

2016 Annual Report to the School Community



School Name: Melba Secondary College

School Number: 8912



Name of School Principal:	Terry Bennett _____
Name of School Council President:	Philippa Rowlands _____
Date of Endorsement:	28 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.



About Our School

School Context

Melba Secondary College is a Year 7 to 12 Government Secondary School located in Croydon. The school has a junior campus (Years 7-9) and senior campus (Years 10-12) with a total student population of approximately 630 students. The school has 73 equivalent full-time staff: 3 Principal class, 53 teachers and 17 Education Support Staff.

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.

Our two campus environment allows us to provide a 'school within a school' model whereby students are part of a smaller campus 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 college commenced an \$18 million new building program in 2016 which will see the school relocate onto a single campus in 2018. The 'school within a school' model will continue as it is an integral component of the new school buildings. 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 2016 the following improvement initiatives and key improvement strategies were undertaken

Building practice excellence:

- Develop the capacity of all teachers by implementing Literacy and Numeracy coaching of teachers by Bastow trained staff
- Establish Teaching teams for Years 7 and 9 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 2016 onwards.
- Improve the use of Digital Technologies in Teaching and Learning across the college

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
- 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
- Implement programs for consistency of student assessment

Achievement

The College is performing similarly to schools whose students have comparable background characteristics. In 2016 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 was higher compared to schools across the State with the same socio-economic profiles. This is an excellent result.

In 2016, 98% of students successfully completed their VCE and our performance was similar to other schools across the State with the same socio-economic profiles. 95% of students completed their VET units and 85% 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 school underwent a review during 2016 and the new 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.

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 absence data continues to be similar to 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 2016 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) on the junior campus, the Learner, Individual and Citizenship (LIC) Awards on the senior campus, 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 2016 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 2016 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 similar to other schools in 2016.

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

The school continued in 2016 with its course confirmation processes which have proved very successful.

In 2016 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 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 629 students were enrolled at this school in 2016, 300 female and 329 male. There were 24% of EAL (English as an Additional Language) students and 1% 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> 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>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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ● Higher </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ◆ Similar </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ● Higher </div> <div style="display: flex; align-items: center;"> ◆ Similar </div> </div>

Performance Summary

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<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 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>32%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>38%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>39%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	52%	15%	Numeracy	41%	45%	14%	Writing	33%	33%	33%	Spelling	42%	38%	20%	Grammar and Punctuation	38%	39%	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</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 33% VET units of competence satisfactorily completed in 2016: 95% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 85%</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>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="margin-top: 10px;"> <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>94 %</td> <td>88 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	88 %	92 %	90 %	90 %	91 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	88 %	92 %	90 %	90 %	91 %									
<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 style="text-align: center;">● Higher</p> <p style="text-align: center;">● 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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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> Similar</p> <p> Lower</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> Similar</p> <p> Similar</p>

How to read the Performance Summary

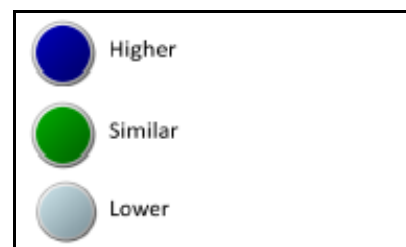
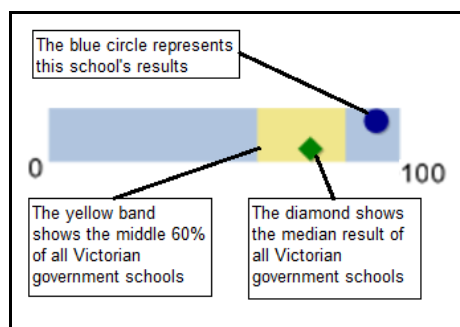
What are student outcomes?

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.

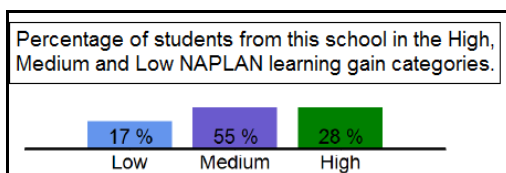
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The annual financial result for Melba College in 2016 was a net surplus of approximately \$230,000. This was achieved through the application of sound financial management practices. There was some extraordinary revenue during 2016 through locally raised funds that were raised in accordance with Department guidelines. The school also received State and Commonwealth grants which were used to improve teaching and learning in line with the school's Strategic Plan and Annual Implementation Plan priorities.

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

Revenue	Actual
Student Resource Package	\$7,066,440
Government Provided DET Grants	\$1,274,098
Government Grants Commonwealth	\$20,247
Government Grants State	\$27,663
Revenue Other	\$33,218
Locally Raised Funds	\$765,890
Total Operating Revenue	\$9,187,557

Expenditure	
Student Resource Package	\$7,142,996
Books & Publications	\$8,535
Communication Costs	\$35,162
Consumables	\$219,358
Miscellaneous Expense	\$585,942
Professional Development	\$44,973
Property and Equipment Services	\$549,594
Salaries & Allowances	\$149,607
Trading & Fundraising	\$62,795
Travel & Subsistence	\$2,467
Utilities	\$157,018
Total Operating Expenditure	\$8,958,447

Net Operating Surplus/-Deficit	\$229,110
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$70
Official Account	\$30,363
Total Funds Available	\$30,433

Financial Commitments	
Operating Reserve	\$10,000
School Based Programs	\$16,392
Other recurrent expenditure	\$4,041
Total Financial Commitments	\$30,433

Student Resource Package Expenditure figures are as of 08 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.