

## 2015 Annual Report to the School Community

Mildura Senior College

School Number: 8045



Name of School Principal: Mr Andrew Ough

Name of School Council President: Mr John Bergin

Date of Endorsement: 18<sup>th</sup> April, 2016

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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Mildura Senior College is an educational landmark located in the heart of Mildura. With a student population in 2015 of approximately 1000 students, the College is one of a small number of stand-alone Senior Colleges in the state catering exclusively for Year 11 and 12 students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VCAL, Vocational Education and Training (VET) and University Enhancement studies. This school has 96.72 equivalent full-time staff: 3 Principal class, 66.3 teachers and 27.42 Education Support Staff. The college has a clear commitment to the Managed Individual Pathways Program providing timetabled classes and teacher advocates for all students. This unique learning environment is highly valued by the school community which sees it as essential to students developing skills crucial to future success.

The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighboring 7-10 colleges: Chaffey SC, Irymple SC, Merbein P-10, Trinity Lutheran College and Henderson College. There is close cooperation with these colleges via the Sunraysia Schools Network and Principal Networks in the areas of Instrumental Music, EAL provision, school sport, professional development programs, student transition and orientation, and combined school bands and ensembles. Each year approximately 20% of enrolments come from outside these neighborhood colleges and include public, private and independent schools.

The College provides a mature learning environment and a learning process which is built upon partnerships and strong relationships between teachers and students. Mildura Senior College provides clear pathways to further study and the workplace. Our mission is to deliver excellence in education and training opportunities for all students. Students are supported by full time careers and individual pathways advisors, VETiS coordinator, an extensive wellbeing team, student coordinators and a team of staff experienced in the successful delivery of senior studies.

Mildura Senior College has a number of students from non-English speaking backgrounds, of Koori descent or from disadvantaged households. The Clontarf Academy (for Aboriginal boys) is one example of a program at Mildura Senior College targeted at reducing educational disadvantage for students alongside other programs such as; Koorie Girls Academy, VCAL Engage (a flexible learning option) and specialised EAL support programs.

The use of eLearning technologies and collegial professional learning is also seen as pivotal to engage students in their learning. This environment recognises that our students are taking more responsibility for their learning and they conduct many aspects of their lives in an independent fashion. Mildura Senior College has undertaken a significant investment in eLearning. The College has an effective intranet and strives to ensure all students can individually access a device such as a netbook or notebook at all times as required to support their learning. Mildura Senior College also supports a 'Bring your own device' program in line with our young adult environment.

The College boasts outstanding facilities which included the addition of a new Science Centre in 2011. The National School Pride program has been supplemented by college funds to provide an outstanding covered outdoor learning area and considerable landscaping, paving and student seating. Mildura Senior College is the lead school of the Sunraysia Trade training Centre in Schools Consortium which has been successful in gaining \$12.9m in funding to deliver state of the art trade training facilities in our schools. 2015 is the second year students have begun to access the major hub of this program which is a facility on the Mildura Senior College grounds.

The College Community is proud of its excellent academic achievements and extracurricular successes.

### Achievement

Mildura Senior College continues to set high expectations for the learning outcomes of students. The intake adjusted scores for mean study scores in 2015 shows we are performing at a similar level to other schools after accounting for background characteristics known to make a difference to student results.

In 2015 approximately 3% of students undertaking their VCE achieved a study score of 40 or above. A continuing challenge is to improve the mean 'all-study' score for students undertaking a Unit 3 & 4 VCE study which has remained at around the State-wide average over a four year period and in 2015 was again 28. It was pleasing to note, however, that a significantly higher proportion of Year 12 students who completed their VCE in 2015 also gained an ATAR score.

Key strategies to support continued improvement include; continued refinement of an extensive professional learning program (including extensive classroom observation and teacher feedback), the deployment of state of the art learning technologies and the establishment of a rigorous and collaborative approach to all curriculum planning across the College.

## Engagement

Our Student Survey Data continues to show that our students have a high level of motivation and morale and feel safe in the school environment.

Building student connectedness to school is challenging in a senior school environment where students enter at the end of Year 10 and spend two years at the school. The school outcome for connectedness to school at Year 11 continues to be above the state median in 2015 and above the state average of the last four years. This is an excellent outcome and illustrates the strong student engagement within our school community. The challenge is to continue this trend with our Year 12 students.

While attendance at the senior level continues to be a challenge it is encouraging that our attendance rate was still close to the state median both in 2015 and on average over the last four years is above the state median; but will need to monitor the trend which indicates an increase in the average number of days missed per student over a four year period.

Key strategies to support improvement include student forums, embedding the use of restorative practice, professional learning around building relationships and a strong emphasis on the teacher building a strong and positive relationship with students in classrooms.

## Wellbeing

The unique and complex nature of the student body at Mildura Senior College requires an extensive and strategic approach to student wellbeing.

Students who need higher levels of support have access to an extensive student wellbeing team including; Student Wellbeing Coordinator, College Nurse, College Chaplain and our Youth Worker. This team has also been bolstered by the establishment of a partnership between our school and Tristar Medical which gives our students access to a General Practitioner and Mental Health Nurse one day a week at no cost to them or their families.

Targeted programs are delivered for students at risk including; The Clontarf Academy for Koorie boys, Koorie Girls Academy for our Koorie girls, VCAL Engage for students returning to education after a break in mainstream schooling, and support from the Mildura English Language Centre for students where English is an Additional Language. We also support a large cohort of students from Polynesian or Islander descent by developing strong connections with individuals and their families through a targeted program.

All students are supported in their academic, social and emotional development via their involvement in our College wide Pathways program where small groups meet weekly to assess their individual progress. These groups are supported by a Student Coordinator.

## Productivity

At Mildura Senior College resources are allocated based on the unique needs of a senior school environment. The structure of the timetable (and teacher allotments) are designed to reduce disruption to classroom learning while still giving opportunities for students to engage with vocational training programs both on and off-site.

A significant proportion of staffing resource is allocated to supporting students via the schools Pathways Program. Each Pathways class (approx. 25 students) is allocated 65 minutes per week where the Pathways teacher can monitor and support students learning as well as assist in the development of a meaningful Managed Individual Pathways plan. Additionally students are supported by five student coordinators and an extensive wellbeing team.

To support quality student learning teachers are aligned to professional Learning Teams led by Professional Learning Team leaders. Weekly meetings are held to ensure curriculum development and delivery is documented and consistent across learning areas. Key areas of responsibility have also been established to support programs such as careers and VETis with dedicated full time staff managing these programs. Mildura Senior College is the lead school for district wide programs including; Mildura English language Centre, Mildura Region Trade Training Centre's and the secondary Instrumental Music Teacher program

For more detailed information regarding our school please visit our website at  
<http://www>

## 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.

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

#### Enrolment Profile

A total of 1002 students were enrolled at this school in 2015, 491 female and 511 male. There were 1% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## 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>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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 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>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2015 </p> <p>Results: 2012 - 2015 (4-year average) </p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **42%**  
 VET units of competence satisfactorily completed in 2015: **63%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **68%**






## 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	90 %	90 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	90 %	90 %									
<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: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</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: 2014</b></p> <p><b>Results: 2011 - 2014 (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p>No Data Available</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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p>No Data Available</p>

# How to read the Performance Summary

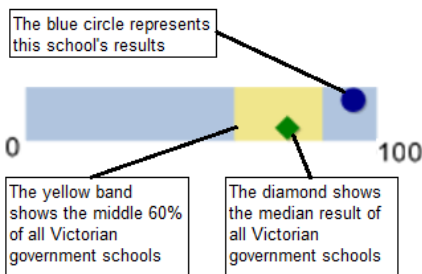
## What are student outcomes?

*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 colleges, 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.

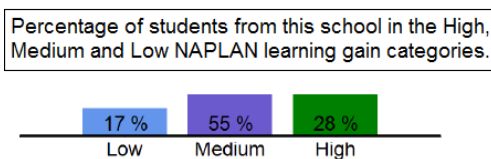
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

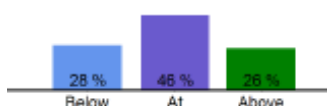


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,376,520	High Yield Investment Account	\$295,446
Government Provided DET Grants	\$1,614,182	Official Account	\$131,054
Government Grants Commonwealth	\$2,727	Other Accounts	\$2,553,903
Government Grants State	\$31,929	<b>Total Funds Available</b>	<b>\$2,980,403</b>
Revenue Other	\$650,341		
Locally Raised Funds	\$1,080,150		
<b>Total Operating Revenue</b>	<b>\$11,755,849</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$9,142,296	Operating Reserve	\$509,894
Books & Publications	\$30,655	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$42,355	Capital - Buildings/Grounds incl SMS<12 months	\$260,000
Consumables	\$423,988	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Miscellaneous Expense	\$927,919	Beneficiary/Memorial Accounts	\$27,257
Professional Development	\$72,757	School Based Programs	\$309,787
Property and Equipment Services	\$805,429	Provision Accounts	\$250,000
Salaries & Allowances	\$321,055	Repayable to DET	\$765,970
Trading & Fundraising	\$257,382	Capital - Buildings/Grounds incl SMS>12 months	\$707,496
Travel & Subsistence	\$269,543	<b>Total Financial Commitments</b>	<b>\$2,980,403</b>
Utilities	\$192,464		
<b>Total Operating Expenditure</b>	<b>\$12,485,842</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$729,993)</b>		
<b>Asset Acquisitions</b>	<b>\$154,888</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 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.*

### Financial performance and position commentary

Mildura Senior College remains in a sound financial position. Major miscellaneous expenses included VET Auspicing, student camps & activities and payments to TSSP schools. Property Equipment & Services included general building services, ICT expenditure and the refurbishment of the old technology building. Asset acquisition expenditure relates to the construction of a new facilities shed. This is the first stage of the development of a new student recreational area and car park redevelopment.