

2019 Annual Report to The School Community



School Name: Monbulk College (8065)



- 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 13 March 2020 at 10:57 AM by Margaret Uren (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 04 May 2020 at 10:52 PM by Melinda Riddell (School Council President)

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 0.3441 which is above state average. The College has had stable enrolments each year and the February census for 2020 recorded an enrolment of 562 students. Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), and is a pilot school for Headstart. Students can study Vocational Education and Training (VET) subjects within 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 Officer to manage student wellbeing, programs, provide links for students and families with local support agencies where required. In 2020, the College has maintained engagement in student wellbeing support programs design to build capacity in all staff in 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 employed 49 (41.1 equivalent full time) teaching staff (3 Principal Class, 46 teachers) and 13 (9.5 equivalent full time) Education Support Staff in 2019.

Framework for Improving Student Outcomes (FISO)

In 2019, teachers explored a range of approaches and impacts on student outcomes focusing on explicit skill development, developing writing skills and student agency in the classroom. The College maintained its focus on instructional practice and further developed the implementation of an instructional model using learning intentions and success criteria, engaging in feedback that improves learning and setting differentiated and challenging tasks that meet student learning needs and focus on explicit skill development. Staff employed High Impact Teaching Strategies and worked in collaboration to build Student Agency in the classroom, further developing opportunities for students to direct their learning.

In 2019, 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 aims to build aspirational and capable students who engage deeply in their learning and develop student voice across the College.

In 2020, we continue to explore student improvement in writing, explicit skill development through high impact teaching strategies and continue student agency in their learning within the classroom.

Achievement

Monbulk College maintained achievement levels in 2019. The data shows stable, positive performance in the area of Mathematics. In the Year 7 and Year 9 NAPLAN, the College's median results in Reading and Numeracy were maintained. Of particular note is where the College maintained above median results compared to Government schools

across the 4-year average results in Reading and Numeracy in Year 7 and Year 9.

The 2019 learning gain shows that students are achieving expected growth rates across all factors, but that some solid improvement in the high growth areas is a target. The area of writing shows a strong medium growth, and this is maintained as a focus for the final year of the strategic plan, and therefore a focus on developing student skill in this area will be maintained. Writing remains a focus area for the College with energy in teaching and learning being invested in developing writing across the curriculum. The continued development of a strong student-centred learning environment, differentiated, challenging curriculum and explicit teaching for skill development remains vital 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 engagement through Professional Learning Communities and the pursuit of excellence was enabled through the Dandenong Ranges Networks (VCE, Graduate Teacher, Literacy, Numeracy, Transition) implementing refocusing writing growth strategies and moving towards agency in student learning. Continued use of Edrolo at VCE, the implementation of Study Skills in Year 10, 11 and 12 created a focus for consistent assessment, development of study and positive work habits directly linked to improving student independence in learning and ultimately, outcomes. In 2019, the College celebrated successes with students achieving 40+ study scores in English, Biology, Chemistry, History, Legal Studies, Physical Education and VCE VET Creative & Digital Media.

VCE, VET and VCAL satisfactory completion rates are positive and align with similar schools.

Engagement

Engagement in learning is a priority for Monbulk College. A differentiated approach to learning and teaching programs maintains a focus on individual improvement. In 2019, the College explored collaboration in the classroom as an engagement tool to motivate student agency in the classroom. Developing co-learning opportunities that promote student choice, active feedback to improve learning; and using writing to learn and feedback strategies designed to build confidence within the everyday classroom has been a focus.

Student attendance remains slightly above the median for similar secondary schools, however, reducing absenteeism is vital for improving student learning outcomes, connectedness to school and positive student engagement. Compass enables parent observation and approval of absences and enables 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. The regeneration of reporting processes, use of Reportable Learning Tasks in Compass was used for all subject areas and the engagement with Compass continued to improve for staff, students and families through 2019.

Global opportunities for student participation continue to be a popular option for students. Involvement in the international study tours to Japan and Germany remains popular; as is the interest in World Challenge. In 2020, the World Challenge tour will be to Madagascar. 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 2020, the College continues to support Pathways Education through Year 9 Careers Education Program, Work Experience, significant Careers and Pathways counselling from Year 9 through to Year 12 to both enable and accurately prepare students for future study and employment in both VCE, VET, Headstart and VCAL programs.

Wellbeing

In 2019, the Student Attitudes to School Survey was more closely mapped to FISO. Student responses indicated that they continue to have high expectations for success, a positive sense of confidence in themselves as learners and their attitudes to attendance positively reflect this. The College is a safe environment for students, although there was a

decrease in a sense of student safety which could be explained by a building program and significant changes to the College where yard spaces were significantly impacted and the oval was redeveloped. The range of systems indicate that the pre-conditions for learning are strong with a sense of connectedness maintaining a positive student endorsement, student engagement, ownership and active participation in the learning program is positive. 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. 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 provides insight into specific attitudes about learning, behaviours and engagement.

Student Wellbeing continues to grow, with a visiting local GP, two psychologists, Social Worker, Adolescent Health Nurse and Masters of Counselling students. A community health model approach enables greater access to and therefore, support to the wellbeing of students at the College. In 2019, the College retained focus on the development of resilience within the classroom through 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 through Study Skills in the Senior School; and holistic systemic sharing of student learning information provides support to students and staff. Programs such as The School for Student Leadership, Farm School and Tafe Taster programs continue to be offered in 2020 along with programs such as Towards Success and Advance which aim to develop leadership and community links.

Financial performance and position

From 2018, the College retained funding grants for the purchase of items for the new building, including furniture, new computers and ICT equipment for classrooms, computer rooms and the new Wellbeing Centre. The furniture and equipment items were purchased in 2019 as the Administration building was only handed over in late January. The gymnasium floor was repainted and resurfaced in readiness for the 2019 school year.

The surplus from 2019 was a result of not requiring to use the allocated money for depreciation as new equipment was purchased and a careful management of funds to ensure that the decision by Council to install air-conditioning into the top floor of the Stage 3 building was able to be financed. The estimate was \$270,000 but the final amount will be known once the tender is let in 2020.

The College received equity funding which was used to employ a well-being worker along side being involved in a resilience project to support staff and students. This produced positive outcomes for engaging students. Additional equity funding was used to support student engagement in additional programs such as Farm School, Tafe Taster programs and literacy support for targeted students. Additional funds for inclusion were received in 2018 but the accounts for the purchases had not been paid by the end of the year and were paid in 2019. The College also received a grant to run its Advance program which is highly popular with students and produces excellent outcomes.

For more detailed information regarding our school please visit our website at
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

Enrolment Profile

A total of 581 students were enrolled at this school in 2019, 274 female and 307 male.

1 percent were EAL (English as an Additional Language) students and 2 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

Achievement	Student Outcomes	Similar 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>Below </p> <p>Above </p>

Performance Summary

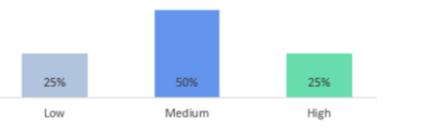
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar 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>Below </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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Reading 27% Low, 49% Medium, 24% High</p> <p>Numeracy 36% Low, 41% Medium, 23% High</p> <p>Writing 37% Low, 43% Medium, 21% High</p> <p>Spelling 21% Low, 56% Medium, 23% High</p> <p>Grammar and Punctuation 30% Low, 52% Medium, 18% High</p>	<p>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.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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>Reading 32% Low, 52% Medium, 15% High</p> <p>Numeracy 34% Low, 46% Medium, 20% High</p> <p>Writing 31% Low, 50% Medium, 19% High</p> <p>Spelling 31% Low, 48% Medium, 21% High</p> <p>Grammar and Punctuation 36% Low, 38% Medium, 26% High</p>	<p>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.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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>Results: 2019 </p> <p>Results: 2016 - 2019 (4-year average) </p>	<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **97%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **21%**
 VET units of competence satisfactorily completed in 2019: **75%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **79%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:		Above	Similar Below												
Engagement	Student Outcomes	Similar 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>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>90 %</td> <td>87 %</td> <td>87 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	87 %	89 %	92 %	92 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
90 %	87 %	87 %	89 %	92 %	92 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>													

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆		● Above	● Similar ● Below
Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,960,061	High Yield Investment Account	\$562,505
Government Provided DET Grants	\$694,635	Official Account	\$68,468
Government Grants State	\$9,725	Other Accounts	\$0
Revenue Other	\$70,534	Total Funds Available	\$630,973
Locally Raised Funds	\$678,188		
Total Operating Revenue	\$7,413,142		
Equity¹			
Equity (Social Disadvantage)	\$40,247		
Equity (Catch Up)	\$29,100		
Equity Total	\$69,347		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,482,661	Operating Reserve	\$265,836
Books & Publications	\$355	Other Recurrent Expenditure	\$665
Communication Costs	\$17,480	Funds Received in Advance	\$105,660
Consumables	\$180,336	School Based Programs	\$25,000
Miscellaneous Expense ³	\$583,332	Capital - Buildings/Grounds < 12 months	\$21,257
Professional Development	\$32,888	Maintenance - Buildings/Grounds < 12 months	\$132,400
Property and Equipment Services	\$375,328	Asset/Equipment Replacement > 12 months	\$60,000
Salaries & Allowances ⁴	\$239,661	Capital - Buildings/Grounds > 12 months	\$270,000
Trading & Fundraising	\$141,473	Total Financial Commitments	\$880,818
Travel & Subsistence	\$20,127		
Utilities	\$81,927		
Total Operating Expenditure	\$7,155,570		
Net Operating Surplus/-Deficit	\$257,573		
Asset Acquisitions	\$22,932		

- (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)

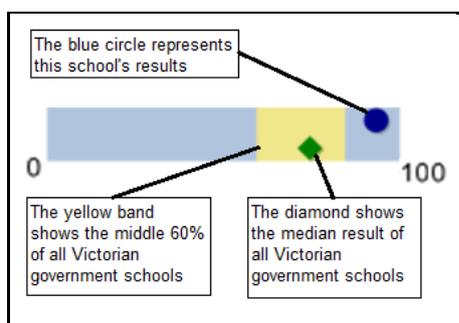
Engagement

- 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).



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.



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').