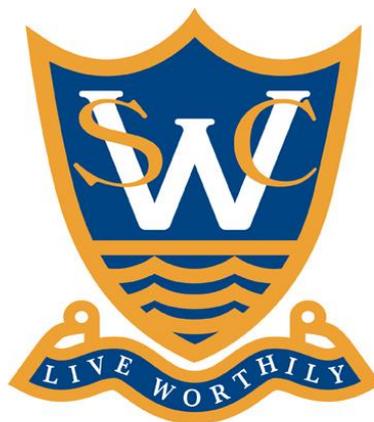


2015 Annual Report to the School Community

Werribee Secondary College

School Number: 8465



WERRIBEE SECONDARY COLLEGE

Name of School Principal: Mr. K. S. BUTYN PSM

Name of School Council President: Ms A. BEEK

Date of Endorsement: 22 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Werribee Secondary College is a Victorian Department of Education and Training (DET) school, and is accredited with the Council of International Schools (CIS) and the International Baccalaureate Organisation (IBO). Throughout 2015, the College undertook a comprehensive self-study program in preparation for an accreditation visit by educators from the CIS in April 2016.

Werribee Secondary College is the first and only Victorian government school to be authorised to offer the International Baccalaureate Diploma Program (IBDP). Werribee Secondary College is the only school in the Wyndham area accredited by the Department of Education as a provider of Select Entry Accelerated Learning (SEAL) and is currently accredited with The Academy of Accredited (TAAS) Schools.

Werribee Secondary College proudly serves a culturally diverse learning community where students work and socialise together in harmony and with respect. Census data for 2015 indicates that 1442 students were enrolled at the College and that they were born in one of 52 different countries; of the 513 students who were born overseas, the largest proportion of students by country of birth were from India (18%), China (18%), Thailand (11%), New Zealand (10%), Singapore (6%) and Malaysia (6%). Amongst those students who were born in Australia, many had parents who were born overseas.

The College attracts overseas full-fee paying students and has relationships with schools internationally, including Mihara High School (Japan), West Spring Secondary School (Singapore), Newport Harbor High School (USA), Shaanxi Teaching University - High School Affiliate (China) and Gredos San Diego (Spain).

The College offers a high quality education that develops students' skills and competencies and the acquisition of the knowledge needed to meet future challenges. Students may select one of the four languages offered at the College from Year 7: Chinese, Japanese, Italian and Spanish. Students are given opportunities to develop leadership skills and team work through the College's wide range of co-curricular programs which include the House and Tutor Group system, School Leadership Program, Australian Army Cadet Unit, Music Club, Inter-School Sports, Instrumental Music, Performing Arts, Chess Club, Public Speaking and Debating.

Werribee Secondary College has experienced high demand for admissions at all year levels; an enrolment zone is in place to limit the student population to the College's capacity of 1450 students.

Achievement

Werribee Secondary College offers students the choice of three Senior School Certificates: the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and the International Baccalaureate Diploma Program (IBDP). Werribee Secondary College students graduate at the end of Year 12 with excellent results.

The College's three-year average VCE results show that the College is outperforming schools with similar profiles. In 2015, the College's median VCE Study Score was 30 and over the past three years, the College's VCE Study Scores above 40 have averaged 6.6%. The College's four-year average VCE Results exceed those achieved by students at similar schools.

The College is committed to further enhancing the international experiences of its students; the College's first IBDP cohort completed their studies in 2015. In the IBDP graduating class of 2015, 50% of the students attained an ATAR score of 90 or higher.

The College's VCAL students achieved a completion rate in excess of the state average.

Overall, 97% of our Year 12 students were able to obtain their first preferences in terms of their desired pathways in 2016; these being Tertiary courses, apprenticeships or employment.

Werribee Secondary College's 2015 NAPLAN scores and four-year average scores for Year 9 students indicate that the College is performing at levels similar to other schools. Between 69% and 79% of Werribee Secondary College's Year 9 students experienced growth in NAPLAN scores which are categorised as 'medium' or 'high', across the five domains measured.

Teacher assessments of English and Mathematics AusVELS levels indicate that student outcomes are similar to those at comparable schools.

