Welcome

It is my pleasure to present the Annual Report for 2015. The Annual Report is an important element in our College improvement and accountability cycle. It is a record of the College's achievements and provides information about student performance, finances and priorities for the 2015 academic year.

The philosophy, organisational structure and academic programs of Tuart College make it a unique educational institution. The adult learning environment and the cultural diversity of our students combine to create an engaging and vibrant learning environment.

There continues to be demand for the College's educational programs; the Western Australian Certificate of Education (WACE) program, the Bridging programs including the Certificate I, II, and III in General Education for Adults (CGEA) program, the English as a Second Language (ESL) program, the Certificate IV in Academic Preparatory Studies program, Curtin University Enabling and the College Short Courses programs. The College continues to offer a range of course and subject options and timetable flexibilities to cater for the diverse needs of the student population.

The College continues to meet the challenges of a changing educational environment. The implementation of College priorities to address these challenges has progressed well over the 2015 academic year. These priorities are targeted at improving student performance, enhancing the comprehensive nature of programs available to students and progressing teaching and learning methodologies to complement the technological world of learning appropriate to this generation of adult learners.

During 2015, the College continued to develop our Open Learning 'Online' program, broadening the scope of the program with planning for the 2016 introduction of the Teacher Training Initiative. This initiative will provide training to Department teachers to prepare them to commence teaching selected senior secondary ATAR WACE courses. The College 'Open Learning' online program will be the platform for this initiative. This program continues to be at the forefront of new educational technology innovation.

During 2015 a range of Independent Public School (IPS) operational and procedural methodologies, that were introduced in 2014, were further refined and built upon. This provided a sound framework and evidence base for our 2015 IPS Review. The review findings confirmed the College’s exemplary achievement in aligning our Business Planning priorities, our Performance and Delivery Agreement requirements and student performance outcomes. The IPS Review detailed no improvement recommendations and confirmed several performance and achievement commendations.

The College begins 2016 within a sound and progressive operational environment and looks forward to a successful academic year.

I thank all staff for their contribution to the Annual Report and for the commitment demonstrated to the students and the College. The College community can be proud of the achievements obtained by the students throughout 2015 and we wish them well in their future endeavours. On behalf of Tuart College and the College Board, I commend this report to you.

Leigh Cottrill
Principal
College priorities for 2015 included Maximising Student Achievement, eTeaching and eLearning and the development of New Programs and Courses. These were outlined in the College Business Plan and included as areas of focus within relevant Department planning documents. College priorities were established in response to achievement data analysis or College planning innovations.

1. MAXIMISING STUDENT ACHIEVEMENT

Whole of College strategies were followed for:
• assessment and examination preparation,
• improving student literacy, and
• student participation, attendance and retention.

Improving Student Performance in Assessments – The Whole of College plan was reviewed with staff and the strategies were refined. These were included into all planning documents in Learning Area Plans and course programs. Strategies included:
• The analysis of assessments to ensure they were reliable and valid and at an appropriate reading level for the students.
• Working with students to ensure they developed effective time management skills and allocated time to study and preparation for assessments.
• Ensuring students can understand the questions being asked (decoding) and answer the questions being asked.
• Establishing Small Group Moderation partnerships to ensure a minimal variation in WACE marks.
• Establishing working relationships with other schools to share assessments and to cross mark.
• A focus on formal revision programs within the course program.
• Informing Year 12 students of their estimated ATAR (based on their Semester 1 results).
• The monitoring of student performance throughout the year.
• Students at risk of poor academic performance were identified, counselled, and improvement planning negotiated.

Overall, the strategies used had a positive influence in improving student performance with a high percentage of Year 12 students achieving direct entry requirements to university (24 out of 27 students: 89%). The medium ATAR was 73.5 which included 7 students who did not sit enough courses to gain an ATAR. This performance is achieving the stated College target.

Achievement rates in Certificate courses (Certificate IV Academic Preparation Studies (APS) and Certificate I, II and III in General Education for Adults (CGEA)) remained at a similar rate to 2013 and 2014. However, the percentage of students achieving a Certificate has decreased. This is being investigated in terms of student enrolment decisions and course selection suitability. Student literacy is a key determinant in achieving certification. Staff are targeting student Literacy issues and student assessment at enrolment is being increased.

