

# 2018 Annual Report to The School Community



School Name: Mill Park Secondary College (8775)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 22 March 2019 at 03:32 PM by Patricia Horner  
(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 26 April 2019 at 11:03 AM by Kathy Filev (School  
Council President)

## About Our School

### School context

Mill Park Secondary College is a co-educational dual campus public secondary school delivering quality teaching and learning experiences in specialist classroom facilities. The College has 133 equivalent full-time (EFT) staff: There are 6 principal class officers, 102 EFT teachers and 31 EFT education support staff.

Mill Park Secondary College is a school with high expectations. Each student grows and learns through individualised opportunities in a child safe environment and embraces the challenge of creating their future by setting personal goals to achieve social and academic success. The College operates on a set of four agreed values: Respect, Responsibility, Achievement and Enjoyment. These values form the basis for all interactions between staff, students, parents and the broader community.

The College is unique in offering a pastoral program from Years 7 through to 12. MPSC celebrates diversity and promotes positive and respectful relationships. The school is characterised by a thriving Arts/Design program which includes a school production, exhibition of student design work and participation in 'Kool Skools' with outstanding success, winning many awards.

The College serves a local community that resides within a growth corridor approximately 22 km to the north of the CBD. The school draws its students from Bundoora, Mill Park, Epping and South Morang. 1431 students were drawn from the local community together with an additional 49 international students.

The composition of the school student population mirrors that of the broader local community, which is one of the most multicultural municipalities in Victoria. The socio-economic backgrounds of the students vary considerably.

The majority of enrolments occur into Year 7 although there is a significant intake of students into Year 10.

The Middle Years Campus (Years 7-9) has 583 students, is located in Mill Park and is structured around year level hubs. This has made a considerable contribution to increased levels of safety, engagement and connectedness.

The main pedagogical focus of the campus is developing skills in literacy, numeracy and curiosity as well as providing a range of learning opportunities through extracurricular activities. The College has an accredited SEAL Program which starts at Year 7 in addition to accelerated Science and English classes.

The Senior Campus (Years 10-12), with 848 students, is located in Epping. The program of this campus focuses on delivering a range of rigorous learning opportunities for students. The senior school offerings included over 40 VCE and VET subjects and 20 VET studies (across the cluster) together with a dynamic VCAL program.

Step-Up is an end of year Senior Campus transition program that prepares students for their following year's studies.

The key priorities of the College are learning growth and positive pathways. This investment continues to deliver strong returns with 91% of the Year 12 cohort receiving an offer from VTAC. The College invests heavily in developing individualised roadmaps for both social and academic success.

A strong and on-going relationship with La Trobe University promotes an aspirational culture. The university accounted for nearly half of all university destinations of that cohort. The College strives to fulfil another key objective around improving student engagement and connectedness to school.

To this end, the school has made a significant investment in training all staff in relation to the Berry Street Education Model across two years.

The staff of Mill Park Secondary College work in Professional Learning Teams which draw heavily on data to inform and improve teaching practice. Classroom teaching is underpinned by the MPSC Teaching and Learning Model.

There is a culture of coaching conversations amongst staff, together with classroom observations and data conversations around student performance. This College-wide approach includes the promotion of literacy, a Teaching and Learning Model focusing on high impact teaching strategies, together with the scaffolding of student learning.

### Framework for Improving Student Outcomes (FISO)

The College has focused on the FISO initiatives of Building Practice Excellence and Empowering Students and Building School Pride. The College employs a range of strategies in support of Building Practice Excellence. The College has committed to expanding the Coaching program which supports teacher observation, staff development and leadership development. The College has also developed a Teaching and Learning Model

which outlines best practice and supports teacher development and student learning. The College has incorporated the HITS (High Impact Teaching Strategies) into the TLM. Empowering Students and Building School Pride is supported in a number of ways. Students are engaged in the Teaching and Learning model through completing a feedback survey for staff. Students also engage in the School Wide Positive Behaviour Model, which outlines high expectations. The College also engages students in 30 Day challenges and Homegroup Challenges which are aimed at engaging students in improving behaviour and learning.

