

2020 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 2020 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 29 April 2021 at 12:45 PM by Nick Scott (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 May 2021 at 09:09 AM by Anthony Baldwin (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 88 EFT teachers, 5 Principal Class Officers, and 46 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 Student Program supports 31 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, 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 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. The recently completed College building project has involved relocating the school's entrance to Gordon Street and the new two storey building complex includes 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 (2020 - 2023) the College focused on the following key improvement initiatives in 2020: 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 changes to the traditional education delivery model the College focused on transitioning to flexible and remote learning. This meant the College narrowed its focus to specific areas to maximise success throughout a challenging year. Priority was given to providing teachers with timely, skill-specific and thorough professional development to be able to quickly transition to remote teaching and learning. Priority was also given to collaborating with parents and carers and building a partnership to enable the student-teacher-parent relationship to be as effective as possible. Further time and effort went into implementing important student and staff wellbeing support mechanisms to maximise engagement in remote education with a view to keeping everyone connected to the school community.

Achievement

In 2020 the College continued to maintain a high VCE median study score, and the percentage of 40+ study scores increased. The percentage of students achieving an ATAR above 80 also had a significant improvement, including two students achieving ATARs over 99. Senior students benefited from the regular video-conferencing classes and

feedback provided during the remote learning period.

Whilst 2020 proved particularly challenging for student athletes there were still many highlights. 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 despite the constant interruption to competitive sport. One of the highlights of the year was having the number one and two AFLW draft picks being Maribyrnong College students.

Engagement

Whilst numerous key College events, programs and activities could not continue in their normal capacity such as camps and excursions there was still plenty of engaging online activities and a sense of community. Successes included whole-year level assembly via video conference, online course counselling and subject selection, weekly form group challenges and quizzes in MPL.

Many students developed skills around self-directed learning and independence that will built upon in future years. Monitoring online learning attendance was critical to the success of the 2020 educational program across all year levels. Multiple approaches to daily attendance tracking, including daily video check-ins, meant high levels of attendance were maintained throughout the year. Sub-school teams and attendance officers further strengthened relationships with students, parents and carers with the regular phone calls and emails. The introduction of weekly progress reports were integral to the learning progress of most students and this approach was valued by everyone and provided a sense of motivation and accountability to students, staff and parents.

Wellbeing

The health and wellbeing needs of students and families became apparent throughout the remote learning experience of 2020. The College was able to provide specific support to students on a case-by-case basis including having a small number of vulnerable children attend school on-site.

To further support student engagement during the transition back to on-site learning, our school is focusing on the mental health and wellbeing of all students. This focus includes building relationships within sub-schools, early identification of student wellbeing issues, liaising closely with internal and external health and wellbeing resources. At the end of 2020 the school appointed a full-time mental health practitioner which has been a significant addition to the wellbeing team.

Financial performance and position

Maribyrnong College maintained a very sound financial position throughout 2020. The 2020-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The College received \$159,239 in 2020 in Equity funding. In total, approximately \$182,000 was expended on equity initiatives over the course of the 2020 school year. Over the course of 2020, the College Master Plan Stage 3 building construction was completed and paid for in full. There were no extraordinary revenue or expenditure items during 2020. The College did not receive any additional State or Commonwealth government grants beyond the SRP in 2020. A reduction in expenditure due to COVID-19 resulted in a cash surplus of \$406,773 carrying over for use in 2021.

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.

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 1291 students were enrolled at this school in 2020, 580 female and 711 male.

22 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) which takes into account parents' occupations and education.

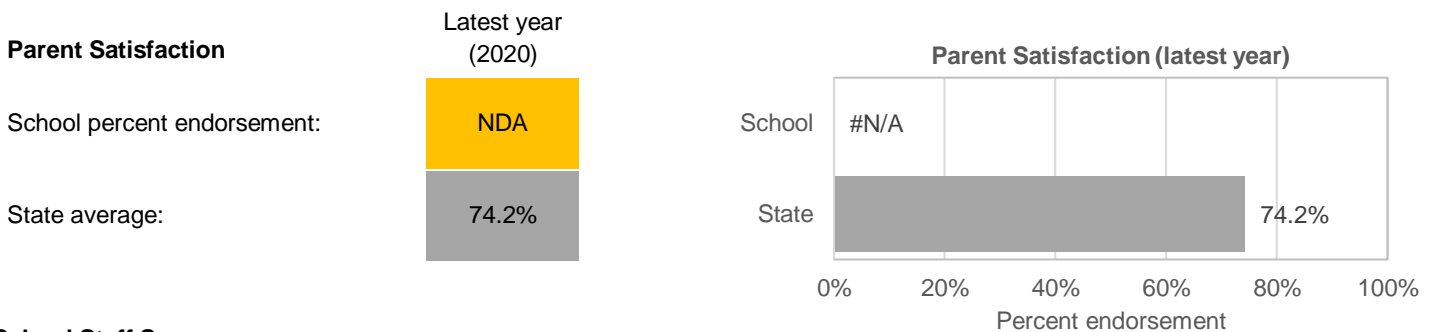
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

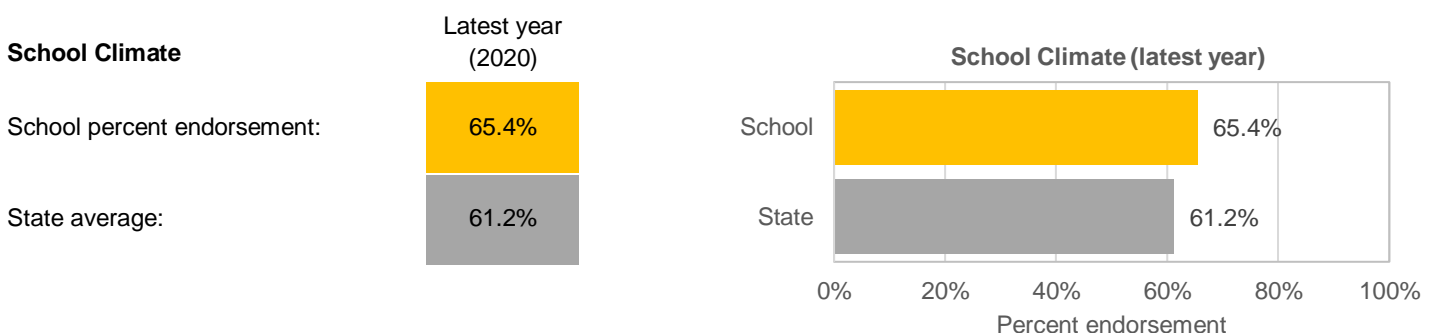


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

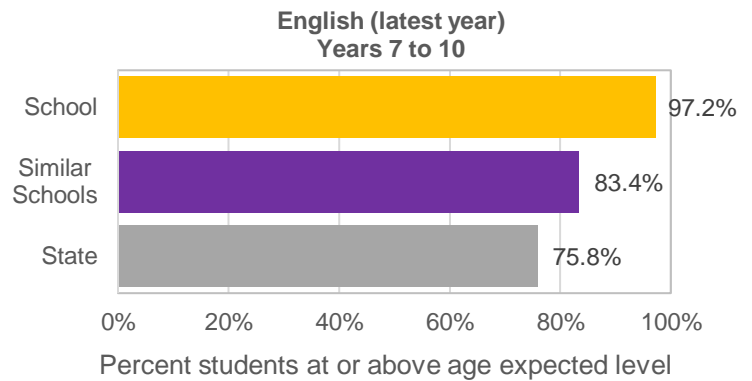
97.2%

Similar Schools average:

83.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

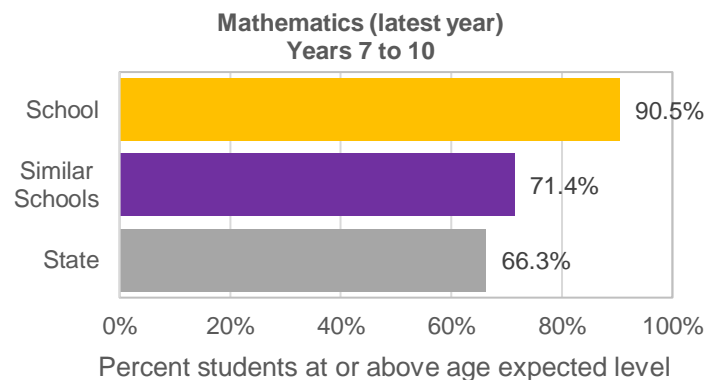
90.5%

Similar Schools average:

71.4%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

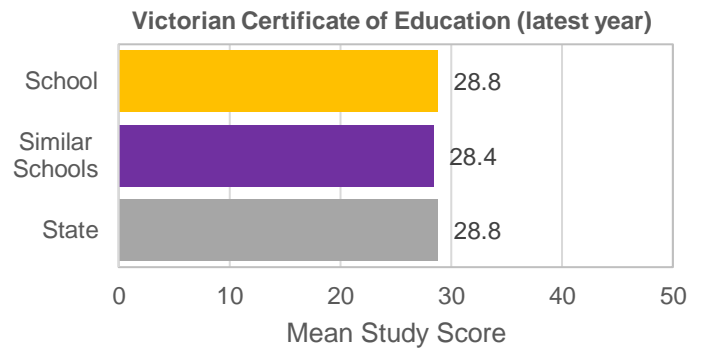
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	28.8	29.3
Similar Schools average:	28.4	28.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

14%

VET units of competence satisfactorily completed in 2020:

97%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

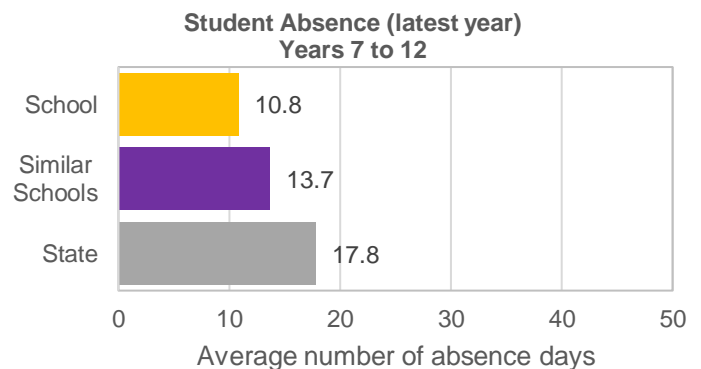
ENGAGEMENT

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	10.8	16.7
Similar Schools average:	13.7	17.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

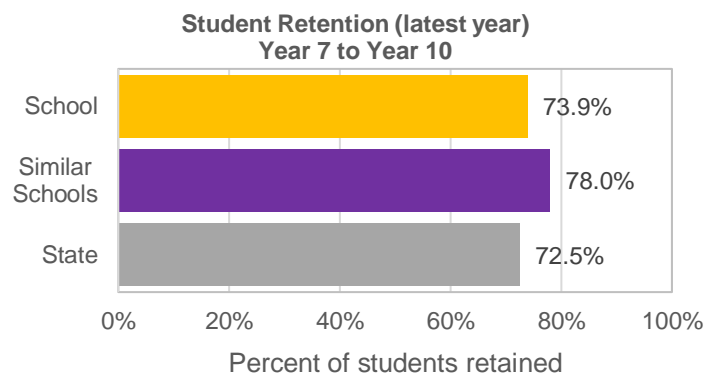
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	94%	93%	94%	95%	96%

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 (2020)	4-year average
School percent of students retained:	73.9%	76.8%
Similar Schools average:	78.0%	78.2%
State average:	72.5%	72.9%



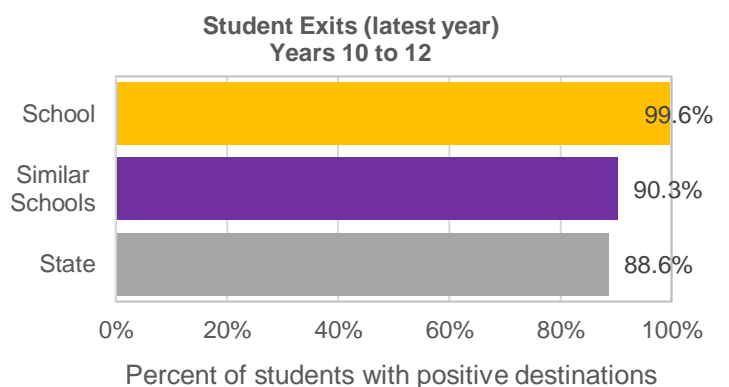
Students exiting to further studies or full-time employment

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 previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	99.6%	98.2%
Similar Schools average:	90.3%	90.3%
State average:	88.6%	89.1%



WELLBEING

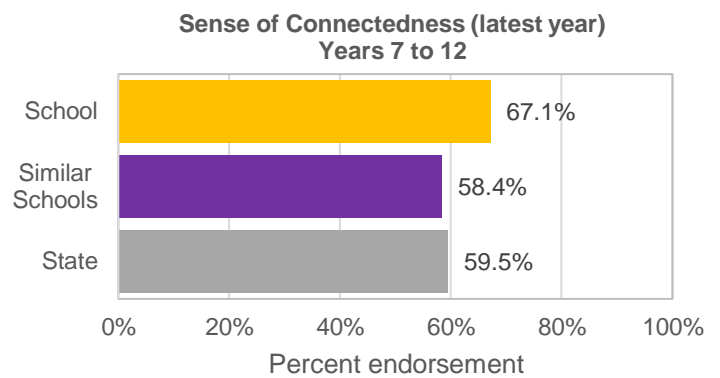
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	67.1%	54.9%
Similar Schools average:	58.4%	54.1%
State average:	59.5%	55.3%



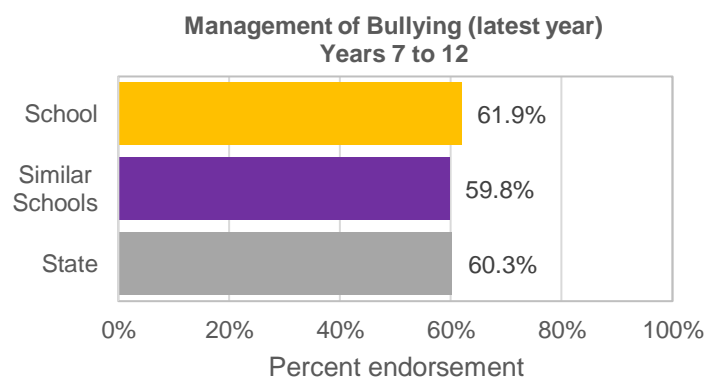
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	61.9%	52.7%
Similar Schools average:	59.8%	58.0%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$13,752,976
Government Provided DET Grants	\$1,999,481
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$49,084
Locally Raised Funds	\$970,318
Capital Grants	NDA
Total Operating Revenue	\$16,771,858

Equity ¹	Actual
Equity (Social Disadvantage)	\$125,505
Equity (Catch Up)	\$33,735
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$159,239

Expenditure	Actual
Student Resource Package ²	\$13,595,381
Adjustments	NDA
Books & Publications	\$5,406
Camps/Excursions/Activities	\$207,977
Communication Costs	\$30,839
Consumables	\$323,804
Miscellaneous Expense ³	\$113,948
Professional Development	\$37,373
Equipment/Maintenance/Hire	\$340,589
Property Services	\$182,533
Salaries & Allowances ⁴	\$859,244
Support Services	\$151,063
Trading & Fundraising	\$22,958
Motor Vehicle Expenses	\$62,686
Travel & Subsistence	\$984
Utilities	\$157,199
Total Operating Expenditure	\$16,091,984
Net Operating Surplus/-Deficit	\$679,875
Asset Acquisitions	\$48,663

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$347,171
Official Account	\$39,202
Other Accounts	\$20,400
Total Funds Available	\$406,773

Financial Commitments	Actual
Operating Reserve	\$392,392
Other Recurrent Expenditure	\$29,291
Provision Accounts	NDA
Funds Received in Advance	\$145,490
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$1,200,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,767,173

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.