

**MARIBYRNONG
COLLEGE
2007**

01-8015

**Annual Report to the
School Community**



Department of Education and
Early Childhood Development

School Overview

The 2007 school year can be described as one of both consolidation and development.

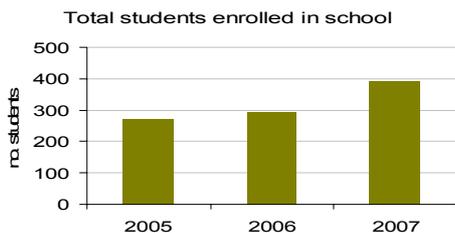
We continued to pursue the College's recent vision focussing on the development of a high performance culture in all aspects of school life – from academic learning to student behaviour and school uniform.

As well, our new Sports Specialism Program commenced with 52 students, increasing to 62 by the end of the year.

These two focii led to a further increase in confidence in what Maribyrnong can offer to secondary school aged children. We are developing a high level of respect within the local community and our students demonstrate pride in belonging to our College.

Once again, enrolments grew significantly, with a total of 393 students in attendance in February. Ninety-seven of these students, representing almost 25% of the population, were in year 7.

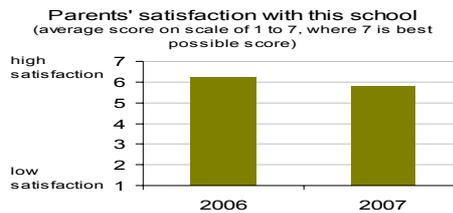
It is interesting to note that the percentage of female students has shown an increasing trend over the past three years – 35% female in 2005, 39% in 2006 and 42% in 2007.



It is also interesting to observe the change in the profile of our students. In 2006, the 3 year average of LBOTE students was 63%, which reduced to a three year average of 52% in 2007. Likewise, the SFO factor, which is an indicator of parent occupation (low scores mean high income earning power) reduced from .74 to .66. These two indicators suggest a significant change in the student profile, which can be largely attributed to the profile of specialist sport students enrolments.

The College's new Strategic Plan, which was written in 2007, identifies a number of challenges and opportunities that we will face as we continue to grow rapidly over the next three to four years. Through the process of writing the Strategic Plan, we

have set in place plans and actions that will enable us to maintain our high expectations and clear processes. These will, in turn enable us to deliver on the vision that is expressed in the Strategic Plan.



We continued to have difficulty engaging parents in the opinion survey process, achieving only a 60% response rate in 2007. We can only speculate as to the reason. However, our high number of migrant parents whose cultural norm is to accept the school as an authority may affect their understanding of the process.

In 2007, we saw a slight decline in parent satisfaction with the College. However, a school mean of 5.79 on a 7 point scale is still considerably above the state wide mean of 5.31.

In comparison to other schools, despite being above the state mean, the areas of most concern to parents have been those of student safety and classroom behaviour. It was pleasing, therefore to see that our parents' views of student safety and classroom behaviour have improved in 2007. We will continue to address these issues in order to ensure that there is continual improvement.

The 2007 staff opinion survey indicated a slight decline in staff morale, with the mean score sitting on 70 in a 100 point scale. However, this is still well above the state mean of 63 on a 100 point scale. The average number of days absent per teacher was 5.3. This is well below the state average of 7.06 days, which is very pleasing.

Of the 40 teaching staff at Maribyrnong College at June 2006 (including those on leave without pay), 39 or 98% were still at the school at June 2007. This figure across all Government schools was 86%.

All teaching staff participated in a wide range of Professional Learning Programs during 2007 that ensure that our teachers are up to date with current educational practice. All our teachers are registered with the Victorian Institute of Teaching. The requirements for registration with the VIT can be found at; www.vit.vic.edu.au

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Principal's Report

Three themes emerge from reflecting on 2007:

- several historical reference points
- further development of new directions
- planning for the future, including the sports specialisation

Year 7 enrolments exceeded 100 for the first time in 25 years. The new Sports Specialisation commenced with 52 students (11 in year 7) and more than half of the College's total enrolment of 375 had enrolled since February 2006. Also, nine new teachers commenced, compared with an average of less than 2 over the previous 12 years.

The drive to improve performance became more embedded in our culture and we were pleased to have 5 year 12 students who gained an ENTER score above 97.8 as well as an improvement of more than 3 points in the median study score.

Our year 9 AIM results showed evidence of value adding since year 7, including several students in the top 10% in the state in mathematics.

Naturally our sporting performances improved dramatically, including the Intermediate Girls Tennis Team winning the State Final and several other teams reaching the State Finals stage of competition.

The introduction of a Sustained Silent Reading Program for 20 minutes each day across the whole school proved to be remarkably successful in encouraging wider reading as well as seeming to help students concentrate better in classes and also impressing parents and visitors.

We continued to develop other strategies for improving student outcomes within a traditional structure, including expansion of the homework club, greater emphasis on exams and further implementation of Assessment for Learning strategies.

Whilst there was less obvious development in the facilities area than in previous years, we were able to use a \$90,000 Federal Government Grant to resurface the basketball courts and create a secure external area for student lockers, as well as several other planned improvements.

In planning for the future, we undertook an evaluation of past goals and achievements which led into extensive discussion and development of a new

four year Strategic Plan for improving student outcomes.

A concept plan for the complete reconstruction of the College was approved, followed by a detailed plan for the first stage – a \$10 million sports stadium and tennis courts to be completed by the start of 2009. We also developed a new Crest to represent our dual priorities of Academic Achievement and Sporting Excellence. Finally, much planning was undertaken for activities to celebrate the 50th Anniversary of the College's opening in 1958.

We now look forward to managing the significant challenges of rapid enrolment growth and balancing the competing needs of our academic and sporting priorities as well as developing a wider range of programs to address the strengths of all students .

Student Progress & Achievements

Student Learning

During 2007, strategies aimed at improving student learning that had been introduced in 2005 and 2006 were consolidated into college practice.

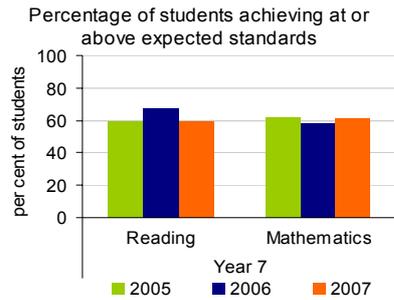
As we continued to embed Assessment for Learning strategies into our pedagogy, and commenced the journey towards a Performance and Development Culture, teachers continued to enhance their understanding of student learning and assessment data and how these might be used to inform teaching and learning practices. As the skills of teachers grow in these areas, we expect that our teaching and learning practices will ensure improved learning outcomes for students.

Our accelerated learning program focussing on Mathematics was in its third year. It is fully expected that the accelerated learning program, will begin to impact on student learning across the entire College in the next two years as the first group move through the V.C.E., bringing with them a positive work ethic that influences the attitudes of all students.

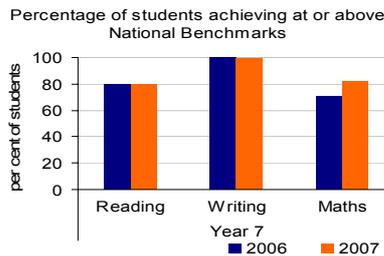
We also continued to emphasise the importance of a strong work ethic, which has resulted in a steady increase in student attendance at voluntary homework support classes and has gradually instilled a culture of high personal expectations across the College in both staff and students.

Also in 2007 the College introduced a Sustained Silent Reading (SSR) program, based upon research indicating that literacy and comprehension in all subject disciplines improve when students are regular readers. Whilst we have little statistical evidence so far that SSR is having impact on literacy levels we fully expect that in the medium to longer term, SSR will make a significant difference to student learning. In the mean time, the positive effect that 20 minutes every day of silent reading on the students' capacity to settle in their classes and focus on their work is tangible.

The AIM results for year 7 students have remained fairly consistent over the past three years with minimal fluctuations that can be explained by different co-horts of students entering the College.



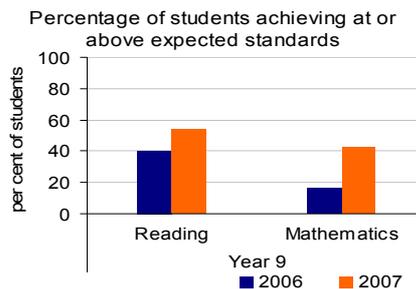
On a national level, our year 7 students have continued to perform very well, and the improvement in mathematics is pleasing. This can be attributed to our Accelerated Learning program, which targets students with high mathematical skill.



In the area of writing, there is little that could be done to improve our performance against national benchmarks. This is somewhat at odds with a detailed analysis of the AIM data (a Victorian measurement) which suggests that writing is an area that should be targeted for improvement in 2008.

However, we should not lose sight of the fact that students bring with them their primary school achievements and have only spent six months in the College when they sit for the AIM tests.

It is very pleasing to note the significant improvement in the performance of year 9 students in the AIM tests over the two years.



