Government School Performance Summary
2009

Mullauna Secondary College

How this school compares to all Victorian government schools

This page provides the overall picture of this school’s performance in the past year. The following pages provide more detail on each of these measures.

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1. Student Learning
Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

2. Student Engagement and Wellbeing
Combining student attendance rates and results from the annual student Attitudes to School survey.

3. Student Pathways and Transitions
Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

School Profile

- 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.
- Overall socio-economic profile
- Proportion of students with English as a second language

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

17
496 students (261 female, 235 male) were enrolled at this school in 2009.

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

Combining student attendance rates and results from the annual student Attitudes to School survey.

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

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.

Overall socio-economic profile

Proportion of students with English as a second language

2009
4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.
A 'C' rating means that a student is at the standard expected at the time of reporting.

5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
Year 7 assessments are reported on a scale from Bands 4-9.
Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
Year 9 assessments are reported on a scale from Bands 5-10.
Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.
How this school compares to all Victorian government schools

**Student Learning**

7. Victorian Certificate of Education (VCE)
Mean study score from all VCE subjects undertaken by students at this school. 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.

**Student Outcomes**

| Results: 2008 | 0 | 50 |
| Results: 2005 - 2008 (4-year average) | 0 | 50 |

**School Comparison**

- Lower
- Similar
- Higher

**Student Engagement and Wellbeing**

8. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

**Student Outcomes**

| Results: 2008 | 0 | 100 |
| Results: 2005 - 2008 (4-year average) | 0 | 100 |

**School Comparison**

- Lower
- Similar
- Higher

9. Student attitudes to school
Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

**Student Outcomes**

| Results: 2009 | 1 | 5 |
| Results: 2006 - 2009 (4-year average) | 1 | 5 |

**School Comparison**

- Lower
- Similar
- Higher

**Student Pathways and Transitions**

10. Student retention
Percentage of Year 7 students who remain at the school through to Year 10.

**Student Outcomes**

| Results: 2008 | 0 | 100 |
| Results: 2005 - 2008 (4-year average) | 0 | 100 |

**School Comparison**

- Lower
- Similar
- Higher

11. Students exiting to further studies and full-time employment
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

**Student Outcomes**

| Results: 2008 | 0 | 100 |
| Results: 2005 - 2008 (4-year average) | 0 | 100 |

**School Comparison**

- Lower
- Similar
- Higher
MULLAUNA College

Mullauna College is a middle-sized co-educational secondary school in Mitcham. Student enrolment is around 500 with slightly more girls than boys enrolled.

Our vision for our students is that they will graduate as responsible young people who value and respect learning. We also value the pursuit of excellence and strive to provide opportunities for all students to experience success and contribute positively to their community.

The College runs a High Achievers Program in English and Mathematics through Years 7-10. It also offers English as a Second Language and a Year 9 Skillz Program. These programs are examples of targeting the learning experience to best meet the individual needs of our students.

The College VET programs offer breadth of pathways and Year 10 students can access VCE subjects. Mullauna also delivers an International Student Program.

An extensive student leadership program allows students to contribute to the decision-making processes of the College as well as learning the value of leadership and commitment to community.

### Student Learning

Student Learning Outcomes achieved in most of the variables measured are similar to, or higher than, those of other schools, taking into account the relative student intakes.

Over the past 4 years, given its intake, the College average VCE Study Scores place it in the top 20% of the State.

The College also performed higher in Year 9 NAPLAN Reading and Numeracy.

To support student learning, the College has embarked on the implementation of a new eLearning Plan to further embed the use of digital technologies into teaching practice. This will be accompanied by a significant investment in hardware, learning spaces and teacher professional learning.

There is also a focus on preparing VCE students for the challenge of Year 12 through the introduction of a Study Camp and workshops that bring together students, teachers and parents to address strategies for improved study and performance.

### Student Engagement and Wellbeing

Student Engagement and Wellbeing outcomes are similar to those of other schools, taking into account the relative student intakes. Results for Mullauna matched the median for all government schools in all variables.

In 2009 the College introduced a program for Year 9 called Skillz@mullauna. It is designed to provide students with more varied learning experiences by taking them into new and challenging environments.

Funding received by the College for 2010 will allow a staff team to investigate curriculum innovation at Year 7. In particular they will be examining the enhanced use of ITC and improved teaching practice with a view to increasing student engagement and complementing transition from primary school.

To more quickly address student absence, an SMS text messaging service has been implemented whereby the parents of absent students are notified on the day to confirm the student's absence is explained.

### Student Pathways and Transitions

Student Pathways and Transitions outcomes are similar to those of other schools (taking into account the relative student intakes), with the exception of Student Retention for 2008 which is higher. On all variables, the Mullauna scores were equal to, or better than, the median for all government schools.

In recognition of the close connection between pathways and student wellbeing, the College has restructured its Welfare Team for 2010. There will be a Wellbeing Co-ordinator looking after the middle school. Linked with her Welfare role will be a focus on those students identified through NAPLAN results as requiring immediate intervention. At the senior school, a second Wellbeing Co-ordinator will absorb the role of Pathways Co-ordinator. It is hoped that this restructure will bring a more holistic approach to welfare provision.

Being part of the Mullum Cluster provides students at VCE with a broad range of options. The College is also a partner in a consortium that is developing a proposal for a Trade Training Centre in partnership with Box Hill TAFE.

For more detailed information regarding our school please visit our website at www.mullauna.vic.edu.au or view our 2008 Annual Report online at http://www.vrqa.vic.gov.au/5Reg/
The Victorian 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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.
What is a School Comparison?

The School comparison is a new and different way of comparing school performance. It 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: www.education.vic.gov.au/aboutschool/

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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.