

2016 Annual Report to the School Community



School Name: Mooroolbark College

School Number: 8071



Name of School Principal:	Ann Stratford
Name of School Council President:	Carol Wells
Date of Endorsement:	21 March 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 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

Mooroolbark College is proud of its achievements and strong student focus. Our teachers are highly professional, enthusiastic, and dedicated to supporting students to achieve their potential. Quality teaching and an engaging learning environment are at the heart of our positive and successful approach at Mooroolbark College. The skill of the staff and the size of the College enable a breadth of curriculum to meet the needs of our community. The College provides a balanced curriculum allowing students to study VCE, VET and VCAL in the senior years. The College has 99.69 equivalent full-time staff: five Principal Class, 69 teachers and 26 Educational Support staff.

Mooroolbark College pastoral care is based on a House System, founded on strong relationships between staff, students and parents. Students develop strong friendships in their year level – and across other year levels – through our house and home group structure.

We are proud of our academic record, with students achieving high outcomes and receiving a balanced education. Our students are guided to be productive, responsible and caring individuals who collectively contribute to the wider community. School life for our students is a rich blend of co-curricular activities, including performing arts, camps, excursions, overseas and interstate tours. We have a strong sport program with our students competing at regional and state levels in a range of individual and team sports.

Our students are vibrant, energetic, and talented young people. Within the fabric of day to day life at Mooroolbark College there are many student leadership opportunities. One of our fundamental goals is to support students to become independent decision makers, enabling them to navigate the many challenges that they will face when they leave school as young adults.

Framework for Improving Student Outcomes (FISO)

During 2016, Mooroolbark College introduced four significant programs in line with the Framework for Improving Student Outcomes.

Excellence in teaching and learning

Commitment to whole school literacy, which included appointing a Literacy Coordinator, ongoing literacy professional learning for all staff and finally the relaunch of the Mooroolbark College Independent Reading Program to include both structured reading and structured writing.

Development of a problem solving based approach to the mathematics teaching and learning program. In 2016 Mooroolbark College Mathematics staff began working with Peter Sullivan from Monash University to develop a consistent approach to teaching mathematics at Mooroolbark College which included independent problem solving to develop students mathematical thinking, resilience and their ability to transfer mathematical skills to a range of problems.

Completion and launch of the Mooroolbark College Professional Principles for staff. After a two year developmental work, the principles were launch in 2016. The principles are an agreed common practices under the headings of professional attitudes, instructional practices and classroom protocols.

Professional leadership

The Mooroolbark College Leadership team began working with a leadership coach to develop the educational leadership skills of the College leaders to enhance the teaching and learning program.

Achievement

Mooroolbark College's positive student achievement data is reflective of the strong student learning focus in the school. NAPLAN achievement levels were similar to the State median with teacher assessment of AusVELS being higher than the State median in both English and Mathematics. In 2016 NAPLAN numeracy data indicated a significant improvement based on the 4-year average previously achieved.

Student performance in the Victorian Certificate of Education (VCE) assessment showed that Mooroolbark College is at the State median, with the 2016 median study score reaching 29. This is a positive performance and is reflective of the focus on high standards and successful academic achievement. Support for students to achieve at VCE will continue to be a strong focus in the College.

Mooroolbark College's Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL) programs are highly successful. This success is measured by the number of students employed after the completion of post compulsory education.

Even with positive results in Years 7 to 9, the College will continue to develop exciting, challenging and relevant educational programs across these years. The College has extensive learning programs to challenge and extend all students in all learning areas, including the Aspire Program, Duke of Edinburgh and Sport Leadership Programs and the Peer Support Program for Year 7.

Mooroolbark College has a successful integration program for students with special needs. The College ensures that each student has an Individual Education Plan to cater for their individual needs.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
- AusVELS
- Victorian Curriculum
- A Combination of these



Engagement

Mooroolbark College provides a broad range of post compulsory options for students, including VCE and VET options in Year 10, 11 and 12. Year 10 students also have access to a comprehensive Work Experience program. This is in addition to our successful VCE, and VCAL programs offered to our Year 11 and 12 students. Students also have access to an extensive range of vocational education and training certificates as a result of Mooroolbark College's participation in the Yarra Valley VET Cluster. Students are encouraged to pursue their post compulsory education and undertake extensive course counselling to ensure individual students and their parents have quality information on which to make informed pathways choices.

The highly successful approach to Pathways and Transitions at Mooroolbark College is the result of the staff's continued focus on supporting students. Our processes for Managing Individual Students Pathways (MIPs) ensure that we have a thorough understanding of every student's aspirations. This ensures the College nurtures all students through pathway and transition choices. This positive and proactive approach by the staff has resulted in Mooroolbark College having above state average student retention and school completion. We have expert staff in the College to work with our Year 12 students to ensure successful outcomes.

Student attendance is monitored both daily and on a period by period basis. The College employs Attendance Officers to ensure parents/guardians have access to accurate attendance data. Parents/Guardians have access to real time attendance data for their child through Compass, the College's Learning Management System.

Wellbeing

Mooroolbark College offers a learning culture that promotes the achievement of excellence, sound values and the attributes of citizenship in an ordered and disciplined environment.

Students are encouraged to set and achieve high standards, high expectations and to be successful. There is a clear focus on the 'whole' student, supported by a culture of collaboration, effective curriculum delivery, high quality teaching and the implementation of values education using effective personal-engagement programs.

Students are valued and welcomed into our committed learning environment. Our practice and process model supports this principle, ensuring a supportive environment for students.

In 2016 the Mooroolbark College Welfare Team consisted of a Student Welfare Coordinator, Chaplain and College Nurse. This team was supported by a psychologist who worked at the College on a part time basis. This valuable addition has added a valuable second layer of hands on support which has resulted in reengagement of at risk students.

Our students' enjoyment of school and sense of belonging is a powerful endorsement of the teaching and learning programs in the College. Mooroolbark College students indicated through the Attitudes to Schools survey that they were highly connected to the College and to their peers.

The College's focus on student engagement and wellbeing has resulted in a clear and transparent student management system and a positive connection for students with the school.

Our House system provides strong pastoral care and contributes a sense of belonging for all students. This is a vertical structure that provides support and develops friendships from Year 7 though to Year 12. The coordinators develop a strong connection to the students within their houses as they progress through the school.

In 2015 Information Technology was introduced as compulsory Year 7 course. The purpose of this introduction was not only to enhance the ICT skills of Mooroolbark College students but to also provide an additional opportunity to discuss key issues relating to cyber safety and responsible use of technology and to use it as an educational tool.

For more detailed information regarding our school please visit our website at www.mooroolbarkcollege.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	
<p>Enrolment Profile</p> <p>A total of 1161 students were enrolled at this school in 2016, 550 female and 611 male. There were 2% of EAL (English as an Additional Language) students and 2% 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>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>School Staff Survey</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>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</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>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>● Similar</p>

Performance Summary

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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 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 Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	52%	21%	Numeracy	24%	52%	24%	Writing	32%	50%	18%	Spelling	22%	56%	22%	Grammar and Punctuation	26%	51%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016: ● (School), ◆ (State Mean)</p> <p>Results: 2013 - 2016 (4-year average): ● (School), ◆ (State Mean)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 96% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 29% VET units of competence satisfactorily completed in 2016: 80% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 70%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
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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. 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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>90 %</td> <td>86 %</td> <td>89 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	90 %	86 %	89 %	94 %	95 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	90 %	86 %	89 %	94 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</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>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</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>Students Attitudes to School - Connectedness to School</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> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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> Higher</p> <p> Higher</p>

How to read the Performance Summary

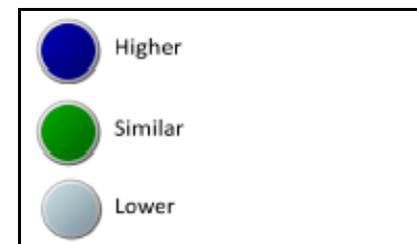
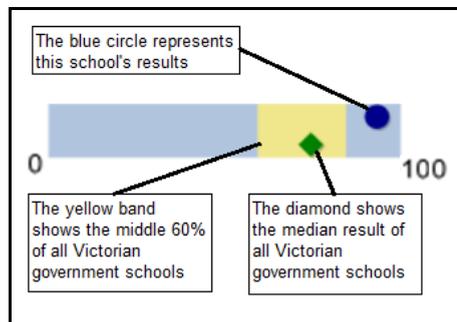
What are student outcomes?

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.

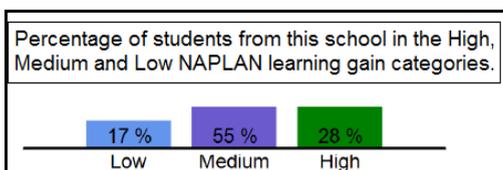
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The Net Operating Surplus is as a result of forward planning for the asset and equipment replacement for 2017 and beyond.

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

Revenue	Actual
Student Resource Package	\$9,534,211
Government Provided DET Grants	\$1,660,692
Government Grants Commonwealth	\$29,882
Government Grants State	\$9,725
Revenue Other	\$25,371
Locally Raised Funds	\$1,196,005
Total Operating Revenue	\$12,455,888

Expenditure	
Student Resource Package	\$9,498,872
Books & Publications	\$5,703
Communication Costs	\$64,561
Consumables	\$294,720
Miscellaneous Expense	\$1,145,097
Professional Development	\$45,404
Property and Equipment Services	\$555,214
Salaries & Allowances	\$358,392
Trading & Fundraising	\$149,040
Travel & Subsistence	\$3,090
Utilities	\$88,404
Total Operating Expenditure	\$12,208,497
Net Operating Surplus/-Deficit	\$247,390
Asset Acquisitions	\$42,479

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$508,665
Official Account	\$25,615
Other Accounts	\$437,183
Total Funds Available	\$971,463

Financial Commitments	
Operating Reserve	\$20,088
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Revenue Received in Advance	\$563,475
School Based Programs	\$82,133
Provision Accounts	\$42,363
Other recurrent expenditure	\$13,743
Asset/Equipment Replacement > 12 months	\$25,000
Capital - Buildings/Grounds incl SMS>12 months	\$75,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$75,000
Total Financial Commitments	\$971,802

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Miscellaneous 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.