### **Achievement**

The College has displayed a similar level of achievement to previous years, with some visible improvements and other areas of decreased performance. Teacher judgments in English continue to show a similar level of performance to the state. This is not reflected in Mathematics where teacher judgment shows a significantly lower than the state Mathematics performance. The main reason for this is more accurate reporting and teaching across all of 7 - 10 via the Maths Pathways software. 2018 was the first year the whole college moved to the software meaning that student performance was more accurately assessed in Mathematics and is a more reflective indicator of performance against objective indicators like NAPLAN and PAT (Progressive Achievement Tests). The College has seen some evidence of increased learning growth in Mathematics as a result of using this software, meaning that over time, this figure is expected to improve significantly. Year 7 - 9 NAPLAN growth data shows a similar level of performance to the state. High growth in Numeracy, Writing and Spelling has improved, but not to the expected level. High growth in Reading is significantly lower than expected and low growth in Reading and Numeracy are higher than comparisons to state levels. New Strategic initiatives in Reading, Department support through the MYLNI (Middle Years Literacy and Numeracy Initiative) and the continued implementation of Maths Pathway are all designed to address these deficiencies. The VCE Mean study score is still lower than expected but has maintained position in the Middle Band of government schools and many of the gains from 2017 were maintained in 2018.

### **Engagement**

The average number of days students were absent from school in 2018 was once again similar to the state average. Year 7 students achieved the greatest level of attendance at 92%, while Year 11 had the lowest of 85%. The school retention rates for students who remain enrolled at the school through years 7 to 10, continues to be significantly higher (more than 10%) than the state average. The percentage of students from Years 10 to 12 who go on to further studies or full-time employment once they leave the college remains at a similar level to the state median.

### **Wellbeing**

Student Attitude to School Survey showed significant improvement with Years 10-12 having positive shifts in 18 out of 19 measures. Seven measures had percentile increases greater than 12.5% and one measure (teacher concern) increased by 30%. Years 7-9 had positive shifts in 18 out of 19 measures. Sixteen measure had percentile increases greater than 12.5% and eight measures increased by more than 25%.

The Parent Opinion Survey was even more positive with respect to percentage increases. Eighteen out of 19 measures increased by more than 25% and 13 measures increased by more than 50%.

### **Financial performance and position**

The financial summary for Mill Park Secondary College year ended 2018 concluded with an overall operating surplus of \$469,223. Surplus funds will be used to support the achievement of educational outcomes and operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

During 2018, the College received \$524,737 for Overseas Students Program, DET (Department) Funding \$2,250 from YES Program for AFL Traineeship, \$14,328 Targeted Funding for the following initiatives – Student

Mentoring Program “Mentors as Change Makers” to support venue hire, CRT reimbursement and Mentor Training, Whittlesea 5-8 Cumulative Literacy Pilot – for CRT reimbursement and Language Teacher Training Scholarship for CRT reimbursement. State Government Grants received for DET School Maintenance a total of \$34,400 the final installment for completed concrete and paving works identified by Condition Assessment Report (CAR Funding). Other Funding received was \$6,388 final funding for Latrobe Uni Bridges Program and \$500 received from ASTA for National Science Week Grant.

School Council approved a number of projects across the College in 2018– the locker replacement program is well underway at the MYC, this program addresses the updating and maintenance of all student lockers. All digital projectors and speakers across the College have now been replaced. Room A05 at MYC had an upgrade of 10 computers and the Senior Music Program has been upgraded with the purchase of iMac, MacBooks and software. Fourteen security cameras needed replacing College wide and works have been completed. Evaporative cooling was installed at the MYC and Snr Campus Gymnasiums, 10 ovens were purchased for Snr Campus Food Technology and a ramp was installed to the Senior Campus Study Centre.

The College continues to fund the BYOD (Bring Your Own Device) Program, which was implemented in 2015 with a positive response.

College Equity funding is used to enhance staff capacity via coaching, Literacy and Numeracy.

Expenditure in ‘property services’ was undertaken for general maintenance, building works, and annual services. Priority works have been identified at both MYC and Snr Campus and as a part of proactive works in 2018, synthetic turf was installed at both sites.

A considerable portion of our budget continues to be expended on furniture and equipment, heating and cooling to provide students with access to the latest learning tools and inviting learning spaces.

