

2019 Annual Report to The School Community



School Name: Montmorency Secondary College (8068)



MONTMORENCY
SECONDARY COLLEGE

- 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 08 September 2020 at 03:32 PM by Allan Robinson (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 16 October 2020 at 05:15 PM by Shane Penrose (School Council President)

About Our School

School context

Montmorency Secondary College 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 1060 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 at each year level. We offer extensive VCE/VCAL and acceleration options and a Core/Elective structure from years 8-10 that encourages students to take ownership of their studies and extend their talents. Student leadership and successful transition into tertiary and vocational studies are continuing 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. A major \$14.5 million redevelopment and refurbishment of existing buildings and grounds has just been completed. In 2019 we achieved a highly successful and comprehensive school peer review and are now in our first year of a subsequent four-year Strategic Plan. An on-going commitment to quality teaching and learning has seen our VCE results consistently improving on past years.

The College has 94.51 full-time staff, comprising 3.0 Principal Class, 74.2 classroom teachers, 1.0 Instrumental Music Teacher and 16.31 Education Support and Integration staff.

Framework for Improving Student Outcomes (FISO)

The College aims to increase student outcomes via a commitment to inclusive education and school community through developing a clear mission, a safe environment positive student-teacher relationships, 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. 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. They also participated in a number of focus groups contributing to the College review in early 2019. 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 individual and group well-being. Use of a wide range of data is now commonplace; NAPLAN, VCE results, High Performing Schools surveys (Group 8), Attitudes to School and targeted diagnostic testing, including On-Demand at Years 7 to 9 are routinely collected and analysed by the leadership and School Improvement Teams (SIT). These provide a detailed view of the College as a whole, in year levels, by gender and individually. In turn, the findings are distributed to inform and enhance learning approaches and target whole faculty and individual teacher performance.

The introduction of Learning Specialists taking on key roles in 2019 allowed us to use them to support the SIT and share professional learning and best practice. Excellence in teaching and learning and literacy and numeracy remain paramount goals of the College.

Achievement

As a College, we are committed to continual improvement and setting high standards. We are pleased that our 2019 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 in some areas, even 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. Our team of Learning Specialists work closely with staff to improve and expand classroom skills.

Our students with the Program for Students with a Disability (PSD) continue to be engaged with their learning. 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.

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. Our Education Support staff that have been allocated to the Junior, Middle and Senior schools, regularly monitor student absence where necessary, parent contact is made and plans are put in place for students to return to school. We provide an extensive teaching and learning program, including a wide range of elective choices, the opportunity to accelerate in VCE including, alternative VET and VCAL pathways. We offer a broad range of senior subjects maximising student choice also 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 leading to 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 Co-ordinator 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.

As part of the college Review process in term one 2019, student focus groups were formed to investigate student perceptions of teaching practice to encourage greater student agency. The prime focus was to assess if our students felt sufficiently challenged, engaged, and comfortable with the direction of the college. The results were highly positive and validating.

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. The College now has year level camps at each year level from Years 7-9, with the Year 9 camp focusing on student transition into Year 10 and senior study.

Revisiting the data with our students showed their attitudes have become more positive. To support this, the College continued its new sub school structure of 'dedicated' Junior (year 7) and Middle School (Years 8 & 9) with a strong focus on transition programs, pastoral care and timely interventions where necessary. 2019 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 2019, nearly 400 students from years 7-12 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.

Financial performance and position

Montmorency Secondary College finished 2019 with an annual surplus of \$159,152. Funds were received from a variety of sources, including the SRP, Commonwealth Provided DET Grants and Locally Raised Funds. Locally raised sources of funding included parent contributions towards camps and excursions, parent contributions towards essential educational items and the hire of school facilities. The College also received the final portion of the 2016 State Government Grant for the redevelopment and refurbishment of the College, \$56,633. In terms of expenditure, the College continued to expend the furniture and IT grants received from within the whole school redevelopment, including \$158,930 on further fit out and new furniture. Moving into 2020 the College is focusing on ensuring it has funds available to augment the major basketball stadium upgrade which is occurring in 2020 / 2021.

All funds received from the Department of Education, 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 of Education policies, School Council approvals and the intent / purpose for which funding was provided or raised.




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

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 1068 students were enrolled at this school in 2019, 534 female and 534 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.



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.




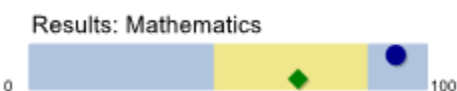


School Staff Survey

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>Similar </p> <p>Above </p>

Performance Summary

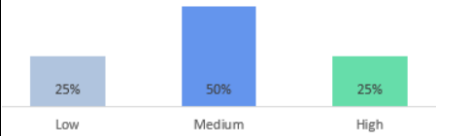
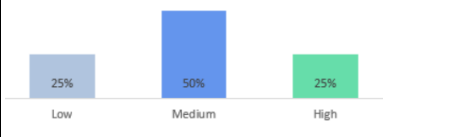


Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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>Above ●</p> <p>Above ●</p>

Performance Summary











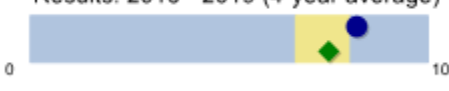




Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN 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, 51% Medium, 21% High</p> <p>Numeracy 28% Low, 53% Medium, 19% High</p> <p>Writing 27% Low, 54% Medium, 19% High</p> <p>Spelling 34% Low, 49% Medium, 17% High</p> <p>Grammar and Punctuation 30% Low, 52% Medium, 19% 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 33% Low, 49% Medium, 18% High</p> <p>Numeracy 31% Low, 45% Medium, 24% High</p> <p>Writing 43% Low, 44% Medium, 12% High</p> <p>Spelling 30% Low, 50% Medium, 20% High</p> <p>Grammar and Punctuation 32% Low, 49% Medium, 19% 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>Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **99%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **22%**
 VET units of competence satisfactorily completed in 2019: **100%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **96%**

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>91 %</td> <td>88 %</td> <td>85 %</td> <td>89 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	85 %	89 %	91 %	93 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
91 %	88 %	85 %	89 %	91 %	93 %										
<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>Above </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>Below </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

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>Above ●</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>Above ●</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	\$9,751,546	High Yield Investment Account	\$773,504
Government Provided DET Grants	\$1,022,886	Official Account	\$8,419
Government Grants Commonwealth	\$17,583	Other Accounts	\$77,836
Government Grants State	\$19,721	Total Funds Available	\$859,760
Revenue Other	\$101,743		
Locally Raised Funds	\$1,284,629		
Capital Grants	\$56,633		
Total Operating Revenue	\$12,254,741		
Equity¹			
Equity (Social Disadvantage)	\$62,445		
Equity (Catch Up)	\$25,928		
Equity Total	\$88,372		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,662,291	Operating Reserve	\$366,453
Books & Publications	\$6,195	Other Recurrent Expenditure	\$22,834
Communication Costs	\$18,256	Funds Received in Advance	\$126,881
Consumables	\$317,621	Cooperative Bank Account	\$77,836
Miscellaneous Expense ³	\$986,275	Asset/Equipment Replacement < 12 months	\$80,024
Professional Development	\$32,678	Capital - Buildings/Grounds < 12 months	\$185,731
Property and Equipment Services	\$582,521	Total Financial Commitments	\$859,760
Salaries & Allowances ⁴	\$258,817		
Trading & Fundraising	\$44,948		
Travel & Subsistence	\$521		
Utilities	\$128,834		
Total Operating Expenditure	\$12,038,956		
Net Operating Surplus/-Deficit	\$215,785		
Asset Acquisitions	\$18,913		

(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)

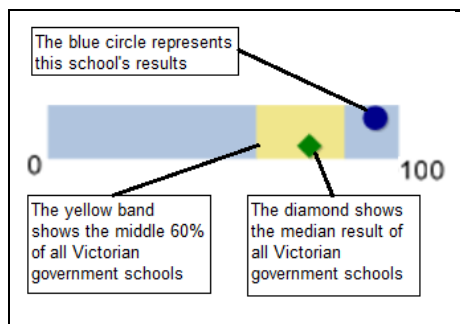
Engagement

- 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).

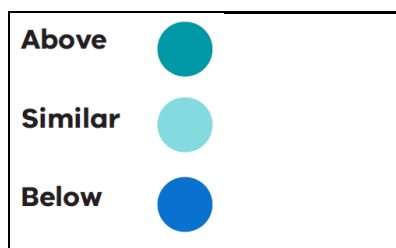


What does *School Comparison* refer to?

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').