

2018 Annual Report to The School Community



School Name: Mullauna Secondary College (8744)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 17 March 2019 at 11:22 AM by Barbara Laidlaw
(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 Regulation 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 24 March 2019 at 11:00 PM by Brett Arandall
(School Council President)

About Our School

School context

Mullauna is a co-educational year 7 – 12 secondary college located in Mitcham. The student enrolment in 2018 was 428 students including 25 International students and a gender mix with slightly more boys than girls. The socio-economic profile of the school reflects the mid-range with a Student Family Occupation and Education Index of 0.38. There are 19% of students with English as a second language background and 1% of students from an ATSI background. In 2018 the college employed 46.9 equivalent full time staff: 32.9 teachers 2.0 principal class and 12.0 education support staff.

The college operates in two sub-schools – junior and senior. In the Junior School Mullauna has an engaging curriculum that includes core and inter-disciplinary programs; Challenge at year 7 and year 8 and Skillz@Mullauna at year 9. Excel is a select entry program for high performing students that operates from years 7 to 10. The Senior School structure promotes the acceleration of year 10 students into VCE. Students undertake an academic VCE with access offered in VET subjects through the Mullum cluster. Thus all students have access to a successful future pathway. The college offers a long established International Students Program with homestay placements, specialist English language teachers and tutors in class time and after school.

Framework for Improving Student Outcomes (FISO)

The area Mullauna selected as the FISO focus to work on within a network of schools is the DET initiative for school-wide positive behaviour support (SWPBS). This decision, consistent with the recommendation from the Mullauna 2015 School Review, that the college investigates an integrated pastoral care model and identifies a whole-school approach to student management to develop a consistent dialogue regarding expectations and relationships. The college focus in 2018 was to strengthen the comprehensive suite of wellbeing programs that are conducted at each year level. This initiative built upon the work done in 2016 and 2017 to embed the college values of Curiosity, Courage and Community and was led by the Director of Student Development. Staff continued to evaluate whether students are receiving the information they need and the support appropriate for their age on matters such as mental and physical health, protective behaviours, cyber safety, bullying and positive study practices.

Achievement

In the 2018 School Performance Report Mullauna's overall performance placed the college in the highest category of 'Influence'. This level of high/very high performance and improvement is maintained consistently over three years and recognises Mullauna as a system leading school.

In 2018 the VCE results were strong, ranking Mullauna higher than the state median for all government and nongovernment schools both this year and for the four year average 2015 - 2018. The Mean VCE study score was 30.7, 5.2% of study scores were over 40, 7% of ATARs over 19% of ATARs over 80, 40% of ATARs over 70 and 80% of ATARs over 50. The dux achieved a score of 99.25 and 100% of students satisfactorily completed their VCE. In VET studies, 83% of students satisfactorily completed their units of competence.

Years 7 – 10 student learning outcomes remained strong in 2018 with performances well above the state median for government schools. Compared with like schools, Mullauna performed at a similar level within the Victorian Curriculum in English and Maths. All NAPLAN results were at or above the state median with a high level of achievement in year 9 numeracy for the four year average.

The improvement focus in 2018 included: raising student achievement in Maths and English with a differentiated teaching approach that catered for all students; enriching the year 7 - 9 curriculum through the work of collaborative staff teams, each with a focus on increasing teachers' ability to analyse student data to improve students' learning growth.

Engagement

Whilst student attendance at Mullauna was below the state median in 2018, it was at a similar level compared with like secondary schools. However, in 2018 the rate of student absences increased compared with the four year average for the college and can be attributed to a small increase in the number of students with long-term absences. Improvement in student attendance with appropriate targeted actions is a focus within the Strategic Plan. The college has set a target of 90% minimum attendance for all year levels and this was met or exceeded in 2018 for four of the six year levels. The college actively implements strategies to monitor and reduce student absences. An SMS message is sent to the parents of absent students after recess each day. Year Level Coordinators directly manage students arriving late to school, monitor student attendance daily, follow up frequent student absences with families and conduct home visits and wellbeing checks for children who are school refusers. VCE students require a medical certificate to have an absence approved for days when assessment outcomes are scheduled.

Student retention data in 2018 was similar to the median for all schools as was the number of students exiting to further studies and full time employment. Improving Student Engagement is a focus for the college. In 2018 the college further reinforced student voice through the student leadership program and strengthened year 7 connectedness to the college through the transition program. Mullauna College delivers a comprehensive and highly sought after co-curricular program that provides opportunities for students to participate in sport, debating, performing arts, leadership, camps, and community service. These programs reinforce our college values of Curiosity, Courage and Community, and foster the sense of belonging and pride that students have in themselves and our college.

