

2018 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 2018 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 18 April 2019 at 09:05 AM by Nick Scott (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 12:20 PM by Anthony Baldwin
(School Council President)

About Our School

School context

Maribyrnong College provides a broad education for 1270 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 90 EFT teachers, 5 principal class officers, and 53 education support staff as well as numerous 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 40 international students, predominantly in Years 10-12. 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 Student 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.

Maribyrnong College delivers programs that produce excellent outcomes for students in both academic and sporting endeavours and this is aptly described in the school 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.

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 relocated the school's entrance to Gordon Street and the seen 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 2018: 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 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 2018 the College continued to maintain a high VCE median study score with 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.

Throughout 2018 a high number of current student-athletes in the Maribyrnong Sports Academy program were selected to represent their state or country. 190 student-athletes were in State Teams and 36 were in National Teams which represented a record number of Maribyrnong Sports Academy students selected in such teams. Individuals who did well during the year included 4 student-athletes who are now on AFL lists. Maribyrnong

Sports Academy also had 5 past student-athletes in the AFLW competition in 2018 including 2 that competed in the Grand Final with the Western Bulldogs. Also pleasing was the Academic performance of the student-athletes with a large number qualifying for the Sports Director's Award which recognizes outstanding academic achievement and behaviour in addition to sports achievement.

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 2018 was High School Musical, saw student participation in set production, sound and lighting, hair and makeup and singing and acting. Feeder primary schools were once again invited to attend the matinee sessions to engage future students of the College.

Student voice and leadership continued to be fostered in our Leadership Program which runs from Years 7 -12.

Student Leadership teams ran student led assemblies and organised College participation in a range of community events which in 2018 included the 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 2018, this included a camp to Tasmania.

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 re-engage students.

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, and Helping My Anxious Teen. Within the MSA, Athlete Development Program teachers, a well-being team and a Performance Psychologist are all in place to support student-athletes specifically with performance, time management and competition issues.

The College leadership structure has been further strengthened by the appointment of additional staff within each of the three sub schools to facilitate the delivery of more pastoral and welfare interventions to support students.

In 2018 the College began implementing the Respectful Relationships program with targeted staff professional development and an audit of the curriculum.

Financial performance and position

The College received \$180,460 in 2018 in Equity funding. In total, approximately \$210,000 was expended on equity initiatives over the course of the 2018 school year. Due to circumstances beyond the control of the College, Master Plan Stage 3 building construction, due to be undertaken in 2018, did not begin until January 2019. As a result, funds for this construction are represented by the December 2018 operating surplus of \$1,832,951. There were no extraordinary revenue or expenditure items during 2018. The College did not receive any additional State or Commonwealth government grants beyond the SRP in 2018.




For more detailed information regarding our school please visit our website at
<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: 

School Profile

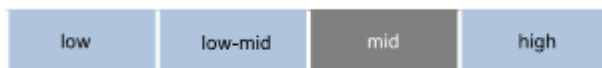
Enrolment Profile

A total of 1273 students were enrolled at this school in 2018, 534 female and 739 male.

24 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey

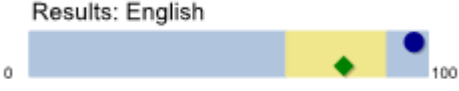
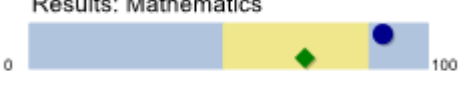


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>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> Lower</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>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 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>	<p>Reading Low: 24%, Medium: 54%, High: 23%</p> <p>Numeracy Low: 21%, Medium: 50%, High: 30%</p> <p>Writing Low: 20%, Medium: 57%, High: 23%</p> <p>Spelling Low: 23%, Medium: 54%, High: 23%</p> <p>Grammar and Punctuation Low: 20%, Medium: 57%, High: 23%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 28%, Medium: 46%, High: 27%</p> <p>Numeracy Low: 33%, Medium: 50%, High: 17%</p> <p>Writing Low: 24%, Medium: 54%, High: 22%</p> <p>Spelling Low: 33%, Medium: 50%, High: 17%</p> <p>Grammar and Punctuation Low: 26%, Medium: 54%, High: 19%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 13% VET units of competence satisfactorily completed in 2018: 70% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</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>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</p> <p>School Comparison 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>91 %</td> <td>89 %</td> <td>88 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	88 %	90 %	91 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	88 %	90 %	91 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying 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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$12,677,716
Government Provided DET Grants	\$3,250,518
Revenue Other	\$180,354
Locally Raised Funds	\$1,620,421
Total Operating Revenue	\$17,729,009

Equity ¹	
Equity (Social Disadvantage)	\$99,894
Transition Funding	\$38,066
Equity (Catch Up)	\$42,500
Equity Total	\$180,460

Expenditure	
Student Resource Package ²	\$12,673,532
Books & Publications	\$3,917
Communication Costs	\$45,351
Consumables	\$407,725
Miscellaneous Expense ³	\$771,222
Professional Development	\$63,012
Property and Equipment Services	\$509,587
Salaries & Allowances ⁴	\$1,098,767
Trading & Fundraising	\$24,063
Travel & Subsistence	\$77,298
Utilities	\$221,584
Total Operating Expenditure	\$15,896,058

Net Operating Surplus/-Deficit **\$1,832,951**

Asset Acquisitions **\$144,701**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,799,976
Official Account	\$67,372
Other Accounts	\$0
Total Funds Available	\$1,867,348

Financial Commitments	
Operating Reserve	\$100,000
Funds Received in Advance	\$375,738
Repayable to the Department	\$750,000
Capital - Buildings/Grounds > 12 months	\$641,610
Total Financial Commitments	\$1,867,348

(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 15 March 2019 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.

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)

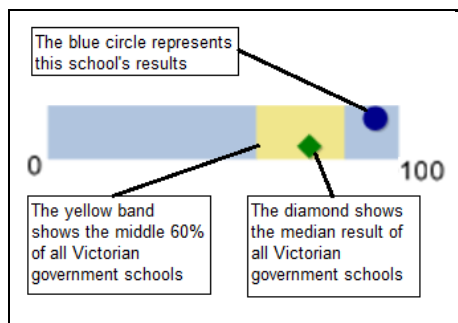
Engagement

- 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).

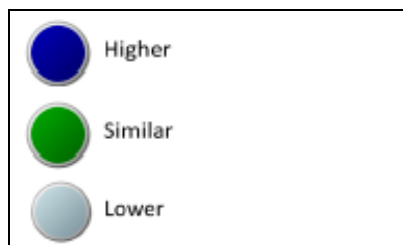


What does *School Comparison* refer to?

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*' or '*ND*' 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').