All students who are part of the Program for Students with a Disability (PSD) at the College showed progress at 'satisfactory' or 'above' in achieving their individual goals.

Engagement

The College maintains a register of student attendance for each of the six periods per day and publishes each student's absence data online for parents. Student attendance rates at Werribee Secondary College are similar to other schools. College staff will continue to record student attendance every period of the day and intervene to address issues associated with students who have a record of low attendance.

A significant number of students gain a place at one of Victoria's Selective Schools at the end of Year 8 and at other levels, and this impacts on the measure of the College's Year 7 to 10 retention rate. The percentage of students from Years 10 to 12 who go on to further studies or full-time employment comparable to that recorded by other similar schools.

Where students leave Werribee Secondary College between Years 10 and 12, the percentage of students entering further study or full-time employment indicates that the College is performing at a similar level to other schools. In 2015, all (100%) of our VCE students who sought a course at University received a first round offer. Our Year 12 VCAL students experienced positive outcomes, tertiary studies, training or employment. Student retention rates indicate that Werribee Secondary College is performing at a level similar to other school.

The College is committed to ensuring that all students who exit the College prior to completing Year 12 have a pathway plan that leads to positive outcomes.

Wellbeing

Improving student connectedness is a high priority at the College. The College's House and Tutor Group systems are aligned with the College's values, have a strong student wellbeing focus and underpin the College's vibrant co-curricular program. Student attitudes to school data, derived from the DET annual survey, are similar to other schools; significant improvements are anticipated to continue in the future.

The College has developed a number of successful student leadership programs including:

- Senior School Leadership, involves College Captains, College Vice-Captains, House Captains and House Vice-Captains; in 2015, House Vice-Captains were also appointed at Year 8 and Year 10.
- The Senior Supportive Friends Program, enables senior students to look out for one another.
- The High Resolves (Global Citizenship) Program, involves students from Years 8 and 9; this will be extended in 2016, to include Year 10 students.

The wide range of co-curricular programs available to students gives them opportunities to develop their connectedness to peers and staff and to the College more generally. Students are exposed to a number of proactive programs designed to improve their general wellbeing. Specific needs of students are supported through the work of Sub-School Teams (Years 7 and 8, Years 9 and 10 and Years 11 and 12). The College employs three Student Wellbeing Co-ordinators who work closely with the Sub-School Teams.

The College's comprehensive Student Management Systems and the Online Portals enable parents to monitor the indicators of student wellbeing and academic achievement and to intervene, as appropriate.

Productivity

Werribee Secondary College consistently experiences a strong demand for enrolments at Year 7 and at other levels. To manage this, an enrolment neighbourhood is in place to limit the total student population to the College's capacity of 1450 students.

The College community has a Student Family Occupational Index (SFO) of around 0.51, which is slightly lower than the state mean, and is placed in the College in the 'mid' range of schools. Significant levels of support are provided to students whose first language is not English; this support occurs both during the school day and after school; the College has operated its own Intensive English Language Program since 2014. The College allocates in excess of \$150,000 annually to operate the Like Achievement Grouping structure and the Literacy Focus Classes to support the learning needs of particular students.

The College community is committed to ongoing improvement and is guided by its Vision and Values Statement and the Strategic Plan and its associated Annual Improvement Plans. The College employs 107 full-time equivalent staff: 4 Principal Class, 103 Teachers and 24 Education Support staff. A regular program of school-based professional development, supplemented by external professional learning opportunities, meets the needs of the College and its staff. In 2015 the whole school professional learning focus was on using student feedback to inform teaching and learning.

In 2015, the College began construction of a Performing Arts Centre and the refurbishment of the Auditorium using locally raised funds; these works are due for completion early in 2016. These improvements to the facilities will enhance the provision of performing arts at the College and create an additional space for larger meetings and seminars. In addition, the DET announced that Werribee Secondary College would receive funding to complete the third stage of the re-building program which began in 2005; completion of these works in 2018 will see all of the College's original permanent buildings rebuilt.

A number of community organisations use the College facilities, such as the oval, gymnasium, auditorium, library and language rooms.

The College's second cohort of students completed their studies for their International Baccalaureate Diploma in 2015, and achieved excellent results; additional resources continue to be provided by the College to meet the training required by teachers and to provide students with a selection of subjects within the program.

