

**Maribyrnong College**  
**01-8015**

**2008 Annual Report to the  
School Community**

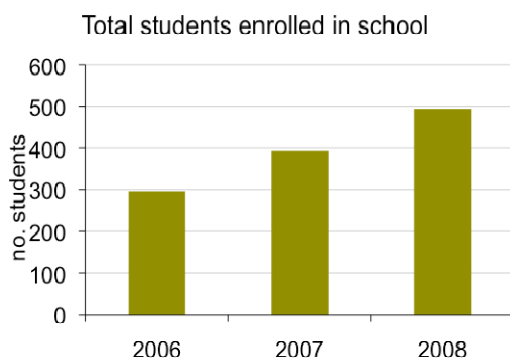


## School Overview

In 2007, Maribyrnong College undertook a Triennial Review and developed a new strategic plan that will take the school forward until 2011. This review demonstrated that we had much to celebrate in the achievements of the preceding three years. The new strategic plan, which was in place by the end of 2007, encapsulates the vision and values that the College has been working towards since 2004.

In 2008, we began to develop and implement the key improvement plans that are the focus of the Strategic Plan. The College's motto, "Pride in Performance" summarises our articulated vision, which focuses on high expectations, firm discipline and strong work ethic. Challenging students to aspire to these values is central to our work.

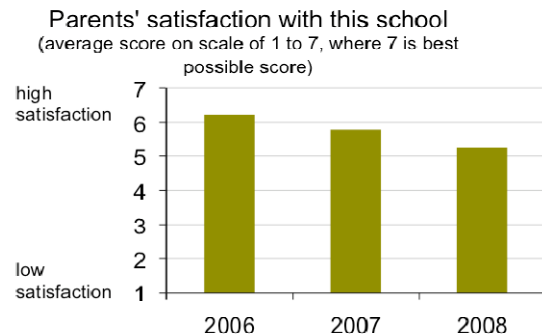
Demonstrating that this vision is shared by the community at large, our enrolments grew significantly from 393 in February 2007 to 508 in February 2008.



Specialist Sport enrolments accounted for slightly less than 50% of this growth, with the numbers of students in that program rising from approximately 60 in 2007 to 110 in 2008. Other significantly increasing cohorts include fee paying international students as well as local parents who now recognise that Maribyrnong College is a thriving and successful government school. Parents are therefore choosing to transfer their children to our College.

Despite the apparent confidence in the College's capacity to deliver a valued "product", the 2008 parent opinion survey once again showed a slight decline in support for the College and its programs. In the face of growing enrolments, it is difficult to

analyse the reasons for the decline. However, despite much effort, we only achieved a 64% return rate on the survey and this may have skewed the data. It must also be noted that, despite declining results, parent opinion on every variable remains slightly better than the state wide mean.



Teacher satisfaction as noted on the staff opinion survey also diminished for the second consecutive year in 2008. Following the analysis of this survey, a range of strategies have been implemented which aim to address the deficits. It is expected that these will begin to affect staff opinion in 2009.

Sick leave taken by support staff (9.63 days) was well above the state mean of 6.38 days in 2008, due mostly to the extended absence of one staff member due to major surgery.

Sick leave taken by teaching staff averaged 7.22 days per teacher which is below the state mean of 8.09 days. Non-certified sick leave averaged 2.75 days per teacher, thus indicating that the majority of sick leave taken was as a result of medical conditions severe enough to be assessed by a medical practitioner.

Teacher retention remains above the state wide average. Of the 49 teaching staff at the College in June 2007, 43 or 88% were still at the school in June 2008. The figure across all government schools was 84%.

All teachers at Maribyrnong College are registered with the Victorian Institute of Teaching and all teachers participated in a range of professional learning programs including programs on e-Learning practices, other government initiatives such as the use of feedback to inform and improve teaching, Assessment for Learning, mentoring and induction for beginning teachers.

