

# 2017 Annual Report to the School Community



School Name: Maribyrnong Secondary College

School Number: 8015

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Maribyrnong College provides a broad education for 1260 students in Years 7-12. It is the only Victorian state funded Sports Specialism school with a sports enrolment comprising approximately 40% of the school population. The Sports Academy celebrated its 10<sup>th</sup> Anniversary in 2016.

The school has 90 EFT teachers, 5 Principal Class Officers, and 53 Education Support Staff as well numerous specialist sporting coaches.

The College provides a broad VCE curriculum and the majority of students undertake further study after Year 12. The school's International Students Program supports 45 International students, predominantly in Years 10 to 12. Additionally, the College provides an EAL program to support students of non-English speaking backgrounds. Student attendance at the College is excellent overall, individual students are case managed and supported by the Students Services Team. All PSD students have individual learning plans and Parent Support Group meetings are held regularly. Teachers are provided with ongoing professional learning in the development of modified and differentiated curriculum. PSD students are encouraged to participate in a range activities including, Instrumental Music, Annual Production and the Student Leadership Program.

Maribyrnong College delivers programs that produce excellent outcomes for students in both academic and sporting endeavours and this is aptly described by the school's motto: "Pride in Performance". A High Achievers program operates at Years 7 – 9. Year 10 students can access a range of VCE subjects. A rich extra-curricular program includes instrumental music and drama, a school production and a strong inter-school sport program. The College has a strong Student Leadership Program at all year levels, which provides opportunities such as leadership camps and raising awareness of civic responsibility.

College facilities include a 230-seat theatre, a Library Resource Centre, Media and Film Studio and Visual Art Centre. The College has undertaken extensive landscaping and establishment of outdoor passive areas. The College boasts a 7000 square metre Sport Stadium with indoor running track, elite training centre, six international-standard tennis courts, soccer and hockey fields all of which form the base for the Sport Specialism Program. All students at the College use this facility for Health and PE classes. The current College building project has involved relocating the school's entrance to Gordon Street and the commencement of a two storey building complex which, upon completion, will include a new Arts Technology wing, seven general purpose classrooms, a new school administration and an International Students Facility.

### Framework for Improving Student Outcomes (FISO)

Guided by the FISO and the intent of our Strategic Plan (2016- 2019) the College focused on the following key improvement initiatives in 2017: building practice excellence, curriculum planning and assessment, building leadership teams, empowering students and building school pride, setting expectations and promoting inclusion and building communities.

Key Improvement Strategies included a range of data informed literacy and numeracy initiatives, the development and implementation of the Maribyrnong Model Of Instructional Practice, the development of teacher capacity, the development of the leadership capabilities of current and future Faculty Leaders, broadening of structured extracurricular programs, development of transition programs at Year 7 and 10 -12, systemic feedback to teachers on classroom learning.

### Achievement



In 2017 the College continued to maintain a high VCE median study score, a consistent number of 40+ scores and students achieving an ATAR above 80. In addition students continued to benefit from the VCE Centre and private study hall, after-school homework classes, weekly study-skills sessions, an extensive holiday revision programs, targeted teaching and tutoring programs. VCE teachers undertook professional learning that centered on the analysis of VCE data and improvement of teaching practice.

In 2017 there was an increase in the number of athletes being selected in state and international teams and as a result a record number of students qualified for the Sports Director's Award which also recognizes an outstanding academic and behaviour record. Over 170 Athletes in the Sports Academy represented Australia or Victoria in 2017. This included representatives at junior basketball and taekwondo championships and the modern pentathlon. Once again the school fielded an athletics at the Simplot Games in Idaho, the largest indoor track and field event in USA. A number of past graduates competed at the highest level of national competition in their fields such as such as the WAFL.

## Engagement

Whilst the College is known for its participation in the sporting arena there are many opportunities for students to be engaged with an extensive range of extracurricular activities including chess, drama, robotics clubs, Tournament of Minds, debating and Plain English Speaking Awards. The high quality of students' work in visual arts and technology is showcased in the annual Art Show.

The annual College production, which in 2017 was Shrek, saw increased student participation in set production, sound and lighting, hair and makeup and singing and acting. Feeder primary schools were invited to attend the matinee sessions to engage future students of the College.

Student voice and leadership continues to be fostered in our Leadership Program which runs from Years 7 -12. The Leadership teams run student led assemblies and College participation in a range of community events which in 2017 included a BBQ fundraiser for World Vision, a can drive for the food bank and support for Childhood Cancer Research through its involvement with the Live For Lily Foundation.

A smooth transition to secondary school is facilitated through the pastoral care program and orientation camp, and the transition to senior school benefits from the annual careers expo. A range of camps is offered each year. In 2017, this included camps to Tasmania and Italy.

