Mount Eliza Secondary College

Mount Eliza Secondary is a co-educational college providing a comprehensive curriculum across all areas of learning from Year Seven to Year Twelve. Students with a wide range of interests and abilities are catered for in an environment that is caring and supportive while at the same time challenges all students to achieve their personal best.

The strong emphasis on high-level academic outcomes is complemented by a focus on the personal development of the whole child. Our Year Twelve graduates achieve very high rates of entry to the tertiary courses of their preferences and are well-equipped with the problem-solving and analytical skills to cope with the challenges of tertiary study, work and of building personal relationships that lie ahead.

The Mentoring Program that runs right through the College from Year Seven to Year Twelve ensures that the personal needs of each and every child are identified and addressed in a way that ensures maximum attainment of the individual goals that students set for themselves under the expert guidance of their mentor.

A strong leadership team maximises available resources to employ quality teachers and provide them with high-level ongoing professional development to ensure that these teachers remain at the forefront of delivering 21st century teaching and learning programs for our students.

With the appointment of a new principal in November 2012, the college is poised to cement the positive work that has been undertaken to date, as well as embracing new initiatives with a clear focus on the needs of our students.

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<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
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<td>Teacher assessments of student performance in English and Mathematics, across all year levels, place the college higher than comparison schools, and at the top end of schools in the middle 60% range in the state. It is of concern however, that whilst students commence at year 7 demonstrating capacity well above the state mean, at year 9 that performance has declined placing the school lower than their comparison group. There are a number of strategies currently in place to address this decline. This includes a review of curriculum provision at this year level to better reflect the needs of the students, and the introduction of Pathways planning from year 7, to assist our students to connect their schooling with their future. Significant work is also being</td>
<td>Student attendance rates for this college are similar to those of comparable schools. This is also the case with the Students’ Attitudes to School survey data. However it is of concern that this places the school at the lower end of the state average band. 2012 was a challenging year for the college, with disruption and unexpected changes within the leadership team. It is my view that the effects of this were felt by the staff, which in turn has impacted on the students. There are numerous strategies in place in 2013 to address these concerns. This includes the designation of all teachers into year level based teams, and staffrooms, placing the needs of the students both academically and personally, front and centre. The office</td>
<td>Student retention for this college is similar to the comparison group. The college excels however, in the area of successful transitions once students leave the college. The percentage that leaves at years 10, 11 and 12 to go on to further study or successful employment is higher than comparison schools, and the state. This is a strong reflection of the work of our Wellbeing and Careers Teams, and will continue in 2013. Successful completion rates of 97% for VCE and 91% for VCAL further reinforce this success. In 2013, the college is investigating the adoption of the Careers Framework commencing at year 7. Evidence shows that this assists students to make strong connections between their schooling and their future lives in the workforce.</td>
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undertaken to develop teacher capacity, through the introduction of accountability and learning structures that are firmly linked to college direction. Whilst 2012 data for VCE is similar to comparison schools, the college has a strong focus on this aspect of provision in 2013. We are working closely with students, teachers and families on developing clearer understandings about the VCE program and its expectations, with a view to enabling all students to achieve their potential.

arrangements and co-location of year level based teaching spaces creates a safe and secure area for students, and ease of access to teachers and Mentors when needed. A dedicated Attendance Officer also works across all year levels, and whilst attendance rates are good compared to other schools in the area, there is room for improvement. It is hoped that rigorous use of attendance data and high levels of communication with parents will address this area for further improvement.

It also greatly assists with subject and course selection from year 9 and will fit well with plans to expand student choice at years 9 and 10, and to develop a clearer focus on year 10 as the entry year to a VCE or VCAL pathways choice.

For more detailed information regarding our school please visit our website at www.mesc.vic.edu.au or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg