

# 2016 Annual Report to the School Community



School Name: Monbulk College

School Number: 8065



Name of School Principal:	Margaret Uren
Name of School Council President:	Lisa Doolan
Date of Endorsement:	22 <sup>nd</sup> March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 framework 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.



Education and Training



## About Our School

### School Context

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community. The College offers learning programs which are based on the new Victorian Curriculum and covers all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students to travel overseas, host students from sister schools, become involved in surf-lifesaving, engage in inter-school sport such as volleyball or study instrumental music.

Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index for Monbulk College indicates an average background of 0.38 which is above state average. Since 2013 the College has been increasing its total enrolments each year and the February census for 2017 recorded an enrolment of 565 students. Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students can study Vocational Education and Training (VET) subjects within both of these certificates.

The student wellbeing program encompasses access to allied health professionals who visit the College to provide services and support to the students. The College employs a dedicated Student Wellbeing Office to manage student wellbeing, programs and provide links for students and families with local support agencies where required.

Monbulk College believes in and values respect, excellence and responsibility in all areas of College life and there is a strong emphasis on recognising and celebrating students' achievements.

The College had 42.5 equivalent full time teaching staff (3 Principal Class, 47 teachers) and 10.1 equivalent full time Education Support Staff in 2016.

### Framework for Improving Student Outcomes (FISO)

2016 saw the completion of the College's current strategic plan. Through a review process, the College evaluated its teaching and learning programs, exploring best practice student learning, maintaining and growing literacy and numeracy skills and building student aspirations, which continue to be a focus for 2017.

In 2016, the College focused on FISO areas of:

- **Building practice excellence** – which included exploring a range of feedback modes to both inform and evaluate the effectiveness of teaching and learning programs.
- **Curriculum planning and assessment** – where the College continued to design programs that engage students in the learning, explore best practice teaching methods and monitored student learning progression against the Victorian Curriculum
- **Empowering students and building school pride** – explored approaches where students have a say in decisions made at the College that affect their learning.

In 2017, the College will continue to explore Student Voice and build on a solid foundation of student learning to grow student outcomes.

### Achievement

Monbulk College maintained positive achievement levels in 2016. The data shows continued strong performance in the area of reading and maintained results in the area of Mathematics.

In the Year 7 and Year 9 NAPLAN, the College is above median results in Reading and Numeracy; and of particular note is where the College maintained above median results compared to Government schools across the 4-year average results in Reading in year 7 and Year 9 and the 2016 school results in Reading and Numeracy at Year 9, showing strong growth in these areas. A strong student-centered learning environment, differentiated curriculum and explicit teaching for skill development is maintained as a focus to continue to grow these levels of achievement for students in the Junior School and prepare them for successful pathways in the Senior School.

College staff survey results indicate that the positive school climate reinforces a positive school culture. In 2016, the College continues to support the pursuit of excellence through the professional learning communities such as Dandenong Ranges Networks, implementing focused feedback strategies and further embedding student use of Edrolo at VCE, Year 12 Mentoring and Study Skills programs. In 2016, the College celebrated successes with students being selected for the VCAA Seasons of Excellence in both Top Arts for Studio Arts and Top Designs for VCE VET Interactive Digital Media.

In 2016, the College continued to consolidate learning programs through exploring student choice in learning tasks, developing common rubrics for assessment and moderation, the use of formative assessment and prior student learning data to accurately measure student learning gain, and implement programs to grow learning for individuals and cohorts. Learning programs with shared teaching approaches, common assessment strategies, accurate teacher judgments



through moderation, further exploring feedback strategies and implementing a whole school instructional model, and curriculum planning teams is a continued focus in 2017. Consistent application of learning strategies, using learning intentions and success criteria to focus learning, setting high expectations and expanding the use of feedback with students to explore and improve opportunities for student voice in learning programs further supports the College's teaching and learning approach.

### 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 engagement in learning and the school environment continues to be explored through differentiated and individualized teaching programs that provide opportunity for student feedback and active involvement in their learning within the everyday classroom.

Monitoring student attendance for learning continued to be a focus in 2016. Compass was introduced in 2015 and was a positive for the College and it has enabled a range of monitoring and supports and improved communications around student engagement between school and home. Individual plans are put in place for students who struggle with regular school attendance, including engagement with wellbeing and allied health supports. Monitoring patterns of attendance and absenteeism; and emphasizing the importance of school attendance for learning will be remain a focus for 2017. The use of Learning Tasks in Compass was used for all subject areas and the engagement with Compass significantly improved for staff, students and families through 2016.

Global opportunities for student participation continue to be an option for students. Involvement in the international study tours to Japan and Germany has increased. Overwhelming interest in the World Challenge trip to Bolivia in 2018 has demonstrated a desire by students to explore the world, commit to the challenge and give back to the community.

Monbulk College alumni students were able to access a range of pathways, including further study at TAFE and University or access full time employment as a result of their studies. In 2017, the College continues to support Pathways Education through Work Experience, significant Careers and Pathways counselling to both enable and accurately prepare students for future study and employment in both VCE, VET and VCAL programs.

## Wellbeing

In 2016, the Student Attitudes to School Survey results indicated positive school connectedness and that the College is a safe environment for students. College processes, including SOL, ID Time and rewards systems indicate that the pre-conditions for learning are strong and student engagement, ownership and active participation in the learning program.

In 2016 Personal Learning Goals were set and monitored within the Junior School, through the use of Compass, parent and teacher comment on progress towards these goals was also invited. Fitness Testing for monitoring fitness progress in the Junior School; and Career Action Plans were also completed using Compass. Exposing students to a range of career options and pathways continues to be a focus to build student knowledge and aspiration for further education in a wide range of career pathways. In 2017, the College will continue to explore the embedding of Personal Learning Goals and Career Action Plans to grow and challenge students. The feedback from parents regarding the implementation of Compass has been positive and its implementation will continue to grow in 2017.

Student Forums have been used to explore student views and seek feedback from students on learning programs, ICT usage, attendance and attitudes to school. Feedback from these forums was used to monitor and adjust programs and provides insight into specific attitudes about learning, behaviours and engagement.

Monbulk College continues to develop and grow Student Wellbeing and now runs a Youth Clinic with a GP, Psychologist and Social Worker. In 2016 the College employed a dedicated Student Wellbeing Coordinator to ensure greater support to the wellbeing of students at the College. A 'zero tolerance' approach to bullying, restorative approach to conflict resolution, significant teachers in the Junior School, a teacher-student mentoring program at Year 12 and holistic systemic sharing of student learning information provides support to students and staff. Programs such as The School for Student Leadership continue to be offered in 2017 along with programs such as Towards Success and Advance which aim to develop leadership and community links.

For more detailed information regarding our school please visit our website at [www.monbulkcol.vic.edu.au](http://www.monbulkcol.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 550 students were enrolled at this school in 2016, 291 female and 259 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## 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
<p><b>Teacher judgment of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## 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
<p><b>NAPLAN Year 7</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>

## 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																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>54%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	54%	11%	Numeracy	27%	50%	23%	Writing	33%	46%	21%	Spelling	32%	52%	16%	Grammar and Punctuation	22%	53%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>98%</b>          Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>26%</b>          VET units of competence satisfactorily completed in 2016: <b>95%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>81%</b></p>																										



## 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												
<p><b>Average Number of Student Absence Days</b></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. 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.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 824 1034 922"> <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>92 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	90 %	91 %	91 %	93 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	90 %	91 %	91 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p>  <p><b>Results: 2013 - 2016 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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.</p>	<p><b>Results: 2016</b></p>  <p><b>Results: 2013 - 2016 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												





## 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
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

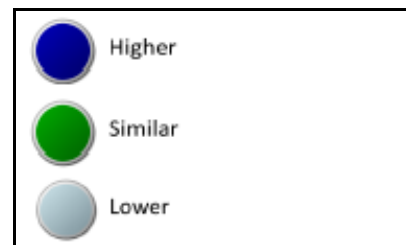
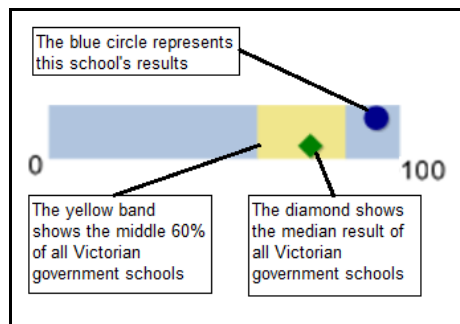
## What are student outcomes?

*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.

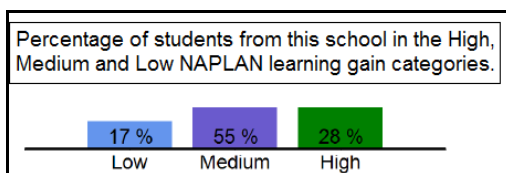
You can see these results for the latest year, as well as the average of the last four years (where available).

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

In 2016 the College Council agreed to putting aside \$300,000 towards the costs of additional items which were not included in the planning process for Stage 1 of the Master Plan for the college as the initial costing was above the Government Grant of \$3million. The Student Resource Package allocation is understated as one staff salary was not recorded and will be corrected as part of the reconciliation process. The college also held off on purchasing a number of ICT assets as we expected the demolition to occur in 2016. These assets have now been ordered. Monies were also retained in the Student Resource Package to enable small classes to run in 2017 at Year 12 due to the small cohort completing VCE. A number of accounts relating to 2016 had not been received by December and will be paid in 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,339,448	High Yield Investment Account	\$422,756
Government Provided DET Grants	\$612,950	Official Account	\$33,439
Revenue Other	\$45,159	Other Accounts	\$555,984
Locally Raised Funds	\$787,993	<b>Total Funds Available</b>	<b>\$1,012,179</b>
<b>Total Operating Revenue</b>	<b>\$6,785,550</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$4,899,706	Operating Reserve	\$214,752
Books & Publications	\$567	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$17,279	Capital - Buildings/Grounds incl SMS<12 months	\$400,000
Consumables	\$191,092	Maintenance - Buildings/Grounds incl SMS<12 months	\$75,000
Miscellaneous Expense	\$481,481	Revenue Received in Advance	\$54,427
Professional Development	\$33,700	School Based Programs	\$20,000
Property and Equipment Services	\$339,394	Provision Accounts	\$15,000
Salaries & Allowances	\$181,361	Asset/Equipment Replacement > 12 months	\$93,000
Trading & Fundraising	\$65,777	Capital - Buildings/Grounds incl SMS>12 months	\$100,000
Travel & Subsistence	\$20,400	<b>Total Financial Commitments</b>	<b>\$1,012,179</b>
Utilities	\$61,788		
<b>Total Operating Expenditure</b>	<b>\$6,292,545</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$493,005</b>		
<b>Asset Acquisitions</b>	<b>\$14,000</b>		

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.