2018 Annual Report to The School Community

School Name: Montmorency Secondary College (8068)

- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 May 2019 at 10:50 AM by Allan Robinson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 May 2019 at 05:32 PM by Shane Penrose (School Council President)

About Our School

School context

Montmorency Secondary is a large, co-educational Year 7 to 12 College situated approximately 20 kilometres north-east of the Melbourne CBD. Our current enrolment of more than 1000 students is accommodated in a single campus bordered by park reserves and the Plenty River.

The school motto is 'Pride in Achievement'. Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork. Our Purpose Statement 'encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility and recognises individual differences'. The College is organized into five Sub-Schools 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. Student leadership and successful transition into and leaving school are priorities. 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.

The College is set in an attractive park-like environment. Our amenities include a 420-seat auditorium, a modern twin court basketball stadium/sports complex, a Year 12 Study Centre, a well-resourced Library, high-quality Food and Materials Technology Centre and fully networked ICT facilities throughout. We also have a gymnasium 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 well under way and due to be completed by 2019.

In 2015 we completed a highly successful and comprehensive school peer review and are now in our fourth year of the subsequent four-year Strategic Plan. This is due for renewal at the beginning of 2019. An on-going commitment to quality teaching and learning has seen our VCE results consistently improving on past years.

The College has 86.8 full-time staff, comprising 3.0 Principal Class, 69.3 classroom teachers, 1.0 Instrumental Music Teachers and 16.2 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 environment that is safe, nurturing and promotes well-being.

Use of a wide range of data is now commonplace; NAPLAN, VCE results, High Performing Schools surveys, Attitudes to School and targeted diagnostic testing, including On-Demand at years 7 to 9. These 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

As a College we are committed to continual improvement and setting high standards. We are pleased that our 2018 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.

Our focus has been, and continues to be, on improving the quality of teaching and learning across the College. Our data shows measureable value-adding of student performance between years 7 and 9. NAPLAN results at Year 9 show clear learning gains, with reading scores above State averages. VCE scores continue to consolidate and improve.

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 Area's commitment to 'High Impact Teaching Strategies' (HITS), 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, the benchmarking and moderation of student work at all levels.

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, we aim to further improve our strategies for managing absences.

We provide an extensive teaching and learning 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, enhancing 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 to lead onto further study and career options.

At Montmorency, we offer our Senior School students (Years 10-12) 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 endeavour to ensure that all students understand their personal needs and are fully aware of all available options and choices. As a consequence, retention rates, well-being and connectedness among our students is significantly above State averages.

The needs of our student population do vary 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. 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 2018, the College maintained the Year 9 Camp and continued with existing best practice in supporting Year 9 students transitioning into Senior School. We also introduced a Year 8 Camp focused on relationships and team building.

Revisiting the data with our 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.

2018 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 remains 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 2018, more than 350 students across the College took on a variety of leadership roles, spanning a wide range of activities and community projects. Student leadership activities are established in the local area, including and involving 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.

Financial performance and position

Montmorency Secondary College finished 2018 with an annual surplus of $593,066. The College was holding this amount at the end of 2018 and it incorporates government grants for expenditure in 2019. The Principal team had prepared strategic workforce planning for the 2018 year to ensure the staffing budget was in surplus. In alignment with this, the College maintained careful controls on expenditure, taking into account the predicted expenditure needed in 2019 and 2020 to augment the continuing whole school redevelopment.

Locally raised sources of funding included parent contributions towards camps, excursions and contributions towards essential educational items and the external hire of school facilities.

The College also received $76,809 in Equity funding from the Department of Education, as well as a government grant for furniture and equipment of $250,000. We also received $167,615 for information technology equipment.

All funds received from the Department, or raised by the College, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the College, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Montmorency Secondary College continues to operate in a strong financial position, and ensures its expenditure is always student focused.

For more detailed information regarding our school please visit our website at
http://www.montysc.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 1012 students were enrolled at this school in 2018, 507 female and 505 male.

