

2018 Annual Report to The School Community



School Name: Mildura Senior College (8045)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2019 at 03:43 PM by Belinda Hudak
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2019 at 02:33 PM by John Bergin (School
Council President)

About Our School

School context

Mildura Senior College is an educational landmark located in the heart of Mildura. With a student population in 2018 of 934 students, the College is a stand-alone Senior Colleges 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) in the region This school has 100.3 equivalent full-time staff: 3 Principal class, 60 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 Network 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 (with will transition to the Star Program for 2019), VCAL Engage (a flexible learning option) and specialised EAL support programs.

Staff professional learning is also seen as pivotal to engage students in their learning and to support students achieve to their potential. Our learning environment supports students to take 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 with outstanding support in ICT and BYOD program. 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.

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.

- 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 rate increased to 97% and approximately 5% of students undertaking their VCE achieved a study score above 37. A continuing challenge is to improve the mean 'all-study' score for students undertaking a Unit 3 & 4 VCE study, in 2018 the College was slightly higher at 27.1 which was equal to the State Median. VCAL completion rates have improved from previous years reaching our target of 75%. We will continue to focus through 2019 lift results further.

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. In the areas of Sense of Connectedness and Management of Bullying we were over 10% higher than the State median. 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 has been above the state median for last six 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 five year period. In 2018 the attendance was rate of 87% for both year levels.

In 2019 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 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.

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 established partnership between our school and Tristar Medical which gives our students access to a Mental Health Nurse on site.

Targeted programs are delivered for students at risk including; VCAL Engage for students returning to education after a break in mainstream schooling, the Clontarf Academy for Koorie boys, Koorie Girls Academy for our Koorie girls, which will see our partnership with the Stars Foundation commence formally in Term 1 2019. The Mildura English Language Centre grew to four classes in 2018 and will start 2019 with five classes. In 2018 it was announced the Mildura English Language Centre will become a campus of the College in 2019. This will continue to support the delivery of an intensive English program and improve the enrollment and transition of new arrival students.

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 Leader.

Financial performance and position

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 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 utilise Equality funding, these included the Engage VCAL program, Koorie Girls Stars Academy and the Homework Club.

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

Enrolment Profile

A total of 934 students were enrolled at this school in 2018, 500 female and 434 male.

10 percent were EAL (English as an Additional Language) students and 5 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.



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).

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



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

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>

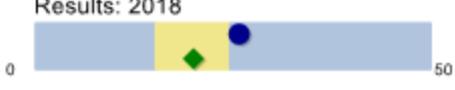
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary 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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 97% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 33% VET units of competence satisfactorily completed in 2018: 71% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 75%</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:

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</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>87 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	87 %	87 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>No Data Available</p> <p>No Data Available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	87 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>												

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,324,560	High Yield Investment Account	\$938,171
Government Provided DET Grants	\$1,911,073	Official Account	\$245,428
Government Grants State	\$18,806	Other Accounts	\$996,875
Revenue Other	\$226,095	Total Funds Available	\$2,180,474
Locally Raised Funds	\$1,135,004		
Total Operating Revenue	\$12,615,539		
Equity¹			
Equity (Social Disadvantage)	\$220,131		
Equity (Catch Up)	\$75,223		
Equity Total	\$295,354		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,908,204	Operating Reserve	\$478,960
Books & Publications	\$5,405	Other Recurrent Expenditure	\$35,509
Communication Costs	\$51,360	School Based Programs	\$232,132
Consumables	\$490,289	Beneficiary/Memorial Accounts	\$28,775
Miscellaneous Expense ³	\$722,416	Funds for Committees/Shared Arrangements	\$156,109
Professional Development	\$57,868	Repayable to the Department	\$595,211
Property and Equipment Services	\$638,104	Asset/Equipment Replacement < 12 months	\$63,500
Salaries & Allowances ⁴	\$462,134	Capital - Buildings/Grounds < 12 months	\$225,000
Trading & Fundraising	\$319,832	Maintenance - Buildings/Grounds < 12 months	\$50,000
Travel & Subsistence	\$60,343	Capital - Buildings/Grounds > 12 months	\$315,278
Utilities	\$225,999	Total Financial Commitments	\$2,180,474
Total Operating Expenditure	\$12,941,953		
Net Operating Surplus/-Deficit	(\$326,414)		
Asset Acquisitions	\$99,869		

(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 15 March 2019 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.

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*' or '*ND*' 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').