

2016 Annual Report to the School Community



School Name: Montmorency Secondary College

School Number: 8068

Name of School Principal:	Allan Robinson _____
Name of School Council President:	Elaine Major _____
Date of Endorsement:	19th May, 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Montmorency Secondary College is located in the North-East of the Metropolitan area, approximately 20 kilometres from the centre of Melbourne. The College is a co-educational Year 7-12 single campus school of 808 students. Our Purpose Statement encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility whilst recognising individual differences. The school motto is 'Pride in Achievement'. Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork.

The school is set in an attractive park-like environment. Our amenities include a 420-seat auditorium, a relatively new twin court basketball stadium/sports complex, a Year 12 Study Centre, a well-resourced Library, high-quality Food Technology Centre and fully networked ICT facilities throughout the College. We also have a gymnasium and tennis courts and share neighbouring sports ovals and an athletics track with the local community. We have been allocated \$14 million by the State Government for a major redevelopment and refurbishment of existing buildings and grounds; building works are scheduled to begin at the end of 2016.

In 2015 we completed a comprehensive school peer review and are now in our second year of the subsequent four-year Strategic Plan, which runs from 2015 to the end of 2018.

The College is organized into three Sub-Schools, each with a strong Home Group/Pastoral Care focus. Our students have access to extensive VCE/VCAL and acceleration options and an elective structure that allows them to tailor their course to extend their talents. Successful transition pathways are also provided via our Junior, Middle and Senior Schools throughout students' secondary schooling and onto tertiary studies. Important features of the College include its highly acclaimed Student Leadership Program, a genuine and powerful student voice, and strong links with our local community.

In 2016, the year 7-9 iPad program, together with the year 10-12 BYOD initiative continued to support all students, ensuring a 1:1 computer access ratio across all year levels of the College. An on-going commitment to fostering quality teaching and learning has seen our VCE results consistently improving on past years. We are moving towards full development and consistent documentation of the Victorian Curriculum from years 7-10.

The school has 69.63 full-time staff, comprising 3.0 Principal Class, 53.4 classroom teachers, 1.0 Instrumental Music Teachers and 12.23 Education Support staff.

Framework for Improving Student Outcomes (FISO)

The College aims to increase student outcomes and commitment to education and school community through developing a clear mission, a safe environment, a close student-adult relationship, the personalization of instruction, and the flexible use of resources. By creating measurable excellence in teaching and learning, increasing school connectedness for all stakeholders, and building a community that embodies the College values, we aim to create a sustainable learning environment that is valued by all. For us, this means empowering our students and giving them a real voice. This includes setting clear expectations and improving results by creating and encouraging exemplar teaching and learning skills in an environments that is safe, nurturing and promotes well-being.

Use of a wide range of data is now commonplace; NAPLAN, VCE results, HPSP surveys, Attitudes to school & On-Demand are analysed and reviewed on a regular basis to provide a detailed view of the College as a whole, in year levels, by gender and individually. In turn, the findings are employed to enhance learning approaches and to inform individual teacher performance.

Achievement

We are committed to continual improvement and are pleased that our 2016 data set continues to be very positive. VCE outcomes, NAPLAN results and teacher judgments against the AusVELS reflect student performance above the state median. In Literacy and Numeracy, the proportion of students performing well above state average continues to grow.

We continue to expand the use of data to develop informed strategies for improvements in student outcomes. These focus on improving VCE outcomes, and targeted Literacy and Numeracy initiatives across the College. We remain committed to improving core skills in junior years, which will further enhance future senior student learning outcomes.



With Leading Teachers driving our Literacy and Numeracy priorities, our 'School Improvement Team' analysing data, and the Teaching and Learning Group's commitment to 'Powerful Learning', we aim to further increase measurable outcome levels in these areas. Key Learning Areas, together with our Professional Learning Teams, have as their primary goals, benchmarking and moderation of student work at all levels.

Our goals are to further improve VCE results and maximise Unit 3 and 4 VCE outcomes. Our focus has been, and continues to be, on improving the quality of teaching and learning across the College. Our data shows measurable value-adding of student performance between years 7 and 9. NAPLAN results at year 9 show clear learning gains. VCE scores continue to improve, especially in key subject areas; we were pleased to see a further increase in our median study score for 2016 with an overall student performance substantially higher than 'like' schools.

In 2015, the completion rate for students at VCE was 100%; with VCAL and VET units attaining 96% and 98% respectively.

Victorian Early Years Learning and Development Framework AusVELS Victorian Curriculum A Combination of these

Engagement

Student safety, developing positive relationships and school connectedness remain core goals at the College. Whilst our attendance figures remain pleasing, with student absences continuing to fall below the median of all Victorian Government schools, nevertheless, we aim to further improve our strategies for managing absences.

We provide an extensive program, including a wide range of elective choices, the opportunity to accelerate in VCE, alternative VET and VCAL pathways. We offer a broad range of senior subjects and thus we maximize student choice and enhance student engagement and wellbeing. Managed Individual Pathways have been introduced to all students in Junior School and are continued well into year 10 and beyond. These programs are embedded throughout the College and link in with those in Senior School that lead onto further study and career options.

