

2014 Annual Report to the School Community

Mill Park Secondary College

School Number: 8775



Name of School Principal:

Patricia Horner

Name of School Council President:

Susan Allen

Date of Endorsement:

17 March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Mill Park Secondary College is a public secondary school delivering quality teaching and learning experiences. The College has 161.12 equivalent full-time staff: 6 principal class, 113.6 teachers and 41.52 education support staff. The College serves a local community in a growth corridor approximately 22 km to the north of the CBD.

The Middle Years Campus (Years 7-9) has 700 students and is located in Mill Park. The main focus of the campus program is developing skills in literacy, numeracy and curiosity as well as providing a range of learning opportunities through extracurricular activities. The Senior Campus (Years 10-12), with 906 students is located in Epping. The program of this campus focuses on delivering a range of rigorous learning opportunities for students. Over 50 subjects are offered through the VCE and VCAL including VET units.

A key objective of the College is to improve student learning growth. An aspirational culture is promoted through a rich and multi-faceted school partnership with La Trobe University. The staff work in professional learning teams which draw heavily on data to inform teaching practice. Classroom teaching is underpinned by the MPSC Instructional Model and students are challenged to *“Create their Future”*

Achievement

NAPLAN results in 2014 displayed a similar level of achievement to 2013 levels. All results were within the “similar” category in respect to the median for Victorian government schools. The Year 9 Reading achievement level was close to the state mean for 2014 and in the four year trend. In terms of learning gain, the Reading results for 2014 were as expected. Spelling and Grammar and Punctuation showed higher than expected levels of learning gain. For Numeracy and Writing, the learning gains were as expected for medium growth, however more students than expected displayed low levels of growth.

In terms of VCE achievement, the Mean Study Score for all subjects remained approximately the same – close to the state mean; however the four year trend improved to reflect recent achievement gains.

Engagement

Student attendance rates in 2014 improved by an average of 2% at each year level except Year 8. Overall absences from school across all year levels remained at similar levels to all other Victorian government schools. The College adopted the ‘Every Day Counts’ initiative and will continue to investigate a range of high-leverage strategies to improve student attendance.

Student retention rates continued to be positive with the 4 year average being significantly higher than the state. The percentage of students from Years 10 to 12 going on to further studies or full time employment is similar to previous years. There is a major focus on promoting an aspirational culture which has resulted in increased university enrolments.

Wellbeing

Students’ attitude to schools survey scores are slightly lower than previous years, falling below the state mean which had marginally increased over time. With respect to school comparison, the spread of results was wider than in previous years.

Student focus groups conducted toward the end of 2014, were well received by students and provided insight into concerns. Student feedback has been used to inform the new Strategic Plan and Annual Implementation Plan.

The focus groups highlighted a need to increase student involvement in school policy and decisions. This has prompted a shift toward the use of student forums as a regular practice to connect students to school processes and meet their wellbeing needs.

Productivity

Well documented processes are in place to ensure effective allocation of resources from year to year. This includes the consideration of student subject choice, teacher expertise and requests, enrolments, timetabling and funding. A decrease in enrolment and funding changes put pressure on allocation of these resources. Strategies were put in place to preserve time allocated to targeted initiatives such as literacy, coaching and professional learning. The school staff survey overall score for professional learning was above the state and is strong evidence that resources were effectively allocated.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 1602 students were enrolled at this school in 2014, 821 female and 781 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

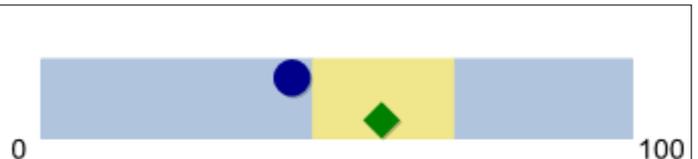
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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 schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

