

2017 Annual Report to the School Community



School Name: Mildura Senior College

School Number: 8045

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.





About Our School

School Context

Mildura Senior College is an educational landmark located in the heart of Mildura. With a student population in 2017 of approximately 920 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 100.3 equivalent full-time staff: 3 Principal class, 59.7 teachers and 30.4 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 neighbouring 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 30% of enrolments come from outside these neighbourhood 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 Koorie 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.

Mildura Senior College is the lead school of the Sunraysia Trade training Centre in Schools Consortium that was successful in gaining \$12.9m in funding to deliver state of the art trade training facilities in our schools. 2018 is the fifth year students have access the major hub of this program which is a facility on the Mildura Senior College grounds.

Framework for Improving Student Outcomes (FISO)

Mildura Senior College is focused on the following areas to improve student outcomes.

Building Practice Excellence: To improve the learning growth and achievement outcomes for every student.

- Implementation of a consistent whole school Instructional Model
- Building the capacity of teachers to consistently implement the College Instructional Model.
- Implement the Professional Learning Communities strategies to share best practice and effective use data to measure student growth

Evidence Based High Impact teaching Strategies: To improve students' engagement in their learning and schooling and build the level of wellbeing for every student.

- Increase school capacity to Monitor & Track Student Growth in Learning
- Increasing communication to include Parents as Partners in Learning
- Ensuring high quality intervention strategies for students not meeting learning goals

Building Communities & Leadership teams: To develop a framework for a strengthen alliance with our partnership schools - The Mildura Secondary School Alliance

- Develop a framework of effective collaboration and sharing of best practice across our system of schools.
- Build capacity of college leaders through a Leadership Development Program and leadership capacity for Instructional Leadership
- Increase capacity for PLT Leadership development
- Build and strengthen partnerships to support student transition



Achievement

Mildura Senior College continues to set high expectations for the learning outcomes of students.

Our VCE completion rates are at 94% and approximately 10% of students undertaking their VCE achieved a study score above 37 and 2.1% achieving a score over 40. 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 at 27.49 and in 2017 was slightly lower at 26.97. It was pleasing to note, however, that a significantly higher proportion of Year 12 students who completed their VCE in 2017 also gained an ATAR score.

VCAL completion rates have improved from previous years but this will be a strong focus for improvement in 2018 to lift results above 75%.

Key strategies to support continued improvement include; continued refinement of an extensive professional learning program (including extensive classroom observation and teacher feedback), a collaborative approach to all curriculum planning across the College, partnerships across our Secondary School Alliance to map curriculum from years 7 to year 12 supporting our students to have improved transition into senior education.

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 2017 and above the state average of the last five years. This is an excellent outcome and illustrates the strong student engagement within our school community.

While attendance at the senior level continues to be a challenge it is encouraging that our attendance rate was better than similar schools but below the state average. We will continue to monitor the trend which indicates an increase in the average number of days missed per student over a four year period. In 2017 the attendance rate of 86% in Year 11 and 88% in Year 12.

Key strategies to support improvement include improved monitoring and tracking of students, professional learning around building relationships and a strong emphasis on the teacher building a strong and positive relationship with students in classrooms. 2018 we will continue professional learning and embedding the DET framework for Respectful Relationship and improve our partnership with parents.

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 VETs 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.

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 a leading Teacher Student Wellbeing. 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 Sub-School Leaders

For more detailed information regarding our school please visit our website at

<http://www.milsen.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	
<p>Enrolment Profile</p> <p>A total of 919 students were enrolled at this school in 2017, 490 female and 429 male.</p> <p>8 percent were EAL (English as an Additional Language) students and 6 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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
<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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p style="text-align: center;">No Data Available</p>



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
<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 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'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 95% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 35% VET units of competence satisfactorily completed in 2017: 78% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 71%</p>		



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
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	<p>No Data Available</p>

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)

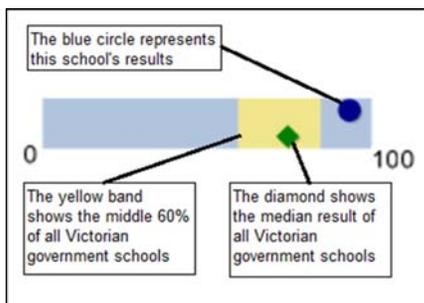
Engagement

- 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).

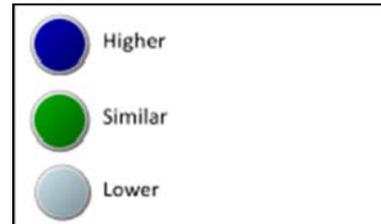


What does *School Comparison* refer to?

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

Mildura Senior College remains in a sound financial position. Major expenditure supported the continued renewal of major ICT upgrades for both desktops/netbook. Infrastructure costs were incurred during the year due to major upgrades of the major air conditioner units across the college. Several classrooms were refurbished including flooring, painting and furniture renewal. The staffing plan continued to support leadership development as per the current Strategic Plan. Key student initiatives included the Engage VCAL program, Koorie Girls Academy and the Homework Club.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,699,226	High Yield Investment Account	\$433,708
Government Provided DET Grants	\$1,488,786	Official Account	\$105,497
Government Grants Commonwealth	\$2,727	Other Accounts	\$1,476,454
Government Grants State	\$33,223	Total Funds Available	\$2,015,659
Revenue Other	\$190,762		
Locally Raised Funds	\$1,125,094		
Total Operating Revenue	\$11,539,817		
Equity¹			
Equity (Social Disadvantage)	\$203,691		
Equity (Catch Up)	\$68,220		
Equity Total	\$271,910		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,024,415	Operating Reserve	\$515,874
Books & Publications	\$3,443	Asset/Equipment Replacement < 12 months	\$90,000
Communication Costs	\$46,412	Capital - Buildings/Grounds incl SMS<12 months	\$230,000
Consumables	\$576,108	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Miscellaneous Expense ³	\$929,541	Beneficiary/Memorial Accounts	\$28,276
Professional Development	\$82,805	School Based Programs	\$135,294
Property and Equipment Services	\$596,877	School/Network/Cluster Coordination	\$90,000
Salaries & Allowances ⁴	\$443,780	Provision Accounts	\$250,000
Trading & Fundraising	\$295,387	Repayable to DET	\$315,250
Travel & Subsistence	\$60,405	Capital - Buildings/Grounds incl SMS>12 months	\$310,965
Utilities	\$198,352	Total Financial Commitments	\$2,015,659
Total Operating Expenditure	\$12,257,526		
Net Operating Surplus/-Deficit	(\$717,709)		
Asset Acquisitions	\$131,016		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.