

**2013 Annual Report to
the School Community**

Maribyrnong Secondary College

School Number: 8015



Name of School Principal: Nick Scott

Name of School Council President:
Greg Birch

Date of Endorsement: 30th April,
2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Maribyrnong College provides a broad education for students in Years 7-12. It is also home of Victoria's only state-funded Sports Specialism school with a sports enrolment comprising nearly 40% of the school population. The College provides a broad VCE and the majority of students undertake further study after Year 12. The school's International Students Program supports 30 International students, predominantly in Years 10 to 12. Additionally, the College provides an EAL program to support students of non-English speaking backgrounds. 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 and 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. Over the last 5 years the College has upgraded many of the facilities including, a 230-seat theatre, new Science and Humanities wings and Library Resource Centre and extensive landscaping and outdoor passive areas. A 7000 square metre Sport Stadium with indoor running track, elite training centre, six international-standard tennis courts, soccer and hockey fields forms the base for the Sport Specialism program and all students at the College use this facility for Health and PE classes. The school has 88 EFT teachers, 5 Principal Class Officers, and 38 Education Support Staff.

Achievement	Engagement	Wellbeing
<p>In 2013, Maribyrnong College delivered the VELS instead of the AusVels in the learning areas of English, Science, History and Mathematics. The introduction of AusVels by the College in 2014 will see all Years 7 – 10 students assessed against the AusVELs in these 4 Learning Areas.</p> <p>Student learning initiatives implemented in 2013 saw a significant improvement in VCE with record number of students achieving ATARs above 80 and an increased median study score from 28 to 30. Students continue to benefit from a VCE Centre with private study hall, after-school homework classes, weekly study-skills sessions and extensive holiday revision programs.</p> <p>Teacher professional learning in the areas of literacy and numeracy, Assessment for Learning have significantly supported student learning in the middle years. The Naplan Data continues to show improvement above the State average. Students in the PSD (Program for Students with a Disability) have shown progress at satisfactory or above in achieving their individual goals.</p> <p>Our improvement goals for 2014 are:</p> <ul style="list-style-type: none"> - improved VCE study score mean and percentage of individual scores above 40 - improved use of student performance data such as 'On demand' and PAT-R, in planning teaching and learning-improved Year 7 and 9 Naplan results in relation to writing - improved learning outcomes through 	<p>In the last four years the College has made significant improvements to its pathways and transitions program including an intensive course counselling program, VCE parent information sessions, improved Managed Individual Learning Plans and end of year transition programs. A semester unit based curriculum program at year 10 which is aligned with the VCE grid has allowed a greater number of students accelerating in the VCE and wider access to subjects.</p> <p>In 2014 all Year 12 students gained a tertiary place, with a record number of students gaining entry into Melbourne University.</p> <p>In 2013 the College expanded its delivery of the SARIP (Sports And Recreation Industry Pathways Program) with more VCE subjects incorporating sports based curriculum. The program has strengthened the College's relationship with Victoria University as well as providing guaranteed entry into many tertiary sports related courses for Year 12 SARIP students.</p> <p>Our improvement goals for 2014 are:</p> <ul style="list-style-type: none"> - to increase the number of students accessing university places - to continue to broaden the VCE curriculum experience to include more vocationally based programs, including the provision of VET - to continue to improve and formalise the delivery of a MIPs program at Years 	<p>Results of the student Attitudes to School survey continue to remain highly positive and indicate that work we have undertaken in this area is delivering sound results for students.</p> <p>Levels of absence are already very low and electronic period-by-period roll marking has helped to further reduce and monitor absences.</p> <p>The College is seeing the benefits of operating in 3 subschools with larger teams of staff monitoring student learning, welfare and discipline.</p> <p>Subschool precincts have been developed with passive areas for students to enjoy and continue to develop positive peer interactions. An improved House System, SRC and the introduction of Student Leadership Programs, student led assemblies continues to foster a positive and vibrant school spirit. Now in its fourth year the Year 11 Leadership Camp continues to attract a diverse range of students aspiring to be College and House Captains.</p> <p>The College is continuing to increase the number of lunchtime and afterschool extracurricula activities available to students not only in the areas of dance, drama, music, debating and sport but also in IT and Technology. Maribyrnong College is proud to boast positive exit destinations for its students.</p> <p>The Wellbeing Team comprises of 1.8 teachers and in addition in 2013 the College employed a fulltime Social Worker. The team delivers a number</p>

<p>the provision of a quality digital curriculum</p> <ul style="list-style-type: none"> - provision of feedback on academic performance every 5 weeks and implementation of a catch up program - implementation of afterschool tutoring programs in English and Mathematics - focus on improvement in writing 7 – 12, implementation of daily sustained writing in Years 11 and 12 	<p>7 to 12</p> <ul style="list-style-type: none"> - to further develop the curriculum experience for Sport Academy students to include a Sport themed VCE 	<p>of whole school engagement programs as well as targeted programs such as including peer support, and Year 7 Belonging Day to mention a few.</p>
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For more detailed information regarding our school please visit our website at <http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 1105 students were enrolled at this school in 2013, 423 female and 682 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

Parent Satisfaction Summary

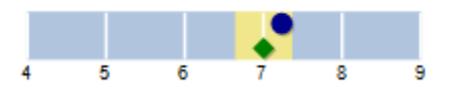
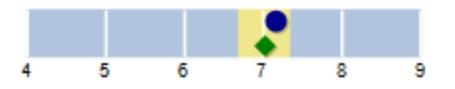
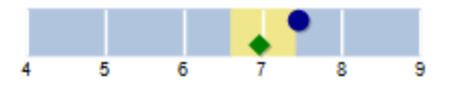
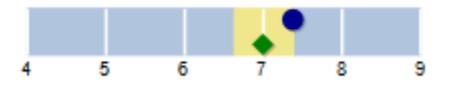
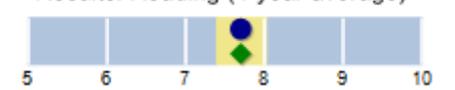
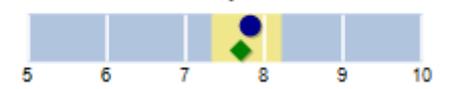
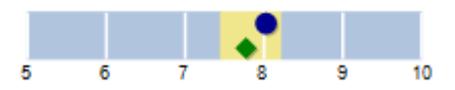
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:  Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</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> Similar</p>

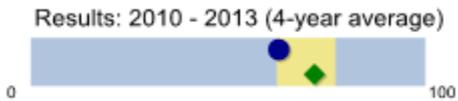
Performance Summary

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<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: 2013: </p> <p>Results: 2010 - 2013 (4-year average): </p>	<p> Higher</p> <p> Similar</p>																								
<p>Students in 2013 who satisfactorily completed their VCE: 99% Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 24% VET units of competence satisfactorily completed in 2013: 86% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: N/A</p>																										

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 784 1018 880"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

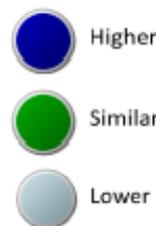
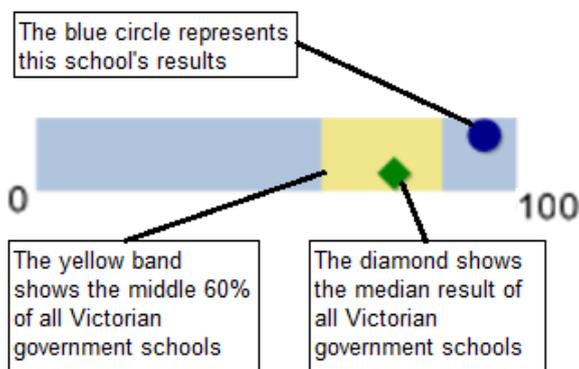
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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.

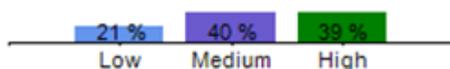
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$2,649,902
Government Grants Commonwealth	\$3,000
Revenue Other	\$349,516
Locally Raised Funds	\$1,218,351
Total Operating Revenue	\$4,220,770

Funds Available	Actual
High Yield Investment Account	\$50,586
Official Account	\$26,201
Other Accounts	\$0
Total Funds Available	\$76,787

Expenditure	
Books & Publications	\$22,769
Communication Costs	\$57,302
Consumables	\$822,843
Miscellaneous Expense	\$1,243,118
Professional Development	\$103,095
Property Maintenance	\$2,036,374
Salaries & Allowances	\$202,081
Trading & Fundraising	\$68,307
Travel & Subsistence	\$141,194
Utilities	\$171,229
Adjustments	\$300
Total Operating Expenditure	\$4,868,612

Financial Commitments	
Operating Reserve	\$25,000
Revenue Received in Advance	\$28,562
Region/Network/Cluster Funds	\$23,225
Total Financial Commitments	\$76,787

Net Operating Surplus/-Deficit (\$647,842)

Asset Acquisitions \$40,373

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary