

2017 Annual Report to the School Community



School Name: Monbulk College

School Number: 8065





About Our School

School Context

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community. The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students to travel overseas to Japan, Europe or a developing country through World Challenge, host students from sister schools, be involved in surf-lifesaving, engage in inter-school sport such as Volleyball or study instrumental music.

Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index for Monbulk College indicates an average background of 0.37 which is above state average.

The College has been increasing its total enrolments each year and the February census for 2018 recorded an enrolment of 585 students. Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students can study Vocational Education and Training (VET) subjects within both of these certificates.

The Student Wellbeing Program encompasses access to allied health professionals who visit the College to provide services and support to the students; and employs a dedicated Student Wellbeing Office to manage student wellbeing, programs, provide links for students and families with local support agencies where required. In 2018, the College is at the beginning of a 3-year school-wide resilience project design to build capacity in all staff and students.

Monbulk College believes in and values respect, excellence and responsibility in all areas of College life and there is a strong emphasis on producing your best effort, and recognising and celebrating students' achievements. The College had 43 equivalent full time teaching staff (3 Principal Class, 48 teachers) and 10.5 equivalent full time Education Support Staff in 2017.

Framework for Improving Student Outcomes (FISO)

2017 saw the beginning of a new strategic plan for the College, and began the implementation of new approaches in a range of areas. The College maintains a focus on building best practice in teaching and learning through the implementation of an instructional model focusing on specific learning intentions and success criteria, engaging in feedback that improves learning and setting differentiated and challenging tasks that meet student learning needs.

In 2017, the College focused on FISO areas of:

- **Excellence in Teaching and Learning: Building Practice Excellence** which includes a greater focus on improving student writing across the curriculum, within the College
- **Positive climate for learning: Empowering students and building school pride** which is aimed to build aspirational and capable students who engage deeply in their learning and develop student voice across the College.

In 2018, we are continue to build opportunity for Student Voice within the College, and aim to develop greater student agency in their learning within the classroom.

Achievement

Monbulk College maintained achievement levels in 2017. The data shows stable but strong performance in the area of Reading and maintained results in the area of Mathematics.

In the Year 7 and Year 9 NAPLAN, the College is above median results in Reading and Numeracy and of particular note is where the College maintained above median results compared to Government schools across the 4-year average results in Reading in Year 7 and Year 9. The 2017 school results in Reading and Numeracy at Year 9, show stable performance growth in these areas. The continued development of a strong student-centred learning environment, differentiated, challenging curriculum and explicit teaching for skill development is maintained as a focus to continue to grow these levels of achievement for students in the Junior School and prepare them for successful pathways in the Senior School.

College staff survey results indicate that the positive school climate reinforces a positive school culture. Continued support in 2017 in the pursuit of excellence was provided through the professional learning communities such as Dandenong Ranges Networks, implementing writing to learn and student choice strategies and further embedding student use of Edrolo at VCE, Year 12 Mentoring and Study Skills programs. In 2017, the College celebrated successes with students achieving 40+ study scores in Health & Human Development, Creative and Digital Media, English, Biology, Equine Studies and Legal Studies.

In 2017, the College explored how to build student confidence in writing and identified a range of writing to learn strategies which could be employed across the curriculum. The development of common rubrics for assessment and moderation, the use of formative assessment and prior student learning data to accurately measure student learning gain was used to implement programs to grow learning for individuals and cohorts.



Learning programs with shared teaching approaches, common assessment strategies, accurate teacher judgments through moderation, further exploring feedback strategies and implementing a whole school instructional model, and curriculum planning teams is a continued focus in 2018. Consistent application of writing strategies, using learning intentions and success criteria to focus learning, setting high expectations and expanding the use of feedback with students to explore and improve opportunities for student agency in learning programs further supports the College's teaching and learning approach.

Engagement

Engagement continues to be pinpointed by a differentiated approach to learning and teaching programs that focus on individual improvement. In 2017, the College more broadly explored the opportunity for student voice in the classroom that engenders student choice, active feedback that improves learning and using writing strategies designed to build confidence within the everyday classroom.

Monitoring student attendance for learning continued to be a focus in 2017. Compass was introduced in 2015 and was a positive for the College and it has enabled a range of monitoring and supports and improved communications around student engagement between school and home. Individual plans are put in place for students who struggle with regular school attendance, including engagement with wellbeing and allied health supports. Monitoring patterns of attendance and absenteeism; and emphasizing the importance of school attendance for learning will remain a focus for 2018. The use of Learning Tasks in Compass was used for all subject areas and the engagement with Compass significantly improved for staff, students and families through 2017.

Global opportunities for student participation continue to be an option for students. Involvement in the international study tours to Japan and Germany has increased. Overwhelming interest in the World Challenge trip to Bolivia in 2018 meant that the College is exploring this as an annual tour. This desire by students to explore the world, commit to the challenge and give back to the community continues to globally and positively impact our students' world view.

Monbulk College alumni students were able to access a range of pathways, including further study at TAFE and University or access full time employment as a result of their studies. In 2018, the College continues to support Pathways Education through Work Experience, significant Careers and Pathways counselling to both enable and accurately prepare students for future study and employment in both VCE, VET and VCAL programs.

Wellbeing

In 2017, the Student Attitudes to School Survey was delivered in a different format and the questions revised and more closely mapped to FISO. Student responses indicated that they had high expectations for success and their attitudes to attendance were positive. The College is a safe environment for students; and processes, including SOL, ID Time and rewards systems indicate that the pre-conditions for learning are strong and student engagement, ownership and active participation in the learning program is positive.

In 2017 Personal Learning Goals were monitored within the Junior School, through the use of Compass, parent and teacher comment on progress towards these goals was also invited. Teachers also explored conversations as part of Learning Tasks to set and challenge student learning through reflective feedback specifically related to tasks. Career Action Plans were also completed using Compass. Exposing students to a range of career options and pathways continues to be a focus to build student knowledge and aspiration for further education in a wide range of career pathways. In 2018, the College will continue to explore the embedding of Personal Learning Goals and Career Action Plans to grow and challenge students. The feedback from parents regarding the implementation of Compass has been positive and its implementation will continue to grow in 2018.

Student Forums have been used to explore student views and seek feedback from students on learning programs, ICT usage, attendance and attitudes to school. Feedback from these forums was used to monitor and adjust programs and provides insight into specific attitudes about learning, behaviours and engagement.

Student Wellbeing continues to grow, with a successful Youth Clinic with a GP, Psychologist and Social Worker. In 2016 the College employed a dedicated Student Wellbeing Coordinator to ensure greater support to the wellbeing of students at the College and this has had an overwhelmingly positive impact on supporting student wellbeing. In 2018, the College is working on developing resilience and exploring coordinated approach to building knowledge and strategies across staff and students. A 'zero tolerance' approach to bullying, restorative approach to conflict resolution, significant teachers in the Junior School, a teacher-student mentoring program at Year 12 and holistic systemic sharing of student learning information provides support to students and staff. Programs such as The School for Student Leadership continue to be offered in 2018 along with programs such as Towards Success and Advance which aim to develop leadership and community links.

For more detailed information regarding our school please visit our website at
<http://www.monbulkcol.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	
<p>Enrolment Profile</p> <p>A total of 564 students were enrolled at this school in 2017, 297 female and 266 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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>● 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 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>53%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>46%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	58%	20%	Numeracy	35%	46%	19%	Writing	37%	53%	10%	Spelling	31%	46%	23%	Grammar and Punctuation	27%	46%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 98% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 22% VET units of competence satisfactorily completed in 2017: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 83%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>92 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	89 %	90 %	92 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	89 %	90 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (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: 2017</p> <p>Results: 2014 - 2017 (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:
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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: 2017</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: 2017</p>	<p>● Similar</p>

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)

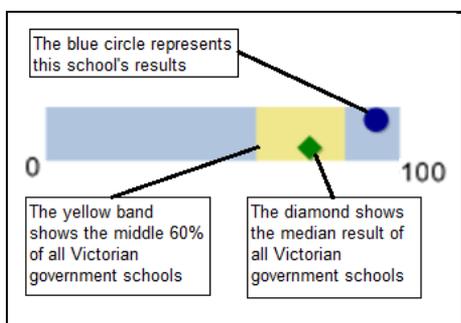
Engagement

- 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).

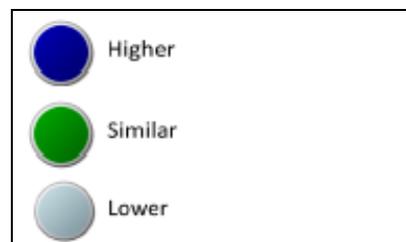


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017 the College made an operating surplus as it chose not to purchase some assets and ICT equipment or replace its phone system due to the fact that it was getting a new building in 2018 which would have these resources and it was felt that these should be purchased at the time of installation rather than installing them in the old buildings for 12 months and then having to move them.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual
Student Resource Package	\$5,566,442
Government Provided DET Grants	\$633,679
Government Grants State	\$9,725
Revenue Other	\$31,384
Locally Raised Funds	\$579,829
Total Operating Revenue	\$6,821,058

Funds Available	Actual
High Yield Investment Account	\$369,501
Official Account	\$78,792
Other Accounts	\$569,930
Total Funds Available	\$1,018,222

Equity ¹	
Equity (Social Disadvantage)	\$32,609
Equity (Catch Up)	\$18,549
Equity Total	\$51,158

Expenditure	
Student Resource Package ²	\$5,465,820
Books & Publications	\$287
Communication Costs	\$19,390
Consumables	\$123,421
Miscellaneous Expense ³	\$445,694
Professional Development	\$22,577
Property and Equipment Services	\$334,606
Salaries & Allowances ⁴	\$171,689
Trading & Fundraising	\$87,742
Travel & Subsistence	\$5,998
Utilities	\$65,865
Adjustments	\$63
Total Operating Expenditure	\$6,743,154

Financial Commitments	
Operating Reserve	\$196,534
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds incl SMS<12 months	\$300,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Revenue Received in Advance	\$60,689
School Based Programs	\$25,000
Provision Accounts	\$15,000
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds incl SMS>12 months	\$81,000
Total Financial Commitments	\$1,018,222

Net Operating Surplus/-Deficit	\$77,904
Asset Acquisitions	\$35,583

(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 05 March 2018 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.

