

2019 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 Registration 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 2019 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 24 March 2020 at 10:54 AM by Michelle Roberts (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2020 at 12:09 PM by Ian Fox (School Council President)

About Our School

School context

Mordialloc College is a growing 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 1096 students (in 2020) compared to 970 in 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. 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 an accredited SEAL (Select Entry Accelerated Learning Program) provider and a member of the Academy of SEAL Schools, which gives highly able students a challenging yet rewarding educational experience which caters to their needs and in 2020 will be introducing a Sports Excellence Program (Netball, Basketball and Australian Rules Football).

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 103.6 EFT staff: 4 Principal Class, 77.5 Teachers and 22.1 ES staff. The College excels in the Performing Arts, seeing a continued increase in the number of students enrolled in instrumental music lessons 191 in 2020 compared to 155 in 2019; and we staged 'Footloose – The Musical' in 2019 to large audience which sold out very quickly. Mordialloc College is strongly represented in regional sporting competitions in a wide variety of sports, seeing a larger number of teams competing at higher levels of competition past our division.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence – in 2019 we continued to implement our 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. Our aim was to revisit some of the theories of action with staff concentrating on Learning Objectives, Success Criteria and Connecting Feedback to Data, introducing our staff to the FISO Improvement Cycle and then developing our own Mordialloc College Inquiry Cycle. 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 in 2018; we also have a whole school literacy focus on improving writing across all subject areas. 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 provided 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 the ability to assess student performance accurately, identifying key benchmark tasks to be moderated at every year level. 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. The continued use of Essential Assessments in Years 7-10 Maths classes occurred in 2019, being the second year of implementation.

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. With additional MYLNS funding in 2019, the College was able to employ a 0.6 Literacy Intervention teacher from Term Two to work with identified Year 10 students and we shared a Numeracy Network

teacher with three other secondary schools, given us an allocation of one day each week.

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. For NAPLAN across Years 7 and 9, we are above the state average on all measures as well as above similar schools, for both our 2019 results and our four-year average, particularly for Numeracy and Reading. NAPLAN learning gain for Years 7 to 9 show exceptional results for high growth in particular with Grammar and Punctuation, Writing and Numeracy. Our VCE mean study score for all subjects was above similar schools. To continue building 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 2019, focusing on two theories of action for our whole school Professional Learning: Learning Objectives and Success Criteria, and Connecting Feedback to Data, supported by a triad coaching model and Learning Area walks. 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 a data inquiry cycle process to build on our data-driven approach to tailor teaching and learning practices suitable for our learners, ensuring we addressing our students are their individual point of need. On Demand testing, Essential assessments in Maths and whole school data sets have continued to be 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. This continued in 2019 and will further be consolidated in 2020.

Engagement

Student attendance rates continue to exceed that of the state mean and similar schools, ranging between 89% at year 8 through to 95% at year 12. 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.

Although our Real Student Retention Years 7-10 for 2019 was 72.5% compared to the state's median of 75.6%, our average for the past four years is greater than the state median (76.0% compared to 75.3%). Our VCAL (Victorian Certificate of Applied Learning) program in Years 10, 11 and 12 is now well established as another recognised pathway for students in their senior years of school. The College is committed to this program as this will further improve student retention.

Of the students who completed Year 12 in 2019, 80.5% have continued with their education or training at a tertiary institution in 2020 (University 51%, TAFE 20% and Apprenticeship 9.5%). 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 had access to a full-time Careers Practitioner. Together with our rigorous course counselling process involving parents and students during Term 3, we are able to provide sound advice and address the needs of all our 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 school above the state average and similar schools for sense of connectedness and management of bullying.

Our expanded House System continued in 2019 with the College's ongoing focus on building student connectedness to school which is very important as the school continues to grow. We continued to offer an extensive range of extra-curricular activities such as Debating Club, Coding Club, French Club, Chess Club as well as an array of interschool sporting opportunities.

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 English/ Humanities and one teacher for Maths/ Science) make up the team of teachers spending the majority of time with these students. The My Mentor Program in Years 9-12 and the Year 7-8 Home Group Program provide additional platforms for the construction of strong relationships throughout the College. It includes the Social Emotional Learning curriculum and the Respectful Relationships curriculum 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 saw an expansion in 2019 to a team of five who all bring a depth of experiences and expertise to support the wellbeing of all our students across the college. Led by the Director of Student Wellbeing, we have a School Chaplain, Secondary School Nurse, Youth Worker and Mental Health Practitioner. We also have a visiting Psychologist who provides counselling services for students referred for intervention and support. The team provide a number of proactive programs throughout the year to particular groups in the school to meet identified needs, for example, building resilience, intrapersonal and social skills development, and breakfast and lunchtime clubs. In addition, our Year 6-7 transition program continues to support students identified as at risk whilst in primary school. Our Year 10 Peer Support program is 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

Mordialloc College Finances continued to be handled responsibly during 2019.

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 implementation of Professional Learning Communities within the College. Funds classified under Government provided DET Grants also reflects monies received for Overseas Fee paying students studying at the College during 2019.

The difference of Expenditure compared to Revenue received for the year was due to the funds the College committed to upgrading the Year 7 Learning Centre in readiness for the larger 2020 year 7 cohort and the upgrading of the Senior Study Centre (again for a larger cohort of students).

The College facilities were upgraded with heating/cooling systems across the Campus. While the College remains in a financially stable position, we are committed to continuing the upgrade of facilities within the College during 2020.

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 967 students were enrolled at this school in 2019, 399 female and 568 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

Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>	<p>Above ●</p> <p>Above ●</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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Above ●</p>
<p>Students in 2019 who satisfactorily completed their VCE: 98% Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 26% VET units of competence satisfactorily completed in 2019: 96% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 69%</p>		