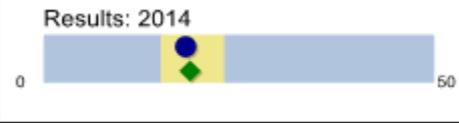
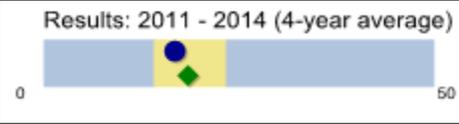
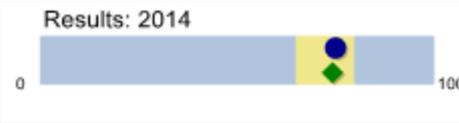
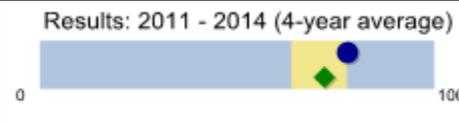
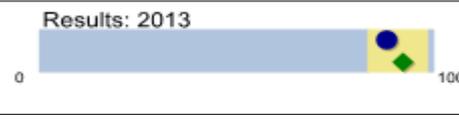
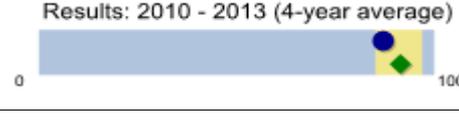
Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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 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>Reading Low: 26%, Medium: 47%, High: 28%</p> <p>Numeracy Low: 27%, Medium: 51%, High: 21%</p> <p>Writing Low: 21%, Medium: 55%, High: 24%</p> <p>Spelling Low: 26%, Medium: 55%, High: 19%</p> <p>Grammar and Punctuation Low: 25%, Medium: 53%, High: 23%</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 26%, Medium: 52%, High: 22%</p> <p>Numeracy Low: 32%, Medium: 50%, High: 18%</p> <p>Writing Low: 34%, Medium: 43%, High: 23%</p> <p>Spelling Low: 27%, Medium: 44%, High: 29%</p> <p>Grammar and Punctuation Low: 28%, Medium: 45%, High: 27%</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: 2014 0 to 50 scale. School result (blue dot) is at 47.5, state median (green diamond) is at 30.</p> <p>Results: 2011 - 2014 (4-year average) 0 to 50 scale. School result (blue dot) is at 47.5, state median (green diamond) is at 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **95%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **27%**
 VET units of competence satisfactorily completed in 2014: **77%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **95%**

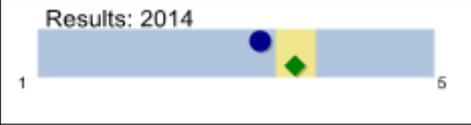
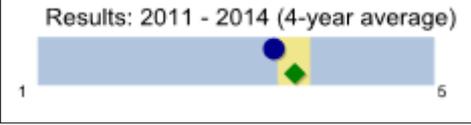
Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="564 857 1023 954"> <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>91 %</td> <td>88 %</td> <td>88 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	88 %	90 %	93 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	88 %	90 %	93 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p> 	 Lower
	<p>Results: 2011 - 2014 (4-year average)</p> 	 Similar

How to read the Performance Summary

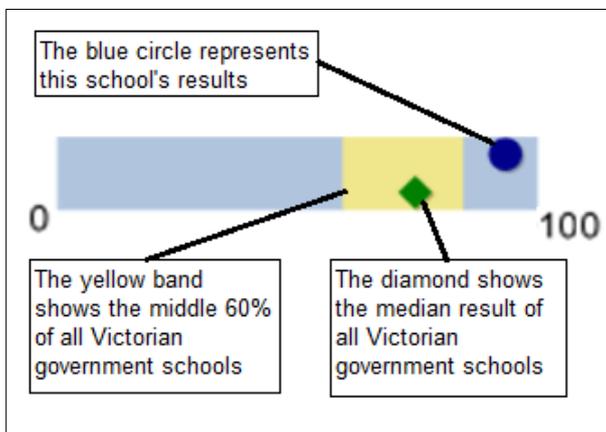
What are student outcomes?

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.

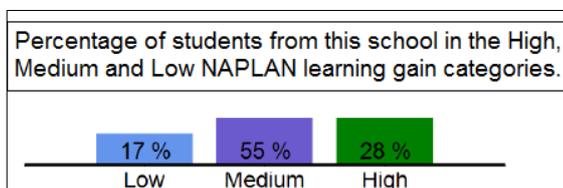
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

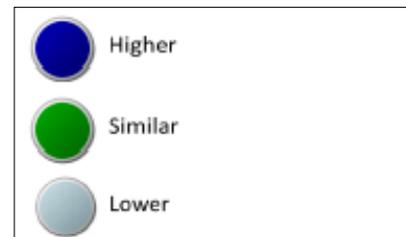


What is a School Comparison?

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 Indigenous 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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$13,109,446
Government Provided DE&T Grants	\$1,823,967
Government Grants Commonwealth	\$45,455
Revenue Other	\$95,143
Locally Raised Funds	\$807,402
Total Operating Revenue	\$15,881,414

Funds Available	Actual
High Yield Investment Account	\$87,287
Official Account	\$210,308
Other Accounts	\$1,498,366
Total Funds Available	\$1,795,962

Expenditure	
Student Resource Package	\$13,236,157
Books & Publications	\$10,328
Communication Costs	\$63,285
Consumables	\$339,329
Miscellaneous Expense	\$613,539
Professional Development	\$66,847
Property and Equipment Services	\$1,101,239
Salaries & Allowances	\$550,498
Trading & Fundraising	\$50,117
Travel & Subsistence	(\$5,836)
Utilities	\$172,449
Total Operating Expenditure	\$16,197,951

Financial Commitments	
Operating Reserve	\$432,825
Asset/Equipment Replacement < 12 months	\$307,990
Capital - Buildings/Grounds incl SMS<12 months	\$250,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$215,091
Revenue Receipted in Advance	\$130,000
School Based Programs	\$2,628
Region/Network/Cluster Funds	\$5,031
Repayable to DEECD	\$173,629
Other recurrent expenditure	\$105,504
Asset/Equipment Replacement > 12 months	\$173,263
Total Financial Commitments	\$1,795,962

Net Operating Surplus/-Deficit **(\$316,537)**

Asset Acquisitions **\$62,208**

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.

Financial performance and position commentary

The financial summary indicates a deficit figure as predicted in the 2013 Financial Performance and Position. The surplus funds from the previous year were to be used to offset the staffing shortfall that was anticipated in 2014.

In 2014 the College received DET funding of \$80,000 for Teach for Australia Program, \$75,000 Uni Bridges Grant, \$9,725 Advance Program at Snr Campus and \$4,500 Youth Employment Scheme (YES) grant to assist with the salary of two trainees – an AFL SportsReady Trainee and an APlus Trainee employed at Mill Park Secondary College.

School Council approved a number of projects across the College, in addition expenditure in 'property services' was undertaken for general maintenance and building works. Building maintenance expenditure covered the continued replacement of window and door frames, new carpet, painting of T Block and MYC Gymnasium and the refurbishment of two kitchens B7 and B9. At Snr Campus Room 1C was turned into a General Classroom and Block 13 was fitted out to a staffroom. The College experienced several large

repair/replacement costs during the year. This included replacing the fire service valves at MYC, refurbishment of block 10 due to flooding and the purchase of a new school van. Further works were carried out as part of the College "Master Plan" and maintaining facilities.

As part of the annual "Computer Rollover Plan" \$154,176.00 was approved to purchase 160 computers and the implementation in 2015 of Bring Your Own Device (BYOD) incurs a cost of \$127,000 annually over five years.

A considerable portion of our budget continues to be expended on furniture and equipment, consumables and class materials to provide students with access to the latest learning tools and reference materials.

The Bank Accounts were managed effectively and interest earned from the Investment Accounts was used to supplement the overall budget. The College will continue to allocate funding for our Strategic Goals and Priorities, while continually working to provide a productive learning environment for all students.