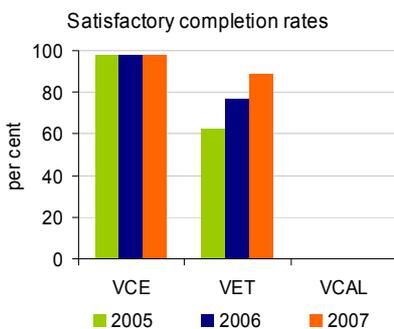
The 2006 year 9 group entered the College in 2004, prior to the implementation of targeted strategies to improve student learning. The 2007 group on the other hand, have received three years of programs designed to improve student learning outcomes.

The AIM results shown below clearly demonstrate that our programs are producing results.

A comparison of the 2005 year 7 results with the 2007 year 9 results would seem on the surface to indicate that student learning is declining. However, though this is ostensibly one co-hort of students, more than 50% of the 2007 year 9 students were not enrolled in the College in 2005. Thus a more detailed analysis of the data is warranted.

What is not shown in the previous graph, but is even more pleasing, is the level of "value adding" that is indicated by the year 9 AIM data. Year 9 students who were at the College in year 7 have made higher than expected gains in both reading and mathematics. That is, their levels of achievement had improved by more than two years.

Our V.C.E. completion rates have remained consistently high for the past three years and the continuing improvement in V.E.T. completion rates is pleasing. Students who undertake V.E.T. programs do so by missing some scheduled classes in V.C.E. subjects, so it is commendable that the satisfactory completion rates have increased without detracting from overall V.C.E. completion. It indicates that our students are well prepared for independent learning and can manage their time effectively.

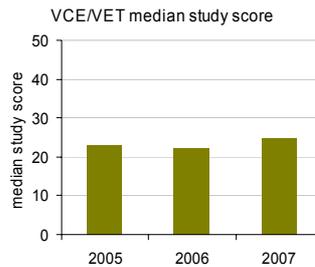


Due to declining V.C.E. scores between 2004 and 2006, in 2007 the College embarked upon a rigorous analysis of V.C.E. performance. Teachers were actively engaged in a process of determining the cause of the decline and shared in the development of strategies that will lead to improvement. These included, amongst other individual teacher approaches, providing revision classes outside of

regular class time and undertaking practice exams during school holidays.

In just one year, our V.C.E. results have improved quite considerably, with the mean study score increasing from 22.4 in 2006 to 25.8 in 2007. Even more impressive is the increase of study scores of 40 and over to 4% of total study scores (compared with 1.3% in 2006)

Further strategies for improving student V.C.E. performance have been set in place for 2008 and we therefore expect the upward momentum to continue.



Student Pathways and Transitions

Our improved V.C.E. results in 2007 translated into a significant increase in the percentage of our students being offered University places, commencing in 2008.

Follow up phone calls from our Careers Co-ordinator indicates that a total of 24 students have accepted places in University, representing 44% of the year 12 co-hort, compared with only 22% in 2006.

Conversely, the percentage of students enrolling in TAFE courses reduced slightly – 44% of 2007 students compared to 55% of 2006 students.

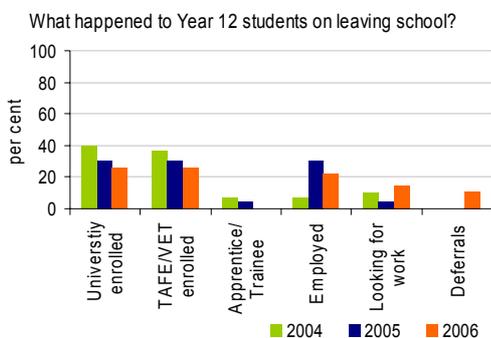
The total percentage of students moving on to tertiary education has, by deduction, increased from 77% of the 2006 co-hort to 88% of the 2007 co-hort.

This data clearly indicates that our attempts to improve student work ethic and aspirations, through careful course counselling and selection processes along with placing stronger emphasis on revision and exams have produced positive outcomes within one year. With the implementation of further strategies, such as a V.C.E. orientation camp and formal and informal study groups, we expect continued improvement in the future.

A number of year 9, 10 and 11 students also left the College during or at the end of 2007. The total, 65 students, clearly indicates the continuing itinerant nature of our student population. The vast majority of these students transferred to other schools, interstate or to the T.A.F.E. system. Only nine students left the College with the intention of seeking employment. These students were all connected with local jobs pathways program agencies in an attempt to ensure that they found meaningful employment.

An area that continues to be of concern to us is the validity of the centrally collected "On Track" data that tracks student destinations six months after leaving school.

