

2015 Annual Report to the School Community

Mount Eliza Secondary College

School Number: 8102



Name of School Principal:

ANGELA POLLARD

Name of School Council
President:

ROBIN ADAMS

A handwritten signature in blue ink, appearing to be 'Robin Adams', written over a horizontal line.

Date of Endorsement: 21
April 2016

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 2015.

About Our School

School Context

Mount Eliza Secondary is a medium sized secondary college with three principal class officers, forty six EFT teachers and eighteen Education Support Staff. It has long been known for its caring and dedicated approach to its students, the calibre of young people who attend, and the support of its parent community. These factors remain as strengths of the college as does our desire for continuous improvement, and a commitment to remain as one of the highest performing government colleges in the Frankston and Mornington Peninsula areas.

The major focus for our work during 2015 has been to:

1. Enhance teacher capacity
2. Rigorously implement a culture of high expectations
3. Rebadge the college as a provider of high quality teaching and learning for all students

The shift in the college culture during 2015 was significant with a whole of college focus based on accountability and consistency. During that period, our belief in genuine improvement and meeting the needs of our highly capable students resulted in numerous developments. These included the embedding of year level based teams and our strong Mentor program, the use of weekly two hour staff professional learning sessions to enable our workforce to develop our skills together and with common purpose, the use of Compass to facilitate parent communication and involvement, and the focus on the work of our high quality leaders to lead each of the year level teams. We also further developed Hands on Learning to support students at risk, and Real Time Learning in years seven and eight to enable the development of a truly personalized and relevant approach to learning. With the developments that also occurred in our VCAL and Personal Futures programs, our connections to the local community have increased enormously, enabling our students to learn in an environment whereby they are truly making a difference to the lives of others.

At Mount Eliza Secondary College we believe that we have an obligation to our students. This informs our work on an ongoing basis and makes us confident that we can provide a learning environment of the highest quality. We also know that as a smaller college, we can offer a degree of personalization not possible in larger settings and we are genuinely excited about our future.

Achievement

The VCE median study score declined by one compared to the 2014 result. However, it is most significant that of the 23 studies offered at the college, comparison with GAT predicted scores shows that students in 16 of the studies achieved as or better than predicted. This indicates a high degree of 'value adding' by teachers, and is a measure of the quality of teaching and learning rather than the innate capacity of students undertaking the course. We consider this to be a success for the college.

Teacher assessments in English and Maths locate our students as performing slightly higher than the state average. Based on NAPLAN data this appears to be a conservative judgment of positive performance. Our 2015 year 7 students performed well beyond the state average in both Reading and Numeracy, whilst our year 9 students extended their performance further in Reading. Numeracy development was not maintained at the same level, and is therefore an area for future development with new programs and approaches in place in 2016 to address this. Measures of learning growth 7-9 support this focus with less high growth occurring in Numeracy.

VET and VCAL completion rates indicate a need for greater focus in these areas, and again, programs in place in 2016 have been designed to improve completion rates.

Engagement

In relation to the Parent Opinion Survey, our response rate is 32% of the required sample which provides challenges regarding the likelihood that the data is representative of our parent community. Regardless, whilst our data places us below the state average for this survey, analysis of responses indicates that for 'School Climate' and 'Student Engagement', the majority of responses are around 5 on a 7 point scale where 7 indicates the strongest endorsement. 'Student Safety' is slightly higher than this, and 'Student Behaviour' is slightly lower. The overall response from those parents who completed the survey therefore, is positive.

The results from the 2015 School Staff Survey are particularly pleasing. It is significant that this data reflects the state average as in the past it has been located below the lower end of the median 60% of schools in the state. Our significant improvement in this area reaffirms the work of the last few years, in maintaining consistent expectations and high standards.

In terms of student attendance, the college demonstrated improvement across all year levels in comparison to 2014. However, whilst college data was better than the state average in 2014, in 2015 it is slightly lower. It is pleasing that we have fairly consistent rates of attendance 7-12.

Student retention from years 7-10 improved considerably from 2014, and students exiting to full time study or work remained at state level.

Wellbeing

The college has always taken pride in its capacity to support students on a personal level. An excellent Wellbeing Team supported students in 2014 with health concerns, and assisted with counselling and referral to external agencies when warranted. To further this strength in 2015 we further developed year level based teams where significant teachers are co-located and students had a sense of belonging developed through the provision of a 'home base' where they spent much of the learning time. The learning centre is an open and welcoming space for students, where they have access to their teachers.

This was supported by a Mentor program ensuring every student is well known as an individual and that parents have a direct point of contact.

We very much respect the relationship between home and school and worked hard in 2015 to ensure that structures and

communication protocols enabled this important partnership to work effectively to support our students. The further development of Compass which occurred in 2015 will be extended in 2016 to ensure communication of teacher assessment and feedback, and learning task information is available to parents.

The overall trend from the Student Attitudes to School survey in 2015 showed positive improvement. Student safety, whilst similar to state average levels, has shown improvement over the past three years. Student Connectedness to School at years 7-12 is lower than expected and lower than the state. We will continue to investigate student perception in this regard, through the Student Leadership teams, and through running focus groups with year level representatives.

Productivity

The college commenced 2015 with eight teachers remaining in excess. Four of these accessed redundancy processes by term two, and of the remaining four, one secured a placement elsewhere for the year, one for six months, and two were on Personal Leave. Whilst remaining a significant financial cost for the college, this was a reduction on the precious twelve months. An additional teacher was declared in excess in October, as a result of the decline in enrolments which was predicted for 2016.