## Principal's Report

*Growth was a dominant theme for 2008, both current and predicted.*

*Our enrolments grew from 380 in 2007 to just over 500 in 2008 and it is anticipated we will continue to grow at a rate of at least 200 per year for the next few years.*

*In light of this, it was important to plan carefully, not only for the location of 6 portable classrooms for 2009, but to do this with the longer term view of placing up to 20 portable classrooms in total over the next two to three years.*

*Another aspect of growth that was highly unusual was the large increase in the number of "feeder schools" our new enrolments came from. In 2008 this totalled approximately 80 schools. This created some challenges in inducting new students into the college culture, especially such issues as our high expectations, the importance of uniform, positive behaviour and strong work ethic. Our determination prevailed and the college again made further progress in establishing a new and stronger profile in the community.*

*We also made progress in enhancing the creative and performing arts, adding these areas as priorities alongside our already strong academic and sporting foci. Funding was allocated to the refurbishment of the theatre foyer and the upgrade of the lighting and sound equipment in the theatre. We also subsidised the first musical production to be performed at the college in many years- ( Snow White – a Twist in the Tale). Further support for this priority is planned for 2009.*

*In regards to our Academic Priority, indicators such as preparation for exams showed improvement and attendance at homework clubs also increased during 2008. We were pleased with our students overall performance*

*in the V.C.E. exams and in the NAPLAN testing program.*

*As would be expected, doubling the number of students in the Specialist Sports Program assisted us to achieve significantly improved results in the Interschool Sports program, with many outstanding team and individual performances.*

*Overall, 2008 was another challenging year in the transformation of Maribyrnong College from a small school with an uncertain future into a large, high profile and unique secondary college.*

*Whilst our future as a cohesive school community that includes a specific government funded specialism is yet to be fully defined, important work in this area will continue in 2009.*

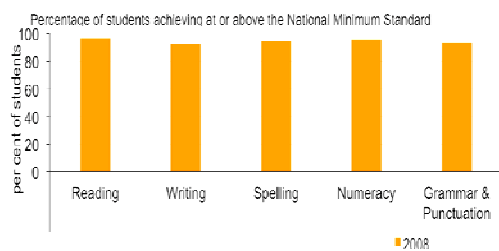
## Student Progress & Achievements

### Student Learning

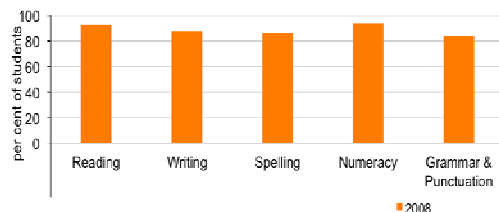
As a result of our new Strategic Plan, our achievements in student learning were closely scrutinised and analysed in 2008. Whilst it emerged that our vision of strong work ethic and high expectations is beginning to lead to improved student learning, it also became clear that we still have some way to go to attain the outcomes that we aspire to achieve.

On the surface, our NAPLAN results seem to be outstanding, with over 90% of year seven students and over 85% of year 9 students achieving at or above the National Minimum Benchmark in every strand of the tests. However, this was the first year that the standardised testing program “went national” and it is difficult to make comparisons with previous years. Detailed analysis of the data suggests that the national minimum benchmarks are much lower than the previous Victorian state-wide benchmarks. It will remain to be seen in 2009 as to whether we have made any gains in our NAPLAN results.

YEAR 7 NAPLAN, 2008

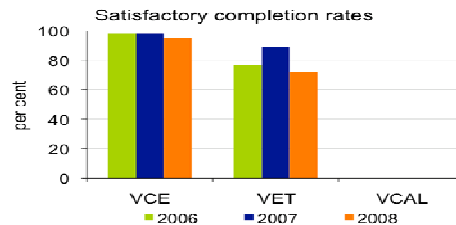


YEAR 9 NAPLAN, 2008

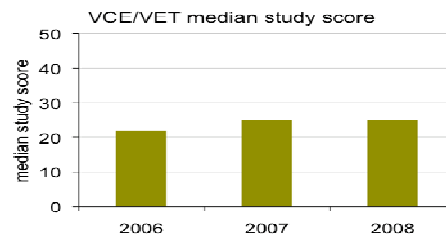


Our V.C.E. results in 2008 remained much the same as in 2007. This year we had a smaller cohort of students, with only 43 initial enrolments, of whom, one left very early in the year and one was

undertaking a partial program. This student will complete his V.C.E. in 2009. Thus 41 students satisfactorily completed the year and this accounts for the slightly less than 100% satisfactory completion rate.



