

Maribyrnong Secondary College 8015

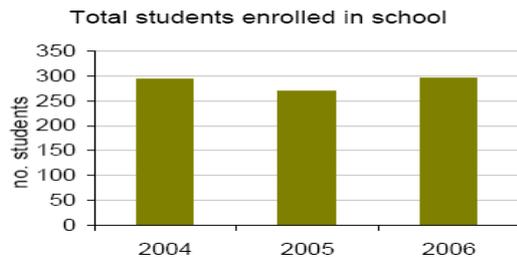
Annual Report to the School Community 2006

School Overview

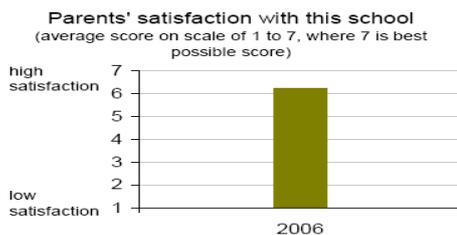
Maribyrnong Secondary College is situated 8km west of the Melbourne CBD, adjacent to the Highpoint Shopping Centre.

Our total enrolment grew by 10% in the 2006 school year to 296, mostly due to increasing enrolments at the year 7 level. With 53 students in year 7 in 2006, the College enjoyed its largest intake of year 7 students since 1994 and a 43% increase on 2005. The growth in enrolments can be attributed to the success of the “package” of improvements that commenced in 2004 which continued throughout 2005 and 2006.

The development of the College’s new vision focussing on high performance in all aspects of school life – from academic learning to student behaviour and school uniform - has led to increased confidence by the local community about what Maribyrnong can offer to secondary school aged children. Our Accelerated Learning Program was in its second year in 2006.

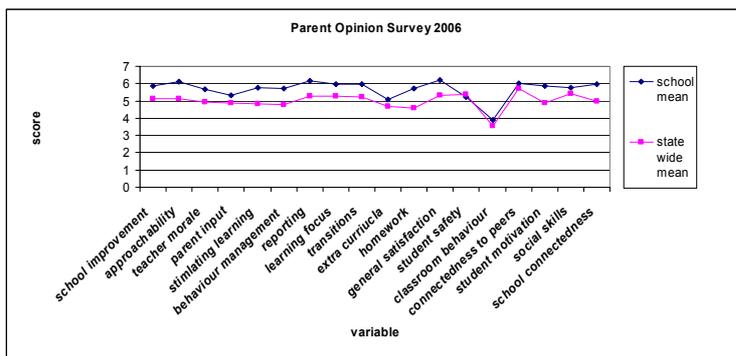


The promise of the Sports Specialism Program to begin at Maribyrnong College in 2007, along with gradually increasing interest from International students (15 enrolments in 2006 compared to 8 in 2005) has also contributed to the new optimism. Enrolments are expected to continue to rise as these programs, along with the new directions, become embedded into College Practices.



Parent Satisfaction with the College continues to be very strong, with “general satisfaction” rating 6.22 on a scale of 7 (the state wide mean was 5.33) The format and parameters of the parent opinion survey changed in 2006 making direct comparisons with previous years difficult. Nevertheless the general satisfaction of parents remains on 90%. As well, parent satisfaction on most other measures scored well above the state wide mean. Student safety, which is equal

to the state wide mean and classroom behaviour which is slightly above the mean are the only two exceptions. These two variables are clearly linked and they are aspects that deserve attention. They will become a focus in the new strategic plan that will be developed in 2007.



Maribyrnong College continued to enjoy the benefits of a very stable staff population and teachers and support staff have wholeheartedly embraced the new vision and direction that the College has taken.

Since the vast majority of teachers have taught at the College for a number of years and are very familiar with College processes, there has been a great

opportunity over the past two years for them to focus on curriculum developments and improving their teaching practices, in order to improve student learning outcomes. Assessment for Learning as a central feature of pedagogy continued and more teachers developed skills in using formative assessment practices to assist them to determine the next steps in student learning. Significant time was made available within the time table to accommodate team teaching, which assisted in the development of Assessment for Learning strategies. As well, more and more teachers supported homework classes, by making themselves available to students after school for regular homework assistance. The number of students who regularly accessed this opportunity has shown steady growth.

Principal's Report

2006 was the third year of redirection for Maribyrnong College, and one of considerable progress in embedding the three basic tenets of success:

- Our school must look good
- Our students must present well
- Our staff must achieve results!

The college now has a clear and widely supported sense of new direction, embracing academic achievement and sporting excellence which is driven by the ideal of a high performance culture. At the same time we have maintained the culture of student support vital in a successful school. We now have a thriving college community with high levels of staff, student and parent satisfaction and a strong sense of optimism for the future.

A classroom vision statement was developed in 2006: 'student centred, performance based', and the increased emphasis on high expectations and strong work ethic was maintained. The importance of knowing the 'right work' to meet the community's expectations became more recognised. A greater respect for the timetable acknowledged teachers' rights to teach and students' rights to learn with minimal disruption and maximum support. However this area will be an ongoing challenge with the introduction of the sports specialism.

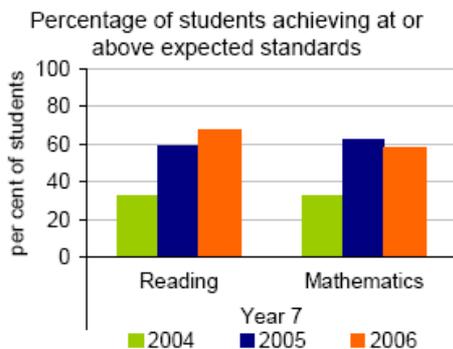
The importance of having the 'right people' to lead the redirection also moved forward with the appointment of a new leadership team including the Assistant Principal and two Leading Teachers from other schools.

Successful organisations invest in their business through ongoing improvements. In 2006 we undertook a radical modernisation of the Library, converted the old metalwork room to a modern graphics room, restructured our computer rooms, replaced our kitchen benches and extended the painting of our external walls. We also appointed architects to develop a master plan for the complete rebuilding of the college. The first stage will see 'state of the art' sports facilities constructed on site. The project is expected to commence late in 2007 and will take around 5 years to complete.

We now look forward to 2007 as a year for stronger focus on strategies to improve student learning outcomes and for ensuring an harmonious introduction of the specialist sport program. It will also be a year of self evaluation and of strategic planning for the next four years. The momentum we have gathered over the past three years will continue to be applied to the development and ownership of strategies for improvements in student learning, engagement and pathways.

Student Progress & Achievements

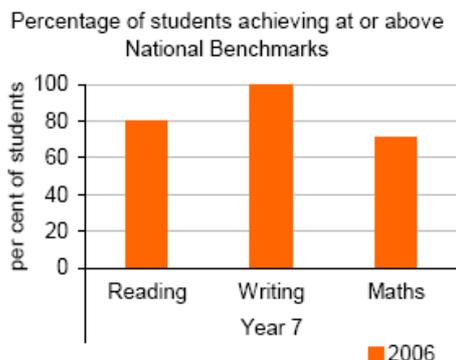
Student Learning



During 2006, Maribyrnong Secondary College continued to implement strategies that began in 2005 which were specifically focussed on improving student learning outcomes. The accelerated learning program progressed to include a year 8 group and a new group was enrolled in year 7. A whole school focus on the importance of a strong work ethic and homework support classes held by classroom teachers and year level co-ordinators all began to shift the culture of the student body into one that is focussed on high performance in all aspects of College life.

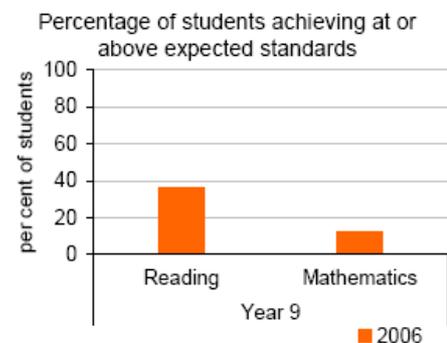
At the same time, teachers were also developing a new pedagogy through the implementation of Assessment for Learning strategies. This strategy has assisted teachers to develop reflective practices in which they continually evaluate student progress and use their assessments to re-shape the next stage of learning.

The continued improvement at year 7 in the AIM outcomes is pleasing to note. In particular, our students are reading better, and this bodes well for the future as research tells us that there is a strong link between reading ability and overall learning outcomes. A slight drop in the percentage of students achieving the expected standard in mathematics in the 2006 year 7 AIM test is worthy of investigation, though the drop is quite small and should not be over-emphasised.

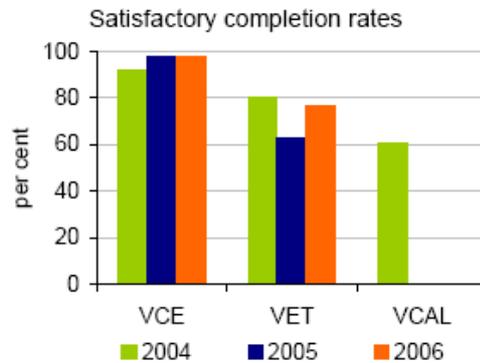
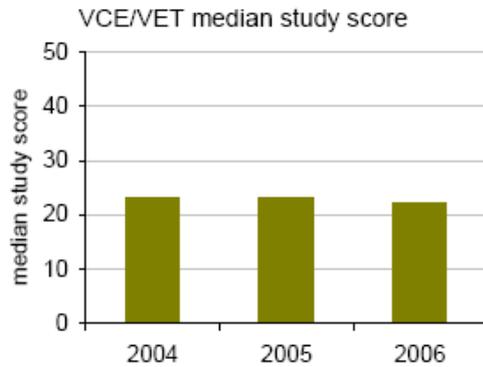


For the first time in 2006, the Department of Education correlated school results in the AIM test with national benchmarks. Maribyrnong Secondary College has much to be proud of in this data with the vast majority of year 7 students achieving at or better than the nationally expected level. However, this is not a reason to become complacent and it is important that we continue to implement strategies that will ensure that our students perform at high levels.

The 2006 year 9 group were in year 7 in 2004, the year when much reflection was taking place and the College was forging its new direction. This group of students selected Maribyrnong College as their secondary school, based on a different set of values and expectations. Thus, the year 9 AIM results are nowhere near as positive as the year 7 results. Deeper analysis of the data suggests that this group of Maribyrnong students is, on average, six months behind the state average of year 9 students in their learning. This group of students continues to require a great deal of support in their learning and careful pathways planning will be needed to ensure that they reach their learning and social potential. It is also worth noting that more than 50% of the year 9 cohort enrolled at Maribyrnong Secondary College after year 7. Thus this group of students has faced the challenges associated with itinerancy to a high degree.



Whilst the overall VCE completion rate is close to 100 % and the VET completion rates have shown a significant improvement, we continue to be concerned about the low study scores and Enter scores achieved by Students of the College.



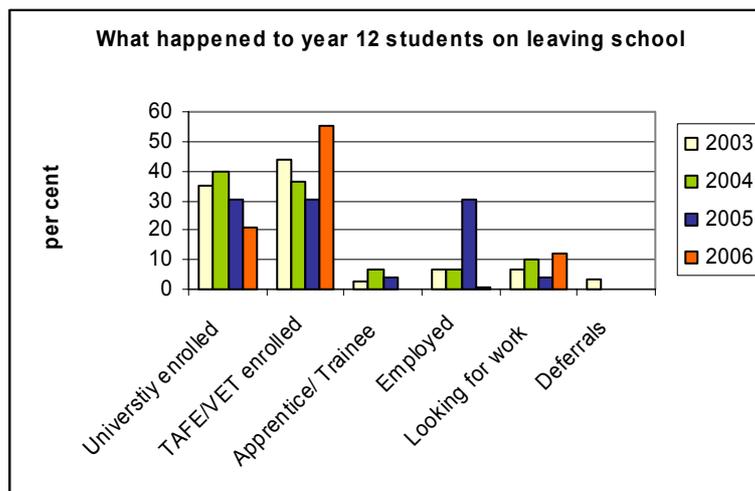
Some of this can be explained by our high numbers of ESL students, particularly those who have recently arrived from war torn countries who have experienced little or no formal education. The College also made a conscious decision in 2005 to cease delivery of the Victorian Certificate of Applied Learning and some students, who may have been more suited to a V.C.A.L. style program have chosen to attempt the VCE at Maribyrnong rather than changing schools.

However, it is fair to say that that the poor work habits of many students who were in year 12 in 2006 were a source of frustration for teachers and that these poor habits were not adequately addressed in the previous school culture. As part of our new direction, the importance of work ethic is emphasised at all year levels and the impact of this and other strategies, including alternative pathways, is expected to result in considerable improvement in future VCE results.

Student Pathways and Transitions

Despite achieving generally low study and ENTER scores, the 2006 year 12 co-hort have been very successful in moving on to further study, with 76% accepting places in T.A.F.E. or university. Half of the remaining 24% left school and immediately began to look for work whilst the whereabouts of the remaining 12% is as yet unknown.

Much credit must be given to the senior school co-ordinators and the careers teacher who worked tirelessly with the students to assist them to gain entry into a chosen pathway. A special relationship developed between the students and their advisers, which is entirely consistent with the College's ethos of being "student centred" and many have returned to the College early in 2007 to let us know how they are getting on.



A total of 25 students from years 10 and 11 also left our College at the end of 2006. Thirteen of these students have moved into a T.A.F.E. environment in order to complete their secondary education in a vocational field. Nine students also moved to other secondary colleges, which were able to provide subjects more suited to their future needs.

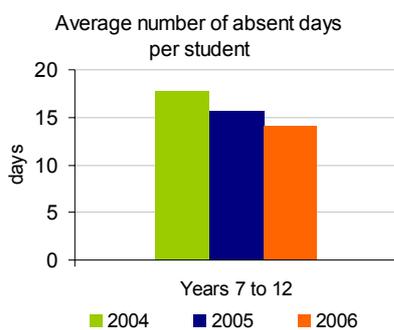
Only three students left school without indicating their destination. Again this indicates that our teachers are focussed on ensuring that students' learning needs are met and our processes suggest good co-operation between Maribyrnong College and other local education providers.

As well as providing one to one careers and pathways advice via the College's Careers co-ordinator, a number of programs and services are accessed by our staff in support of students. We have close links with a number of employment agencies, as well as community education providers and the Western Jobs pathways program. These strong networks have been developed over a number of years and they provide an important conduit between our College and the next stage of our departing students' education or employment journey.

Student Engagement and Wellbeing

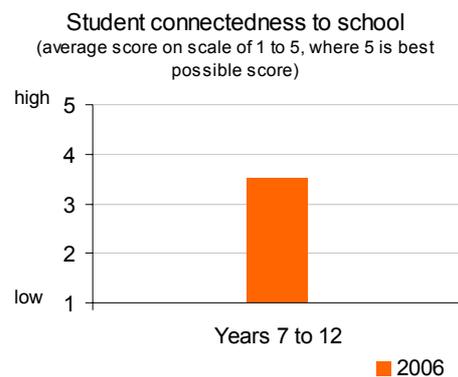
A key objective of the current College Charter is to reduce average absence rates by one day each year. It is pleasing to note that this objective has been exceeded, reducing from an average of 21.8 days per student in 2003 to 14.2 days per student in 2006

The College's strategies to improve student attendance have continued to produce positive results. Period by period roll marking ensures that students have developed an understanding of the importance of regular attendance. As well, the attendance officer has ensured that parents are informed on the day if there is an unexpected absence. The attendance officer is also alert to frequent absentees and is able to work collaboratively with year level co-ordinators and the student welfare co-ordinator to investigate issues and find solutions. These strategies will continue in 2007 and beyond.



More detailed analysis of absence rates indicates that all students with the exception of the year 12 cohort had lower absence rates than the state wide benchmark. Whilst year 12 average absence rates in 2006 were higher than the state wide mean, this group of students has shown gradual improvement in attendance over the past three years as they have progressed through years 10, 11 and 12.

Student connectedness to school is measured through student responses to a number of questions on a state wide survey that is conducted in term 2 each year. In 2006, the Education Department changed the format and individual questions of the Student Attitude Survey which makes comparisons with our past performance irrelevant. An average score of 3.52 on a scale of 5 would appear on the surface to be a creditable result. Nevertheless, it will not possible to make a solid conclusion about student connectedness until we have at least two years of data to evaluate.



It is interesting to note that in comparison to all secondary college students across the state, Maribyrnong Secondary College students' rated their feelings of connection to school as higher than 74% of other schools. However, this is a "relative" scale and we must be careful not to place too much emphasis on this result.

Other indicators of student engagement and well being include students' feelings of safety at school and teacher perceptions of student behaviour. Data provided to the College relating to student safety places Maribyrnong students on the 42nd percentile of student opinion across the state. This means that students in 58% of government secondary colleges feel "safer" than Maribyrnong students. This is a matter that requires more detailed examination when the 2007 Student Attitude Survey results are available.

On the other hand, staff opinion of student behaviour, both in class and beyond has improved significantly over the past three years, as has staff opinion of the effectiveness of the College's discipline policy and practices. Clearly these indicators are closely linked, and the improvements are a further indication that the new directions are producing the desired outcomes.

Future Directions

2007 is the year of School Self Assessment and Review. This provides the College with an ideal opportunity to analyse our performance across a broad range of parameters and to develop clear directions for the next period of strategic planning.

Whilst the process of self evaluation will take place over a number of months and will involve all members of the College community, it is clear from this report that major issues for long term improvement will include:

1. The analysis of student performance in the V.C.E. and the development of a comprehensive program aimed at improving student outcomes in the V.C.E. This will necessarily include strategies to improve work ethic and student performance from year seven onwards and it will become an “unfolding” plan that will be delivered well into the future.
2. The continuing evaluation and refinement of the Accelerated Learning Program. Now in its third year of operation, 2007 will be an ideal time to analyse the program’s outcomes and make plans for its future development.
3. The careful monitoring and evaluation of the Sports Specialism program. This will include the on going development and refinement of sports specialism curriculum, the linkages with the general curriculum and monitoring student progress across the whole educational spectrum as well as developing plans for the effective expansion of the program as student numbers increase.
4. A close analysis of student perceptions of safety and the symptoms that have lead to our low results in this area, with the development of a program that will address the causes and create an environment that is more conducive to high levels of student well being.

As part of the final Annual Implementation Plan supporting the current College Charter, five other strategies will be continued or developed in 2007 that will support improvement in those areas identified as deficits. These are:-

1. The implementation of a daily silent reading program for all students as a mechanism to improve overall literacy levels which will in turn lead to improved overall student outcomes
2. The introduction and implementation of personal learning plans for all students that incorporate goal setting, time management and study skills with the objective of continuing to improve student work ethic.
3. Expanding the implementation of the Assessment for Learning program to bring more teachers on board across a wider range of subject areas
4. Improving the ICT capacity of teachers so that the latest technology can be effectively utilised across the curriculum which in turn will enhance student engagement and learning
5. Progressing teachers towards a Performance and Development Culture. This will take place across the full spectrum of pedagogy and professional learning including the development and implementation of effective new staff induction practices, the development of a College wide professional development policy that will focus teacher learning on College priorities and the implementation of a range of strategies that will ensure that all teachers engage with student data and are able to use this to improve their teaching practice and subsequently, student learning.

Financial Performance

During 2006, a major focus for expenditure was to continue to improve the physical resources of the College in order to create an environment that is conducive to powerful learning. Major expenditure items included:-

- Significant budgets allocated to key learning areas to ensure that they had the capacity to provide high quality teaching and learning resources.
- A major upgrade of the library to create a more user friendly space
- Air conditioners installed in several classrooms
- More than 10% of the cash component of the SRP spent on ICT upgrades

Funding for the 15 International students (listed as “other” revenue), appears on the surface to have boosted the cash grants to the College, however the revenue was used entirely to support the needs of these students through ESL classes and the employment of a Vietnamese speaking co-ordinator to support this program.

Though \$30,000 attributed to Professional Development expenditure was for an innovation and Excellence Cluster - wide P. D. program, a further \$18,000 was spent on staff PD. This represents an average of \$400 per staff member. All of the programs attended by staff focussed on improving the capacity of our teachers to teach effectively and of our support staff to provide better support for students within their roles.

Locally raised funds include student levies, contributions for camps and excursions and revenue from the hire of facilities, canteen operations and uniform and stationery sales. Almost half of this revenue was expended on purchases for the canteen and uniform and book shops which are not for profit services provided by the College. The remaining \$130,000 was spent directly on resources used by students in the curriculum program, camps and excursions.

At the end of 2006, the College held \$240,563 in the bank. However, most of this (\$182,500) is held on behalf of the Cluster, or is earmarked for the Sports Specialism program. The College's actual operating reserve is \$58,000 which falls well short of the recommended reserve of \$90,000. However, the College is moving closer to being out of deficit and, with student numbers predicted to continue to rise rapidly, the financial future of the College is optimistic.

Financial Performance for the year ending 31st December, 2006	
Revenue	2006 Actual
DE&T Grants	\$699,793
Commonwealth Government Grants	
State Government Grants	
Other	\$62,396
Locally Raised Funds	\$257,006
Total Operating Revenue	\$1,019,195
Expenditure	
Salaries and Allowances	\$227,119
Bank Charges	\$833
Consumables	\$110,903
Books and Publications	\$16,954
Communication Costs	\$21,878
Furniture and Equipment	\$144,998
Utilities	\$39,083
Property Services	\$74,801
Travel and Subsistence	\$12,344
Motor Vehicle Expenses	\$5,933
Administration	\$14,826
Health and Personal Development	\$873
Professional Development	\$48,841
Trading and Fundraising	\$111,703
Support/Service	\$38,083
Miscellaneous	\$39,500
Total Operating Expenditure	\$908,672
Net Operating Suplus/- Deficit	\$110,523
Capital Expenditure (CASES21 Finance Only)	
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	

Financial Position as at 31st December, 2006	
Funds Available	2006 Actual
High Yield Investment Account	\$225,759
Officail Account	\$14,804
Total Funds Available	\$240,563
Financial Commitments	2006 Actual
Accounts Payable Control	
Camps/Excursions	
Building/Grounds including SMS	
Special Programs inc Student Services	
Region/Cluster Funds	\$182,500
Professional Development	
Other	
School Operating Reserve	\$58,063
Total Financial Commitments	\$240,563

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact

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