2012 Annual Report to the School Community
School Overview

Our Vision:
The Albury Wodonga Community College will be a vibrant educational organisation, at the forefront of meeting the changing needs of our community in a flexible, innovative and positive way.

Our Mission:
To respond to the learning needs of the Albury Wodonga regional community in a positive manner.

Our Values:
We believe that learning is intrinsically valuable and that it:

• Empowers the individual
• Promotes growth of the individual
• Provides opportunities and choice
• Improves quality of life, and
• Advances citizenship in our community

Purpose:
The Albury Wodonga Community College’s educational philosophy is intricately linked to the College’s vision and mission statements. The educational objectives listed below are intended to guide implementation of the mission specifically with respect to the dissemination of best practice in the teaching/learning process and in staff/student relationships. This implementation involves:

• The development of the student's personal qualities and attitudes.
• The development of the student's knowledge, skills and understanding.
• The effective management of the teaching/learning process.

Our Students:
Many of our students have previously been disengaged from education due to a number of reasons. Anecdotal evidence demonstrates the following barriers:

- Homelessness
- Chronic illness/ disability
- Mental illness
- Involvement with protective services
- Unstable peer interactions
- Unemployment
- Limited or non-existent transport
- Lack of significant carer/ parent who supports education
- Lack of positive learning experiences
- Non-relevant/inappropriate curriculum
- Family mobility
- Adolescent pregnancy
- Domestic violence
- Bullying – by peers or authority figures

- Unstable family relationships
- Substance abuse
- Involvement with corrective services
- Numeracy/ literacy levels below student’s potential
- Poverty
- Lack of relevant career planning or advice
- Low self-esteem, efficacy or cognitive skill
- Lack of personal goals
- Lack of access to technology
- Presence of racism in the classroom
- Unresolved grief/ trauma
- Migrant/ refugee
- Geographical isolation
Educational Objectives:

1. Development of the Student's Personal Qualities and Attitudes

(a) To promote a spirit of enquiry  
(b) To promote respect for learning

2. Development of the Student's Knowledge, Skills and Understanding

(a) To facilitate effective learning  
(b) To develop thinking skills  
(c) To develop self-learning skills  
(d) To develop relevant vocational and technical skills

3. Effective Teaching and Learning Processes

(a) To provide intellectual challenge  
(b) To provide role models  
(c) To respect students  
(d) To manage subjects coherently  
(e) To be concerned for student welfare

How Do We Support Our Students?

► Small Class Sizes

► Welfare

► Team teaching

► Individual Learning Programs

► Modified schedules

► Career Advice

► Work Experience

Partnerships

We have developed partnerships with:

- Wodonga Senior Secondary College
- Upper Hume Community Health Service
- Youth Emergency Services
- Workways/Sureways/ATEL
- Local employers (Work Experience)
- Highwater Theatre
- Wodonga Middle Years College
- DHS/Juvenile Justice

Student enrolments

The Albury Wodonga Community College began operation in 2006.

<table>
<thead>
<tr>
<th>Class</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>72</td>
<td>63</td>
<td>49</td>
<td>61.8</td>
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<tr>
<td>Year 12</td>
<td>21</td>
<td>28</td>
<td>31</td>
<td>22</td>
</tr>
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Parent Satisfaction

We have found it difficult to have parents participate in paper/telephone surveys. In 2012 we attempted an online survey which not one parent responded to, so we attempted a paper based survey which was posted to all parents – again we received no response!

Parents are however invited to two major school functions during the year – the Debutante Ball and the School Graduation. These high profile functions proved a wonderful opportunity for staff and parents to mix and discuss school issues.

Parents are also encouraged to attend parent-teacher interviews at the end of term 1 and 3, where they receive feedback on their child’s progress, as well as having the opportunity to discuss facilities, resources, pastoral care and upcoming excursions and events. However, unfortunately most do not participate, which is indicative of the issues that some of our students come with.
• **Teacher Absence** - The average number of days absent per teacher for 2012 was 5 days.

• **Teacher Retention** – Of the 4 teaching staff at the Albury Wodonga Community College at January 2012, one of the teachers had left.

• **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, such as the VCAL provider network meetings; a range of Professional Development at Independent Schools Victoria (ISV); TAE 40110 Training and Assessment; Teacher observations from ISV; VALA Conference; Mind Matters; VCAL Quality Assurance; OH&S in the Office; Restorative Practice Training and Behaviour Management.

• **Teacher Qualifications** – All teachers required to be registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; [http://www.vit.vic.edu.au/content.asp?Document_ID=241](http://www.vit.vic.edu.au/content.asp?Document_ID=241)

As part of our quality program, all teachers have completed or are working towards completing the Certificate IV in Training and Assessment (TAE40110).

**IMPROVEMENT TARGETS 2013**

- Employment of a teachers aid and further integration of homework sessions for students who fall behind to improve literacy and numeracy standards across the school and into the support structures for students attending the school.
- Behaviour and welfare policy upgraded to set expectations on students and better document the behaviour process as part of viewing the student in a holistic approach
- Review of the enrolment process and identification of students with low Literacy and Numeracy levels through the integration of literacy and numeracy testing in enrolment and the first few weeks of the school year.
- Curriculum that further challenges the range of abilities that students bring to the school environment which aides students to build further skills for their coming life as members of the community. E.g. sexual health education, leadership, etc.
- A change in the leadership structure of the school to best distribute the knowledge and expertise of existing staff as well as new staff.
- Staff being familiar with policies and reviewing policies with school leadership. Staff also involved in wide spread change in the areas of curriculum, welfare and school support and operations in the coming year.
- Record keeping upgrade for VCAL student records.
- Students being notified of risk of not completing more efficiently than in previous years. Includes system of student absence tracking and welfare follow up.
- Reporting 3 times per year to give parents and students more formalised feedback on performance in the classroom setting than in previous years.
- Building relationships with parents as to support the school program in the home in the areas of behaviour, student wellbeing, pathway planning and lifelong learning.
Student Progress & Achievements

Student Learning

The Curriculum:

The Albury Wodonga Community College provides students with the opportunity to complete their secondary schooling through the Victorian Certificate of Applied Learning School Certificate (VCAL). There are three levels in VCAL – Foundation, Intermediate and Senior. Students can complete their secondary qualification through completion of any or indeed each VCAL level dependant on the student’s capacity for learning and in the senior level of VCAL, the student’s ability to show signs of becoming an autonomous learner.

Units of work which the students complete depend on the level in which the student is enrolled. At the Albury Wodonga Community College, we believe that it is vital that students make the transition from the final years of schooling to post school destinations and into the workforce. For this reason the curriculum of the school has been specifically designed, continually improved and adapted to the needs of the young people who enrol at our school. The curriculum focuses on core values, communication and team work through projects and hands on models that build in their complexity across the various levels of the VCAL. Literacy and numeracy tasks designed specifically to target everyday life skills and the required skills for a smooth transition into further study or work; and finally personal development and growth in the student’s sense of self, sense of worth and the resiliency required to move forward in their lives.

As part of their VCAL program, students are encouraged to enrol in VET Certificates in a range of subject areas. Community Services, Children’s Services, I.T, Work Preparation, CGEA, Business and Hospitality and the certificates currently offered by the college, all of which count towards the points required to successful complete a VCAL certificate at the level in which the student in enrolled. These
points may also be carried over to the following years study in VCAL where students are rewarded for their efforts in VET and VCAL with the ability to complete a further level or VCAL, whether that is intermediate or senior.

**Percentage of students achieving at or above expected standards** — due to the nature of VCAL, our students do not receive a ‘score’ or sit exams. They either complete their years study with a ‘satisfactory’ or ‘unsatisfactory’ on their completion of any level. This makes it difficult to measure VCAL students against National Benchmarks in specific areas. As our students are predominantly disengaged with schooling, one might naturally assume a number of students attending the school would fall below the national benchmarks.

**Percentage of students achieving at or above National Benchmarks** —  As our students are enrolled in years 11 or 12 they do not participate in any National Testing.

**VCE/VET median study score** — N/A — We do not offer VCE and our VET is not scored.

**Satisfactory completion rates** — Of Senior VCAL enrolments who began the year with us, 82% maintained their enrolment until the end of the year, which was an increase of 2% from the previous year. All of these students achieved a full Senior VCAL certificate. 60% of our Foundation and Intermediate students achieved a Full VCAL Certificate and more than half of those who only partially completed their VCAL re-enrolled for 2012.

**Student Pathways and Transitions**

**Post school destinations**

The Exit Survey of our year 12 students found that after finishing school, 38% were planning to attend an institution other than a university, 31% were planning to work full-time and 20% were planning to work part-time, while the remaining respondents were planning to do something other than study or work.

**Student Attendance**

The Albury Wodonga Community College has an attendance policy of 80%, which allows students sufficient time to complete their learning outcomes. When students’ attendance rates fall our student welfare officer will discuss concerns with the student, with the aim of resolving issues that might prevent them from participating in the school program. We have strong links with welfare and community support agencies and refer when necessary. Our view is that a student cannot learn if we ignore their wellbeing. Therefore some students require extensive counselling or practical advice before they can achieve successfully in the classroom.

In 2012 attendance ranged from 30% to 90%. Considering the nature of our group this is a major achievement for many of our students who have not previously managed to maintain themselves at school.
We aim to engage our students through providing a variety of meaningful and exciting learning activities into which we incorporate their VCAL outcomes. We have provided opportunities that engender respect and responsibility within our students both within the school and the wider community. These include:

- Creation and sale of a Cook Book
- Recycle Game – creation of items made from Recycled ‘junk’ in conjunction with the Wodonga Waste Transfer Station.
- Solar Car Challenge – students work with an industry mentor in the design and building of a remote controlled solar car, which they then race against other schools in the area.
- Wodonga Council’s Youth Awards – we had representatives on the committee for the Youth Awards.
- ANZAC and Remembrance Day – Students nominate and elect School Captains who represent the school on these civic occasions
- Debutante Ball – students form a committee to organise and fund-raise for their Deb ball, which is strongly supported by family and members of the business community
- Graduation – students arrange their graduation ceremony which includes layout of the room, catering, invitations, seating and the format for the evening

School Fees
The Albury Wodonga Community College charges a minimal enrolment fee of $300 which for most students is waived down to $160 (for concession card holders). We have the discretion to do a full waiver if we are concerned that the financial burden will discourage a student from enrolling.

We are committed to ensuring all students have access to educational facilities and resources. Therefore in our attempts to keep costs to a minimum for students, we provide all of the reading and writing materials, stationery, art supplies and hospitality materials. We also heavily subsidise any camps and excursions.

In order to do this we strongly rely on government funds and internal fundraising.

Class Sizes
As a school, the decision was made to maintain a level of 18 students in a class, as to engage students in their learning in small teams and increase the amount of one on one time a student can expect from their teacher. With the added support of a teacher aid in coming years, this decision aids student progress through their studies, whilst setting an acceptable workload for staff in the areas of assessment and reporting. This also gives the flexibility to operate excursions, teamwork and other communication activities as a class, where the opinions of all students can be heard.

Scholarships
The Albury Wodonga Community College has established several scholarships which are presented to students who apply, on graduation night. These $1000 scholarships are to assist students with the costs of further education. By offering these scholarships we are providing our students with the financial means necessary to continue their education once they complete their year 12 studies.

School Camps/Excursion
We have had many excursions to locations within our region, particularly local.

Due to the nature of the students at the school, the cost of large excursions is beyond means of students and families. Due to this it was decided that students were to engage in local excursions with little or no cost to the student. However there was an excursion to the
Beechworth Ghost Tour and Melbourne Zoo which were heavily subsidised by the school.

**Project Based Modules**

We are continually discussing ways to deliver outcomes through project based activities. This will include continuation of the Volunteering in the Community and Recycling program. Students again had the opportunity to participate in the Solar Car Challenge.
## Income Statement for the year ended 31 December 2012

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<thead>
<tr>
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<th>2012</th>
<th>2011</th>
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<tbody>
<tr>
<td>Revenue – Government Grants</td>
<td>891,880</td>
<td>773,104</td>
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<tr>
<td>Administration Expenses</td>
<td>(201,709)</td>
<td>(148,847)</td>
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<td>Program Expenses</td>
<td>(13,067)</td>
<td>(9,826)</td>
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<td>Employee Expenses</td>
<td>(480,558)</td>
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<td>Development Expenses</td>
<td>(9,966)</td>
<td>(11,678)</td>
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<tr>
<td>Internal Service Expenses</td>
<td>(255,886)</td>
<td>(255,416)</td>
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<tr>
<td>Impairment</td>
<td>-</td>
<td>(298,047)</td>
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<tr>
<td>Gross Profit (loss)</td>
<td>(69,306)</td>
<td>(384,342)</td>
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<tr>
<td>Other Operating Income</td>
<td>41,982</td>
<td>25,008</td>
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<tr>
<td>Profit (loss) for the period</td>
<td>(23,324)</td>
<td>(359,334)</td>
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## School Contact Information

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Address:</td>
<td>67 High Street Wodonga 3690</td>
</tr>
<tr>
<td>Principal:</td>
<td>Rodney Wangman</td>
</tr>
<tr>
<td>School Council President:</td>
<td>N/A</td>
</tr>
<tr>
<td>Telephone:</td>
<td>0260438200</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Reception@awcc.edu.au">Reception@awcc.edu.au</a></td>
</tr>
<tr>
<td>Web site:</td>
<td><a href="http://www.awcc.edu.au">www.awcc.edu.au</a></td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact:
Claire Cooper
Deputy Principal
Albury Wodonga Community College
Ph: 60438200
claire@awcc.edu.au