

**2014 Annual Report to  
the School Community**

**Maribyrnong Secondary College**

**School Number: 8015**

Name of School Principal: Nick Scott

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Name of School Council President: Greg Birch

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Date of Endorsement: 11<sup>th</sup> May 2015

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

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. Student attendance at the College is excellent overall, individual students are case managed and supported by the Students 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. 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 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. 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.

Over the last 5 years the College has upgraded many of the facilities including, a 230-seat theatre, new Science and Humanities wings, 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 College will be undertaking a new building project in 2015 comprising of a new entrance to the school, Administration Building, including VCE classrooms, International Students Centre. In addition a new Arts Technology wing. The school has 83.8 EFT teachers, 5 Principal Class Officers, and 33.5 Education Support Staff.

### Achievement

In 2014, Maribyrnong College assessed all Years 7 – 10 students against the AusVels in the learning areas of English, Science, History and Mathematics.

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.

In 2014 the College continued to maintain a high VCE median score and achieved its goal of improving the number of 40+ scores and number of students achieving an ATAR above 80. New initiatives included sustained Silent Writing Sessions, targeted teaching and tutoring programs. Students continued to benefit from the VCE Centre with private study hall, after-school homework classes, weekly study-skills sessions and an extensive holiday revision programs. VCE teachers undertook professional learning that centered on the analysis of VCE data and improvement of teaching practice.

Our improvement goals for 2015 are:

- 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 the provision of a quality digital curriculum
- 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

## Engagement

In the last five 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. Many more students are completing first year university subjects as part of their VCE studies.

In 2014 all Year 12 students gained a tertiary place, with a record number of students gaining entry into Melbourne University.

In 2014 the College continued in 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.

In the last five years the College has increased the number of Sports Specialism students meeting the elite sporting and academic excellence required to gain a US College Sports Scholarship. This includes increased numbers of students entering NCAA and NAIA Colleges.

In 2014 we continued to develop relationships with our sister schools Bukit Jalil and Singapore Sports Schools and Elizabeth College in Tasmania with reciprocal visits and exchange of curriculum and pedagogy.

The College continues to provide Sports Specialism students with international competition experiences in Singapore, New Zealand, China, USA and Malaysia.

Our improvement goals for 2015 are:

- 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 7 to 12
- to further develop the curriculum experience for Sport Academy students to include a Sport themed VCE
- further development of the Student Leadership Program including additional extracurricular activities such as Camp Gallipoli, whole school initiatives such as Harmony Day and involvement in the development of the Students Engagement Policy.
- Participation in the Tournament of Minds, UBS Finance Academy, Debating, Plain English Speaking Awards

## Wellbeing

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.

Levels of absence are already very low and electronic period-by-period roll marking has helped to further reduce and monitor absences.

The College is seeing the benefits of operating in 3 subschools with larger teams of staff monitoring student learning, welfare and discipline.

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. The Year 11 Leadership Camp continues to attract a diverse range of students aspiring to be College and House Captains.

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.

The Sports Specialism program is a select entry program funded separately from the school budget. The program is serviced by a number of providers many of which are external and include Physiotherapy, Sports Psychology, Rehabilitation and Nutritionists. In addition there are a range of Sports Coaches and Physical Preparation Staff. The Sports Academy have an Advisory Board with a range of Community Partners. Victoria University, Western Bulldogs and the VIS. The relationship with these partners enables mutual sharing of facilities. In addition the College facilities are used by a range of community and sporting groups such as the Essendon Royals, Melbourne Tigers, Netball Victoria, AFL Victoria, Western Suburbs Weightlifting, Westside Strikers, Northern Panthers just to mention a few. A range of staff are involved in delivering a range of sports programs in various primary schools.

Sport Specialism students are enrolled in the Athlete Development Program as part of their curriculum program. This specialized program is resourced by specialist teachers and Physical Preparation Staff. Additional resources are allocated in the management of athlete wellbeing. This work centres around, sporting and academic performance, coping with injury, time management and organization, preparation for competitions at local or international levels, pathways and career development.

The College directs considerable funding into the provision of an afterschool tutoring program which is offered to students free of charge. In addition teachers offer a range of afterschool VCE classes to further support students. Every 5 weeks teachers provide a report to parents on student progress. Students who are at risk or behind in their work are provided with Saturday classes and tutoring.

Compass is integral to the communication and content management at the College. Students are encouraged to access learning tasks and curriculum and communicate with teachers.

The College has a well-established and highly regarded High Achievers Program at Years 7 – 9. This along with extensive provision of differentiated curriculum is supported by a Leading Teacher. The College has also allocated extra funds towards the improvement of Mathematics, which again is supported by a leading Teacher.