Improving Student Literacy: - paragraph and essay writing, and - vocabulary building.

Each Learning Area has selected relevant strategies and embedded them into their planning documents. A program was developed for Year 12 WACE students at risk of not meeting English language competency for WACE and university entrance. Each student’s individual issues were addressed in the context of preparing for the WACE examinations in English and EALD. An indicator of success in this area was that 100% of students with an ATAR >70, gained English competency. This is an increase of 8% on 2014.

Student Participation, Attendance and Engagement – College staff developed a whole of College plan to improve student participation, attendance and engagement. This involved identifying the key factors affecting students and developing strategies to address these issues. Learning Areas then implemented the strategies appropriate to their area and embedded these strategies into their plans and programs. Half the staff engaged in the Classroom Management Strategies PD to support the engagement strategies. The other half will engage in 2016.

The analysis of student performance data involved a detailed review of:
• WACE data (College, SAIS and TISC sources).
• Certificate IV data (College sources).
• CGEA data (College sources).
The data analysed key indicators such as student ATAR performance, university access rates, and the number of certificates issued. Data was further analysed for subject-specific information and trends within each learning area. Overall, the data showed that the College made progress in achieving its student performance targets. In the analysis, it was clear that the College priority of Maximising Student Performance should continue as a priority. The analysis also supported the need to continue the whole of College focus on Exam and Assessment preparation, literacy, and participation, attendance and engagement.

2. eTEACHING and eLEARNING
The main focus of this priority continues to be the development of the College Virtual Campus and Moodle site. An increased number of courses were offered in an online environment during 2015. A comprehensive program of Professional Development continued for staff to receive training in Centra (now SABA), Moodle, Interactive Whiteboards and Televisions and general competencies associated with teaching with ICT and other technologies.

A comprehensive Marketing program was implemented to advertise the Open Learning program to the general community and schools.

This involved:
• Attending regional education expos (North West Expo – Broome and the Dowerin Field Days)
• advertising the courses to high schools that may have low enrolments into certain courses,
• advertising in local and regional newspapers, and
• contacting organisations, such as the Chamber of Minerals and Energy, to advertise the availability of the online Open Learning Program for their members.

The College infrastructure (hardware and software) was consolidated and added to in order to deliver the Open Learning program and the College Virtual Campus. The SOE4 (the Department’s Standard Operating Environment), central office upgrades and servicing of the network occasionally caused problems for courses delivered on Tuesday evenings. College bandwidth and internet service were very good and allowed consistent delivery of online lessons (via SABA).

Consolidation of the eTeaching platform and online program are planned for 2016. Indications are that this program has found a consistent market and represents an important component of College programs.

An analysis of the student performance data indicated strong results across all online courses with most students performing well in the external WACE exams. The Open Learning results are included in the student performance data section.

3. NEW PROGRAMS and COURSES
The focus in 2015 was on gaining sufficient enrolments into the Certificate II programs in Hospitality, Business and Computing. A comprehensive marketing plan was followed, however insufficient student numbers meant that the Hospitality program did not run. The Business and Computing Certificates had small enrolments for Semester 1 and insufficient numbers to run classes in Semester 2. Student feedback indicated the structure of the programs did not suit students. A restructure of these programs is a focus for 2016.

The students that enrolled into the Certificate II in Computing and Business continued into the Certificate in General Education for Adults program. These programs were added on the College RTO scope in 2015.
A priority for 2015 was the development of an Online “SWITCH” program for teachers. This program will focus on preparing teachers to teach Senior Secondary Mathematics and Physical Sciences courses. After negotiations with State Wide Services, a model was developed. The College applied to be a Teacher Development School (TDS) in this area. The application was successful. The priority for 2016 will be successful implementation of the program as a TDS.

The College identified the new WACE as a priority area for Current College Programs. 2015 saw the implementation of new courses into Year 11 and the planning to introduce the Year 12 courses for 2016. Staff worked within Learning Areas to address this priority.

Additionally, within the Certificate programs, the requirements for assessment changed. The VET Manager and Deputy Principal Administration developed an updated process and an implementation plan. Staff have been working on the changes throughout 2015. This will continue as a priority for 2016.

New Open Learning courses were investigated in the Certificate IV, CGEA and Short Course areas. Courses were offered in the certificate programs but did not run due to insufficient enrolments. An Open Learning Short Course in “Improve Your English” was developed and offered in Round 3 2015 and Round 1 2016. Unfortunately, it has not run due to insufficient student enrolments.

The Certificate II programs will continue to be a focus in the 2016 Business Plan, as will the full implementation of the new WACE, realignment of the College ESL programs and consideration of the expansion of College Short Courses into the online delivery environment.

The College was successful in reaccrediting the Certificate IV Academics Preparation Studies program for another 3 years.

4. COLLEGE TARGETS

Targets for Student Performance
The College made good progress towards the student achievement performance targets.

WACE
The College median ATAR and English competency targets were met. The course moderation target was not met. This will be a focus for departments and learning areas in 2016.

Fast-Track WAUFP
All targets met.

All Programs
All targets met.

VET (CGEA) Programs
All targets met. This target was particularly challenging and remains a priority for the College.

VET (Certificate IV) Programs
One target was not met. These targets have proven to be very challenging and continue as a priority area for the College.

Targets for College Programs and Initiatives
All targets were met.

In particular, the retention targets were (even though these were met) very challenging and continue to be a College priority.
Workforce Development

- Workforce Size and Recruitment
- Improving the Capacity of Teaching and Non-teaching Staff

It is important for successful student outcomes that the College retains suitably qualified and experienced staff relevant to the needs of the students, across the range of programs offered. The College must identify current and future challenges to ensure sustainable and appropriate staffing levels are maintained.

2015 enrolments were slightly down to those in 2014, with some enrolment variations within the different programs offered. College staff resourcing continues to be funded from the Department of Education, Curtin University (Curtin Enabling program), College locally raised revenue and student fees from our International program. Teaching FTE required to ensure adequate class numbers and course requirements was appropriately allocated and staff FTE was provided for as identified in the College priorities and operational needs.

The most significant impact affecting staffing at the College in 2015 was the continued management of the Department’s mandated leave liability program. All staff were required to extinguish accrued annual and/or long-service-leave. College staff demonstrated a willingness and level of professionalism that allowed a program of leave to be negotiated that fulfilled the leave requirements while not creating adverse teaching and learning conditions for the College students or disruption to curriculum programs.

The College continued to operate with 9 Administrative staff including the Principal, Vice Principal, 2 Deputy Principals and 5 Heads of Learning Areas. The class teaching staff consists of 80 teachers (full and part-time) across the Short Courses, WACE, Certificate, ESL, International and Enabling programs.

All teaching staff met the professional requirements to teach in Western Australian Schools and are registered with the Teacher Registration Board of Western Australia.

The College successfully aligned its staffing expenditure for 2015 within the DOE staffing budget allocation. The College did not face additional workforce costs outside the planned workforce needs. During 2016 the College will continue to staff programs within revenue allocations and provide funding to ensure literacy, marketing, Instructional Strategies Professional Learning and student support priorities are met.

During 2015 teacher allocations were reviewed, and several staff retirements occurred. The College ensured that recently vacated and new positions were advertised to reflect the teaching and priority needs of the College. All positions were advertised widely and a range of age, gender and learning area specialist requirements were considered in the appointment of new teaching staff.

A broad range of professional learning opportunities were undertaken during 2015. Key areas of focus included preparation for the introduction of the new Year 12 WACE and Certificate I Introductory CGEA ESL program in 2016, the implementation of the National Curriculum and the College literacy, student performance and retention and participation priority strategies. A range of VET professional learning was also undertaken to ensure staff maintained currency with the changing National VET Accreditation and Standards requirements for the programs delivered at the College in our capacity as a Registered Training Organisation (RTO). Staff also commenced the Department’s Instructional Strategies Professional Learning program.

In 2016 the College will continue to provide development opportunities for staff that support the College priorities, including literacy across learning areas, the DOE Instructional Strategies program, curriculum development (for the final phase of the new WACE introduction) and learning technologies professional learning programs.
ENROLMENTS

The table illustrates the growth or reduction in individual College programs. The number of externally enrolled WACE students (students enrolled from other Government schools) and mature age Year 12 WACE students has reduced considerably this year (58% and 43%). For all other programs, enrolments have generally been similar to those at the commencement of 2015, with minor growth or reduction in each of these programs.

Overall, the number of students enrolled at the College for the commencement of the year, excluding short courses, has reduced by 11% from those enrolled in 2015.

The Round One Short Courses program has again maintained enrolments which will exceed 1000 for 2016.

Total February enrolments at the College this year, including all programs (1443) is very similar to the 2015 total of enrolments (1492).

STUDENTS’ PERFORMANCE

a) 34 students enrolled for the WACE exams. From this group:

- 11 (32%) gained an ATAR above 80 (includes 4 12%, above 90 ATAR)
  - UWA, Curtin, Murdoch and ECU
- 7 (20%) gained an ATAR between 70 and 79
  - Curtin, Murdoch and ECU
- 6 (20%) gained an ATAR between 50 and 69
  - Murdoch and ECU
- 8 (8%) gained an ATAR below 50
- 7 (20%) did not receive an ATAR

72% of the 34 students who enrolled for WACE exams met the minimum requirement for university compared with 67% in 2014.

The median ATAR for 2015 was 73.5 compared with 69.2 in 2014.

b) In 2015 a total of 159 students were enrolled into Bridging programs compared to 161 students in 2014.

A total of 38 students (24%) were awarded a Certificate in General Education. This represents an increase from 2014 when there were 23 (14%) certificates awarded.

<table>
<thead>
<tr>
<th>Certificate 1</th>
<th>Certificate 2</th>
<th>Certificate 3</th>
<th>Certificate 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 students</td>
<td>16 students</td>
<td>16 students</td>
<td>18 students</td>
</tr>
</tbody>
</table>

February 2015 and 2016 Enrolment Comparison

<table>
<thead>
<tr>
<th>Program</th>
<th>2015</th>
<th>2016</th>
<th>Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1, 2 and 3</td>
<td>99</td>
<td>94</td>
<td>-5</td>
</tr>
<tr>
<td>Certificate 4 APS</td>
<td>55</td>
<td>45</td>
<td>-10</td>
</tr>
<tr>
<td>Year 12 Mature Age WACE</td>
<td>62</td>
<td>35</td>
<td>-27</td>
</tr>
<tr>
<td>Year 12 school age WACE</td>
<td>25</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Year 11 WACE (School and Mature Age)</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>WACE Individual</td>
<td>135</td>
<td>132</td>
<td>-3</td>
</tr>
<tr>
<td>External WACE</td>
<td>46</td>
<td>19</td>
<td>-27</td>
</tr>
<tr>
<td>Curtin Enabling</td>
<td>64</td>
<td>71</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>522</td>
<td>460</td>
<td>-62</td>
</tr>
<tr>
<td>Round 1 Short Courses</td>
<td>970</td>
<td>983</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1492</td>
<td>1443</td>
<td></td>
</tr>
</tbody>
</table>
Examination of our 2015 student achievement data identifies the need, in 2016, to continue to focus on development strategies commenced in 2014 to improve student achievement outcomes. These include:

- Consolidate the modification of the College Student Services’ student support processes to develop a more integrated and proactive approach to student academic and personal support.
- Continue to focus on teaching and learning practices that provide a broader range of engagement and instructional strategies within the classroom.
- Continue course moderation processes with other colleges/schools to verify course attainment and comparability standards.
- Integration of exam and assessment preparation and literacy attainment strategies into teaching and learning programs to assist students to improve their exam performance and comprehension of subject specific language terminology and context (Literacy Coordinator appointment).
- Increased staff professional learning to include a more holistic approach to student engagement and achievement (DOE Instructional Strategies program).
- Continued emphasis on developing student time management, study and personal skills to assist in managing academic requirements and maximising achievement.

These points highlight the continuing strategies that have been developed to target improvement in the academic outcomes achieved by our students and to address identified teaching and learning priorities.

INTERNATIONAL EDUCATION

11 International students enrolled for Fast-Track WAUFP exams. From this group:

- 8 (72%) gained an ATAR above 90
- 2 (18%) gained an ATAR between 80 and 89
- 0 (0%) gained an ATAR between 65 and 79
- 1 (9%) gained an ATAR between 50 and 64
- 0 (0%) gained an ATAR below 50

2015 rankings indicate a very strong top end student performance. The one student who did not achieve a direct offer will gain entry to Diploma programs at tertiary institutions. The top students accepted offers from Melbourne University.

International students must be under 18 when they commence their Tuart College program, which results in many applicants being too old to be accepted by Tuart and being referred to Canning College. The College has worked with Education and Training International (ETI) over this issue and a steady number of full-year enrolments of International students commenced in 2015. The 2016 Fast-Track WAUFP student enrolments are expected to increase slightly compared to the 2015 enrolment numbers, with the overall international program enrolments to be approximately 23. The College continues to engage strongly with ETI and hopes to see an increased student enrolment into 2017 international programs.

The development of the Indonesian Uni-Bridge program continued throughout 2015. This included updating curriculum material and system preparation for online curriculum management through ‘Moodle’ software and expansion of the program into additional Indonesian schools.
## Financial Summary as at 31 December 2015

<table>
<thead>
<tr>
<th></th>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$ 558,891.00</td>
<td>$ 588,922.42</td>
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</tr>
<tr>
<td>3 Fees from Facilities Hire</td>
<td>$ 30,788.00</td>
<td>$ 37,583.89</td>
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<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>5 Commonwealth Govt Revenues</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>6 Other State Govt/Local Govt Revenues</td>
<td>$ 8,524.00</td>
<td>$ 8,524.35</td>
<td></td>
</tr>
<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
<td>$ 35,585.00</td>
<td>$ 35,585.00</td>
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<tr>
<td>8 Other Revenues</td>
<td>$ 413,302.00</td>
<td>$ 410,401.47</td>
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<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>$ 57,765.00</td>
<td>$ 57,765.00</td>
<td></td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$ 1,104,855.00</td>
<td>$ 1,138,782.13</td>
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<tr>
<td></td>
<td>Opening Balance</td>
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<td>$ 296,217.80</td>
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<tr>
<td></td>
<td>Student Centred Funding</td>
<td>$ 308,053.00</td>
<td>$ 309,752.41</td>
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<tr>
<td></td>
<td><strong>Total Cash Funds Available</strong></td>
<td>$ 1,709,126.00</td>
<td>$ 1,744,752.34</td>
</tr>
<tr>
<td></td>
<td>Total Salary Allocation</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td><strong>Total Funds Available</strong></td>
<td>$ 1,709,126.00</td>
<td>$ 1,744,752.34</td>
</tr>
</tbody>
</table>

### Current Year Actual Cash Sources

- Locally Raised Funds: 43%
- Other Govt Revenues: 14%
- Student Centred Funding: 22%
- Other: 28%
- Transfers from Reserves: 4%

### Contingencies Revenue - Budget vs Actual

- Budget: Green Bar
- Actual: Yellow Bar

### Revenue Sources

- Voluntary Contributions
- Charges and Fees
- Fees from Facilities Hire
- Fundraising/Donations/Sponsorships
- Commonwealth Govt Revenues
- Other State Govt/Local Govt Revenues
- Revenue from Co, Regional Office and Other Schools
- Other Revenues
- Transfer from Reserve or DGR
- Residential Accommodation
- Farm Revenue (Ag and Farm Schools only)
- Camp School Fees (Camp Schools only)
<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Administration</td>
<td>$ 307,631.00</td>
<td>$ 332,868.22</td>
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<tr>
<td>Lease Payments</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Utilities, Facilities and Maintenance</td>
<td>$ 446,128.00</td>
<td>$ 369,611.74</td>
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<tr>
<td>Buildings, Property and Equipment</td>
<td>$ 43,205.00</td>
<td>$ 63,973.50</td>
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<tr>
<td>Curriculum and Student Services</td>
<td>$ 237,386.00</td>
<td>$ 125,935.87</td>
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<td>Professional Development</td>
<td>$ 10,000.00</td>
<td>$ 12,309.65</td>
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<tr>
<td>Transfer to Reserve</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Other Expenditure</td>
<td>$ 238,000.00</td>
<td>$ 270,771.77</td>
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<tr>
<td>Payment to CO, Regional Office and Other Schools</td>
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<td>$ 238,713.00</td>
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<td>Residential Operations</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Farm Operations (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Camp School Fees to CO (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Unallocated</td>
<td>$ 188,063.00</td>
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<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$ 1,709,126.00</td>
<td>$ 1,414,183.75</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$ 1,709,126.00</td>
<td>$ 1,414,183.75</td>
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**Cash Position**

<table>
<thead>
<tr>
<th></th>
<th>$ 2,790,095.73</th>
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<tbody>
<tr>
<td>Bank Balance</td>
<td>$ 2,790,095.73</td>
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<tr>
<td><strong>Total Bank Balance</strong></td>
<td>$ 2,790,095.73</td>
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</table>
FINANCES AND FACILITIES

The College revenue for 2015 totalled $1,744,752.34 and the total expenditure at 31 December was $1,414,183.75. The balance of general funds carried forward to 2016 was $330,569.00. Of those funds $111,227.00 was carried forward for the North Metropolitan Regional Education Office Lead Psychologist account (D6271).

The Finance Committee met several times throughout the year, and consisted of a broad range of staff representing all areas of College operations. Committee members included the Principal and Manager Corporate Services, one Deputy/Vice Principal, one Head of Department, two teaching staff and one non-teaching staff representative.

The 2016 draft Revenue and Expenditure Budgets were prepared and endorsed by the Finance Committee and reviewed and endorsed by the College Board during Term 4 2015. The budgets were endorsed as fixed budgets by the Advisory Board in Term 1 2016.

PRIORITY RECOMMENDATIONS FOR 2016

Through review of priority outcomes and College achievement data, and in consultation with staff and the College Board, the following priorities are to be addressed in 2016.

1. Maximising Student Achievement
   • Develop effective literacy skills.
   • Develop assessment and exam preparation skills.
   • Develop intervention strategies to improve student attendance, participation and retention.
   • Develop teaching practice:
     - Comparability and Moderation,
     - Instructional Strategies Program.

2. eTeaching and eLearning
   • Consolidate Tuart College Virtual Campus.
   • Consolidate the range of online courses from College programs.
   • Consolidate the online learning platform.
   • Continue to develop staff competencies in Moodle, Centra (SABA), SIS and online teaching tools.
   • Engage staff with Connect Communities

3. New Programs and Courses
   • Review of the Certificate II Business and Computing programs.
   • Consolidate Certificate I in Skills for Vocational Pathways.
   • Investigate opportunities to develop and deliver new courses in current programs.
   • Expand College marketing and advertising programs.
   • Implement the Teacher Development School (TDS) program at the College
2015 was a successful year for Tuart College. There were a number of developments during the year, including preparation for the introduction of the new Year 12 ATAR WACE, continued review of the National Curriculum, and the refinement of the online Open Learning program. These developments and changes to the College operations were in-line with maintaining a contemporary educational service for our students, in response to the College priority focuses and in meeting the wider expectations of our educational community.

The College continues to maintain our review of student academic achievement data, in order to ensure educational programs continue to be appropriate and relevant for our student cohort, whilst remaining responsive to new opportunities as they arise.

The College will continue to ensure: effective moderation and comparability engagement with a range of secondary schools, a focus on improving student literacy and exam competencies, additional student retention and engagement processes are promoted, and an increased focus on the development of the certificate CGEA programs to strengthen the range of educational options available to current and prospective students.

The College will continue its focus on marketing strategies to broaden its reach to potential students, both locally and in the regional areas. The College will once again implement the Department of Education Instructional Strategies Professional Learning Program for teaching staff and commence as a Teacher Development School, introducing the Online Teacher Training programs.

The College continues to have strong community support and positive outcomes across the range of programs and services (that we) provided. College staff are dedicated and committed to achieving the best possible outcomes for the students. I commend them for this professionalism and their approach to their teaching and administrative responsibilities.

Leigh Cottrill
Principal

Endorsed by the College Board

Bryan Hughes
Chair – College Board