The graph below shows the College's "On Track" data for 2004, 2005 and 2006



This data is collected through telephone interviews with past students and it can only be based upon the number of students who allow their contact details to be passed on from VCAA to the Department of Education.

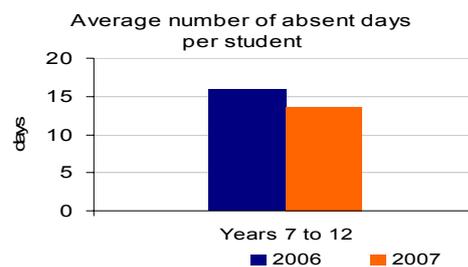
Unlike many schools, we allow students to make their own choice about providing this information and we believe that a number of our students do not release their contact details. As a result, the data collected may not truly reflect where most students are six months after they leave school.

At this point in time, however, we have no verifiable evidence one way or the other. Whilst we know where students intend to go when they receive their offers and also the courses that they accept, we are less clear about how they fare over the first semester of tertiary study. Thus, at a College level, we have made a commitment to undertake a more rigorous follow up process of our own that will enable us to either verify or disprove the "On Track" data".

Student Engagement and Wellbeing

One of the clearest indications of how students feel about their school is provided by their level of attendance.

The graph on the next page shows a further decline in absence rates in 2007, which dropped across the college from an average of 16 days absence per student in 2006 to 13.7 days on average in 2007. Not shown on the graph, but of equal importance is that fact that student absence rates at Maribyrnong College are well below those of Secondary Colleges with similar populations.



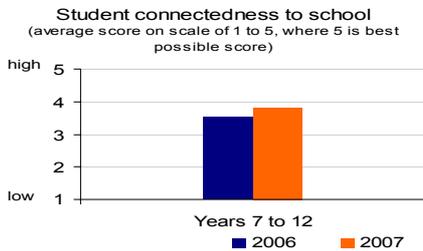
A change in the way that the Department collates this data makes numerical comparisons over a number of years impossible. However, historical data does demonstrate that the trend of reducing absence has been consistent across the College each year since 2003.

Of interest is that absence rates reduced by 4 days per student in years 7 – 9 from 2006 to 2007, which represents an improvement of approximately 25% over the two years.

It has been a concern to note that the absence rate of year 11 students in 2007 increased from 2006. However, the 2007 group of year 11 students have always had a higher absence rate than their counterparts, and as a cohort, their absence reduced by an average of one day per student from 2006 to 2007.

When students attend school regularly, they generally feel well connected to their college. Each year, students are surveyed to find out how they feel about their overall school experiences. Some questions, such as "I look forward coming to school", "I am happy to be at this school" and "I feel I belong at this school" specifically determine how students connect to their school.

The graph below indicates that our students are very positive about school, scoring this variable at 3.8 on a five point scale. Further investigation has shown that our score is significantly higher than the state wide mean. In fact, on school connectedness, we sit above the 90th percentile.



A number of factors contribute to the overall positive results in relation to student engagement and well-being.

Firstly, we continue to develop and maintain strong relationships between teachers and students. Maintaining high expectations of student behaviour and challenging students to maximise their learning, ensures that classrooms are safe, orderly and purposeful. This enables teachers and students to work co-operatively and to share the learning process in a positive environment that enables students to feel successful.

Secondly, we maintain a strong support structure, through the year level and student services system. This ensures that those students who need extra support, either in their learning, their attendance or their social interactions, are cared for in a way that enables them to develop confidence and resilience.

Thirdly, we have engaged in a growing range of interest and extra curricular programs in recent years, including creative and performing arts, a range of camps, interschool sport and the Student Representative Council. The list will continue to grow over the coming years and will ensure that there is "something for everyone" beyond the regular curriculum. Such offerings add icing to the cake that makes school a holistic and enjoyable experience for many students.

Finally, the impact of the Specialist Sport Program must be acknowledged. This program is unique in that it enables students to incorporate their passion for sport with their academic program leading to a

cohesive approach to life and learning. These students have high demands placed on them in their sport training regime and the requirement that they manage their studies effectively. They are assisted to meet these demands through a strong system of mentoring and supportive programs. Thus the students receive a high level of recognition for all that they are attempting to achieve, far beyond what was available in their previous mainstream schools. For the 62 students in the Specialist Sport Program, representing approximately 15% of our population in 2007, this program provided a major focus that strongly connected them to their school.

Future Directions

During 2007, the College underwent a Triennial Review in which all aspects of our performance over the past three years were examined closely.

Following the review, which was conducted internally to begin with and then through a process of external review, we developed our Strategic Plan for the next four years.

Key objectives identified in the Strategic Plan include:-

- Improving literacy levels at years 7 – 10
- Improving VCE achievement Levels
- The development of a cohesive college community in which students feel safe and have a strong sense of belonging to the College
- Improving real retention rates and completion rates in the senior years
- Ensuring that transitions from yr 10 to 11 and yr 11 to 12 are managed effectively

In the Sports Specialism area, three specific objectives were identified:-

- The development of formal partnerships with a range of community stakeholders
- The development of sports specific career paths within the Sports Specialism.
- Improving student sport representation in state and national teams

As we strive to achieve these objectives, two issues have been identified that will require our attention.

Firstly, it must be acknowledged that at the present time, our systems and processes for collecting and using evidence are not as good as they should be.

We find many inaccuracies in data relating to a range of different aspects of our performance. For example,

there are instances where we simply do not know if the data is a true reflection of our performance. It is therefore important that we focus some effort on improving the way in which we collect and manage such data. This will enable us to feel more confident about our achievements and to plan more effectively for the future

This is especially important as we expand our efforts to address evidence as an important aspect of student learning.

- What sort of evidence is effective in providing teachers with a true picture of what students know and still need to learn?
- How much evidence is enough?
- How do we accurately assess student progress based upon the evidence collected?

Questions such as these will continue to be addressed by teachers at regular meeting times. Our ability to answer these questions in a richly meaningful manner will be central to our capacity to improve student achievement across the College.

Secondly, we must plan for rapid enrolment growth. Projections indicate an annual growth of approximately 200 students per year over the next few years, with approximately half of these in the sports specialism.

In conjunction with this growth, we need to manage the competing needs of our academic and sporting priorities as we strive to improve achievement levels. We will need to facilitate flexible learning options in order to accommodate the needs of many of the sports students as well as continuing to develop a wider range of programs to meet the abilities and interests of all students in the College.

Financial Performance

During 2007, expenditure of cash grants focussed ensuring the optimum conditions to maximise student learning.

Improvements were made to College facilities, including re-surfacing and fencing the basketball courts, improving ICT resources, particularly in the Theatre and continuing our program of air conditioning all classrooms.

A significant cash grant (\$153,174) was earmarked to support the implementation of the specialist sport program and we received in excess of \$226,0000 to support our growing International Student Program.

Both of these grants were spent entirely on implementing the relevant program.

Locally raised funds include student levies, contributions for camps and excursions and hire of College facilities. The majority of these funds were spent directly on resources used by students in the course of their learning or on camps and excursions.

At the end of 2007, the College held \$208,834 in the bank, which was a slight reduction from the total balance at the end of 2006. Of this, \$57,390 is held on behalf of the cluster and as such, is not available for use by the College.

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	\$924,222
Commonwealth Government Grants	\$91,946
State Government Grants	\$816
Other	\$84,419
Locally Raised Funds	\$336,425
Total Operating Revenue	\$1,437,828
Expenditure	
Salaries and Allowances	\$375,405
Bank Charges	\$1010
Consumables	\$168,573
Books and Publications	\$17,413
Communication Costs	\$23,118
Furniture and Equipment	\$138,160
Utilities	\$36,505
Property Services	\$137,836
Travel and Subsistence	\$19,459
Motor Vehicle Expenses	\$34,219
Administration	\$21,488
Health and Personal Development	\$1,643
Professional Development	\$45,721
Trading and Fundraising	\$123,022
Support/Service	\$106,755
Miscellaneous	\$144,860
Total Operating Expenditure	\$1,395,197
Net Operating Surplus/- Deficit	\$42,630
Capital Expenditure (Cases 21 Finance Only)	\$89,690
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, 2007	
Funds Available	2007 Actual
High Yield Investment Account	\$200,054.92
Official Account	\$8779.83
Other Bank Accounts(listed individually)	
(insert)	
(insert)	
(insert)	
Total Funds Available	\$208834.75
Financial Commitments	2007 Actual
Accounts Payable Control	
Camps/Excursions	
Building/Grounds including SMS	
Special Programs inc Student Services	
Region /Clusters Funds	\$57,380
Professional Development	
Other salaries /allowances	\$44,452.57
utilities	\$5,000
School Operating Reserve	\$102,002.18
Total Financial Commitments	\$208,834.75

SCHOOL CONTACT INFORMATION

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Principal: Mr Brian Rogers

College Council President: Ms Maureen Leverrett

Data in this report was extracted from the 2007 School Level report. To obtain a copy of the School Level Report, please contact the principal

