

2016 Annual Report to the School Community



School Name: Maribyrnong Secondary College

School Number: 8015

Name of School Principal:	Nick Scott _____
Name of School Council President:	Greg Birch _____
Date of Endorsement:	17/05/2017 _____

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Maribyrnong College provides a broad education for 1197 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 Sports Academy celebrated its 10th Anniversary in 2016.

The school has 90 EFT teachers, 5 Principal Class Officers, and 53 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 Students Program supports 40 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. 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 6 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. In 2016 the College began a new building project. This included relocating the school's entrance to Gordon Street and 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)

Achievement

In 2016 the College undertook extensive curriculum planning in preparation for the implementation of F-10 curriculum in 2017. This involved the delivery of professional development to staff, an audit of current courses and the evaluation of assessment practices in line with F-10 standards.

The College continued its focus on Middle Years Mathematics improvement including changes to course counselling at Years 9 and 10 and the refinement of course materials.

In 2016 the College reviewed its reporting practices with the goal of transitioning from Reporter Pro to Compass in 2017. This evaluation included a review of parent access to reports and the effectiveness of the College's Redemption processes.

Engagement

The College undertook a review of the needs of African-Australian students at the College and initiated a range of engagement experiences for students and their families including a dinner, parent morning teas, student focus groups and a mentoring program involving Africa Australian Aides.

In 2016 the Sports Academy undertook to strengthen its community engagement by refining its promotional materials, in particular the Sports Academy website to include an integrated social media component.

Wellbeing

In 2016 the College focused on reducing social media related issues by working with School Council to develop a framework and advice to the school community on social media practices of 'at risk' students. In 2017 the College will roll out a series of student and parent education programs to address these issues.



Achievement

In 2016 the College continued to maintain a high VCE median study score, a consistent number of 40+ scores and students achieving an ATAR above 80. All students undertaking Unit 3 and 4 studies were enrolled in the Jacaranda Study On program aimed at improving student's preparation for SACs and examinations. 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.

The College delivers a targeted English program for students struggling in Units 1 and 2 in the July and January holidays. In 2016 this program was refined to include a greater focus on Language Analysis and the development of academic vocabulary. In addition a similar program was developed and implemented targeting Year 10 students 'at risk' intending to undertake VCE studies in 2017.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In response to the 2015 Attitudes To School Survey data regarding 'Connectedness to School', the College continued to expand the Student Leadership Program in 2016. This included additional whole school extracurricular activities such as Harmony Day and the World's Greatest Shave. The College commenced its support for Childhood Cancer Research through its involvement with the Live For Lily Foundation. The Student Leadership Group and VCE Business Management students established a whole school initiative in the Live for Lily Day which included a range of fundraising activities supported by the whole College community.

In addition there was a significant growth in the participation in a range of extracurricular activities including Chess, Drama and Robotics Clubs, Tournament of Minds, Debating and Plain English Speaking Awards.

The College values developing students, who understand their civic responsibilities, are socially responsible and community minded. In developing the F-10 Curriculum in 2016, the College ensured that the capabilities of ethical understanding, personal and social capability and intercultural understanding were represented across curriculum domains and assessed. In 2016 half the Year 8 cohort chose to undertake the Year 9 Community Elective in 2017. In addition the College trialed the Duke of Edinburgh Program and its success has ensured its full implementation in 2017.

In 2016 the Sports Academy implemented and resourced a new technical sport in rowing aimed at engaging mainstream students as well as student athletes. With the introduction of the Women's AFL League the College facilitated female athletes in transferring into an AFL pathway. Three sports academy students from Maribyrnong were selected in the 2017 AFL draft.

In 2016 there was an increase in the number of athletes being selected in state and international teams and as a result a record number of students qualified for the Sports Director's Award which also recognizes an outstanding academic and behavior record.

Wellbeing

The College attendance data has been excellent for a number of years and the College has allocated resources including a dedicated attendance officer at each sub school. In addition the College has developed a robust referral process to Student Wellbeing team for students 'at risk'. In 2016 the Student Wellbeing team have been resourced with mobile phones to facilitate contact with students 'at risk' in order to improve attendance and school engagement. To further support student wellbeing the College will direct additional funds for staffing of student wellbeing in 2017.

