

2022 Annual Report to the School Community

School Name: Maribyrnong Secondary College (8015)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 May 2023 at 11:15 AM by Michael Keenan (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 08 May 2023 at 02:00 PM by Anthony Baldwin (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Maribyrnong College provides a broad education for 1300 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 school has 94 EFT teachers, 5 Principal Class Officers, and 40 Education Support Staff as well as 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 Student Program supported 10 international students in 2022 (lower than normal due to the pandemic), 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, and individual students are case managed and supported by the Student Services Team. All Program for Students with Disabilities (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 of 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, debating, 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 an 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. In 2019 a new two storey building complex includes a new Arts Technology wing, seven general purpose classrooms, a new school administration and an International Students Facility opened.

Progress towards strategic goals, student outcomes and student engagement

Learning

Guided by the FISO and the intent of our Strategic Plan (2020 - 2023) the College focused on the following key improvement initiatives in 2022: building practice excellence, curriculum planning and assessment, empowering students and building school pride, and parents and carers as partners.

Key Improvement Strategies included improving collaboration of teachers within and across the KLAs, supporting high achievement across the College and strengthening partnerships with parents and carers.

With the unprecedented challenges as a result of the global pandemic, focus was directed to the mental and emotional wellbeing of all students. Positive aspects of the remote and flexible learning years were built upon, such as regular hurdle tasks and formative assessment along with collaboration amongst staff to share best practice. Considerable time and effort were put into preparing for the statewide introduction of the Vocational Major into the VCE program. Staff were provided with professional development and wrote course materials in preparation for the first year of the program. In 2022 the College continued to maintain a strong VCE median study score. There were 14 students who achieved an ATAR over 90, 23% of students achieved an ATAR over 80 and one student achieved a perfect 50 Study Score in English. Year 7 and 9 NAPLAN results built on the successes of the previous years and it marked the first time that all tests had to be completed online.

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 2022 the Student Wellbeing team provided significant support to student and families with the return to a full year of face-to-face learning. The benefits were seen for some students with the additional resource of having a full-time mental health practitioner on-site.

Student education about wellbeing issues was conducted in Pastoral Care and Managed Personal Learning sessions. A wellbeing

team supports the athletes in the Sport Academy specifically for performance and competition issues. The College continued to work on its trauma-informed practice professional development.

Engagement

The introduction of the Connect program at Year 9 was an important addition to the range of experiences a student has as they move through the secondary years. Each form group was able to experience an alternative program that focused on engagement and connecting with self, community and globally. Students were engaged in a social action project and other real-world experiences such as volunteering, regular excursions and a three-day outdoor education camp.

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 2022 included a BBQ fundraiser for McAuley Community Services for Women, 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 2022, this included the inaugural Year 9 Grampians camp.

Other highlights from the school year

In 2022 we saw a return to more regular sporting events and many student-athletes had significant successes. A number of student athletes accepted scholarships to study and compete overseas and many students were able to represent their sport at the highest level. There were a number of exciting debutants who played their first game at the highest level, including A League Men's and Women's, AFL and AFLW.

Maribyrnong Sports Academy was fortunate to be invited to host the Australian Olympic Council on National Olympic Day to launch the 'Have A Go' month in the middle of the year which coincided with the 10-year green and gold countdown to the 2032 Brisbane Olympic and Paralympic Games.

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, debating and Plain English Speaking Awards. The high quality of students' work in visual arts and technology was showcased in the annual Art Show.

The annual College production returned in 2022 after been interrupted during the pandemic years. In 2022 the School Production of "Legally Blonde -The Musical", 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. A return to regular work experience was a highlight for our Year 10 students. This important time allows students to experience what life is like in the workforce and gives each student a sense of their strengths and areas of interest and passion.

Financial performance

Maribyrnong College once again maintained a very sound financial position throughout 2022. The 2020-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The College received \$182,710 in 2022 in Equity funding which was spent on staffing and resources in areas that would provide the most assistance. There were no extraordinary revenue or expenditure items during 2022. The College did not receive any additional State or Commonwealth government grants beyond the Student Resource Package. In terms of locally-raised funds, \$300,000 was used on property maintenance in addition to the routine maintenance spend to ensure this large site with its vast sporting facilities was maintained as well as possible.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1301 students were enrolled at this school in 2022, 568 female and 733 male.