Wellbeing

The student Attitudes to School survey for 2018 shows that the students' sense of School Connectedness improved compared with the two year average and is above the State median, whilst being similar to like schools.

The measure for students regarding the Management of Bullying improved in 2018 compared with the two year average, and is above the State median. In response to this student data and student feedback provided during the School Review in term 4 – 2018, a goal in the new Strategic Plan is to research and develop a whole-school approach to student management and thereby cultivate a consistent dialogue regarding expectations and relationships.

Parent endorsement of the college's practices is similar to the State median with 79% positive responses in General School Satisfaction. The School Staff Survey has shown an improvement in Positive School Climate over the last two years with 60% positive responses which is above that for state secondary colleges.

Financial performance and position

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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised.

The Mullauna College Total Operating Revenue for 2018 was \$5,876,050 and the Total Operating Expenditure was \$6,042,125. The Net Operating Deficit of \$166,075 has been covered by means of the college reserving funds received through the International Students program to offset the SRP deficit. Through prudent financial management the college has been able to use reserves to contribute to the new building program in 2016-17 and further school-based facilities projects in 2018. In 2019 the college will be undertaking a major outdoor facilities project – the construction of hard courts and covered lunch area for students. Mullauna College continues to maintain a strong financial position which is supported by parents and School Council.

For more detailed information regarding our school please visit our website at
<http://mullauna.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 428 students were enrolled at this school in 2018, 187 female and 241 male.

19 percent were EAL (English as an Additional Language) students and 1 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

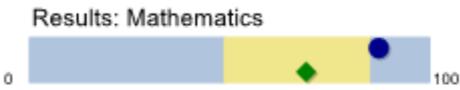
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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"> English Mathematics <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> 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>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>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>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> Higher</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>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 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>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 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>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>● Higher</p> <p>● Higher</p>
<p>Students in 2018 who satisfactorily completed their VCE: 100% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 10% VET units of competence satisfactorily completed in 2018: 83% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 0%</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>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</p> <p>School Comparison 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 1032"> <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>94 %</td> <td>90 %</td> <td>87 %</td> <td>88 %</td> <td>91 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	90 %	87 %	88 %	91 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	90 %	87 %	88 %	91 %	95 %									
<p>Student Retention</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>Exit Destinations</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>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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	Funds Available	Actual
Student Resource Package	\$4,475,766	High Yield Investment Account	\$355,444
Government Provided DET Grants	\$651,847	Official Account	\$39,756
Government Grants Commonwealth	\$9,745	Other Accounts	\$801,718
Government Grants State	\$9,725	Total Funds Available	\$1,196,918
Revenue Other	\$42,765		
Locally Raised Funds	\$686,203		
Total Operating Revenue	\$5,876,050		
Equity¹			
Equity (Social Disadvantage)	\$41,403		
Equity (Catch Up)	\$9,138		
Equity Total	\$50,540		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,700,276	Operating Reserve	\$192,579
Books & Publications	\$4,415	Other Recurrent Expenditure	\$789
Communication Costs	\$12,578	Funds Received in Advance	\$141,977
Consumables	\$120,653	Repayable to the Department	\$310,573
Miscellaneous Expense ³	\$454,851	Asset/Equipment Replacement < 12 months	\$61,000
Professional Development	\$42,021	Capital - Buildings/Grounds < 12 months	\$450,000
Property and Equipment Services	\$426,770	Maintenance - Buildings/Grounds < 12 months	\$40,000
Salaries & Allowances ⁴	\$137,070	Total Financial Commitments	\$1,196,918
Trading & Fundraising	\$64,593		
Travel & Subsistence	\$7,612		
Utilities	\$71,286		
Total Operating Expenditure	\$6,042,125		
Net Operating Surplus/-Deficit	(\$166,075)		
Asset Acquisitions	\$46,705		

- (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)

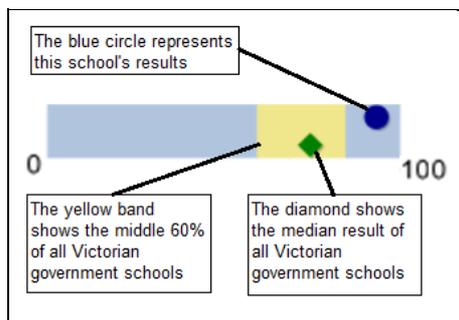
Engagement

- 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).

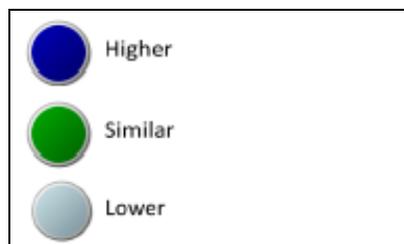


What does *School Comparison* refer to?

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').