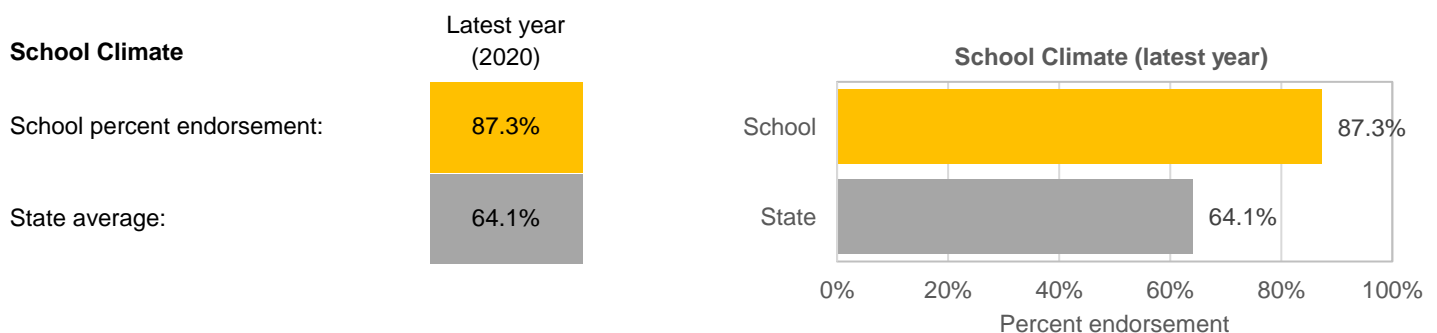


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

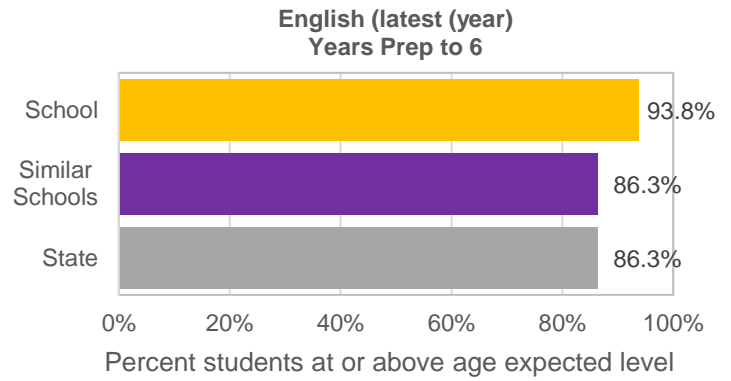
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

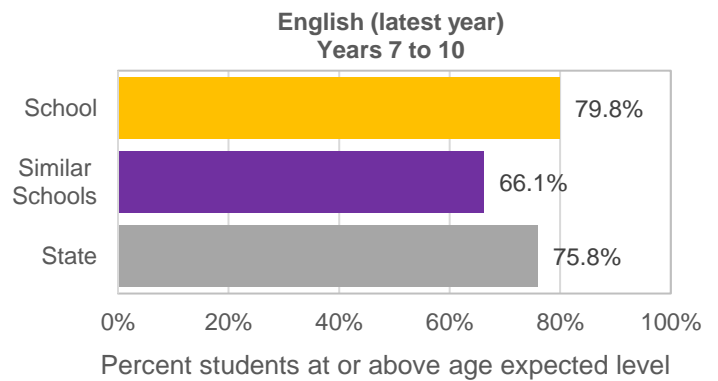
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	93.8%
Similar Schools average:	86.3%
State average:	86.3%



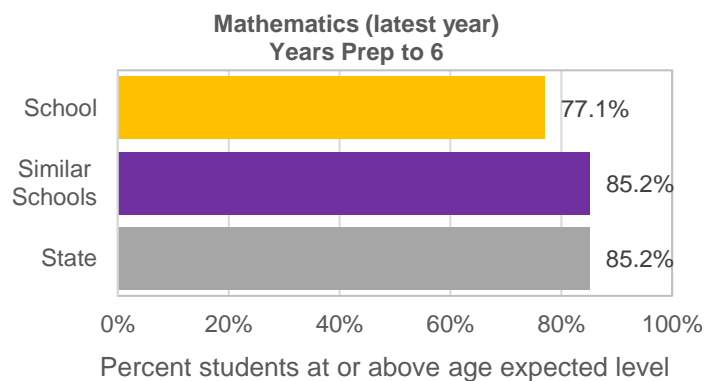
#### English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	79.8%
Similar Schools average:	66.1%
State average:	75.8%



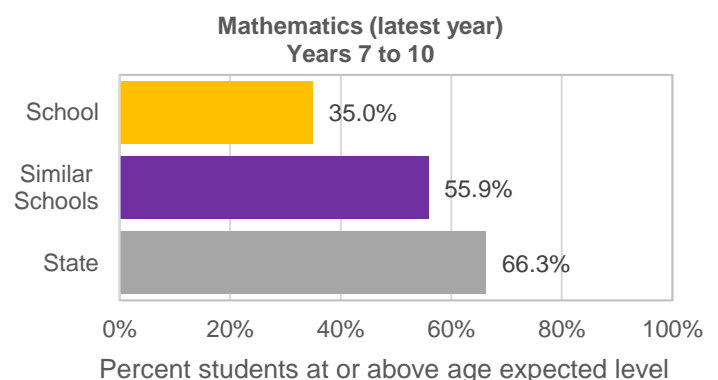
#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	77.1%
Similar Schools average:	85.2%
State average:	85.2%



#### Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	35.0%
Similar Schools average:	55.9%
State average:	66.3%



## ACHIEVEMENT (continued)

### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

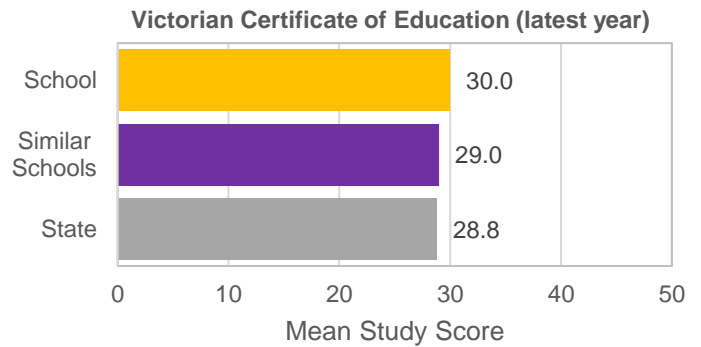
### Victorian Certificate of Education (VCE)

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.

#### Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	30.0	28.5
Similar Schools average:	29.0	28.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2020:

96%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA



## ENGAGEMENT

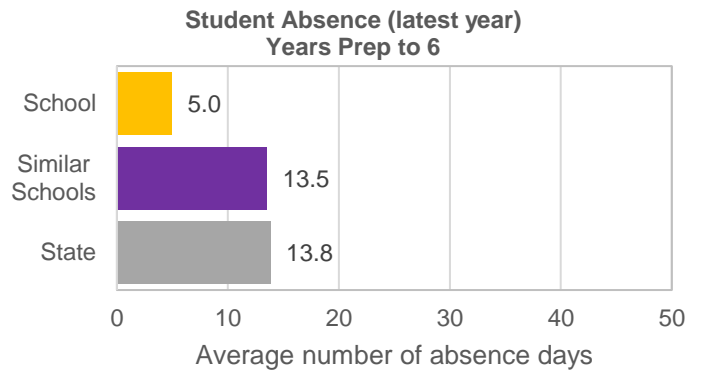
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

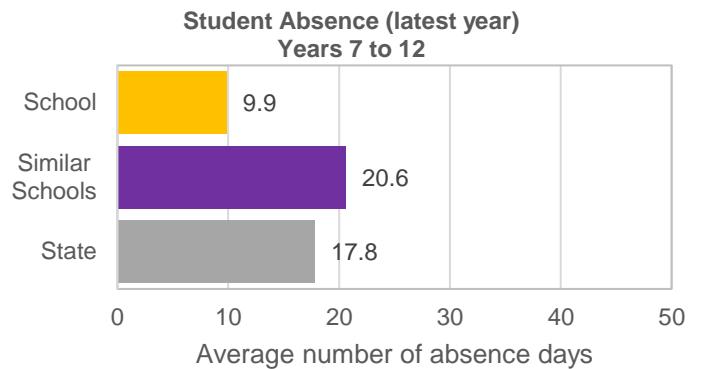
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	5.0	11.7
Similar Schools average:	13.5	14.9
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	9.9	17.1
Similar Schools average:	20.6	20.9
State average:	17.8	19.2