The Bank Accounts were managed effectively, interest earned from Investment Accounts, commission, and other locally raised funds were 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.

**For more detailed information regarding our school please visit our website at**  
<http://www.millparksc.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 1470 students were enrolled at this school in 2018, 748 female and 722 male.

32 percent were EAL (English as an Additional Language) students and 2 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).

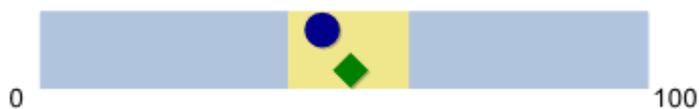
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

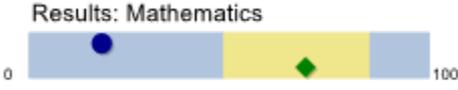
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



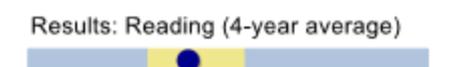
## Performance Summary

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>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</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><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>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><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>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 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: <a href="#">N/A</a>            Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <a href="#">N/A</a>            VET units of competence satisfactorily completed in 2018: <a href="#">N/A</a>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <a href="#">N/A</a></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><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</p> <p><b>School Comparison</b> 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 1030"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>85 %</td> <td>89 %</td> <td>86 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	91 %	85 %	89 %	86 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	91 %	85 %	89 %	86 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</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><b>Students Attitudes to School - Sense of Connectedness</b></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> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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> Similar</p> <p> Lower</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
Student Resource Package	\$13,959,954
Government Provided DET Grants	\$2,642,339
Government Grants Commonwealth	\$15,010
Government Grants State	\$48,216
Revenue Other	\$132,366
Locally Raised Funds	\$634,994
<b>Total Operating Revenue</b>	<b>\$17,432,879</b>

Funds Available	Actual
High Yield Investment Account	\$866,368
Official Account	\$121,006
Other Accounts	\$2,058,537
<b>Total Funds Available</b>	<b>\$3,045,910</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$880,274
Equity (Catch Up)	\$95,093
<b>Equity Total</b>	<b>\$975,367</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$13,814,706
Books & Publications	\$32,919
Communication Costs	\$62,464
Consumables	\$435,866
Miscellaneous Expense <sup>3</sup>	\$666,410
Professional Development	\$72,817
Property and Equipment Services	\$996,341
Salaries & Allowances <sup>4</sup>	\$653,162
Trading & Fundraising	\$18,070
Travel & Subsistence	\$13,713
Utilities	\$197,188
<b>Total Operating Expenditure</b>	<b>\$16,963,656</b>

Financial Commitments	
Operating Reserve	\$467,304
Other Recurrent Expenditure	\$4,807
Provision Accounts	\$10,000
Funds Received in Advance	\$609,924
School Based Programs	\$167,683
Funds for Committees/Shared Arrangements	\$9,310
Repayable to the Department	\$400,000
Asset/Equipment Replacement < 12 months	\$417,111
Capital - Buildings/Grounds < 12 months	\$312,850
Maintenance - Buildings/Grounds < 12 months	\$333,414
Maintenance - Buildings/Grounds > 12 months	\$312,850
<b>Total Financial Commitments</b>	<b>\$3,045,253</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$469,223</b>
<b>Asset Acquisitions</b>	<b>\$145,735</b>

(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)

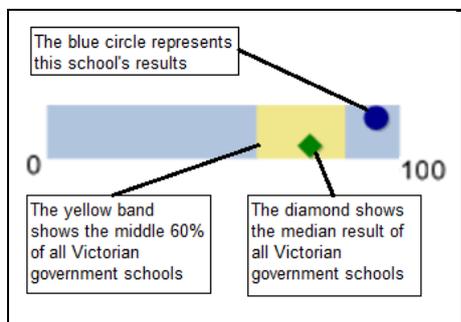
### Engagement

- 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).

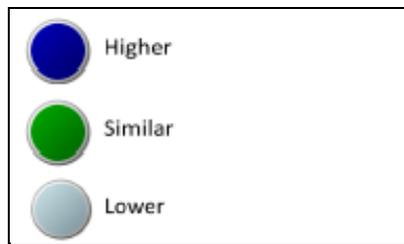


## What does *School Comparison* refer to?

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').