

## About Our School

### School context

Yarrawonga is a picturesque North East Victorian rural township situated on the Murray River and Lake Mulwala with a population of approximately 8660 people, (2021 Census). Across the bridge in New South Wales is the smaller township of Mulwala with a population approximately 2540 people, (2021 Census). Yarrawonga has many thriving industries including Agriculture, Farming, Tourism, Hospitality, Building and Construction, Aged Care, Education and Health. The town is experiencing exponential population growth with several new residential housing developments occurring, including a larger development of over 2000 house blocks across the road from the college.

Yarrawonga College P-12, (YCP-12) was formed in 2010 when Yarrawonga Primary School and Yarrawonga Secondary College merged and currently has 2 campuses, Gilmore Street with Years Prep to 8 and Pinniger Street which houses Years 9-12. Both campuses are within walking distance of each other. The process of moving to the two-campus structure was well worth the effort with students and teachers from Prep to Year 4 now enjoying large flexible space classrooms.

The long-term vision of the College is to provide learning opportunities for all ages 0-99, with Early and Adult learning facilities planned for the Pinniger St site. Once complete, all 3 stages of learning, (P-4, 5-8 and 9-12) will be located on the Gilmore Street site. The whole community is excited about the potential of completing the next stage of the current Capital Works Project in the near future. Completion of the next stage will provide the students with quality educational facilities across all year levels.

The YCP-12 vision developed during the 2024 school year is Empowering Learners, Making Connections, Achieving Success. YCP-12 Values include; *Integrity* – always acting ethically and fairly, ensuring consistency between words and actions, upholding the College values in everything we do; *Co-operation* – working together, communicating effectively and supporting each other in a positive manner; *Honesty* – always being truthful, fair and true to oneself and others; *Respect* – treating others with consideration, being always courteous and acknowledging the beliefs and rights of others; *Responsibility* – taking ownership of our behaviour and actions and setting a positive example to others.

In 2024 the student enrolment as at the February Census was 1004.6 FTE, comprising of 367.4 from Prep to Year 4, 338 from Year 5-8 and 299.2 from Year 9-12. Student Family Occupation for P-12 in 2024 was considered Medium. In 2024, 5% of our students were of Aboriginal or Torres Strait Islander background and there were 2% of students who had English as an additional language. In 2023 Yarrawonga College P-12 had 69 students enrolled who live with a disability.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### ***Teacher Judgements***

Teacher judgements in 2024 continued to be conservative for students across Prep to Year 10 when compared to NAPLAN results. Teacher judgements for YCP-12 were below Like Schools and State across both English and Mathematics, which was not the case for NAPLAN in Year 3, Year 7 and Year 9 where the college performed above Similar Schools for both Reading and Numeracy.

#### ***NAPLAN***

The percentage of students in Strong or Exceeding for Reading in Year 3 was slightly above Similar Schools and Year 5 were slightly below. In Year 7 the percentage of students in Strong or Exceeding for Reading was significantly above Similar Schools and also above the State and Year 9 was above Similar Schools. The number of students in Strong or Exceeding for Numeracy in Year 3 was slightly above Similar Schools and Year 5 was slightly below. Year 7 and Year 9 percentages of students in Strong or Exceeding for Numeracy were both above Similar Schools. The two year average of students in Strong or Exceeding for Numeracy is also above Similar Schools and approaching the State for both Year 7 and Year 9.

#### ***Victorian High Ability Program (VHAP)***

The college once again employed a teacher to coordinate the Victorian Education Department's High Ability Program. Overall, there were 40 students selected for the program including 17 students in the Primary Mathematics course, 9 in the Secondary Mathematics course, 10 students in the Primary English course and a small number of students in the Secondary English course. Students participated in a weekly online extension course over a term, provided by Virtual Schools Victoria and they were supported by the High Ability Practice Leader at their campus. Students were highly engaged and gave positive feedback about the sessions. The VHAP program is a valued and sought after experience for our high ability students.

#### ***Senior Secondary***

In 2024, 47 students were enrolled in and expected to complete the VCE. The college's VCE completion rate was 100%, up from 97.8% in 2023. The VCE completion rate 4-year average, 98.6%, is above both Similar Schools and the State. 14 of the 47 students were awarded a VCE VM. The median study score was 27.9, up from 26.8 in 2023. Of the 47 students who completed VCE in 2024, 18 are in employment, 15 are at University or TAFE, 11 are taking a gap year and are currently employed (9 deferred) and a small number are in apprenticeships/ traineeships.

The 4-year average for student retention in Year 7 to Year 10 is above the State average. The 4-year average of students from Year 10 to Year 12 exiting the school to go onto further studies or fulltime employment is at 94%, which is well above Similar Schools and also above State.

#### ***Program for Students with Disabilities/Disability Inclusion Program***

In 2024 the College began transitioning from the Program for Students with Disabilities (PSD) to the new Disability Inclusion Program (DIP). The college employed a Disability Inclusion Co-

ordinator who worked with Leaders, Teachers and Education Support Staff to ensure students with a disability were supported and engaged at school. Staff worked together with parents and students to develop a personalised and carefully considered approach for each student, including regular Student Support Group Meetings and the subsequent development of Individual Education Plans.

### ***Future Learning at the College***

In 2024 we began our work towards the goals in the new 4 year Strategic Plan. The key areas of the Strategic Plan include work on the consistency of implementation of the College Instructional Model, increasing opportunities for Student Voice and Agency in our teaching and learning program and refining the Mental Health and Wellbeing programs and resources we provide. Our 2024 goals in the Annual Implementation Plan focussed on embedding consistency of planning, teaching and assessment across the college and strengthening teacher capacity to implement the College Instructional Model. We also worked on increasing opportunities for Student Voice and Agency across the college as well as embedding collaborative practices utilising the Professional Learning Community (PLC) model. We continued to support the wellbeing of our students by developing a proactive and holistic approach to Mental Health and Wellbeing.

## Wellbeing

During 2024 YCP-12 employed a number of Mental Health and Wellbeing staff to support students across the college. The college has a Counsellor, Social Worker, Mental Health in Schools Practitioner (Psychologist) and a Primary Mental Health and Wellbeing Leader who worked with students throughout the year. The college psychologist provided 1:1 counselling for at risk students and those dealing with complex trauma. Over the past twelve months the college continued to focus on the wellbeing of all students by improving staff capacity and understanding of when and how to refer students for mental health support. The college also employed a part time School Nurse and students had access to the Doctors in Schools program to support both their physical and mental health.

Mental health and wellbeing staff met weekly to coordinate and triage supports for students across the college. The Mental Health and Wellbeing staff, working in conjunction with the Engagement and Wellbeing Leaders at each campus, provided a range of individual and small group wellbeing programs. These programs included Chill Skills from the early primary years up to Year 5, Seasons for Growth program for primary students, Lego Therapy, Social Stencil for year 5-6 students as well as Flourishing Girls and Man Cave for our year 10 students.

According to the 2024 Attitudes to School Data, students in Year 4 – Year 12 at YCP-12 have a higher percentage of positive responses to 'sense of connectedness' compared to Similar Schools and the State Average. The Attitudes to School data from 2024 also demonstrates that students from Year 4 – Year 12 endorse how the college deals with bullying with a higher positive response rate than both Similar Schools and the State Average.

## Engagement

To enhance the engagement of all students at YCP-12 we provided a range of opportunities and activities for students at all year levels. These included opportunities for our leaders to represent the College at school and community events, such as Anzac Day ceremonies, school based assemblies, Awards nights and assisting with hosting school events such as the ever popular Book Week dress up parade. Our strong representation at the School of Student Leadership continued with 6 students attending for a term in Dinner Plain. Other Year 9 students were involved in extension programs in the Kimberleys and the Summit to Sea experience.

Students had access to a variety of extra curricular academic and enrichment opportunities, including Maths Challenge Games Days, Victorian High Ability Program, Prime Minister's Spelling Bee, Australian Mathematics Competition, Science Week, Lions Club Public Speaking Competition as well as a range of cross age activities where students could learn with, and from, each other.

Our Indigenous students were engaged in several cultural events including regular Many Mobs Yarn Ups and the local 'Bridge Walk' during NAIDOC week which included students performing a cultural dance to members of the local community.

Sports Days are a big highlight at our College and during 2024 students were encouraged to represent their houses in the 3-6 and 7-12 Swimming Carnivals and Athletics Sports Days, the P-2 Fun Run and the 3-6 and 7-12 Cross Country Runs as well as termly sports days from Year 5-12 where students could . After these school sports days, opportunities were provided for successful students to progress to Regional, Division and State level for a wide range of sports, including Swimming, Athletics, Lawn Bowls, Tennis, AFL 9s and Table Tennis.

The college values providing opportunities for students to participate in our Camps and Excursions program and in 2024 we run camps for all students from Year 3 to Year 12, as well as a wide variety of incursions and excursions for students from Prep to Year 12. Some of the highlights included the Year 9 Bogong Camp, the VM camp to Melbourne to assist with the Soup Van, Energy Breakthrough, Author Visits for P-4 students, Year 2 excursion to see the Melbourne Symphony Orchestra, Somers Camp, the camps undertaken by our Outdoor Education students as well as our well-loved adventure camps to Harrierville, Alexandra, Charnwood and Ocean Grove.

We engaged with the wider college community through events and activities such as the Mother's Day morning tea and Father's Day breakfast, Leadership breakfasts to acknowledge our Semester leaders, Year 7-12 Twilight Music Performance, Workshop Exhibition, the School Readiness program and the weekly Soft Play playgroup. We ended the year with several celebrations, the 5-8 and 9-12 Awards Nights and the P-6 Christmas Concert, which were very well attended and enjoyed by members of our college community.

Students were given many opportunities to be a part of a variety of social awareness and charitable causes such as the Worlds Greatest Shave and Crazy Hair Day, Clean Up Australia Day, Busking For Change (3-6 Choir Performance) and fundraising for the local Helping Hands charity to support homeless people in our community.

## Attendance

Students from Prep to Year 6 at YCP-12 had fewer average days absent than Similar Schools and State Schools in 2024, and the four year average for P-6 is lower than Similar Schools. Students from Year 7 – Year 12 also had significantly less average days absent than Similar Schools and

fewer days than the State average. The attendance rate of students per campus in 2024 was as follows; P-4 = 90%, 5-8 = 85.25%, 9-12 = 87%.

Student illness and medical appointments were the major contributor to student absences in 2024, followed by absences due to parent choice and family holidays. The college continued to work to reduce unexplained absences through strategic approaches including regular monitoring and follow up by our Attendance Officer and promoting the importance of school attendance throughout our college community. Campus Principals, Engagement and Wellbeing Leaders, Teachers and Education Support Staff also worked closely with families of students with high absenteeism to reconnect them to school.

## Other highlights from the school year

The College made structural changes to the professional learning and meeting schedules to facilitate improved teacher collaboration and consistency throughout the College. These changes included dedicated time for Professional Learning Communities (PLCs) to meet and the provision of facilitators to support PLCs to refine their inquiries. The College also provided team and KLA leaders with an agenda with standing items to support them to adhere to the College expectations.

Increasing Student Voice and Agency was a focus for 2024 and teachers are now clear on actions they can take to enable students to have a say in their learning and be active participants in their learning journey. During 2024, students were more regularly consulted on whole school initiatives, they were given the opportunity to give feedback about their classes and were supported to reflect on their own learning.

Students in the VCE VM program took part in a project to support homeless people, a community based project to raise funds and sponsors to purchase personal care bags along with a visit to The Big Umbrella's street kitchen for the homeless where the students prepared and served meals.

A major highlight of 2024 was the construction of our College Vision. Students, staff and our community were all actively involved in the development of the vision – 'Empowering Learners, Making Connections, Achieving Success'.

In 2024 the college focussed on a proactive model of service delivery to support the Mental Health and Wellbeing of students, which included programs such as Chills Skills, Lego Therapy, Man Cave, Flourishing Girls, Doctors in Schools.

YCP-12 continued to provide a variety of engagement and learning programs to support the individual educational needs of all students, including Year 1 Literacy Intervention, Middle Years Literacy and Numeracy Support (MYLNS), Victorian High Ability Program (VHAP), Maths Challenge and Enrichment Days and Tutor Learning initiative (TLI). Academically, we had positive results in many areas of NAPLAN, the mean study score for VCE increased to 27.9 and our Victorian Senior Secondary Certificate completion rate was 100%.

Continued strong pathways for students – ***State Leading Exit Destinations***

The College received Active Schools funding to support the creation of a new gymnasium along with other valuable sporting resources for students.

As mentioned in the engagement section of the Annual Report, the Sporting, Camps and Excursions programs across the college were comprehensive and students from all year levels were provided with a range of extra curriculum opportunities.

## Financial performance

Yarrawonga College P-12 is in a positive financial position ensured by strategic and financial planning that aligns to Department of Education best practice standards. The College continues to provide class sizes under the recommendation from the Department of Education, the College has also been able to provide additional staff to meet Department of Education priorities including Tutor Learning Initiative, Middle Years Literacy and Numeracy Support and Mental Health and Wellbeing roles. YCP-12 provides a strong leadership staffing profile and leaders are provided with significant time release to carry out their leadership portfolios across the College. The College has strong and fair processes in place to ensure that equity funding is distributed to students who require additional support and resources to provide them with the best possible chance of success.

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