2 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.

| low | low-mid | mid | high |
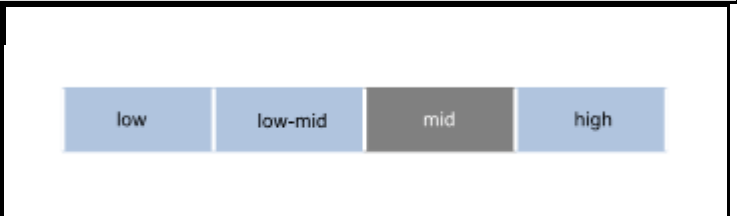
Parent Satisfaction Summary

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.
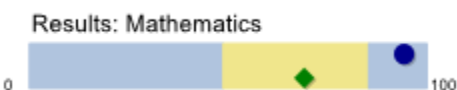
School Staff Survey

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

Achievement	Student Outcomes	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	Similar Similar

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
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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Similar ● Similar

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
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** 32% Low	50% Medium	19% High **Numeracy** 33% Low	52% Medium	15% High **Writing** 28% Low	54% Medium	19% High **Spelling** 31% Low	48% Medium	20% High **Grammar and Punctuation** 27% Low	56% Medium	17% High	NAPLAN Learning Gain does not require a School Comparison.
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** 35% Low	43% Medium	22% High **Numeracy** 36% Low	48% Medium	16% High **Writing** 27% Low	54% Medium	18% High **Spelling** 29% Low	53% Medium	18% High **Grammar and Punctuation** 21% Low	56% Medium	23% High	NAPLAN Learning Gain does not require a School Comparison.
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: 2018 0 — 50 Results: 2015 - 2018 (4-year average) 0 — 50	● Higher ● Similar

Students in 2018 who satisfactorily completed their VCE: 99%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 14%
VET units of competence satisfactorily completed in 2018: 99%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 89%

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison
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 **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. Average 2018 attendance rate by year level:	Results: 2018 0 ... 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ... 50 Few absences <------> Many absences <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>94 %</td><td>92 %</td><td>92 %</td><td>94 %</td><td>93 %</td><td>95 %</td></tr></table>	● Higher ● Higher
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 ... 100 Results: 2015 - 2018 (4-year average) 0 ... 100	● Similar ● Similar
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: 2018 0 ... 100 Results: 2015 - 2018 (4-year average) 0 ... 100	● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
       Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
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: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar
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: 2018 Results: 2017 - 2018 (2-year average)	Higher Similar

10

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$8,967,781
Government Provided DET Grants	$1,113,609
Government Grants Commonwealth	$19,439
Government Grants State	$290,500
Revenue Other	$37,246
Locally Raised Funds	$1,150,717
Capital Grants	$150,000
Total Operating Revenue	**$11,729,291**

Equity[1]	
Equity (Social Disadvantage)	$51,840
Equity (Catch Up)	$24,969
Equity Total	**$76,809**

Expenditure	
Student Resource Package[2]	$8,926,585
Books & Publications	$5,456
Communication Costs	$22,862
Consumables	$269,537
Miscellaneous Expense[3]	$865,747
Professional Development	$26,981
Property and Equipment Services	$575,202
Salaries & Allowances[4]	$260,953
Trading & Fundraising	$57,373
Utilities	$125,527
Total Operating Expenditure	**$11,136,225**
Net Operating Surplus/-Deficit	**$593,066**
Asset Acquisitions	**$39,492**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$10,952
Official Account	$22,990
Other Accounts	$896,758
Total Funds Available	**$930,700**

Financial Commitments	
Operating Reserve	$346,358
Other Recurrent Expenditure	$70,533
Funds Received in Advance	$106,758
Cooperative Bank Account	$47,330
Asset/Equipment Replacement < 12 months	$109,026
Maintenance - Buildings/Grounds < 12 months	$41,213
Asset/Equipment Replacement > 12 months	$209,482
Total Financial Commitments	**$930,700**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
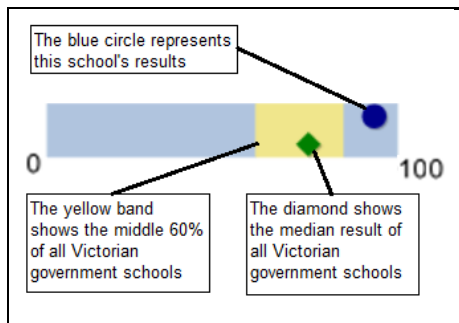
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
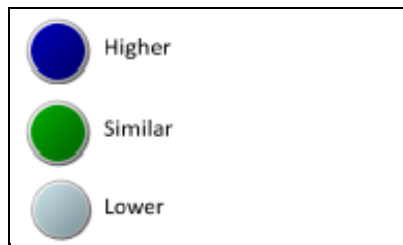
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').