

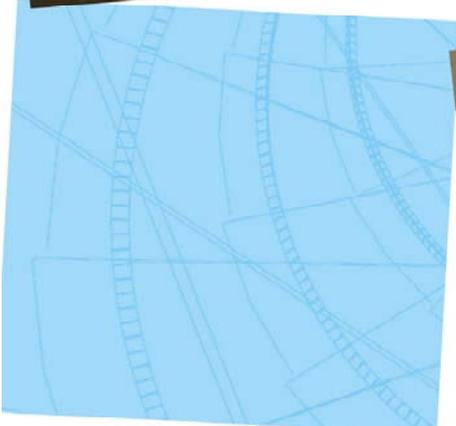
# 2009 Annual Report to the School Community

Maribyrnong Secondary College

School Number: 8015



Every  
child,  
every  
opportunity



## Maribyrnong College

Maribyrnong College provides a broad general education for students in years 7 – 12. It is also the home of Victoria's only state-funded Sports Specialism with a sports enrolment comprising nearly 30% of the school population. The College hosts an international student program.

In 2009, student learning was supported by Staff comprising 55.2 EFT teachers, 4 Principal Class Officers, 22 Education Support Staff and a Literacy Coach.

Our programs 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 rich extra-curricular program includes instrumental music and drama, a school production, and inter-school sport.

The college is undertaking a significant refurbishment and building program. The 230-seat theatre has been completely renovated in 2009. A new VCE Centre with private study hall and common area will be completed for the start of the 2010 school year. The first stage of the Sports Specialism facility will open in February 2010 and includes a 7000 square metre sporting complex. All students at the college will use this facility for Health and PE classes.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Teachers have been trained in effective literacy and numeracy practices. Work has also been undertaken to implement the e5 Department initiative.</p> <p>A focus has also related to improving NAPLAN results for students in Years 7 and 9 and the implementation of the "On Demand" testing regime. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.</p> <p>Assessment for Learning focussed on moderated assessment of student work.</p> <p>10% of VCE students achieved ENTER scores in excess of 90. However, the mean study score was slightly lower than 2008.</p> <p>Our current improvement goals include:</p> <ul style="list-style-type: none"> <li>- to improve our VCE mean all study score and our percentage of individual VCE scores that are above 40.</li> <li>- to improve the scores of our students in Years 7 and 9 relating to writing in relation to the NAPLAN.</li> <li>- improve levels of engagement and learning outcomes through the provision of a high-quality digital curriculum.</li> </ul>	<p>Results of the student attitudes to school survey continue to remain highly positive and indicate that the work we have undertaken in this area is delivering sound results for students.</p> <p>Levels of absence are already very low and a move to electronic period-by-period roll marking in 2010 will help further reduce absences.</p> <p>A sub school structure, that will be in place in 2010, will provide a larger team of staff working with each student to monitor student learning, welfare and discipline.</p> <p>The Sports Specialism program has provided many opportunities for students to experience success and take pride in school achievements.</p> <p>A range of extra-curricular experiences, including the school production and a vibrant house system, facilitate significant engagement opportunities for all students.</p> <p>Programs have been implemented to address well-being issues such as cyber bullying and time management for VCE students.</p> <p>Leadership opportunities, such as student led year level assemblies, and the introduction of School Captains have enhanced school connectedness.</p>	<p>Maribyrnong College is a VCE provider. Students can also undertake a number of VET subjects offered by the school. The Sports Specialism offers a unique opportunity for a differentiated pathway for students in that program. This can include a number of experiences through formal partnerships with Victoria University and the Western Bulldogs Football Club.</p> <p>The majority of Maribyrnong students undertake further study after Year 12 and most of these students study at University. The College uses a range of special entry schemes to facilitate university entrance including programs with RMIT, Melbourne University and Victoria University.</p> <p>The college uses a range of systems to track students and ensure their experience meets their needs during their time at Maribyrnong.</p> <p>There is an upward trend in retention from year 10 to year 12. Most students who leave the College between year 10 and year 12 go on to further training in the TAFE system.</p> <p>Our new administrative sub school structure provides a significant internal transition experience when students enter Year 10.</p>

For more detailed information regarding our school please visit our website at <http://www.maribsc.vic.edu.au/>  
or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



## Maribyrnong Secondary College

### How this school compares to all Victorian government schools

**Key:**

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

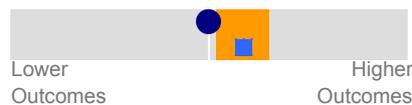
### School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



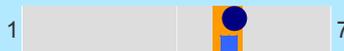
#### 3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



### School Profile

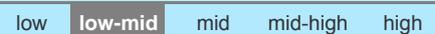
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

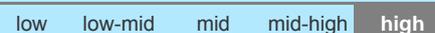


- Overall socio-economic profile



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

- Proportion of students with English as a second language



- 684 students (265 female, 419 male) were enrolled at this school in 2009.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

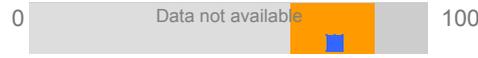
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

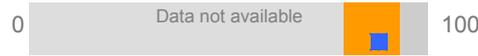
Results: English and Mathematics 2008



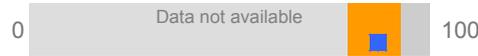
Results: English and Mathematics 2007 - 2008 (2-year average)



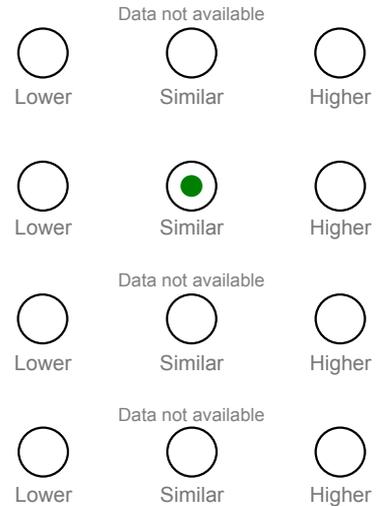
Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

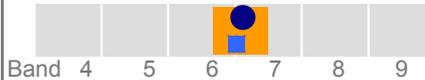
Results: Reading 2009



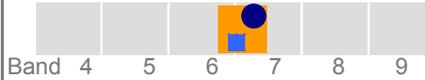
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

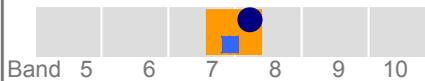
Results: Reading 2009



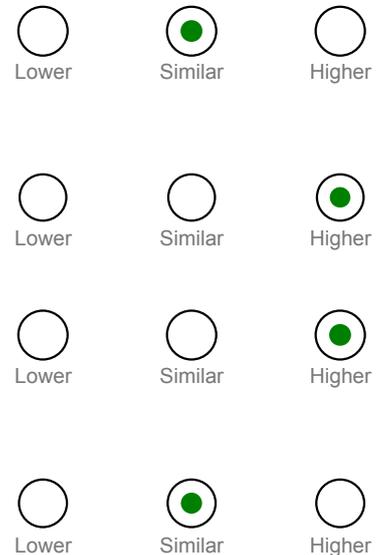
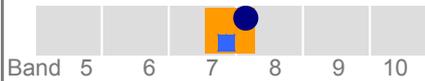
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

7. Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

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.

Percent of students in 2009 who satisfactorily completed their VCE: 100%

Percent of Year 12 students in 2009 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A

Percent of VET units of competence satisfactorily completed in 2009: 100%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2009: N/A

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

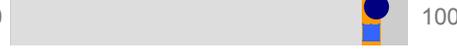
8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

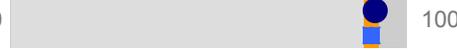
Average 2008 attendance rate by year level:

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93%	91%	91%	92%	92%	93%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Pathways and Transitions

10. Student retention

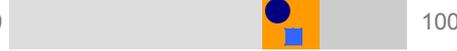
Percentage of Year 7 students who remain at the school through to Year 10.

11. Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Outcomes

Results: 2008



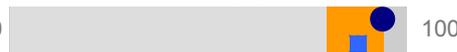
Results: 2005 - 2008 (4-year average)



Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2009

The Victorian 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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

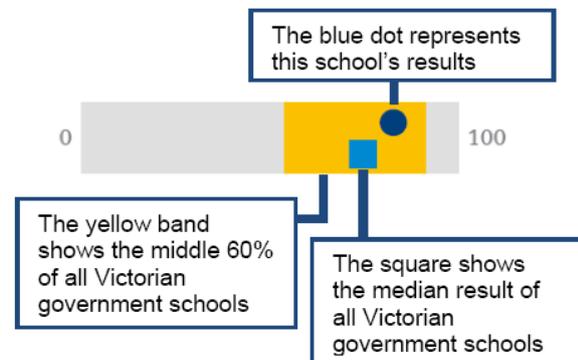
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 Government School 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 Government School 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 new and different way of comparing school performance. It 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.

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

[www.education.vic.gov.au/aboutschool/](http://www.education.vic.gov.au/aboutschool/)

## School Comparison



## 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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

Maribyrnong Secondary College

School Number: 8015

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$1,048,510
Commonwealth Government Grants	\$218,765
State Government Grants	\$12,577
Other	\$123,697
Locally Raised Funds	\$458,045
<b>Total Operating Revenue</b>	<b>\$1,861,594</b>

### Expenditure

Salaries and Allowances	\$365,738
Bank Charges	\$1,826
Consumables	\$532,327
Books and Publications	\$9,805
Communication Costs	\$35,859
Furniture and Equipment	\$261,742
Utilities	\$52,021
Property Services	\$497,431
Travel and Subsistence	\$10,928
Motor Vehicle Expenses	\$63,305
Administration	\$32,510
Health and Personal Development	\$1,831
Professional Development	\$62,919
Trading and Fundraising	\$33,049
Support/Service	\$51,108
Miscellaneous	\$154,957
<b>Total Operating Expenditure</b>	<b>\$2,167,356</b>

**Net Operating Surplus/-Deficit** **-\$305,762**

**Capital Expenditure** **\$96,053**

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, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$35,919
Official Account	\$65,892
Other Bank Accounts( listed individually)	\$
MECU investment account	\$50,000
(insert)	\$
<b>Total Funds Available</b>	<b>\$151,811</b>

Financial Commitments	2009 Actual
School Operating Reserve	\$20,710
Assets or Equipment Replacement < 12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$11,893
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$78,000
School based programs	\$2,909
Region/Network/Cluster Funds	\$35,103
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$3,196
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
<b>Total Financial Commitments</b>	<b>\$151,811</b>

## Financial performance and position commentary

In 2009, expenditure exceeded income by \$402,000. However, a carryover surplus of approximately \$560,000 accumulated over recent years, enabled the College to undertake significant facilities and resources upgrades, whilst also maintaining a small operating reserve. During 2009, the theatre was completely refurbished using the Federal Government's National Schools Pride funding. As well, offices were created and furnished to support the new subschool structure which is being introduced in 2010 and various other minor improvements were undertaken, such as internal painting and refurbishment of the toilets in the Theatre complex. A significant injection of funds went into upgrading our technology resources for curriculum and classroom use, as well as for student management and records systems. Money was spent on furniture, equipment and the consumables required to service our increased enrolments. Other notable expenditure during 2009 includes over \$62,000 on Professional Development of staff. This represents a significant level of resourcing to ensure that our teachers continually upgrade their skills and a strong commitment to developing and maintaining a highly effective workforce.