23 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

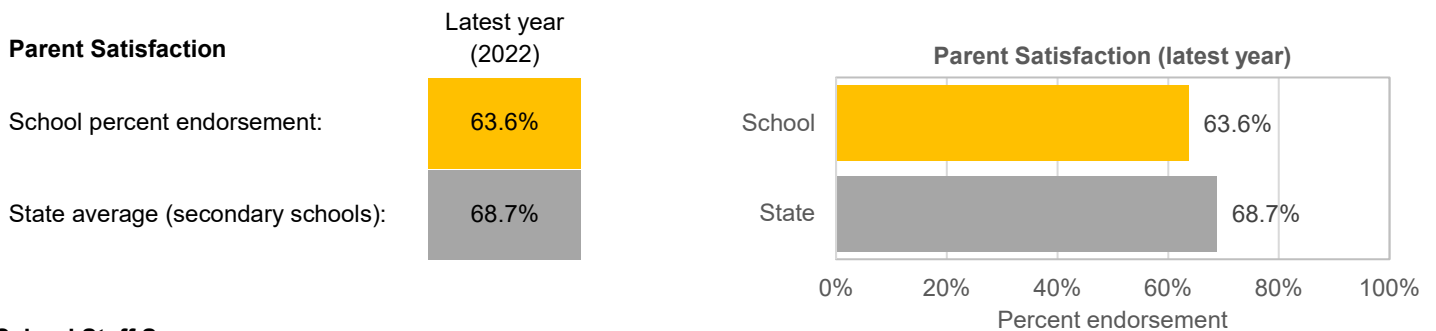
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

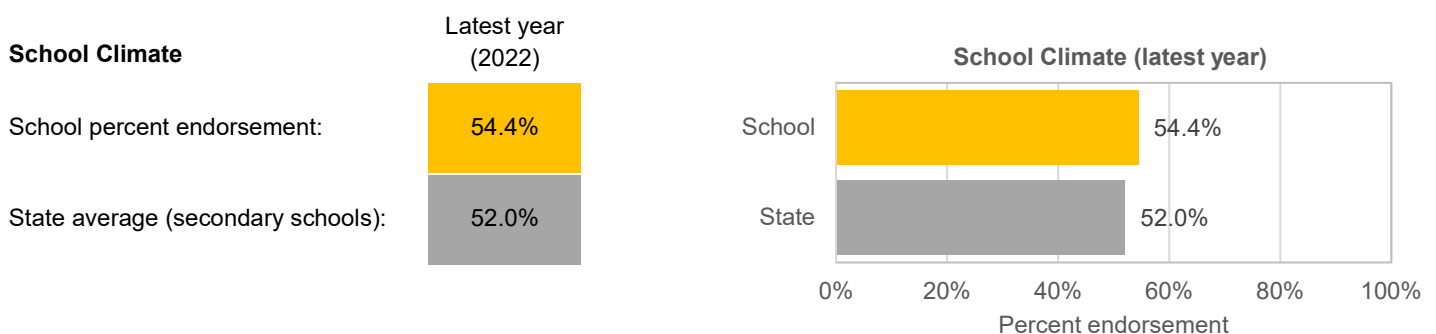


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

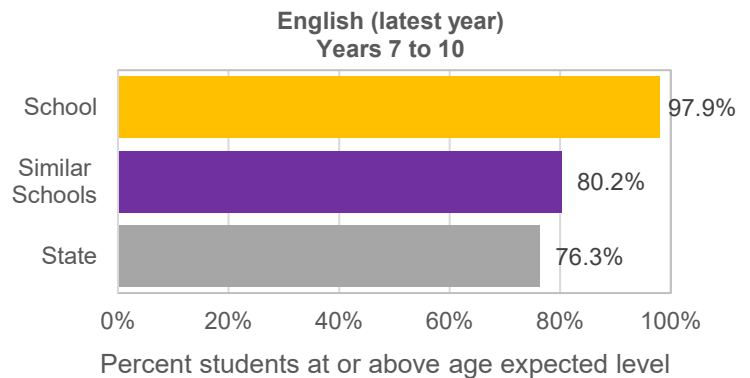
97.9%

Similar Schools average:

80.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

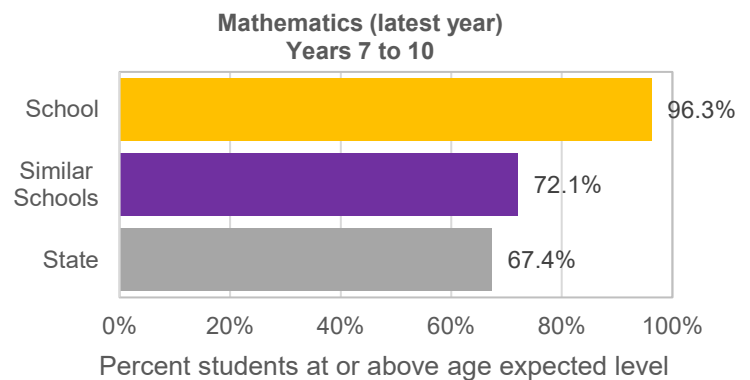
96.3%

Similar Schools average:

72.1%

State average:

67.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

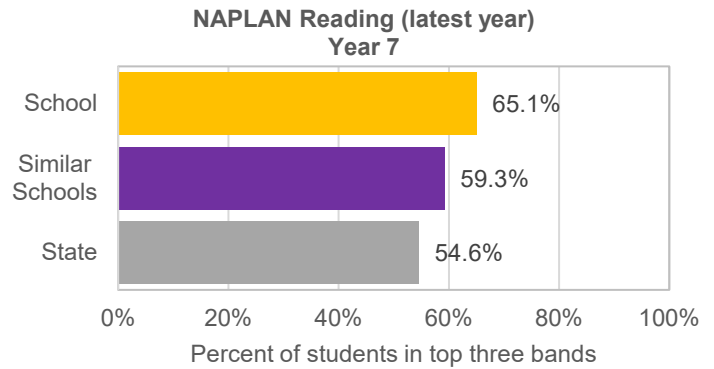
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

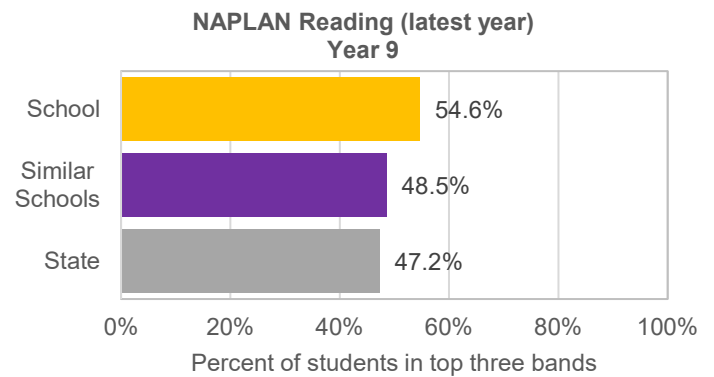
Reading Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 65.1% | 67.4% |
| Similar Schools average: | 59.3% | 60.5% |
| State average: | 54.6% | 55.3% |



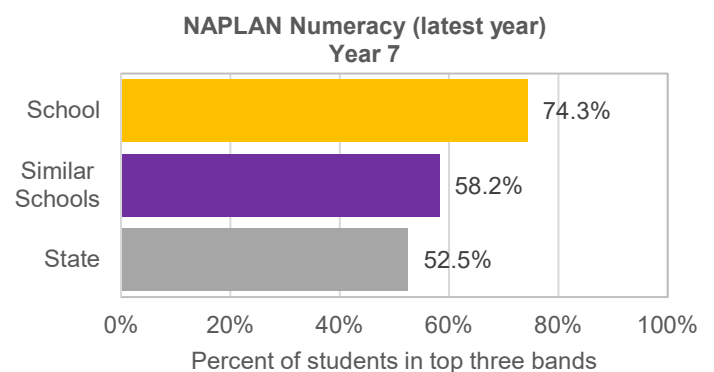
Reading Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 54.6% | 52.8% |
| Similar Schools average: | 48.5% | 46.8% |
| State average: | 47.2% | 46.0% |



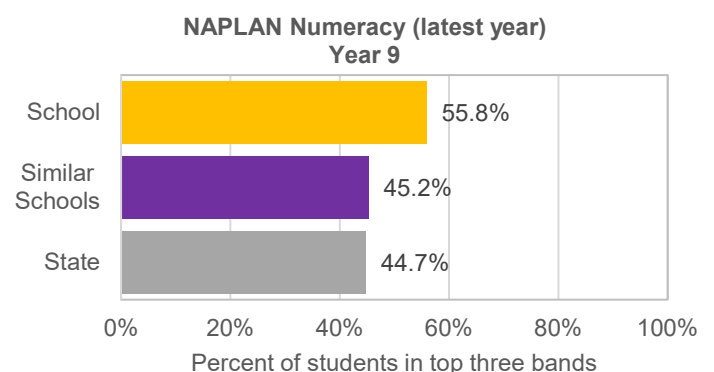
Numeracy Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 74.3% | 73.2% |
| Similar Schools average: | 58.2% | 60.0% |
| State average: | 52.5% | 54.8% |



Numeracy Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 55.8% | 54.1% |
| Similar Schools average: | 45.2% | 46.1% |
| State average: | 44.7% | 45.6% |



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

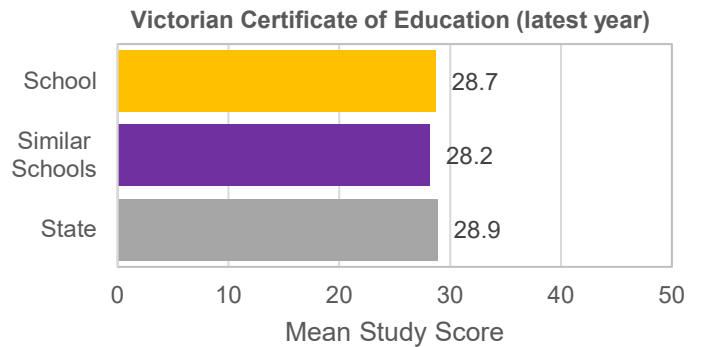
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education

| | Latest year (2022) | 4-year average |
|--------------------------|--------------------|----------------|
| School mean study score | 28.7 | 28.9 |
| Similar Schools average: | 28.2 | 28.1 |
| State average: | 28.9 | 28.9 |



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

7%

VET units of competence satisfactorily completed in 2022:

84%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

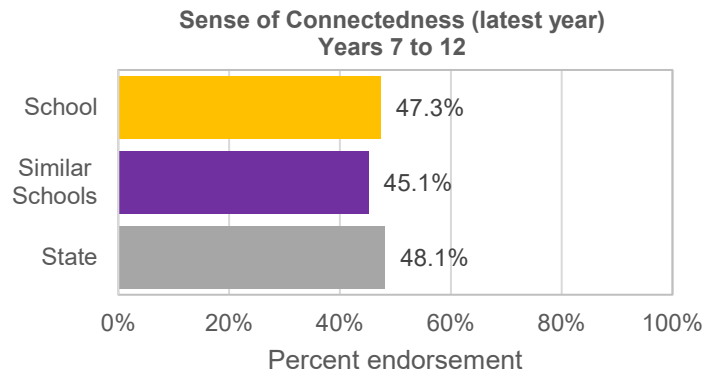
WELLBEING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

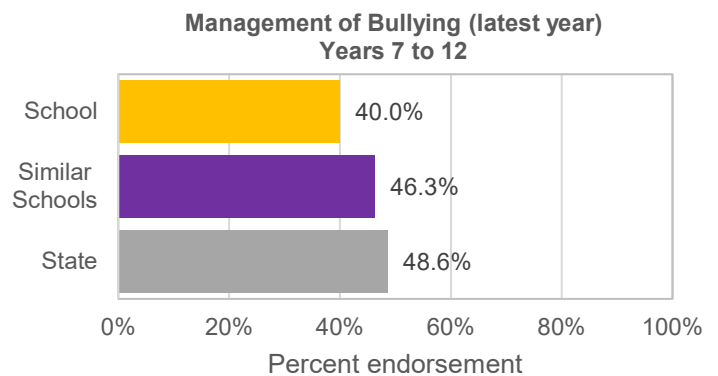
| Sense of Connectedness Years 7 to 12 | Latest year (2022) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent endorsement: | 47.3% | 52.9% |
| Similar Schools average: | 45.1% | 50.2% |
| State average: | 48.1% | 52.5% |



Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying Years 7 to 12 | Latest year (2022) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent endorsement: | 40.0% | 47.3% |
| Similar Schools average: | 46.3% | 52.2% |
| State average: | 48.6% | 54.0% |



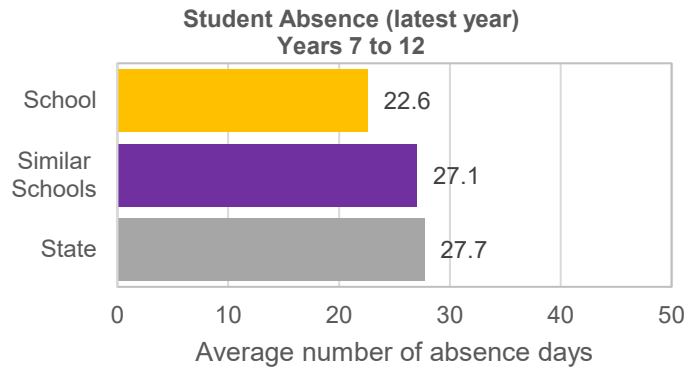
ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

| Student Absence Years 7 to 12 | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 22.6 | 16.2 |
| Similar Schools average: | 27.1 | 20.0 |
| State average: | 27.7 | 21.8 |



Attendance Rate (latest year)

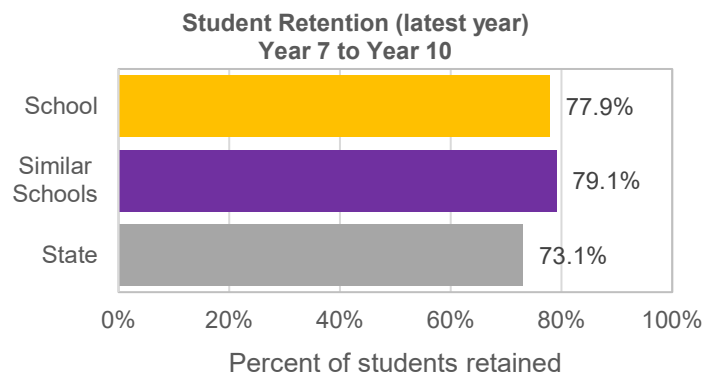
Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 89% | 87% | 88% | 90% | 87% | 92% |

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

| Student Retention Year 7 to Year 10 | Latest year (2022) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 77.9% | 78.1% |
| Similar Schools average: | 79.1% | 78.8% |
| State average: | 73.1% | 73.0% |



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

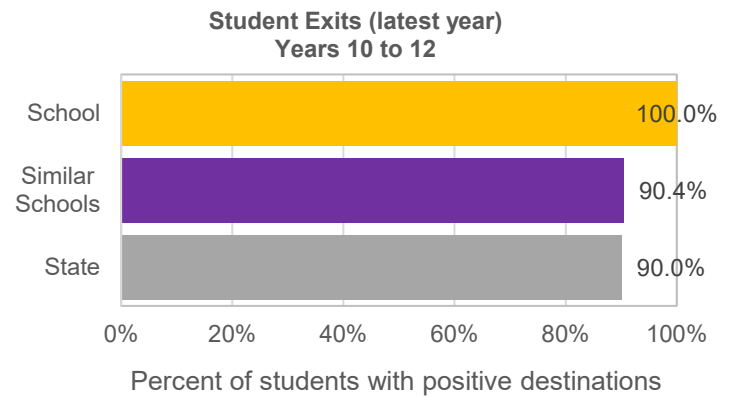
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

| | Latest year (2021) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 100.0% | 98.5% |
| Similar Schools average: | 90.4% | 90.2% |
| State average: | 90.0% | 89.3% |



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$15,635,019 |
| Government Provided DET Grants | \$3,031,481 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$108,422 |
| Locally Raised Funds | \$741,239 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$19,516,160 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$127,067 |
| Equity (Catch Up) | \$21,322 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$148,388 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$15,589,779 |
| Adjustments | \$0 |
| Books & Publications | \$5,440 |
| Camps/Excursions/Activities | \$392,600 |
| Communication Costs | \$18,814 |
| Consumables | \$343,862 |
| Miscellaneous Expense ³ | \$188,114 |
| Professional Development | \$53,248 |
| Equipment/Maintenance/Hire | \$651,724 |
| Property Services | \$123,922 |
| Salaries & Allowances ⁴ | \$1,202,738 |
| Support Services | \$160,413 |
| Trading & Fundraising | \$31,665 |
| Motor Vehicle Expenses | \$75,408 |
| Travel & Subsistence | \$3,407 |
| Utilities | \$178,088 |
| Total Operating Expenditure | \$19,019,222 |
| Net Operating Surplus/-Deficit | \$496,938 |
| Asset Acquisitions | \$75,977 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,287,012 |
| Official Account | \$79,591 |
| Other Accounts | \$44,604 |
| Total Funds Available | \$1,411,207 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$559,227 |
| Other Recurrent Expenditure | \$162 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$155,252 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$48,051 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$400,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,162,692 |

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.