The median V.C.E. study score remained constant on 25.6 as did the percentage of study scores over 40 ( 3.7%). Both of these results are lower than state- wide averages and it will be important for us to continue to strive to improve these outcomes.



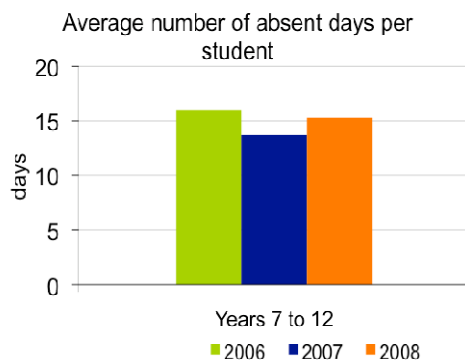
In 2008, we introduced a number of strategies to address V.C.E. performance, including a year 12 orientation and study camp, developing informal study groups and practice exams during the September break. As these programs become established, it is hoped that they will assist us to improve student performance. However, these are not the only strategies that will be required.

It is clear, for example, that excellent V.C.E. results can only be achieved if the preparation in years 7 – 11 supports high outcomes. To this end, a major focus of teacher work aimed at improving student learning was the continuation and consolidation of Assessment for Learning as the pedagogical approach to teaching and learning across all year levels. As well, teachers also worked in K.L.A. groups to share best practice and to moderate student work. It is felt that through these strategies, teachers will develop a stronger sense of the level of challenge and achievement that is possible and that those teachers who do achieve high outcomes will share their skills and practice with others, thus lifting the quality of teaching and learning across the College.

## Student Engagement and Wellbeing

Our processes to monitor and manage student attendance/absence remained the same from 2007 to 2008. We continued to maintain a central database of attendance during every period of the day, and call parents immediately an unexplained absence was detected.

A slight rise in student absence is noted across the whole school, due mainly to a significant increase in absence at year 8 and a small increase at year 12.



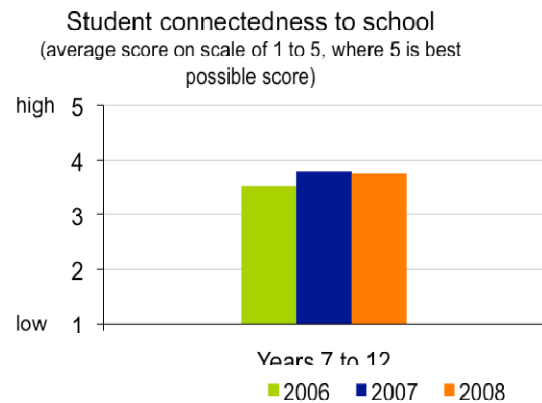
Deeper analysis indicates that the rise in absence at year 8 was due mainly to a very small number of students who were significantly disengaged from school. Much support was given to these students, by their year level co-ordinator, the student welfare co-ordinator and outside agencies, with varying degrees of success. However, these cases do highlight the importance of multi-faceted approaches to supporting student attendance.

Despite the slight rise in overall student absence, our data remains below the state benchmarks at every year level, including year 8. At year 8, our students were absent an average of 0.5 days less than the state wide benchmark. Notably however, at year 9 we bettered the benchmark by 2.8 days and at year 10, by 3.5 days.

These good results indicate that our practices are very effective in promoting importance of regular school attendance.

The 2008 Student Attitude to School Survey also produced pleasing results, especially in the area of "connectedness to school"

Even though we experienced a very slight drop in score on this variable from the previous year, our school mean of 3.76 on a scale of 5 was well above the state mean. This places Maribyrnong students well above the 75<sup>th</sup> percentile for this variable.



Closer scrutiny of the data indicates that year 11 was the only year level that scored this variable below the 75<sup>th</sup> percentile. Further analysis reveals that the boys in year 11 rated their connectedness above the 75<sup>th</sup> percentile, while the girls reduced the overall result for year 11 by scoring this below the 50<sup>th</sup> percentile.

A possible reason for this is that a large number of female students came to Maribyrnong College in year 10, 2007 and year 11 2008 to join the Specialist Sport program. Some of these girls found the culture of the College quite different from their previous schools and they experienced difficulties in settling in to the College and its expectations.

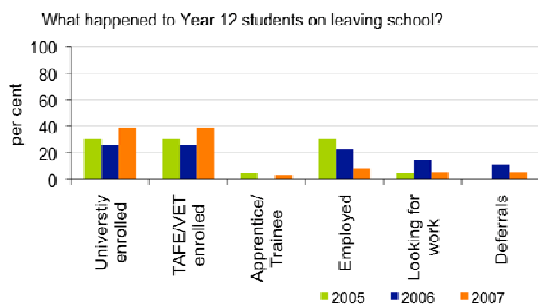
This may be an early indication that, as the sports program and the College in general continues its exponential growth, we need to develop more supportive transition and induction programs for students who join the College after year 7.

In December 2007 we held a ½ day transition program for new students joining us beyond year 7 at the commencement of 2008. In 2008, we invited students who were joining us for year 11 and 12 in 2009 to the V.C.E. Orientation Program (two and three days respectively) and held a full day program for students joining us for years 8, 9 and 10. However, it will be useful to survey those who attended to ascertain how useful the program was in preparing them for life at the College.

## Student Pathways and Transitions

In recent years the Department of Education has undertaken research to find out what has happened to students 6 months after they finish year 12. This data takes some time to be collated and returned to school, which means that we can currently report on the outcomes for students who completed year 12 in 2007.

The latest official data indicates that the percentage of Maribyrnong students who moved on to tertiary education increased in 2007 which demonstrates that our attempts to lift the expectations of students are beginning to produce results. It should also be noted that only 75% of our students responded to the "On Track" survey. This is partly due to the fact that a number of our students are International students and many of them return to their home country at the end of year 12, thus making it impossible to contact them. Many of these students are likely to continue with tertiary education in their own country



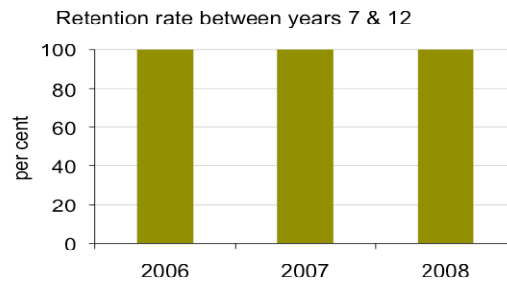
Although we have no official data, we know that 60% of our 2008 graduates (a total of 25 students) received first round offers, 17 of these to University and 8 to T.A.F.E. This indicates that at least 44% of the 2008 graduates received an offer of a university place.

This appears to exceed the 2007 outcome ( 38% at university and 2% deferrals) and we are quietly confident that the official data for 2008, when it becomes available later this year, will show an improvement on the 2007 data.

As well, after second round offers came out, a total of 75% of our exiting year 12 students had received offers of tertiary places and the only remaining

uncertainty is how many of these students defer study and for what reason.

Retention rates at Maribyrnong College are quite complicated and it is difficult to gain a true picture of student movement and retention from the data provided by the Department. The accompanying graph indicates that year 7 – 12 retention is 100% and has been so for the last three years.



In fact, 30 year 7 students in 2003 grew to 41 year 12 students in 2008, so the "apparent retention" was 135%. However, of the 30 students who were at the College in year 7 in 2003, only 9 actually remained at the College for the entire 6 years.

Thus, itinerancy remains a large feature of our College and this has clear implications for the programs and strategies we employ to improve our V.C.E. outcomes.

## Future Directions

Six key improvement strategies have been identified for 2009. These are articulated in our Annual Implementation Plan

### **Whole school approach to improving Literacy across the curriculum**

- A region-wide priority, we will be undertaking a range of actions to improve our performance in this area. These actions will be supported by a regional Literacy Coach and a school level literacy coach

### **Targetted approach to V.C.E. improvement**

- In an effort to continue to improve V.C.E. performance across the College a deep analysis of VCE performance will be backed up by programs and practices to address deficits.

### **Develop implement and evaluate programs that address the interdisciplinary areas of VELs**

- So far this area of curriculum has been a low priority as we have focussed on other important improvements. However we are now ready to address this, especially in the areas of implementing ICT in the curriculum for communicating, visualising thinking and creating. We will also continue discussions with staff through the Curriculum committee on how to assess and report on all interdisciplinary areas of V.E.L.S

### **Develop a school wide Performance and Development Culture**

- This area is mandated by the Department as we did not meet the accreditation level through the 2008 application process. Work will focus on using multiple sources of feedback to enhance teaching and learning as this was the major deficit area last year

### **Building a Cohesive School Community**

- This aspect of College improvement is critical as the school continues to develop the Sports Specialism. Meeting the diverse needs of all students, including those in the sports program, and effectively managing the complex organisational issues is an extremely challenging process.

### **Improving school to work/ tertiary pathways and transitions**

- As a growing school, we need to ensure that we cater for the increasing breadth of interests and skills of our students, particularly in providing clear pathways to future study and employment.

*All teachers will be actively engaged in Professional Learning Teams that will develop actions that will take us forward with these objectives. Each team will focus on one Key Improvement Strategy and will be responsible for developing, implementing and evaluating the actions that will address their K.I.S. They will also share their learning and new practices with other members of their K.L.A. and the staff as a whole, thus engaging the entire teaching team in college wide improvement.*

## Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
<b>Revenue</b>	<b>2008 Actual (\$)</b>
DE&T Grants	1,580,387
Commonwealth Government Grants	92,000
State Government Grants	
Other	212,392
Locally Raised Funds	497,155
<b>Total Operating Revenue</b>	<b>2,381,933</b>
<b>Expenditure</b>	
Salaries and Allowances	455,333
Bank Charges	4,069
Consumables	314,333
Books and Publications	13,256
Communication Costs	25,787
Furniture and Equipment	213,010
Utilities	44,324
Property Services	169,144
Travel and Subsistence	27,808
Motor Vehicle Expenses	29,642
Administration	19,001
Health and Personal Development	1,267
Professional Development	49,137
Trading and Fundraising	179,767
Support/Service	125,935
Miscellaneous	149,842
<b>Total Operating Expenditure</b>	<b>1,821,616</b>
<b>Net Operating Surplus/-Deficit</b>	<b>560,318</b>
<b>Capital Expenditure</b>	<b>230,885</b>
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

A number of major projects were undertaken in 2008 that were aimed at continuing to improve the learning environment for students. These included a significant upgrade of lighting, sound and technology in the College theatre, re-surfacing and fencing the basketball courts, a new dust extraction system in the woodwork room, the addition of two interactive whiteboards into classrooms and the addition of 50 Mac computers into the computer labs to enhance multimedia and ICT curriculum. We also completed our program of air-conditioning every classroom.

Financial Position as at 31st December, 2008	
<b>Funds Available</b>	<b>2008 Actual</b>
High Yield Investment Account	221,735-53
Official Account	29,293-79
Other Bank Accounts( listed individually)	300,000
(insert)	
(insert)	
<b>Total Funds Available</b>	<b>551,029-32</b>
<b>Financial Commitments</b>	<b>2008 Actual</b>
School Operating Reserve	
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	39,800
Revenue Received in Advance	24,000
Building/Grounds including SMS < 12 months	80,000
Region /Clusters Funds/School Based Programs < 12 months	74,584-54
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	316,591-05
Provision Accounts > 12 months	61,053-73
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
<b>Total Financial Commitments</b>	<b>596,029-32</b>

Significant funds were also spent on staff professional development, demonstrating our commitment to improving the quality of teaching and learning in the College.

It was also necessary to spend a considerable sum on furniture for the new portable classrooms that have been brought on site as a result of population growth.

These were funded through a combination of local funds and federal grants.

Though we appear to have reached the end of 2008 with a healthy surplus, most of the funds are earmarked for a number of planned projects.



## School Contact Information

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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 the General Office of the College**