The timetable is structured to enable blocked classes in Mathematics and English at Years 10 in order to facilitate targeted teaching. At Year 12 English classes are blocked to enable the same.

The Wellbeing Team comprises of 1.8 teachers and a fulltime Social Worker. The team delivers a number of whole school engagement programs as well as targeted programs such as Pastoral Care and Year 7 Belonging Day to mention a few.

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 1114 students were enrolled at this school in 2014, 452 female and 662 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.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## 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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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


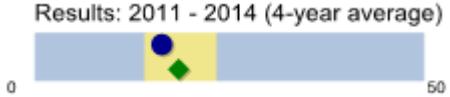









Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 25%   Medium: 49%   High: 26%</p> <p><b>Numeracy</b> Low: 20%   Medium: 48%   High: 32%</p> <p><b>Writing</b> Low: 24%   Medium: 52%   High: 24%</p> <p><b>Spelling</b> Low: 24%   Medium: 52%   High: 24%</p> <p><b>Grammar and Punctuation</b> Low: 25%   Medium: 49%   High: 26%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 31%   Medium: 41%   High: 28%</p> <p><b>Numeracy</b> Low: 30%   Medium: 51%   High: 19%</p> <p><b>Writing</b> Low: 28%   Medium: 51%   High: 21%</p> <p><b>Spelling</b> Low: 34%   Medium: 49%   High: 17%</p> <p><b>Grammar and Punctuation</b> Low: 32%   Medium: 50%   High: 18%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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><b>Results: 2014</b> 0 to 50 scale. School result (blue dot) is approximately 45. State median (green diamond) is 30.</p> <p><b>Results: 2011 - 2014 (4-year average)</b> 0 to 50 scale. School result (blue dot) is approximately 45. State median (green diamond) is 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **14%**  
 VET units of competence satisfactorily completed in 2014: **97%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **N/A**




## Performance Summary





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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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: 2014</p>  <p>Results: 2011 - 2014 (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><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>												
<p><b>Students exiting to further studies and full-time employment</b></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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

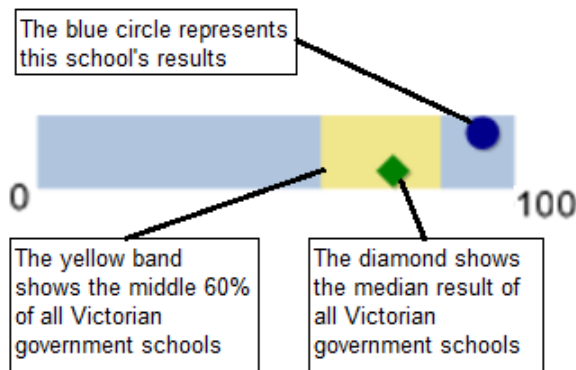
## What are student outcomes?

*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.

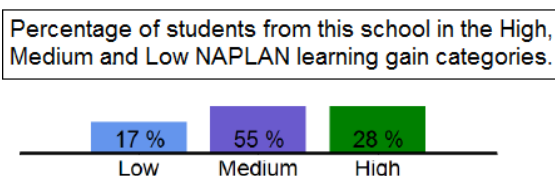
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$11,002,016
Government Provided DE&T Grants	\$3,000,315
Government Grants State	\$9,725
Revenue Other	\$448,314
Locally Raised Funds	\$1,530,560
<b>Total Operating Revenue</b>	<b>\$15,990,930</b>

Funds Available	Actual
High Yield Investment Account	\$345,734
Official Account	\$31,548
<b>Total Funds Available</b>	<b>\$377,282</b>

Expenditure	
Student Resource Package	\$11,009,520
Books & Publications	\$9,176
Communication Costs	\$52,394
Consumables	\$454,207
Miscellaneous Expense	\$1,582,214
Professional Development	\$82,644
Property and Equipment Services	\$1,676,936
Salaries & Allowances	\$321,736
Trading & Fundraising	\$125,030
Travel & Subsistence	\$168,325
Utilities	\$161,957
<b>Total Operating Expenditure</b>	<b>\$15,644,139</b>

Financial Commitments	
Operating Reserve	\$25,000
Revenue Received in Advance	\$82,282
Region/Network/Cluster Funds	\$70,000
Capital - Buildings/Grounds incl SMS>12 months	\$200,000
<b>Total Financial Commitments</b>	<b>\$377,282</b>

**Net Operating Surplus/-Deficit**      **\$346,791**

**Asset Acquisitions**      **\$7,200**

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

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary