

2018 Annual Report to The School Community



School Name: Mordialloc College (8075)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 15 March 2019 at 04:11 PM by Michelle Roberts
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 03:44 PM by Ian Fox (School
Council President)



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 970 students (in 2019) compared to 772 in 2017 and projected enrolments have the College with over 1100 students by 2020. 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. As a leading co-educational public school in the City of Kingston and surrounding areas we emphasise developing and maintaining positive relationships. We focus on getting to know each student 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 effective teaching and stimulated learning, high expectations for success, effective classroom behaviour and school safety.

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 92.8 EFT staff: 3 Principal Class, 66.7 Teachers and 23.1 ES staff. The College excels in the Performing Arts and staged "The Addams Family" to large audiences in 2018. Mordialloc College is strongly represented in regional sporting competitions in a wide variety of sports.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence – in 2018 it was our third year of implementation of the Curiosity and Powerful Learning initiative, 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. The research proven theories of action we have covered to date include High Expectations and Authentic Relationships and Learning Objectives, Success Criteria, Narrative and Pace (introduced in 2016); in 2017 Teaching Protocols (our Instructional Model) and the development of Challenging Learning Tasks; and in 2018 we continued Challenging Learning Tasks and added in Connecting Feedback to Data, including a whole school literacy focus on Writing. Staff professional learning and implementation was supported by our triad coaching model for classroom observations to build teacher capacity in the particular theories of action we focused 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 continued to have a focus on enhancing 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, On Demand tests and teacher judgements on benchmark tasks), identifying individual student's point of need and mapping progress against set targets to demonstrate growth. We also introduced Essential Assessments in Years 7-10 Maths classes.

With our allocated equity/catch up funding, the College continued a literacy and numeracy intervention program that enabled the majority of identified students (two years behind in grade 5) in Years 7, 8 and 9 to demonstrate up to 12 months growth or higher

Achievement

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 are above the state average on all measures across Years 7 and 9, including for student growth. We have been categorised as performing exceptionally well in reading. In September 2018, the College received the rating of "influence" school which is the highest performance rating given by DET. To continue to build practice excellence (precision in teacher practice across the College) and to further embed our Instructional Model, the College continued the implementation of the Curiosity and Powerful Learning initiative in 2018, focusing on two theories of action for our whole school Professional Learning: the development of Challenging Learning Tasks and Connecting Feedback to Data, 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. On Demand testing, Essential assessments in Maths 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.

In 2018 we also introduced a whole school literacy focus on writing and this will continue in 2019.

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 Coordinator meets fortnightly with each Year Level Coordinator 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 Years 7-10 continues to be above the state average at Mordialloc College. Our VCAL (Victorian Certificate of Applied Learning) program in Years 10, 11 and 12 is now well established as another recognised pathway instead of the VCE, for students who may have otherwise disengaged with school. The College is committed to this program as this will further improve student retention.

Of the students who completed Year 12 in 2018, 81% have continued with their education or training at a tertiary institution in 2019 (52% university and 29% TAFE). A further 3% are in fulltime work and the remaining students have deferred university to travel or work part-time. The percentage of our students undertaking a VET subject continues to grow. 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. We also have a rigorous course counselling process in place involving parents and students during Term 3, for all students in Years 9-12.

Wellbeing

We pride ourselves on the development of positive and close relationships being a key strength of the college. Our students are engaged and enjoy coming to school, as reflected by the Student Attitudes to School survey results where we continue to score well above the state average, in fact in the top 10-20% of the state on variables such as effective teaching and stimulated learning, high expectations for success, effective classroom behaviour and school safety to name a few. Students at Mordialloc College enjoy a safe, stimulating learning environment as evidenced in the data collected in this survey. Our expanded House System continued in 2018 with the College's ongoing focus on building student connectedness to school which is very important as the school continues to grow.

Mordialloc College continues to 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 and 8 (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. It includes the Social Emotional Learning curriculum and the Respectful Relationships curriculum is also being embedded 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) and visiting psychologist 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, breakfast and lunchtime clubs. In addition, a Year 6-7 transition program has been developed to support students identified at risk in primary school. We also have a Year 10 Peer Support program in place to support all Year 7 students during their first year at the College. 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

Financial performance and position

Finances at Mordialloc College were handled responsibly during 2018. The College received grants for the Chaplaincy Program, which assists the College to continue to employ a Chaplain, and for the very popular Year 9 and 10 Advance Program, together with some smaller grants to support the Kooweerup partnership and the Kingston Principals' Network Chair, and the purchase of furniture for the new relocatable classrooms the College received in 2018. Funds classified under Government provided DET Grants also reflects monies received for Overseas Fee paying students studying at the College during 2018. Expenditure compared to Revenue received for the year resulted in a small deficit. The College facilities were upgraded with a Solar Energy System, LED lighting upgrade and the College Performing Arts Centre was fitted out with Sound and Lighting Equipment. While the College remains in a financially stable position, we are committed to continuing the upgrade of facilities within the College during 2019.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

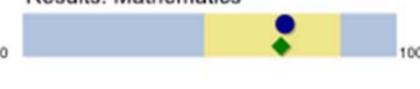
Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 854 students were enrolled at this school in 2018, 355 female and 499 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

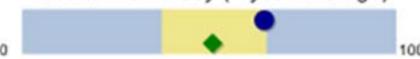
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<ul style="list-style-type: none">  Higher  Similar  Similar  Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 16% Medium: 60% High: 24%</p> <p>Numeracy Low: 22% Medium: 59% High: 19%</p> <p>Writing Low: 16% Medium: 58% High: 26%</p> <p>Spelling Low: 28% Medium: 54% High: 18%</p> <p>Grammar and Punctuation Low: 24% Medium: 52% High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 19% Medium: 55% High: 27%</p> <p>Numeracy Low: 25% Medium: 46% High: 29%</p> <p>Writing Low: 26% Medium: 50% High: 24%</p> <p>Spelling Low: 21% Medium: 51% High: 27%</p> <p>Grammar and Punctuation Low: 20% Medium: 50% High: 29%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018 0 to 50 scale, school score is similar to state median.</p> <p>Results: 2015 - 2018 (4-year average) 0 to 50 scale, school score is similar to state median.</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 98% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 24% VET units of competence satisfactorily completed in 2018: 93% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 80%</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>89 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	91 %	89 %	93 %	92 %	94 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	91 %	89 %	93 %	92 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,530,648	High Yield Investment Account	\$261,233
Government Provided DET Grants	\$1,449,874	Official Account	\$19,451
Government Grants State	\$15,863	Other Accounts	\$622,137
Revenue Other	\$22,962	Total Funds Available	\$902,821
Locally Raised Funds	\$1,426,754		
Total Operating Revenue	\$10,446,101		
Equity¹			
Equity (Social Disadvantage)	\$70,124		
Equity (Catch Up)	\$36,975		
Equity Total	\$107,099		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,485,576	Operating Reserve	\$430,795
Books & Publications	\$6,022	Funds Received in Advance	\$441,413
Communication Costs	\$16,258	School Based Programs	\$30,549
Consumables	\$376,757	Asset/Equipment Replacement < 12 months	\$64
Miscellaneous Expense ³	\$1,165,586	Total Financial Commitments	\$902,821
Professional Development	\$35,496		
Property and Equipment Services	\$930,119		
Salaries & Allowances ⁴	\$320,900		
Trading & Fundraising	\$18,505		
Travel & Subsistence	\$24,373		
Utilities	\$69,134		
Total Operating Expenditure	\$10,448,727		
Net Operating Surplus/-Deficit	(\$2,626)		
Asset Acquisitions	\$222,585		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

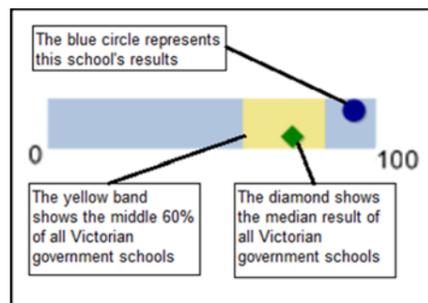
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

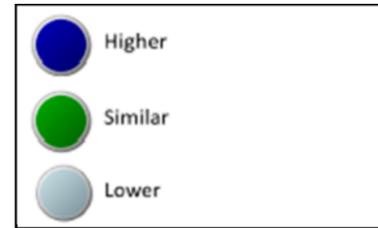


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').