## Wellbeing

The College attendance data has been excellent for a number of years and the College has allocated additional resources including a dedicated attendance officer at each sub school. In addition, the College has developed a robust referral process to the Student Wellbeing team for students 'at risk' and accesses external supports to reengage students. In 2017 the Student Wellbeing team was resourced with mobile phones to facilitate contact with students 'at risk' in order to improve attendance and school engagement.

Student education about wellbeing issues was conducted in Pastoral Care and Managed personal Learning sessions and parents and carers were provided with evening sessions covering a range of adolescent issues including Organisational Skills, Social Media and Managing Technology at Home, Helping My Anxious Teen and Food for Thought.

A wellbeing team support the athletes in the Sport Academy specifically for performance and competition issues.

The Rainbow Alliance was established in 2017. This is a student led and staff supported body that looks at ensuring that inclusiveness and engagement is enshrined in every day behaviour at the College. In 2017, both the Race Discrimination Commissioner Dr Soutphommasane and Jason Ball addressed the College on the importance of inclusion and respect.

The College has begun preliminary work on its Respectful Relationships Program for implementation in 2018.



For more detailed information regarding our school please visit our website at  
[www.maribsc.vic.edu.au](http://www.maribsc.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 1237 students were enrolled at this school in 2017, 526 female and 711 male.</p> <p>24 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>

## Performance Summary

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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>51%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>48%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	48%	29%	Numeracy	22%	51%	27%	Writing	25%	49%	25%	Spelling	20%	51%	28%	Grammar and Punctuation	27%	48%	25%	NAPLAN Learning Gain does not require a School Comparison.
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<p><b>Victorian Certificate of Education (VCE)</b></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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="font-size: 2em; color: green; margin-right: 10px;">●</span> Similar                 </div> <div style="display: flex; align-items: center;"> <span style="font-size: 2em; color: green; margin-right: 10px;">●</span> Similar                 </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>95%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>19%</b>                      VET units of competence satisfactorily completed in 2017: <b>93%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>0%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <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>93 %</td> <td>91 %</td> <td>88 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	88 %	91 %	92 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	88 %	91 %	92 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Higher</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
		<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

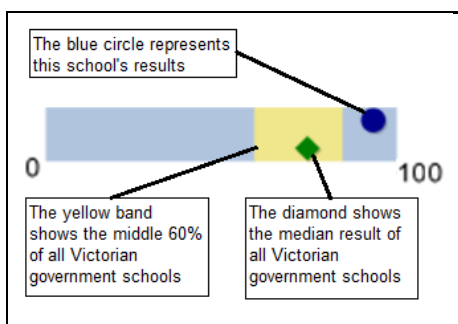
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

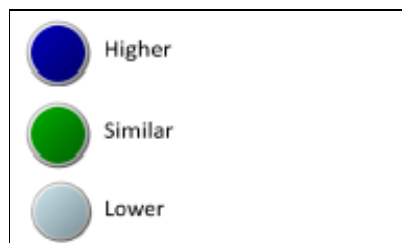


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

The College carried over a surplus of \$1,361,826 from 2016. The \$4.26 million Master Plan Stage 2 (the first stage of the new Administration/Art/Technology building) was funded by these carry-over funds and the 2017 surplus of \$3,060,167. This is represented as an asset acquisition in this 2017 financial statement. Master Plan Stage 3 construction will be undertaken in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$12,177,883	High Yield Investment Account	\$126,582
Government Provided DET Grants	\$2,682,109	Official Account	\$27,592
Revenue Other	\$166,830	Other Accounts	\$0
Locally Raised Funds	\$1,607,774	<b>Total Funds Available</b>	<b>\$154,175</b>
<b>Total Operating Revenue</b>	<b>\$16,634,595</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$143,669		
Transition Funding	\$73,894		
Equity (Catch Up)	\$48,434		
<b>Equity Total</b>	<b>\$265,996</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$12,126,438	Operating Reserve	\$25,000
Books & Publications	\$4,619	Asset/Equipment Replacement < 12 months	\$29,175
Communication Costs	\$39,173	Revenue Received in Advance	\$100,000
Consumables	\$380,869	<b>Total Financial Commitments</b>	<b>\$154,175</b>
Miscellaneous Expense <sup>3</sup>	\$1,322,670		
Professional Development	\$35,533		
Property and Equipment Services	(\$1,136,771)		
Salaries & Allowances <sup>4</sup>	\$500,285		
Trading & Fundraising	\$24,398		
Travel & Subsistence	\$123,228		
Utilities	\$153,985		
<b>Total Operating Expenditure</b>	<b>\$13,574,428</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,060,167</b>		
<b>Asset Acquisitions</b>	<b>\$4,258,405</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.*