2017 Annual Report to the School Community

School Name: Melba Secondary College

School Number: 8912

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

THE EDUCATION STATE

VICTORIA State Government | Education and Training

About Our School

School Context

Melba Secondary College is a Year 7 to 12 Government Secondary School located in Croydon. The school has a total student population of approximately 560 students. The school has 73 equivalent full-time staff: 2 Principal class, 57 teachers and 25 Education Support Staff. The school has relocated onto one site at the start of 2018 and will move into new buildings early in Term 2, 2018, whilst still retaining use of some of the existing buildings until Stage 2 is completed.

Melba Secondary College offers a comprehensive, challenging and engaging curriculum and co-curricular program. We offer a broad range of experiences covering all learning domains, sport, music, performance, community involvement, camps, cultural, social and leadership opportunities. Our college is very committed to a strong and authentic student voice whereby students are actively involved in the decision making processes in the school.

The school will continue to provide a 'school within a school' model whereby students are part of a junior or senior school and yet obtain all the benefits of a larger school in terms of subject choices and co-curricular programs as they move through their years of schooling. The teaching and support staff at the college are outstanding professionals who are committed to supporting all students in their learning.

The school aims to develop:

- Successful, Passionate and Inspired **Learners**
- Confident, Creative and Resilient **Individuals**
- Informed, Active and Thoughtful **Citizens**

Framework for Improving Student Outcomes (FISO)

During 2017 the following improvement initiatives and key improvement strategies were undertaken

Building practice excellence:

- Develop the capacity of all teachers by implementing Literacy coaching of teachers by Bastow trained staff
- Establish Teaching teams for Year 7 English and Mathematics
- Create an instructional model that is consistently implemented by all teachers and embeds Visible Learning components
- Develop a peer observation program across the school from 2017 onwards.
- Improve the use of Digital Technologies in Teaching and Learning across the college
- Increase staff capacity to analyse relevant data and embed evidence based strategies as appropriate.

Empowering students and building school pride:

- Leadership and staff views of Student Voice and Agency are explored to identify and clarify perceptions, concerns, benefits and challenges
- Broaden data collection and dissemination to better understand health and wellbeing and academic needs of our students and inform performance, service planning and delivery
- Develop and implement a consistent whole school Wellbeing model and a new student wellbeing model (House) for implementation in 2018
- Embed Wellbeing language and processes within class lessons

Curriculum planning and assessment:

- Seek constructive feedback from students to ascertain their level of understanding within the whole school Instructional Model
- Develop teachers' data literacy capacity
- Create common assessment tools to enable teacher moderation and increase external moderation processes.
- Implement programs for consistency of student assessment

Achievement

The College is performing similarly to schools whose students have comparable background characteristics. In 2017 we continued with our Literacy intervention program to assist students requiring support. Literacy is also a whole school priority.

Our Year 9 NAPLAN in Reading and Numeracy were similar compared to schools across the State with the same socio-economic profiles. This is a very good result.

In 2017, 96% of students successfully completed their VCE and our performance was higher than other schools across the State with the same socio-economic profiles. This was an excellent result. 94% of students completed their VET units and 82% of students successfully completed their VCAL credits.

All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.

The 2016-19 Strategic Plan continues to focus on improving Literacy and Numeracy outcomes and VCE performance. The college continues to have a rich ICT program based on a 1:1 environment with iPads and also extensive access to laptops and desktop computers.

Reporting processes have been strengthened by the introduction of the 4 cycles of Grade Point Average (GPA) reports, with opportunities for student reflection. A consistent approach to assessment using rubrics applies to all reported learning for students in years 7-10 using VicCurric platforms, and Year 11 & 12 students in VCE and VCAL tasks.

Engagement

Student absence data continues to be less than schools across the State with the same socio-economic profiles. The school has an Attendance Officer who closely monitors student attendance. Year Level Leaders assist in supporting students to maintain high levels of attendance.

During 2017 the college continued a number of initiatives designed to increase Student Voice and Student Leadership opportunities within the school. These included the continuation of a positive achievement and engagement program ACE (Academic, Citizenship & Endeavour) for junior students; the Learner, Individual and Citizenship (LIC) Awards for senior students; as well as the embedding of our recently reviewed Code of Practice.

The school has continued to develop the Compass portal to improve communication between the school, parents/guardians and students.

In 2017 we also continued to embed the Year 7 Launch Pad Program into the curriculum, which is a program specifically designed to improve the transition of students into the school at Year 7.

The College has made a strong commitment to Visible Learning and through this framework we continue to embed Learning Intentions, Success Criteria and Effective Feedback into our teaching practice and use data to improve student engagement.

Student retention from years 7 to 10 was higher than the state median.

Wellbeing

The measure of our students' connectedness to school continues to be a focus area for improvement. The 2017 result indicated the school has performed at a similar level compared to schools across the State with the same socio-economic profiles.

The school has a zero tolerance policy regarding bullying.

The number of students exiting to further study or full time employment is lower than other schools in 2017.

The College has a comprehensive 'Managed Individual Pathways' Program and has a well-organised Careers Program.

The school continued in 2017 with its course confirmation processes which have proved very successful.

In 2017 completion rates for VET Units of Competency and VCAL credits were both consistently high. The school continues to ensure students have appropriate consultations and advice regarding options for the later years including VCE, VCAL and VET.

For more detailed information regarding our school please visit our website at
www.melba.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

Enrolment Profile

A total of 558 students were enrolled at this school in 2017, 259 female and 299 male.

28 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: ● English ● Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Higher ● Similar ● Higher

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
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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'.	**Reading** 16 % Low / 57 % Medium / 27 % High **Numeracy** 18 % Low / 56 % Medium / 27 % High **Writing** 24 % Low / 47 % Medium / 29 % High **Spelling** 20 % Low / 54 % Medium / 26 % High **Grammar and Punctuation** 28 % Low / 43 % Medium / 28 % High	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 23 % Low / 57 % Medium / 20 % High **Numeracy** 34 % Low / 39 % Medium / 27 % High **Writing** 24 % Low / 50 % Medium / 26 % High **Spelling** 26 % Low / 39 % Medium / 35 % High **Grammar and Punctuation** 22 % Low / 54 % Medium / 25 % High	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	Results: 2017 (scale 0 to 50) Results: 2014 - 2017 (4-year average) (scale 0 to 50)	● Higher ● Similar

Students in 2017 who satisfactorily completed their VCE: 96%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 24%
VET units of competence satisfactorily completed in 2017: 94%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 82%

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
96 %	93 %	90 %	92 %	92 %	94 %

Higher

Higher

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2017

Results: 2014 - 2017 (4-year average)

Higher

Similar

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2017

Results: 2014 - 2017 (4-year average)

Lower

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: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ●◆ 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ●◆ 100	Similar

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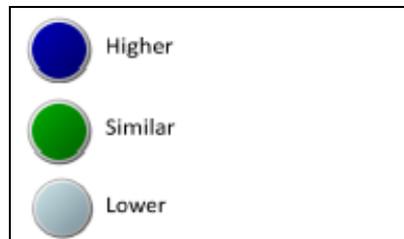
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$6,644,842
Government Provided DET Grants	$1,287,792
Government Grants Commonwealth	$20,600
Government Grants State	$404,637
Revenue Other	$44,021
Locally Raised Funds	$738,703
Total Operating Revenue	**$9,140,595**

Equity[1]	
Equity (Social Disadvantage)	$800,892
Equity (Catch Up)	$42,870
Equity Total	**$843,762**

Expenditure	
Student Resource Package[2]	$6,571,904
Books & Publications	$8,129
Communication Costs	$39,471
Consumables	$218,604
Miscellaneous Expense[3]	$545,128
Professional Development	$40,738
Property and Equipment Services	$523,049
Salaries & Allowances[4]	$219,561
Trading & Fundraising	$95,229
Travel & Subsistence	$2,761
Utilities	$179,072
Total Operating Expenditure	**$8,443,647**
Net Operating Surplus/-Deficit	**$696,948**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$474,549
Official Account	$126,849
Total Funds Available	**$601,399**

Financial Commitments	
Operating Reserve	$10,000
Revenue Receipted in Advance	$118,560
School Based Programs	$39,661
Provision Accounts	$70,000
Other recurrent expenditure	$3,142
Asset/Equipment Replacement > 12 months	$360,036
Total Financial Commitments	**$601,399**

(1) The school finished in surplus at the end of 2017 as we carried over some surplus from 2016 and we were holding significant monies committed against the rebuild program.
(2) The Equity funding reported above is a subset of overall revenue reported by the school. These funds were used to address disadvantage in the school.
(3) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation Process
(4) Misc expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(5) Salaries and Allowances refers to school-level payroll.
(6) The school received $20,000 from the Federal government for our Chaplaincy program and $20,000 from DHHS for the Advance Program.

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.