#### Attendance Rate (latest year)

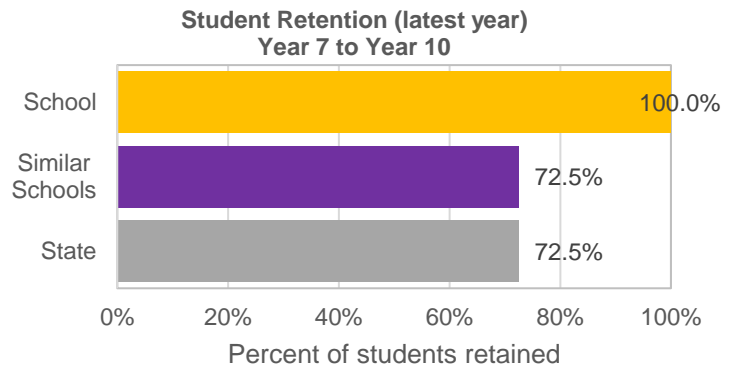
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	97%	97%	99%	98%	97%	98%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	96%	95%	93%	96%	95%	NDP	

**ENGAGEMENT (continued)**

**Student Retention**

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

<b>Student Retention Year 7 to Year 10</b>	Latest year (2020)	4-year average
School percent of students retained:	100.0%	88.6%
Similar Schools average:	72.5%	72.9%
State average:	72.5%	72.9%

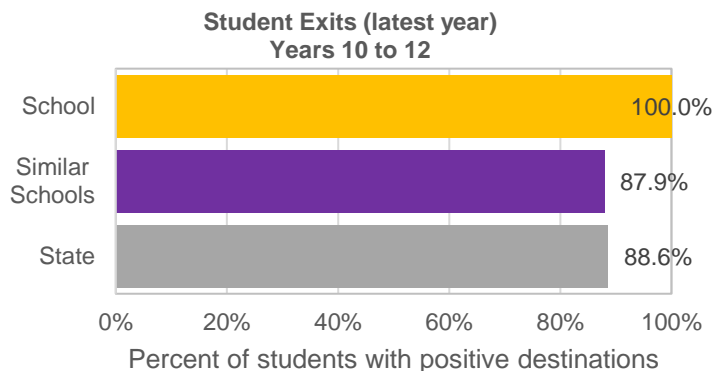


**Students exiting to further studies or full-time employment**

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

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

<b>Student Exits Years 10 to 12</b>	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	76.9%
Similar Schools average:	87.9%	86.4%
State average:	88.6%	89.1%



**WELLBEING**

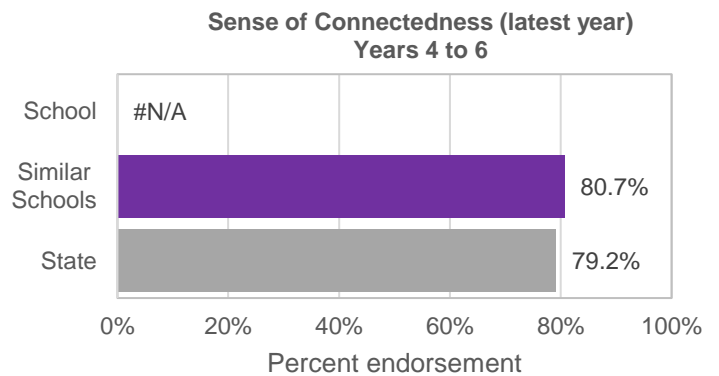
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

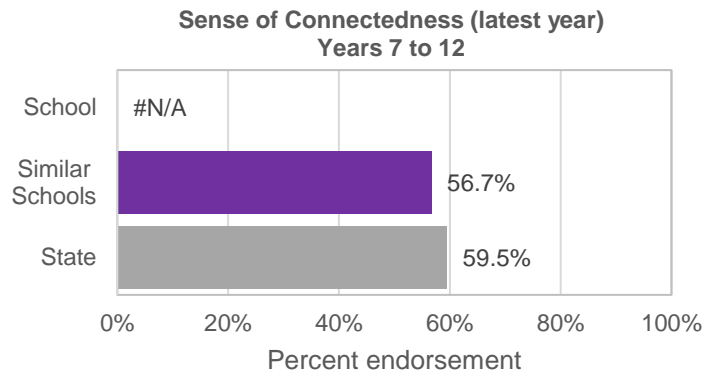
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	80.7%	81.2%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	56.7%	55.8%
State average:	59.5%	55.3%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

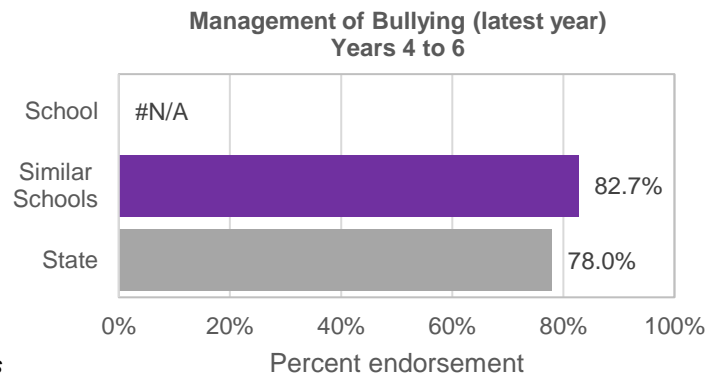
**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

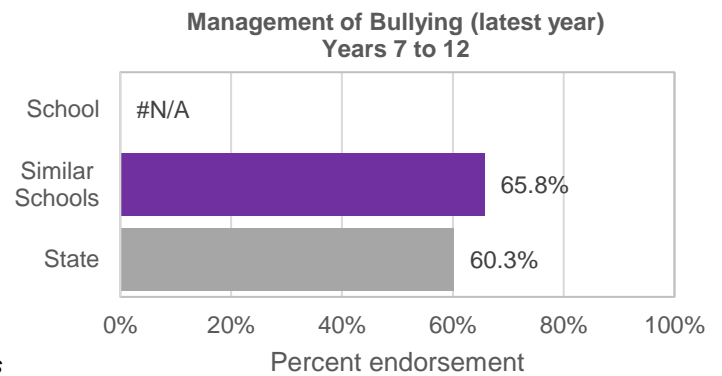
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	82.7%	83.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	65.8%	62.7%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,536,561
Government Provided DET Grants	\$540,218
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$21,816
Locally Raised Funds	\$60,369
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,158,964</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,105
Equity (Catch Up)	\$6,747
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$50,852</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,974,703
Adjustments	NDA
Books & Publications	\$3,864
Camps/Excursions/Activities	\$23,298
Communication Costs	\$3,353
Consumables	\$59,822
Miscellaneous Expense <sup>3</sup>	\$26,851
Professional Development	\$8,489
Equipment/Maintenance/Hire	\$39,735
Property Services	\$134,035
Salaries & Allowances <sup>4</sup>	\$66,412
Support Services	\$51,166
Trading & Fundraising	\$13,649
Motor Vehicle Expenses	\$4,292
Travel & Subsistence	NDA
Utilities	\$39,061
<b>Total Operating Expenditure</b>	<b>\$2,448,730</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$710,234</b>
<b>Asset Acquisitions</b>	<b>\$71,896</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$451,888
Official Account	\$14,715
Other Accounts	\$2,717
<b>Total Funds Available</b>	<b>\$469,320</b>

Financial Commitments	Actual
Operating Reserve	\$62,305
Other Recurrent Expenditure	NDA
Provision Accounts	\$48
Funds Received in Advance	\$12,040
School Based Programs	\$52,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$215,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$461,393</b>

*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.*