2016 Annual Report to the School Community

THE **EDUCATION STATE**

Name of School Principal:	Michelle Roberts
Name of School Council President:	Nicky Hersey
Date of Endorsement:	16/03/2017

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 framwork 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.

About Our School

School Context

Mordialloc College is a medium sized secondary 7-12 co-educational college located in Melbourne's south-east. In recent years there has been a significant increase in Year 7 enrolments. The College currently has 780 students (in 2017) compared to 674 in 2016 and projected enrolments have the College with over 900 students by 2019. We provide a quality education with high expectations and multiple pathways for students to achieve success. We have a dedicated and skilled teaching team at the College and the academic progress and wellbeing of every student is of the utmost importance. The size of the College and the emphasis on developing and maintaining positive relationships means that each child is known as an individual. Our school community lives by the values of Personal Best, Integrity, Respect and Responsibility. They are evident in how we work together, how we aim high, how we treat and look after one another and how we welcome newcomers into our community.

The College is a SEAL (Select Entry Accelerated Learning Program) provider and a member of the Academy of SEAL Schools, which gives highly able students an even more rewarding and challenging educational experience. The Student Attitudes to School Survey places the College significantly higher than the state mean in areas including Teacher Empathy and Effectiveness, Connectedness to Peers and School, Student Safety and Stimulating Learning.

There is a broad range of opportunities and pathways offered in the senior school, including VCE, VET and VCAL which cater for the diverse interests, needs and abilities of our student cohort. The College has 70.7 EFT staff: 3 Principal Class, 54.2 Teachers and 16.5 ES staff. The College excels in the Performing Arts and staged "Hairspray" to large audiences in 2016. Mordialloc College is strongly represented in regional sporting competitions in a wide variety of sports.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence – the College launched the Curiosity and Powerful Learning initiative in 2016, a five year improvement priority focused on developing a set of precise teaching skills in teachers across ten theories of action, to build consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance. This includes research proven theories of action: Whole School level – High expectations and authentic relationships, Inquiry focused teaching, Consistent teaching protocols and Consistent learning protocols and at the teacher level – Harness learning intentions, success criteria, narrative and pace, Set challenging learning tasks, Frame higher order questions, Connect feedback to data, Commit to assessment for learning & Implement cooperative groups; and models of practice: Whole class instruction, Cooperative group work, Mnemonics, Inductive teaching, Concept attainment and Synectics. This will be supported by the implementation of a new triad coaching model for classroom observations to build teacher capacity in the particular theories of action we are focusing on during the year. Teachers working together in the triad provide authentic feedback to each other to inform improvements in teacher practice and engage in collaborative lesson planning following our Instructional Model.

We also had a focus on continuing to enhance teacher capacity at all levels with particular emphasis on differentiated learning and the ability to assess student performance accurately. This included a focus on continuing to build the capacity of all teachers in the analysis and interpretation of student data, the ability to triangulate from different data sources (NAPLAN, PAT tests and teacher judgements on benchmark tasks), identifying individual student's point of need and mapping progress against set targets to demonstrate growth.

With our allocated equity/catch up funding, the College introduced a literacy and numeracy intervention program that enabled the majority of identified students (two years behind in grade 5) in Years 7 and 8 to demonstrate up to 12 months growth or higher.

Achievement

Mordialloc College is focused on continuous improvement in all areas of Student Learning. In 2016 our students achieved an excellent pass rate in the VCE. The mean VCE all study score has remained consistent and every student who applied for a tertiary place or vocational training were successful, with all students getting their first round preference. The College leadership team and staff continue to place a strong emphasis on high expectations and challenging students in all aspects of their education to strengthen the culture of achievement. The school compares favourably to like schools on NAPLAN and we have been categorised as performing exceptionally well on the last four years average for reading. To continue to build practice excellence (precision in teacher practice across the College) and to further embed our Instructional Model, the College launched the Curiosity and Powerful Learning initiative in 2016, focusing on two theories of action for our whole school Professional Learning: High expectations and authentic relationships and Harnessing learning intentions, success criteria, narrative and pace, supported by a triad coaching model. In addition, we continued our focus on the use of data to inform teaching and learning (differentiation in lesson planning) and moderation of benchmark task across all year levels. There also continues to be a strong emphasis on the teaching of literacy and numeracy across the Year 7-12 programs. All staff in the College utilise the high reliability literacy strategies in all classes and the leadership team continue to work with staff to build on our data-driven approach to tailor teaching and learning practices suitable for our learners. PAT testing and whole school data sets have been used at Years 7-10 to target gaps in literacy and numeracy. Our intervention program has been successful in improving student self esteem and confidence in their learning, with the majority of students targeted for numeracy and literacy intervention support achieving 12 months growth or higher.

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

Student attendance rates continue to exceed that of the state mean. The use of the digital Compass Program alerts the College to students at risk of high levels of non-attendance and allows parents to track their child's attendance. The Student Wellbeing Committee meets fortnightly to keep abreast of any students at risk in each sub-school and ensure support mechanisms are in place and that there is regular follow up with parents.

Real Student Retention Year 7- 12 continues to improve at Mordialloc College. More students are staying to complete their education than in previous years. Our VCAL (Victorian Certificate of Applied Learning) program in Years 11 and 12 is now well established as another recognised pathway instead of the VCE. The College is committed to this program as this will further improve student retention. During the second half of 2016, we introduced a Year 10 VCAL program and this is now continuing in 2017 for students who may have otherwise disengaged with school. Real Student Retention rates for Year 7-10 continue to be impacted upon by families relocating during the year.

Of the students who completed Year 12 in 2016, 82% have continued with their education or training at a tertiary institution in 2017. A further 10% are in part-time training with an apprenticeship. The percentage of our students undertaking a VET subject is growing. In 2016 we offered VETiS Cert III in Media: Game Design and VET Aviation onsite. The My Mentor Program in Years 9-12 provides students with the time needed to plan and discuss their future pathway with their mentor and all Year 10 students also complete VCE Unit 1 Industry and Enterprise which includes a work experience placement. Students also have access to a 0.9 Pathways Coordinator in the Careers Office.

Wellbeing

The Student Attitude to School Survey in 2016 placed the College above the state average with a number of variables scoring in the top 25% of the state e.g. Student Safety. Students at Mordialloc College enjoy a safe, stimulating learning environment as evidenced in the data collected in this survey. Students are engaged in their learning and enjoy coming to school. An expanded House System was introduced in 2016 to continue to build student connectedness to school.

Mordialloc College continues to strengthen and embed the Restorative philosophy across the whole school. The use of Restorative Dialogue with students when issues arise and the use of 'Relational Circles' in the classroom continues to build on these strong results. Significant teachers at Years 7, 8 and 9 (one teacher for Maths/Science and one teacher for English/Humanities) make up the team of teachers spending the majority of time with these students and the My Mentor program in Years 9-12 and the Year 7-8 Home Group program provides other platforms for the construction of strong relationships throughout the College. In 2016, the new Social Emotional Learning curriculum was included within this program. Every class in the College creates a Code of Co-operation which facilitates a supportive and engaging learning environment.

The College Wellbeing team (Director of Student Wellbeing, Adolescent Health Nurse and School Chaplain) provides counselling services for students referred for intervention and support. They also provide a number of proactive programs throughout the year to particular groups in the school to meet identified needs. E.g. building resilience, intrapersonal and social skills development. In addition, a Year 6-7 transition program has been developed to support students identified at risk in primary school. This year we continued to utilise the Compass Wellbeing portal for entry of all wellbeing data by staff as a repository for referral and action by coordinators, wellbeing staff and the College leadership team.

For more detailed information regarding our school please visit our website at
http://www.mcsc.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

Enrolment Profile

A total of 674 students were enrolled at this school in 2016, 270 female and 403 male.
There were 5% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

School Staff Survey

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ▬▬▬▬▬●◆▬▬ 100 Results: Mathematics 0 ▬▬▬▬●◆▬▬▬ 100	⬤ Lower 🟢 Similar

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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Similar Similar

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
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 23 % · Medium 50 % · High 26 % **Numeracy** Low 40 % · Medium 46 % · High 14 % **Writing** Low 26 % · Medium 53 % · High 22 % **Spelling** Low 30 % · Medium 47 % · High 23 % **Grammar and Punctuation** Low 27 % · Medium 55 % · High 18 %	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 23 % · Medium 59 % · High 18 % **Numeracy** Low 32 % · Medium 52 % · High 16 % **Writing** Low 28 % · Medium 49 % · High 22 % **Spelling** Low 19 % · Medium 56 % · High 26 % **Grammar and Punctuation** Low 23 % · Medium 59 % · High 17 %	NAPLAN Learning Gain does not require a School Comparison.
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.	Results: 2016 (0 — 50) Results: 2013 - 2016 (4-year average) (0 — 50)	● Similar ● Similar

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: 21%
VET units of competence satisfactorily completed in 2016: 79%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 83%

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	● Similar ● Higher

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	94 %	92 %	92 %	94 %	94 %

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Lower ● Similar
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. Note: This measure uses data from the previous year.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Similar ● Similar

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Higher Similar

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.
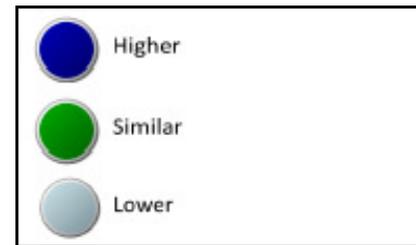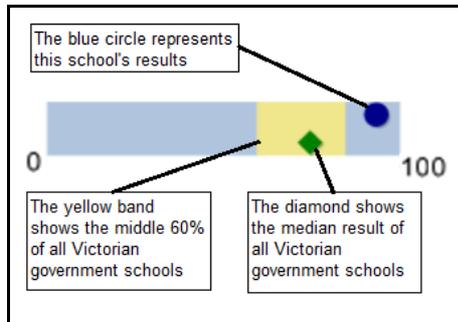
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
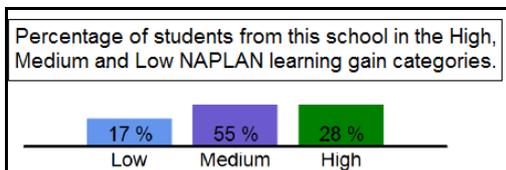
What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

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/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Throughout 2016 Mordialloc College finances continued to be managed in a responsible manner. The Net operating surplus includes a grant of $86,237 received at the end of 2016 towards the furniture and fittings in the new Performing Arts Centre building, and monies the College has committed towards lighting and sound in the PAC building and a fitness centre for the new Sporting complex to be completed in 2017. The College received a grant towards the National Chaplaincy Program which assists the College in employing a Chaplain and a grant towards the Advance Program which continues to be a very popular program with our Year 9 and 10 students.

The College has committed to a Musical Asset Replacement program of $100,000 over the next 5 years which is crucial to service the needs of the increasing student numbers plus the introduction of the new music curriculum being taught in year 7 and 8. The College will continue to promote its International Student program looking at a wider international market than just China in 2017.

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

Revenue	Actual
Student Resource Package	$5,770,679
Government Provided DET Grants	$1,036,472
Government Grants Commonwealth	$6,037
Government Grants State	$13,693
Revenue Other	$29,489
Locally Raised Funds	$1,101,787
Total Operating Revenue	**$7,958,157**

Expenditure	
Student Resource Package	$5,768,069
Books & Publications	$5,750
Communication Costs	$16,915
Consumables	$240,996
Miscellaneous Expense	$860,790
Professional Development	$42,500
Property and Equipment Services	$414,404
Salaries & Allowances	$146,333
Trading & Fundraising	$56,722
Travel & Subsistence	$35,164
Utilities	$55,859
Total Operating Expenditure	**$7,643,503**
Net Operating Surplus/-Deficit	**$314,654**
Asset Acquisitions	**$8,692**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$271,945
Official Account	$1,186
Other Accounts	$786,850
Total Funds Available	**$1,059,981**

Financial Commitments	
Operating Reserve	$302,071
Asset/Equipment Replacement < 12 months	$246,437
Capital - Buildings/Grounds incl SMS<12 months	$125,000
Revenue Receipted in Advance	$282,378
School Based Programs	$37,641
Repayable to DET	$7,440
Asset/Equipment Replacement > 12 months	$59,014
Total Financial Commitments	**$1,059,981**

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.