At Montmorency, we offer our Senior School students a wide range of programs which include TAFE Tasters, Career Expos, Tertiary Information Evenings, visits to Tertiary Institutions, together with more individually based programs where necessary. From Year 9 onwards, our Careers Manager and the Senior School Team take responsibility for working with every individual student. We endeavor to ensure that all students understand their personal needs and are fully aware of all available options and choices. As a consequence, real school retention rates among our students are exceptional and well above State averages.

The needs of our student population do vary and change and our staff are continually refining and crafting our programs to suit the needs of our students.

Wellbeing

Feedback data from the Student Attitude to School Survey remains very positive, especially in comparison to 'like' schools. Year 7 and Year 12 data is outstanding, with little gender variation. Year 8 and Year 9 results are similar to the state and region, but we would like to further address and improve 'connectedness to school' at these year levels. In 2016, the College continued the Year 9 Camp and introduced new initiatives to support Year 9 students transitioning into Senior School. Revisiting the data with students showed their attitudes have become more positive. To support this, the College changed its sub school structure, creating 'dedicated' Junior and Middle Schools with a strong focus on Transition programs, Pastoral Care and timely interventions where necessary.

2016 data from the Student Attitudes to School survey makes it clear that our students' perception of their personal safety and their connectedness to the College community is very high. They have high levels of confidence in their learning and rate our teachers' effectiveness and empathy higher than peers in other schools.

Student Leadership remains a strong and popular focus within the College. In 2016, more than 200 students across the College took on a variety of leadership roles, spanning a wide range of activities and community projects. This represents 30% of all our students. College Leadership activities are established in the local area, including many neighbouring primary schools, further strengthening our positive links within the broader community. Students form



part of the decision-making processes within the College, including active involvement in focus groups and on committees such as College Council and Education Sub Committee of College Council.

Students participating in our Program for Students with a Disability have individualized Education Plans. Extensive parent support group meetings are held in partnership with Allied Health Services; parents, staff and individual students meet to discuss and formulate individual learning goals. Student progress is measured against the Victorian Curriculum or ABLES standards as relevant. Classroom teachers, Integration staff and school leaders closely monitor each student's progress.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 808 students were enrolled at this school in 2016, 393 female and 415 male. There were 2% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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 year levels: Result for this school: Median of all Victorian government secondary year levels:

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>53%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>43%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	53%	23%	Numeracy	32%	46%	22%	Writing	29%	50%	21%	Spelling	34%	43%	23%	Grammar and Punctuation	23%	54%	23%	<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Higher</p> <p>Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 23% VET units of competence satisfactorily completed in 2016: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 96%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>93 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> <td>93 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	89 %	92 %	93 %	96 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	89 %	92 %	93 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Higher</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

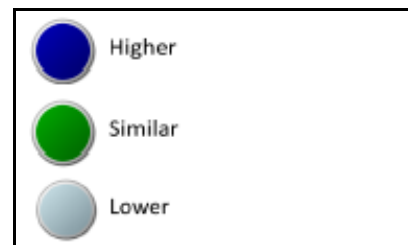
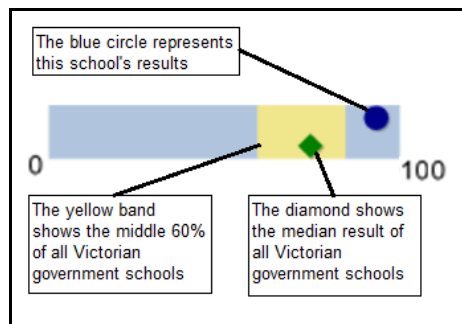
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

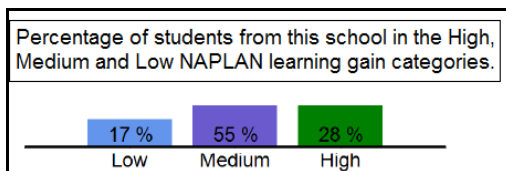
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$7,027,165
Government Provided DET Grants	\$838,394
Government Grants Commonwealth	\$13,077
Government Grants State	\$13,683
Revenue Other	\$23,091
Locally Raised Funds	\$870,898
Total Operating Revenue	\$8,786,308

Expenditure	
Student Resource Package	\$6,971,096
Books & Publications	\$9,542
Communication Costs	\$18,666
Consumables	\$223,812
Miscellaneous Expense	\$680,564
Professional Development	\$26,191
Property and Equipment Services	\$407,841
Salaries & Allowances	\$181,771
Trading & Fundraising	\$48,637
Utilities	\$102,212
Total Operating Expenditure	\$8,670,332

Net Operating Surplus/-Deficit	\$115,977
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$34,678
Official Account	\$12,672
Other Accounts	\$215,095
Total Funds Available	\$262,445

Financial Commitments	
Operating Reserve	\$260,216
Revenue Received in Advance	\$2,229
Total Financial Commitments	\$262,445

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial Performance and Position Commentary

The financial situation of the College, at the end of 2016, was both sound and stable showing a healthy surplus. The College has made a considerable recovery following damage and expense incurred from the 2015 arson attack due to careful planning and strict financial management. Student enrolment growth has continued significantly and this has consolidated our financial status. Managing steadily increasing enrolment growth, and our infrastructure needs as a result, is our major challenge for our 2017 finances. In 2016 we also received a \$14m budget allocation by the State Government for a College redevelopment and refurbishment.