The college leadership team worked extremely hard throughout 2015 to make decisions that would reduce our long standing deficit, without compromising the quality of educational service provided to our community. This remains a challenge for the college as we work toward our goal of achieving a surplus financial position.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

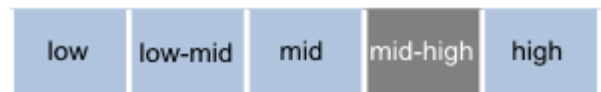
School Profile

Enrolment Profile

A total of 557 students were enrolled at this school in 2015, 257 female and 300 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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






School Staff Survey





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

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






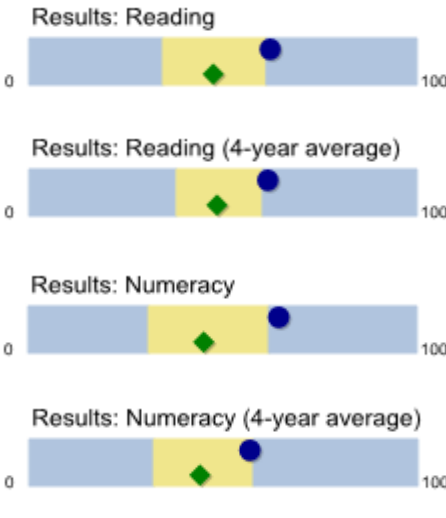
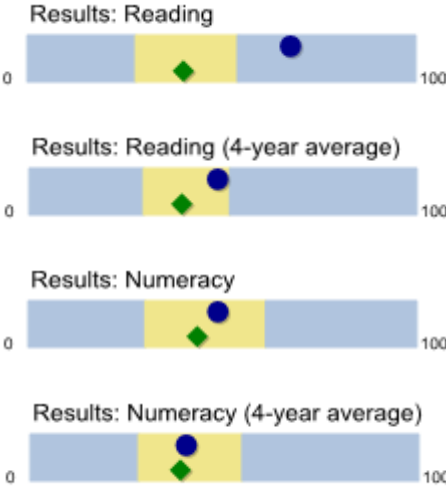





Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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>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>		 <ul style="list-style-type: none">  Higher  Similar  Similar  Lower

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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: 29%, Medium: 52%, High: 18%</p> <p>Numeracy Low: 23%, Medium: 53%, High: 24%</p> <p>Writing Low: 28%, Medium: 61%, High: 11%</p> <p>Spelling Low: 31%, Medium: 53%, High: 16%</p> <p>Grammar and Punctuation Low: 35%, Medium: 52%, High: 13%</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: 21%, Medium: 55%, High: 24%</p> <p>Numeracy Low: 34%, Medium: 52%, High: 14%</p> <p>Writing Low: 28%, Medium: 49%, High: 24%</p> <p>Spelling Low: 32%, Medium: 47%, High: 21%</p> <p>Grammar and Punctuation Low: 28%, Medium: 59%, High: 13%</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>




Students in 2015 who satisfactorily completed their VCE: **94%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **49%**
 VET units of competence satisfactorily completed in 2015: **78%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **76%**









Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	89 %	92 %	93 %	92 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	89 %	92 %	93 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (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: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

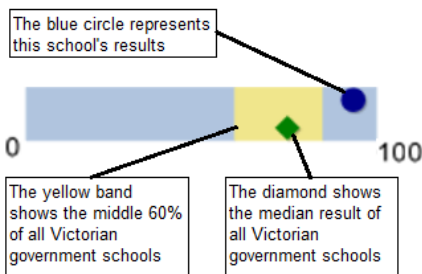
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

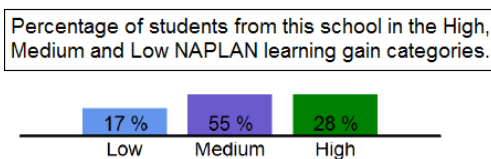
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

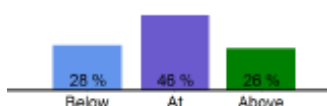


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,130,590	High Yield Investment Account	\$457,228
Government Provided DET Grants	\$927,952	Official Account	\$182,249
Government Grants Commonwealth	\$6,056	Other Accounts	\$205,019
Government Grants State	\$14,676	Total Funds Available	\$844,495
Revenue Other	\$226,546		
Locally Raised Funds	\$1,302,775		
Total Operating Revenue	\$7,608,594		
Expenditure		Financial Commitments	
Student Resource Package	\$5,994,213	Operating Reserve	\$10,000
Books & Publications	\$15,447	Revenue Received in Advance	\$298,425
Communication Costs	\$41,225	School Based Programs	\$13,790
Consumables	\$243,377	School/Network/Cluster Coordination	\$153,280
Miscellaneous Expense	\$1,258,397	Repayable to DET	\$369,000
Professional Development	\$16,092	Total Financial Commitments	\$844,495
Property and Equipment Services	\$471,138		
Salaries & Allowances	\$116,676		
Trading & Fundraising	\$63,482		
Travel & Subsistence	\$8,221		
Utilities	\$71,960		
Adjustments	\$1,958		
Total Operating Expenditure	\$8,302,185		
Net Operating Surplus/-Deficit	(\$693,591)		
Asset Acquisitions	(\$1,958)		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

The college continues to work extremely hard to address long term deficit, in an environment of declining enrolments. We have done this work whilst not disadvantaging current students. Every available opportunity has been taken in this regard, minimizing staffing numbers whilst maintaining a highly experienced staffing profile, which adds additional financial burden to the college. Parent collection rates for Essential Educational Items and voluntary contributions have also declined, and much time and effort has been expended in trying to address this issue for the benefit of our students. Having had Workforce Bridging finance in 2015, we are currently considering that option for 2016. Support such as this will be necessary until our excess staffing is cleared and enrolments move in a positive direction.



Education
and Training

Mount Eliza Secondary College