In addressing data from the Attitudes To School Survey regarding 'Students Perceptions Of Safety', the College developed a range of programs to deal with an increase in the reporting of issues relating to inappropriate use of social media. Students attended whole year level assemblies themed around the topics of online safety, tolerance and diversity. The Maribyrnong College Rights and Responsibilities Matrix was rolled out to all students in assemblies, posters placed in classrooms and it was uploaded to Compass for parents to access. At Year 9 a program called 'Raising Respect' was developed and delivered with the aim of promoting respectful relationships amongst students. In addition the College began developing an integrated program which in 2017 will include student pastoral care programs, student and parent workshops and a range of publications promoting respectful relationships.



For more detailed information regarding our school please visit our website at 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 1214 students were enrolled at this school in 2016, 508 female and 706 male. There were 24% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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>		<ul style="list-style-type: none"> ● Similar ● Similar ● Similar ● Lower

Performance Summary

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

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 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>60%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>49%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	60%	19%	Numeracy	23%	46%	31%	Writing	22%	55%	23%	Spelling	26%	53%	21%	Grammar and Punctuation	30%	49%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 20% VET units of competence satisfactorily completed in 2016: 92% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>90 %</td> <td>88 %</td> <td>90 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	88 %	90 %	92 %	94 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	88 %	90 %	92 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

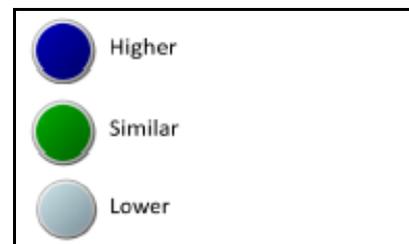
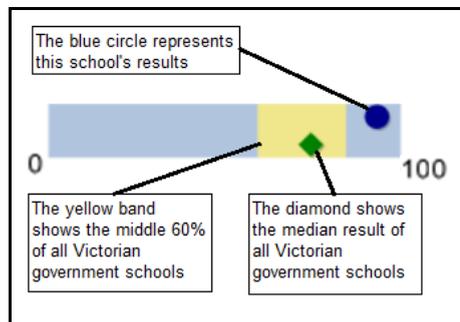
What are student outcomes?

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, P-12 and specialist schools, 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.

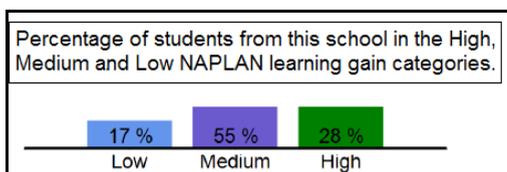
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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 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.

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

<http://www.education.vic.gov.au/school/principals/management/pages/performance.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 and position commentary

The College carried over a surplus of \$2,421,732.16 into 2016 to facilitate the construction of Stages 1 and 2 of the Master Plan. This accounts for the 2016 EOY net operating deficit of \$850,560 as the College drew down on the 2015 surplus to pay for these improvements. Stage 2 expenditure of \$3.95 million will be complete by June 2016, when the College will begin planning for Stage 3 works to commence.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$11,895,529
Government Provided DET Grants	\$1,999,001
Government Grants State	\$8,841
Revenue Other	\$959,361
Locally Raised Funds	\$1,765,176
Total Operating Revenue	\$16,627,907

Expenditure	
Student Resource Package	\$11,889,106
Books & Publications	\$4,955
Communication Costs	\$46,107
Consumables	\$386,036
Miscellaneous Expense	\$1,758,645
Professional Development	\$60,482
Property and Equipment Services	\$2,778,913
Salaries & Allowances	\$283,314
Trading & Fundraising	\$60,808
Travel & Subsistence	\$89,028
Utilities	\$121,073

Total Operating Expenditure **\$17,478,467**

Net Operating Surplus/-Deficit **(\$850,560)**

Asset Acquisitions **\$12,557**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,314,374
Official Account	\$27,451
Other Accounts	\$20,000
Total Funds Available	\$1,361,826

Financial Commitments	
Operating Reserve	\$25,000
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds incl SMS<12 months	\$676,732
Revenue Received in Advance	\$340,094
Maintenance -Buildings/Grounds incl SMS>12 months	\$120,000
Total Financial Commitments	\$1,361,826

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

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.