For more detailed information regarding our school please visit our website at
<http://www.werribeesc.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 1442 students were enrolled at this school in 2015, 713 female and 729 male. There were 6% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



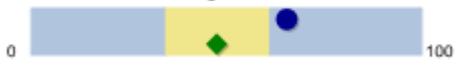
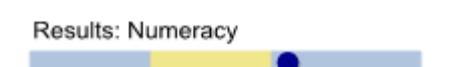
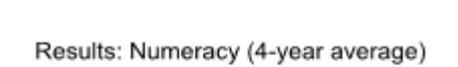
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7 Student Outcomes</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>41%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>43%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	54%	28%	Numeracy	22%	41%	37%	Writing	23%	43%	34%	Spelling	21%	47%	32%	Grammar and Punctuation	18%	49%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>Similar</p> <p>Higher</p>																								

Students in 2015 who satisfactorily completed their VCE: **95%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**
 VET units of competence satisfactorily completed in 2015: **79%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **95%**

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	91 %	92 %	95 %	93 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	91 %	92 %	95 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

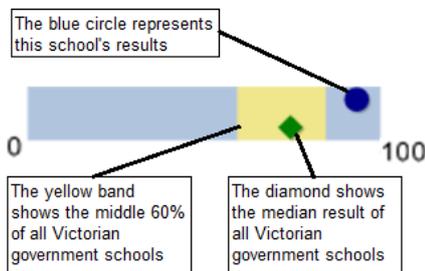
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

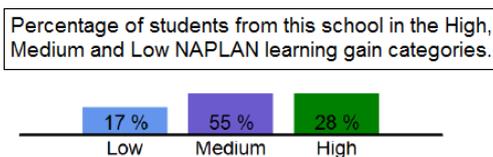
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

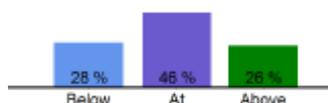


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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



What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,551,341	High Yield Investment Account	\$1,592,888
Government Provided DET Grants	\$1,592,287	Official Account	\$207,172
Government Grants Commonwealth	\$5,084	Other Accounts	\$2,221,187
Revenue Other	\$305,090	Total Funds Available	\$4,021,248
Locally Raised Funds	\$1,211,219		
Total Operating Revenue	\$14,665,020		
Expenditure		Financial Commitments	
Student Resource Package	\$11,691,118	Operating Reserve	\$400,000
Books & Publications	\$39,074	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$54,214	Capital - Buildings/Grounds incl SMS<12 months	\$974,000
Consumables	\$275,652	Maintenance - Buildings/Grounds incl SMS<12 months	\$130,000
Miscellaneous Expense	\$959,034	Beneficiary/Memorial Accounts	\$679,000
Professional Development	\$58,866	Revenue Received in Advance	\$371,837
Property and Equipment Services	\$484,866	School Based Programs	\$535,946
Salaries & Allowances	\$400,700	Other recurrent expenditure	\$320,465
Trading & Fundraising	\$300,520	Asset/Equipment Replacement > 12 months	\$350,000
Travel & Subsistence	\$192	Capital - Buildings/Grounds incl SMS>12 months	\$60,000
Utilities	\$149,691	Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
		Total Financial Commitments	\$4,021,248
Total Operating Expenditure	\$14,413,926		
Net Operating Surplus/-Deficit	\$251,094		
Asset Acquisitions	\$929,813		

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

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Werribee Secondary College sets a school cash budget that is overseen by the Finance Sub-Committee of School Council. Teachers spend their budgets responsibly and follow Department guidelines, using a school purchase order.

A capital works program commenced in Term 4 2015 which will be completed in early April 2016. The College Council set aside \$1.5 million for the construction of the Performing Arts Centre and refurbishments to the Drama / Auditorium area. Funds have also been set aside for furnishings and fixtures associated with the new facilities.

In 2015, the College invested heavily in upgrading and enhancing the ICT infrastructure to ensure that the extension of the BYODD program across Years 7 to 11 was adequately provided for and supported. In 2016, further enhancement to the personnel for ICT should move the College further forward in appropriate deployment and use of ICT in the curriculum.