

# The Mac.Robertson Girls' High School

8135

## 2006 Annual Report to the School Community



Victorian Government Schools

## School Overview

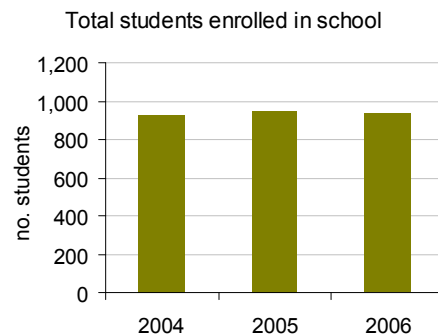
Unique in its status as a statewide provider for girls (Years 9 to 12), The Mac.Robertson Girls High School is situated in a central city location adjacent to the Albert Park Lake. It offers outstanding facilities for the delivery of its programs and is attended by students from a wide area of metropolitan Melbourne and beyond. The selective nature of entry results in a broad socio-economic and cultural mix of students with a strong commitment to academic excellence. The school provides an educational experience which equips girls for tertiary study and leadership roles in the academic, professional and business communities, and develops interests and skills to enhance their personal lives. Provision for gifted and talented students, in academic areas, as well as in art, drama, music, sport and leadership, is an essential part of the school curriculum. A strong core program and a wide range of elective studies in the Middle School offers students many opportunities for enrichment and extension, including the selection of a VCE or VET study. An extensive range of VCE study areas is offered in the Senior School and subject acceleration is available for students of high ability. Student learning at all levels is enriched through collaborative programs with other schools and universities, flexible modes of delivery such as seminars, student forums, lectures, tutorials, scholars-in-residence and online learning, and the many enhancement activities available within the co-curricular program. A wide range of leadership and study programs connects students with local, national and international communities. These include the annual exchange with Adelaide High School, annual exchanges for language students with sister schools in France, Germany and Japan, and Youth Leaders International, a three year program that emphasises community service and facilitates global connections and collaboration for students with high leadership potential.

The school is recognised internationally for best practice in the education of gifted and high performing girls and is visited on a regular basis by educators from overseas. Links with the international education community are enhanced by the school's membership of global networks such as iNet (International Networking for Educational Transformation) and the Alliance of Girls' Schools of Australasia.

2006 was a landmark year for the school as we completed our 2003 - 2006 School Charter and our VCE students exceeded even the most optimistic predictions. Without doubt, it was a year in which the school achieved its mission 'to excel in the provision of education for girls in an intellectually vibrant community'.

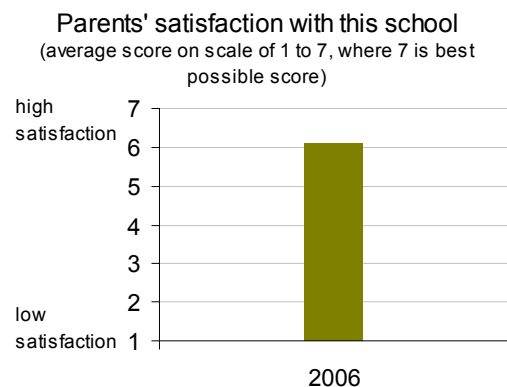
### Student enrolments

Despite demand far outstripping the number of places available, there was a deliberate slight reduction in new enrolments at Year 11 and 12 in 2006. This decision was based on the overcrowding evident inside the school buildings once student numbers exceed 950. The size of the student population is constrained by the lack of space to expand facilities due to the school's location adjacent to parkland and a golf course. Consequently the school is considering a cap on numbers over the period 2007-2008.



### Parent satisfaction

The 2006 Parent Opinion survey indicated very high levels of satisfaction with the school. A random selection of parents was asked to what extent they agreed with the statement 'Overall I am satisfied with the education my child receives from the school'. The mean score of 6.13 (on a scale of 1 to 7) was well above the state secondary school median score of 5.33. The survey also indicated that parents were particularly pleased with the strong learning focus at the school and that they had confidence in the school to provide a safe and secure environment for their daughters. Although parents rated the school above state secondary means for all categories, two areas received slightly lower scores. These were 'Approachability' and 'Parent Input'. The school will identify appropriate improvement measures for 2007 – 2008.



### Teacher Satisfaction

The average score in the 2006 Staff Opinion survey for teacher satisfaction at the school was 56.4 out of 100. The school has run a number of focus groups and established a working party to identify and implement strategies to improve school morale and manage the workload that arises from the staff's dedication to educating very capable, high performing students.

### Teacher Absence

The average number of days absent per teacher was 7.28. This was a significant increase on the 2004 and 2005 figures and available data will be examined to identify possible reasons. As the school was unable to organise for staff members to receive flu vaccinations last year through the local Council, greater levels of viral illness could have occurred.

### Teacher Retention

Of the 70 ongoing teaching staff at Mac.Robertson Girls High School in June 2005, (including those on leave without pay) 63 or 90% were still at the school in June 2006. This is in keeping with the 91% retention rate across all government schools.

### Teacher participation in professional learning.

All teaching staff was supported by School Council to participate in professional learning throughout 2006. Afternoon professional learning sessions were run on a fortnightly basis at the school and staff also attended a wide range of externally organised conferences and training. Professional Development focussed on the implementation of the Victorian Essential Learning Standards (VELS), new approaches to assessment and reporting, the Principles of Teaching and Learning (PoLT), cultural influences on learning, and teacher health and wellbeing. A highlight of 2006 was the very successful inaugural conference that the school organised with Melbourne High and the Victorian College of the Arts Secondary School. Another joint curriculum day will be held in 2007. This will provide further opportunities for professional dialogue and collaboration on educational issues common to the three schools. All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching (VIT). The requirements for registration with VIT can be found at <http://www.vit.vic.edu.au>

## Principal's Report

2006 has been another highly successful year for Mac.Robertson Girls' High School with our VCE students distinguishing themselves yet again to achieve the top results in the state for the fifth successive year. The performance of the entire Year 12 cohort lifted significantly from the previous year and, while an extraordinary 18% received an Equivalent National Tertiary Entrance Ranking (ENTER) of 99 and above; the lowest score was also eleven points higher than in 2005. It is the good results of the whole group which places Mac.Rob at the top of the VCE rankings. These results translated into 250 university places for the 252 students, with two in the workforce, one of these in an apprenticeship. The students undertaking first year university subjects as part of the university enhancement program scored excellent results with the majority achieving High Distinctions. A great many of our students were successful in winning awards for achievement during the year, including the World Debating Championship, Victorian Premier's Awards and the Australian Vocational Education Prize and a number of very valuable university scholarships have been awarded for this year.

The annual opinion surveys showed that our students are strongly connected to the school and their peers while their parents also express strong support for the school's programs and performance. The teacher opinion survey continues to indicate the very heavy work demands which have long been a feature of this school and we have set in place a working party to review teacher workload and seek ways to lift teacher esprit.

The establishment by the government of two new selective coeducational state schools in 2009 will change the educational landscape considerably for us, so that it is clearly optimal for Mac.Rob to be recognised, as it has been, as a school which supports its students effectively to achieve their potential. 2006 was an outstanding year for our students and one which saw the culture and traditions of the school strengthened and our reputation as the top performing school cemented.

## School Council President's Report

Mac.Rob maintained its peerless academic reputation in 2006. Mac.Rob's success is under-pinned by its dedicated staff and by its matchless extra-curricular programmes. Together they build assertive networks of confident and collaborative learners. Many things happening at Mac.Rob are student-inspired, often student-driven. Stellar levels of student satisfaction with their 'new' school confirm this. School Council works to set priorities: in 2005 and 2006 and continuing into 2007, the Council has emphasised professional development for staff and managed to re-furbish most of the student toilets. We will soon acquire more environmentally-sustainable facilities: water tanks and solar panels. It was a pleasure to serve for three years as the Chair of the Council of such a great state school.

## Student Progress & Achievements

The school's progress towards Charter goals in the three student outcome areas – student learning, student pathways and transitions and student engagement and wellbeing is documented in this section of the report.

### 1) Student Learning

Student results across all years in 2006 provided very strong evidence that the school had achieved its Charter goal for Student Achievement:

*'Provide appropriate teaching and learning programs that enable students to excel in their studies and achieve the highest standards of which they are capable.'*

#### Student Achievement in English and Mathematics in Years 9 and 10

Students continued to achieve at well above state means in English and Mathematics. All Year 9 students completed the statewide assessment program – the Achievement Improvement Monitor (AIM) in English and Mathematics in April. Their results were a strong indicator of their ability with all students achieving at or above the expected statewide standards. (See Table) The school's mean score in both Reading and Mathematics was at the 90<sup>th</sup> percentile compared to State benchmarks.

