2019 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 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 2019 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 30 October 2020 at 10:40 AM by Barbara Laidlaw (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 October 2020 at 01:04 PM by April Walsh (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 2019 was 454 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 0.33. There are 20% of students with English as a second language background and less than 1% of students from an ATSI background. In 2019 the college employed 48.1 equivalent full time staff: 31.3 teachers, 4 Leading Teachers, 2.0 principal class and 10.8 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)

In 2019, the College's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Building Leadership Teams.

This included:

1.	Whole school focus on the agreed understanding and implementation of our Instructional Model
•	Team structures changed to allow for cross faculty work. Each team led by a leading teacher
•	Meetings agendas focussed on sharing best practice in use of our instructional model and HITS
•	Meeting schedules dramatically changed to allow for this work
2.	Planning for the implementation of a whole school PLC program to build the collective responsibility of staff.
•	To support implementation of these KIS the school leadership team attended DET Professional Learning Communities program.
•	Meeting schedules were dramatically changed to allow for regular PLC focussed time
3.	Developing school improvement teams with SSP focussed areas:
•	Engagement: review and update of the Student Engagement Guidelines at the college
•	Literacy: developing and implementing a long term, whole school literacy strategy
•	Feedback: exploring research into best practice and current evidence on how to use assessment to understand pupils' strengths, weaknesses and progress, and addressing these through feedback.
•	Makerspace: developing a collaborative approach that is reflective of the needs of each learning area, to ensure that possibilities offered by this space are fully explored.
4.	Data Literacy: a whole school focus on:
•	What does Data Literacy actually mean?
•	What types of data do we already access?
•	How to use data in a more meaningful way?
5.	Providing leadership development PL for year level coordinators with a training day and mentoring.

Achievement

In the 2019 School Performance Report placed Mullauna's overall performance in the category of 'Recharge'. This categorised the school's performance and improvement as consistently strong over a three year period, but this was a decline compared with the highest level of 'Influence' attained by Mullauna in 2018.

In 2019 the VCE results were strong, ranking Mullauna higher than the state median for both this year and for the four year average 2016 - 2019. The Mean VCE study score was 29.0 and the college performed above similar schools. 4% of subject study scores were over 40 and 46% of Study scores were above 30. 5.2% of ATARs were over 90, 17.3% of ATARs over 80 and 33% of ATARs were over 70. The dux of the college achieved a score of 96.8 and two students

were awarded the VCE Baccalaureate. The college is pleased that 100% of students satisfactorily completed their VCE, and that in their VET studies, 97% of students satisfactorily completed their units of competence.

In 2019 Years 7 – 10 student learning outcomes remained strong with performances well above the state median for government schools. Compared with like schools, within the Victorian Curriculum Mullauna performed above the level of similar schools in Maths and below the level of similar school in English. 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 2019 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

Student attendance at Mullauna has improved steadily. In 2019 the average number of day's absence was 17.1 days per student, which was better than the state median and the rate for similar schools. In 2019 the average rate of student absences was particularly amplified by a number of students with long-term absences and family vacations taken during the school term. These long-term absent students receive ongoing support from the college. Improvement in student attendance with appropriate targeted actions is a focus within the Strategic Plan. The college set a target of 90% minimum attendance for all year levels and in 2019 this target was met or exceeded in all but one year level.

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.

The student retention rate for the percentage of students remaining at Mullauna from year 7 to year 10 improved in 2019. The rate is above the median for all state schools and above that for similar schools. The number of students exiting in years 10 to 12 to engage in further studies and full time employment is also above similar schools and the state median.

Improving Student Engagement is a focus for the college. In 2019 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 results for 2019 shows that Mullauna's students' sense of School Connectedness improved compared with the three year average and is significantly above both the State median and similar schools. The measure for students regarding the Management of Bullying also improved in 2019 compared with the three year average. This metric is above both the State median and the rate for similar schools. In response to this student data and student feedback provided during the School Review in term 4 – 2018, a goal in the 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 well above the state median and similar schools with 84.5% positive responses in General School Satisfaction. The School Staff Survey has shown an improvement in Positive School Climate over the last three years with 58.4% 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 2019 was $6,011,858 and the Total Operating Expenditure was

$6,346,228. The Net Operating Deficit of $334,370 has been covered by means of the college reserving funds received through the International Students program and the hire of school facilities, 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 2019. In 2019 the college undertook 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 454 students were enrolled at this school in 2019, 209 female and 245 male.

20 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high

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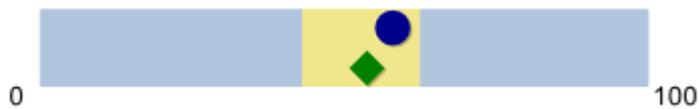
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
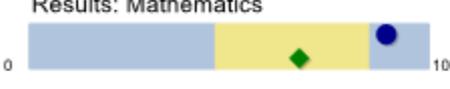
School Staff Survey

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.
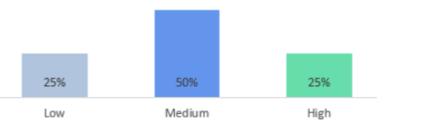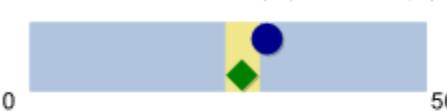
Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Secondary Schools: ▯
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ | Key: | Similar School Comparison
● Above ● Similar ● Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬ 100	Below ● Above ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

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: 🔶

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison

NAPLAN Learning Gain
Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.

Reading
Low 22 % | Medium 48 % | High 30 %

Numeracy
Low 29 % | Medium 43 % | High 29 %

Writing
Low 24 % | Medium 40 % | High 35 %

Spelling
Low 23 % | Medium 51 % | High 26 %

Grammar and Punctuation
Low 23 % | Medium 41 % | High 36 %

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low 25% | Medium 50% | High 25%

Statewide Distribution of Learning Gain (all domains)

NAPLAN Learning Gain
Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.

Reading
Low 26 % | Medium 53 % | High 21 %

Numeracy
Low 22 % | Medium 42 % | High 36 %

Writing
Low 29 % | Medium 56 % | High 16 %

Spelling
Low 24 % | Medium 49 % | High 27 %

Grammar and Punctuation
Low 20 % | Medium 47 % | High 33 %

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low 25% | Medium 50% | High 25%

Statewide Distribution of Learning Gain (all domains)

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.

Results: 2019
0 — 50

Results: 2016 - 2019 (4-year average)
0 — 50

Above 🔵

Students in 2019 who satisfactorily completed their VCE: 100%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 16%
VET units of competence satisfactorily completed in 2019: 97%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

Performance Summary

Engagement	Student Outcomes	Similar School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

Similar School Comparison
A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.

Results: 2019

Few absences <------> Many absences

Results: 2016 - 2019 (4-year average)

Few absences <------> Many absences

Above

Average 2019 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93 %	92 %	88 %	90 %	90 %	93 %

Similar school comparison not available

Student Retention

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

Results: 2019

Results: 2016 - 2019 (4-year average)

Above

Exit Destinations

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

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2019

Results: 2016 - 2019 (4-year average)

Above

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: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above ●

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, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$4,642,019	High Yield Investment Account	$1,215,142
Government Provided DET Grants	$539,117	Official Account	$52,652
Government Grants Commonwealth	$18,825	Other Accounts	$1,056
Government Grants State	$1,890	**Total Funds Available**	**$1,268,850**
Revenue Other	$56,677		
Locally Raised Funds	$753,330		
Total Operating Revenue	**$6,011,858**		
Equity[1]			
Equity (Social Disadvantage)	$40,393		
Equity (Catch Up)	$16,191		
Equity Total	**$56,584**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$5,060,473	Operating Reserve	$161,849
Books & Publications	$4,779	Other Recurrent Expenditure	$21,981
Communication Costs	$14,329	Funds Received in Advance	$159,797
Consumables	$116,315	Repayable to the Department	$254,920
Miscellaneous Expense[3]	$426,370	Asset/Equipment Replacement < 12 months	$67,693
Professional Development	$32,210	Capital - Buildings/Grounds < 12 months	$582,610
Property and Equipment Services	$477,454	Maintenance - Buildings/Grounds < 12 months	$20,000
Salaries & Allowances[4]	$103,713	**Total Financial Commitments**	**$1,268,850**
Trading & Fundraising	$16,124		
Travel & Subsistence	$8,367		
Utilities	$86,094		
Total Operating Expenditure	**$6,346,228**		
Net Operating Surplus/-Deficit	**($334,370)**		
Asset Acquisitions	**$0**		

(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 26 February 2020 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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

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').