A detailed analysis of students' individual results gives a clear picture of their potential and capacity at the stage when they sat the tests early in Year 9. The majority was already achieving well above the expected level at the end of Year 9 and some well above the expected level at the end of Year 10. This would equate to most Year 9 students receiving an 'A' rating in VELS English and Mathematics on the new report cards. The implications for curriculum and for assessment and reporting in Years 9 and 10 were considered at a whole staff meeting and by faculties.

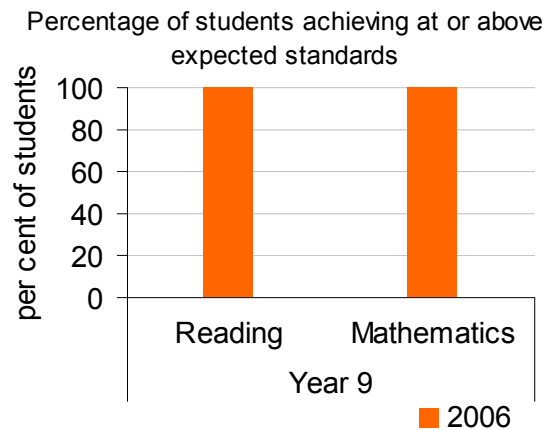
An analysis of 2006 CSF results in English and Mathematics also reveals student attainment above the expected level and that the Charter target related to Student Achievement has been reached, namely that *'all students achieve Level 6 Established in Year 10 Mathematics and English and 50% of students in Year 9 Mathematics and 75% of students in Year 9 English achieve above the expected CSF level.'*

In Year 9 Mathematics 95% of students achieved *Level 6 Established* and above in Measurement, Chance and Data and 86% in Structure, well exceeding the target of 50%. The improvement trend in Year 10 students' CSF results in Mathematics continued in 2006 with 100% of students achieving above the expected level. The school means in Measurement, Chance and Data, and in Structure, were above both our Like School Group and State means. Student progress in Mathematics over Years 9 and 10 was also indicated.

In English, school means in Reading, Writing, and Speaking and Listening were all higher than the Like School Group and schools statewide. All students achieved the expected level or above at the end of Year 10. There was, however, a slight reduction in the number of students who achieved above the expected level at Year 9. Unlike the previous two years, the Charter target of 75% was not achieved. Rather than raising concerns about student performance, this was more likely due to the new assessment procedures required by VELS in 2006. The faculty will therefore reintroduce moderation processes that enable teachers to discuss and compare students' grades.

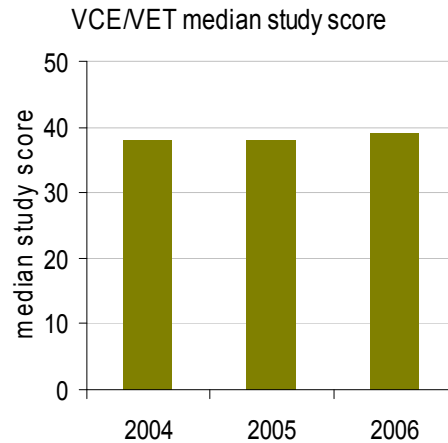
#### Student Achievement in VCE

The school's 2006 VCE students produced the best ever VCE results, making Mac.Robertson Girls' High the leading school in Victoria in terms of VCE performance for the fifth year in a row. The improvement trend for VCE results over the period of the Charter was reflected in all measures including the median VCE/VET study score which increased from 38 in 2004 and 2005 to 39 in 2006. (See Table –next page)





Other statistics reveal just how outstanding student VCE performance was in 2006. Almost half (43%) of study scores were 40 or higher, placing students in the top 8% of the state in those studies. This was the highest percentage since 2002 and compared most favourably with the Like School – 40% and the state – 6%. There were 28 perfect study scores of 50 (compared with 17 in 2005).

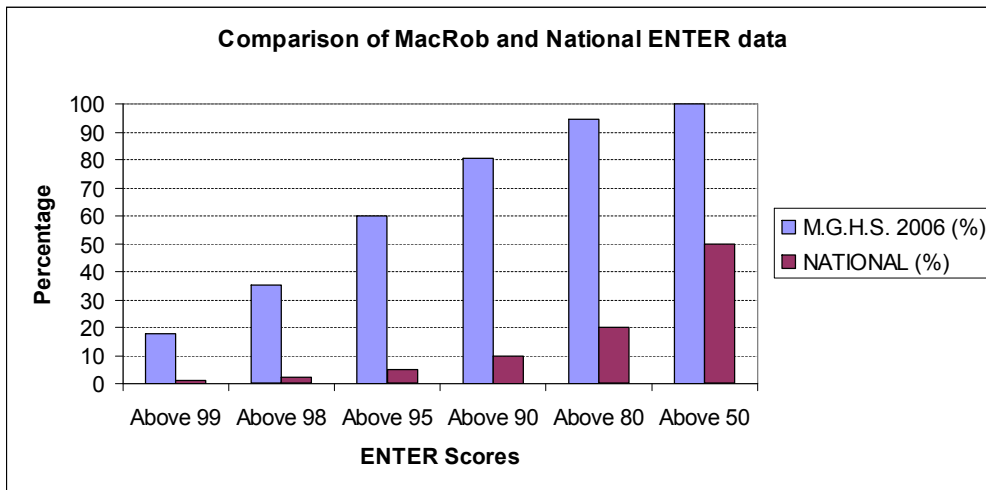


The mean scores in the 34 individual VCE studies offered at the school reveal high performance across the board in 2006 and a very pleasing improvement trend in most subjects over the past four years. In 18 of the 28 comparable studies students achieved a higher mean study score than the Like-School. There was significant improvement in student performance in Further Mathematics, Economics, History (Revolutions), History (Renaissance Italy) and Music Performance: Solo.

The grades students were awarded for both school assessed coursework and in examinations were also outstanding. Over half of students' grades were in the A+ range (52.7% compared with 48.6 in 2004).

Using the ENTER (Equivalent National Tertiary Entrance rank) as a measure, students continued to excel nationally. The average ENTER was 94.16 and the median ENTER was 96.55. 18% of Year 12 students received an ENTER of 99 or higher. Excellence is also reflected in the very high proportion (80.8%) of students who achieved an ENTER of above 90. This compared with 10% nationally. Four students achieved an ENTER of 99.90.

Evidence of students' sustained high performance in the VCE is provided by the graph and table below.

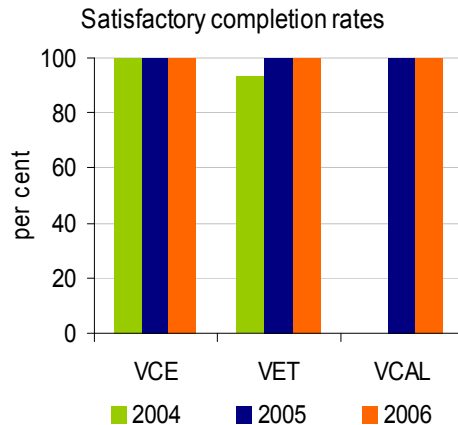


**A comparison of MacRob and National ENTERs – 2006 (and previous)**

ENTER	M.G.H.S. 2006 (%)	M.G.H.S. 2005 (%)	M.G.H.S. 2004 (%)	M.G.H.S. 2003 (%)	M.G.H.S. 2002 (%)	NATIONAL (%)
Above 99	18.0	13.4	17.9	12.0	17.0	1
Above 98	34.9	25.5	29.8	24.8	31.6	2
Above 95	60.0	47.4	59.1	50.8	58.9	5
Above 90	80.8	74.5	78.7	73.6	82.1	10
Above 80	94.5	90.7	92.8	91.6	96.0	20
Above 50	100	100	99.6	99.6	100	50
Average	94.2	92.4	93.4	92.3	94.1	
Median	96.55	94.65	95.95	95.00	95.90	

### VCE/VET/VCAL Satisfactory Completion Rate

There was a 100% satisfactory completion rate in all three school leaving qualifications in 2006. This consolidated the improvement in completion rates in 2005.



### VCAL

One student was enrolled in VCAL in 2006 and the excellence of her results was recognised by the award of an Australian Vocational Student Prize.

### VET

The overall number of students enrolled in VET in 2006 continued to decline but the results placed students above the 90<sup>th</sup> percentile in terms of achievement. The decline in VET enrolments could result from the increased number of VCE subjects and Middle School electives offered at the school better meeting student needs.

Students enrolled in VET in 2006		
VET Study	Units 1 and 2	Units 3 and 4
Broadcasting	3	
Community Recreation	1	
Hospitality	4	1
Music	2	
Clothing	10	4
Community Services	2	
Multimedia	1	4

### Certificates completed

Certificate 111 Concept Development for Clothing Products 4  
Certificate 11 in Community Services 2  
Certificate 11 in Hospitality Operations 1

## 2) Student Pathways and Transitions

The Charter goal related to student pathways and transitions recognises the need to equip students with the necessary skills and self confidence to make them independent, self regulating learners.

*'The development of an innovative approach to meeting the need to challenge all students across Years 9-12 and to address the needs of students entering the knowledge society.'*

With students entering the school at Year 9, there is the need to provide a transition program that supports their adjustment to the challenges and opportunities they will encounter at a select entry school. Important elements of the Year 9 transition program introduced during the period of the 2003-2006 Charter include the start of the school year being reorganised so that Year 9 students are the only students at the school on their first day. The 'Links' peer mentoring program continued to connect new Year 9 students with supportive Year 10 students. The Year 9 Traffic Education program has been revamped into a competition to engage students and give them greater responsibility for acquainting themselves with the traffic conditions and hazards in the area and adopting appropriate safe behaviours.

Student pathways and transition at Year 10 focused on introducing a new vocational guidance program, the Morrisby Report, into the Managed Individual Pathways (MIPS) Program. All students received a comprehensive profile of their individual ability structure and the implications this has for study and career choice. Parents were also invited to attend information evenings about the Morrisby Report results. By using this internationally recognized assessment instrument to identify their strengths and interests, students were empowered to make more informed choices about VCE and their post school pathways. An orientation program was delivered to all Year 10 students in preparation for their entry into VCE. This included

a Parent/Daughter Information evening and a VCE orientation week in November. All year 10 students were encouraged to undertake Work Experience in December.

Year 11 students attended an orientation program at the end of 2006 in preparation for their entry into Year 12. Earlier in the year, enhancement programs such as *Young Achievers* and motivational speakers provided students with opportunities to develop the meta-cognitive skills and social competencies needed in further education and future work contexts.

Several programs operated in the school to facilitate senior students' transition to tertiary education. These included the university enhancement program, a link program with the English Faculty at the University of Melbourne, guest speakers from a wide range of faculties at Victorian universities and participation in tertiary information and expo sessions run by TIS (the Tertiary Information Service) at the University of Melbourne. The importance of this tertiary orientation is emphasized by the 2006 Year 12 Exit destinations data with 99% of the 2006 Year 12 cohort receiving a first round offer of a university place.

### Destinations of 2006 Year 12 students leaving school compared with 2005 and 2004

<b>Destination</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>
Australian Catholic University	1	2	0
Deakin University	3	8	11
Charles Sturt University	1	1	0
La Trobe University	10	22	15
Monash University	74	83	71
RMIT University	8	21	9
Swinburne University	4	7	2
University of Melbourne	138	94	112
Victoria University	2	2	1
TAFE	1	3	1
ADFA –UNSW	3	0	1
Newcastle University	0	1	0
University of Tasmania	1	0	0
Bond University	2	0	0
Sydney University	1	1	0
Australian National University	1	1	7
Griffith (Queensland)	0	0	1
Murdoch (West Australia)	0	0	1
<b>Total</b>	<b>250</b>	<b>246</b>	<b>235</b>

#### **Courses**

Arts	54	50	25
Arts/Commerce	10	19	17
Arts/Science	7	3	5
Law	29	17	33
Science	38	22	29
Commerce/Science	3	3	8
Media, Communication, Journalism	6	13	0
Music	5	1	6
Art and Design	6	7	13
Commerce	25	21	27
Education	5	4	6
Architecture and Planning	5	7	9
Engineering	12	11	4
Information Technology	1	5	4
Health	44	57	37
Horticulture	0	0	1
<b>Total</b>	<b>250</b>	<b>246</b>	<b>232</b>

Two remaining students in 2006 -1 Fulltime employment - 1 working overseas. Total 252 students

**The Health category includes**

Medicine	14	17	13
Chinese medicine	0	1	0
Medical radiations	0	3	3
Pharmacy	12	13	5
Physiotherapy	5	10	10
Optometry	1	1	1
Oral Health	2	1	0
Dental Science	0	1	2
Nutrition	4	2	0
Veterinary Science	2	1	1
Health Sciences	0	1	0
Nursing	2	3	0
Occupational Therapy	1	1	0
Speech Therapy	1	3	1
Total	44	58	37

Significant changes in 2006 include a large increase in the number of students offered a place at the University of Melbourne (44 more than in 2005), an increase, since 2004, in the number of students electing to study single degree courses in Arts and Science and a decrease in the number enrolled in the Health and Media categories since 2005.

**Student Retention**

Real retention rates remained very high during 2006 and clearly above state benchmarks. The retention of Year 11 students into Year 12 was outstanding at 97.7% compared with the state median of 72.8%. Real retention is a measure of the 'holding power' of the school. It is a measure the percentage of students enrolled at the same school over a period of time.

**Student Real Retention Rates over period 2003 - 2006**

	School	Like School median	State median
Year 10 2003 – Year 11 2004	97.3	95.1	85.1
Year 10 2004 – Year 11 2005	99.1	97.1	85.2
Year 10 2005 - Year 11 2006	98.2	97.1	85.2
Year 11 2003 – Year 12 2004	N/A	88.7	72.2
Year 11 2004 – Year 12 2005	N/A	88.5	72.8
Year 11 2005 - Year 12 2006	97.7	88.5	72.8

**Student Exits**

The low number of students who exited during 2006 is indicative of the success of the transition program for new students at all levels, particularly at Year 9 and of the level of student and parent satisfaction with the school.

Of the four Year 9 students who left in 2006, two students went to a non-government school and one student to another government school closer to where she lived. One student is on a year long term exchange in Germany. Nine Year 10 students exited and this is only slightly higher than the Year 10 exit rate in 2005 (6) and 2004 (8). Seven students went to non-government schools, one to another government school and one student left the state. The two students who left in Year 11 both went to other government schools and the one Year 12 student who exited was not able to be contacted.

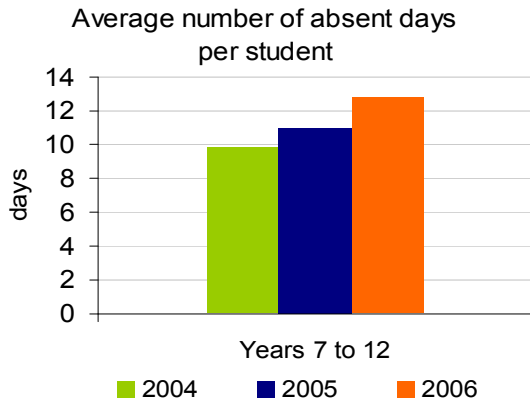
### 3) Student Engagement and Wellbeing

The school's Charter goals listed below took a holistic approach to student engagement and wellbeing, addressing environmental, curriculum and pastoral elements:

- *To ensure a safe, secure and caring environment for students.*
- *To provide programs/processes which foster personal growth, high levels of self esteem and empathy for others.*
- *To further improve teaching and learning facilities.*
- *To promote recognition of the school and of the students within the school and wider community.*
- *To provide curriculum and teaching and learning programs designed to engage, motivate, challenge and extend students at each year level.*



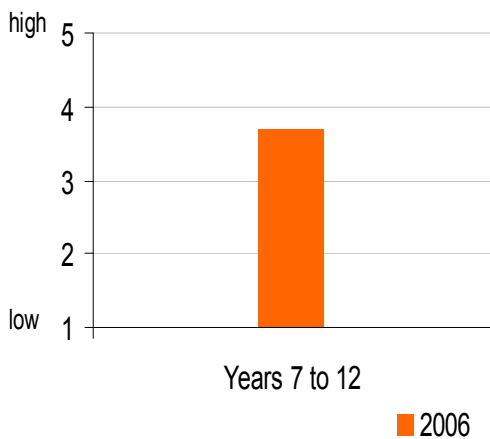
It was pleasing to note that feedback from students in the 2006 'Attitudes to School' survey, and as reflected by their attendance rates, was very positive.



Despite the increase in the average number of absent days per student in 2006, school attendance was still very high compared to state benchmarks. The main increase occurred at Years 10 and 12 as a result of a small number of students with chronic physical or mental illness. Due to the effective pastoral care provided by the sub schools and the school's student welfare personnel, these students were all identified early in the school year and supported and monitored as effectively as possible. They attended school when they were able.

The high levels of student connectedness to the school were clearly demonstrated in the 2006 *Attitudes to School Survey* where student responses in this section were in the excellent range compared to state secondary school benchmarks. Improvements aimed at optimising student participation and recognition contributed to increased student engagement and wellbeing. These included the introduction of half colours to acknowledge student contributions in Years 10 and 11 and an increase in the number of student leadership opportunities. The peer support program continued to grow with Year 12 and 10 students providing support and mentoring for younger students.

**Student connectedness to school**  
 (average score on scale of 1 to 5, where 5 is best possible score)



The mentor program run in partnership with Ardoch Education Foundation continued to support individual students. Provision included extra assistance with Mathematics, English and Science, mentoring in creative writing and leadership, and an extension program which enabled students to research and present on a topic of particular interest to them personally.

The co-curricular program continued to be a vibrant and defining feature of the school and students were able to participate in an extraordinary number of subject competitions and enhancement activities with very successful results. These were reported in the school newsletter and the school yearbook (*Pallas*), featured on the school website and celebrated at school assemblies.

Students' keen interest in philanthropy was highlighted by several new student initiated programs. These provided opportunities for students to contribute actively to the community. They included the *Girls in Volunteering* activity group which organised for students to undertake volunteer work in community organisations such as the Brotherhood of St Laurence and to fundraise for the Good Friday Appeal. Students also organised school involvement in the Red Cross Blood Ambassadors Program. The *Youth in Philanthropy* group made an extraordinary fundraising effort for the Lord Mayors fund, including \$3000 from the Trivia Night they organised at the school.

Several new subjects were introduced in 2006 in response to identified student interest and needs. These included the Duke of Edinburgh Award, Sport Science, Music Technology and International Studies

Noticeable improvements to the school's buildings and facilities included roof rectification work on the deck area of the Kings Way building, the tendering and commencement of work on a major upgrade of the toilets, improvements to the sound system in the Hall, the rolling upgrade of computer facilities and the further development of intranet as a more extensive resource base to support the school learning program.

## Future Directions

In 2007 the school is undertaking self evaluation and review of its progress and achievements over the past four years. Professor Brian Caldwell will act as a 'critical friend' and guide the school community in using this review to develop new Strategic Plan which will set the school's direction for the next 5 years.

Several initiatives related to the 2003-2006 Charter will be introduced in 2007, with the aim of increasing school capacity to foster independent learning and improve students' self confidence as learners. These include the Year 9 Individual Project and the introduction of student portfolios. Other new subjects for 2007 include Year 10 Robotics, a VCE unit of Physics as a Year 10 elective, Units 3&4 Health and Human Development and Units 3&4 Music Performance Group.

International connections will continue to enhance student learning across the curriculum. Study trips to Japan and a new exchange program with Shinwa High School in Kobe near Kyoto, will be offered for students studying Japanese. A Music study trip to England and the opportunity for Science students to participate in a problem solving competition at the National Junior College in Singapore are other exciting new initiatives. Planning is also underway for a History-Revolutions tour to Paris and St. Petersburg.

A major focus will be the full implementation of the Victorian Essential Learning Standards (VELS) and the new report cards. Time was assigned at the end of 2006 for all faculties to align courses and teaching and learning strategies with VELS. New report writing software will be adopted in order to assess and report student progress against the standards in the three VELS strands – Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning. VELS will place a greater emphasis on interrelating learning across the curriculum and on the underlying competencies that enable successful learning and transition to the world beyond school, such as effective thinking and communication skills. The VELS Civics and Citizenship Domain will also enable greater recognition of student achievement in programs with links to the wider community, such as the school social service program and the student volunteer program.

The school will continue to update its ICT resources in order to enhance the learning and problem solving capacity of students and to enable multimodal presentation and development of ideas and solutions. A successful application to the Commonwealth's 'Investing in our Schools' fund will provide \$69,000 to purchase and install electronic whiteboards, ceiling mounted projectors and touch control panels. This will be augmented by an additional \$150,000 grant from School Council to enable a total of 19 boards to be provided.

Buildings and grounds will continue to be a priority with a major review of facilities planned for 2007 encompassing staff accommodation, staged repainting work for the exteriors and interiors of all buildings, improved ventilation in the Gym area and the improvement of energy efficiency in terms of water and power usage. Application will be made for a Community Water Grant to the value of \$50,000 for the installation of 3X22,000 litre tanks to collect rainfall from the roofs of the two Lakeside buildings. The appointment of a Facilities Manager will enable the school to address day by day maintenance and repairs more immediately and effectively.

In response to teacher workload concerns, the school meeting schedule was reviewed in 2006. In 2007, a new meeting schedule will aim to ensure more effective professional interaction for curriculum development and sharing of pedagogy. This will also contribute to the development of the school's Performance and Development Culture as the school works towards accreditation in line with DE&T requirements.

The government's plan to establish two new select entry schools has already led to the school participating even more actively in system wide debate and to a more collaborative approach to provision. The government is utilising the experience and expertise of the existing selective schools and their Principals to establish the proposed new schools, particularly with reference to student selection. There will certainly be the potential for ongoing sharing of expertise and good practice.

A collegiate approach to professional development will be fostered by the Merging Minds cluster with financial support available for teams, composed of teachers from two or more member schools, to undertake curriculum projects.

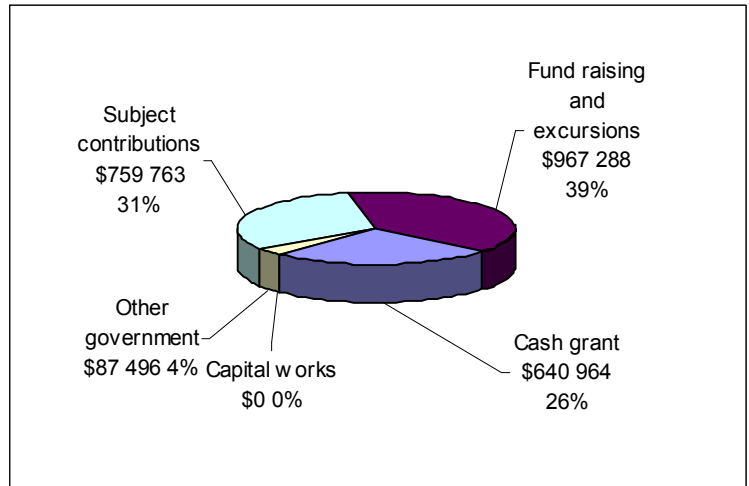
## Financial Performance

In 2006 the school successfully achieved its goal to budget and monitor expenditure of funds to ensure that school curriculum, environment and management goals were achieved

### RECEIPTS

This school received \$2,455,511 in funding. This consisted of the following:

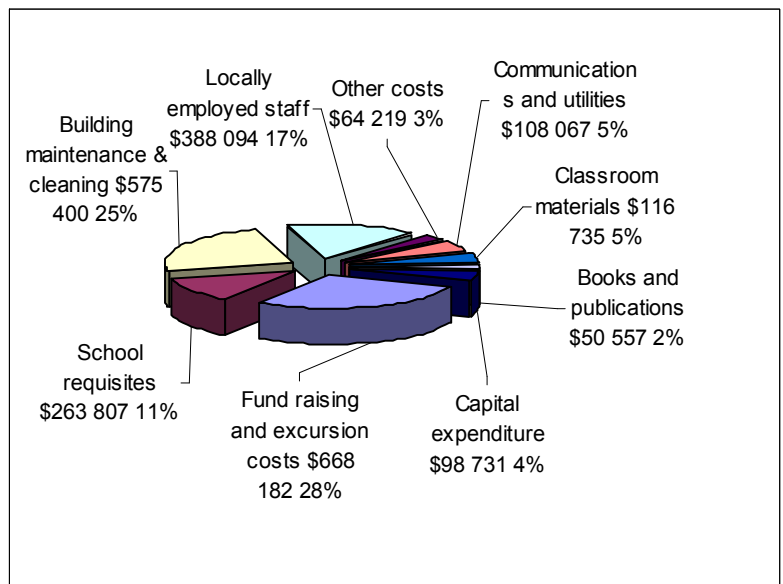
<b>Government provided funds:</b>	
Cash grant	\$640 964
Capital works	\$0
Other government	\$87 496
	\$728 460
<b>Locally raised funds:</b>	
Subject contributions	\$759 763
Fund raising and excursions	\$967 288
	\$1 727 051
<b>Grand total</b>	<b>\$ 2 455 511</b>



### EXPENDITURE

The school's expenditure in 2006 was as follows:

Fund raising and excursion costs	\$668,182
School requisites	\$263,807
Building maintenance & cleaning	\$575,400
Locally employed staff	\$388,094
Other costs	\$64,219
Communications and utilities	\$108,067
Classroom materials	\$116,735
Books and publications	\$50,557
Capital expenditure	\$98,731
<b>Grand total</b>	<b>\$2,333,792</b>



## School Contact Information

Address:	350 - 370 Kings Way Melbourne Victoria 3004
Principal:	Ms Jane Garvey
School Council President:	Dr Adrian Jones
Telephone:	9820 0788
Email:	office@macrob.vic.edu.au
Web site:	www.macrob.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school.

