

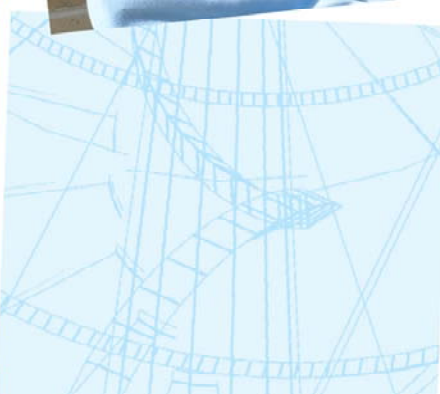
2009 Annual Report to the School Community

Maroondah Secondary College

School Number: 8017



Every
child,
every
opportunity



Maroondah Secondary College

Maroondah Secondary College is a medium size secondary college located in the outer eastern suburbs, in the Maroondah Network of schools. As part of the Maroondah Education Coalition we have been proactive in developing an educational strategy to prepare our students for the rigours of the careers in the twenty first century. Our quality programs are designed to cater for the individual needs of a diverse range of students.

Enrolments have remained relatively constant over the past years, but the cultural makeup of the cohort has changed as a consequence of increased refugees in the LGA. This has resulted in the development of a strong ESL and bridging program at the school. The school has 38.7 equivalent full time staff, 2 Principal Class and 14.81 Educational Support staff.

We deliver an effective and high quality Integrated program from Year 7-9 to enhance and personalise learning, addressing issues of student engagement and low aspirations within the college.

Parents are encouraged to become involved in the education of their children; this continues to be a focus and will be explored more fully through the integrated teaching programs. There is a growing partnership developing with business through the sustainable foods and healthy eating program currently in progress.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Although within the middle 60% of Victorian government schools for all school assessments our performance is lower than other schools on adjusted school performance. As a result of data analysis, we have used the RATL program, and we have focussed on literacy and numeracy supported by Network Coaches working with all staff. Whilst in the lower range of the 60% of Government schools for VCE results the number of students with study scores above 40 has grown by 2%. A change of leadership structure is providing curriculum support to the teachers at Junior, Middle and Senior levels. At each level data has been used to enable educational discussion focussing on building teacher capacity, improving student aspirations, expectations and learning outcomes. Development of a project based learning pedagogy at Years 7 and 8 have resulted in strong NAPAN results. All Program for Students with a Disability students demonstrated progress at satisfactory or above with respect to their individual goals.</p>	<p>In 2009 we commenced programs to address known concerns as indicated by the “lower” category in this data set. We have used our Secondary Teaching Assistant innovatively to engage students, and run a variety of programs involving disengaged students, reconnecting them with more purposeful study and routine. We initiated a mentor program to build relationships between staff, parents and students using a restorative practice model. Student management structures were changed to provide a closer relationship between student welfare and student management. An attendance hotline is in operation. Staff have been trained in restorative justice practices to support relationship development through the mentor program Curriculum Leaders work to address the academic needs of students falling into the “at risk” category and where there are attendance issues. Strong school and home connection is in operation for these students Data shows a strong connectedness for students in the Integrated learning programs within the school</p>	<p>Maroondah is very proud of its top 20% performance in this category. An outstanding retention rate is a reflection of the work undertaken related to “at risk” students. Every opportunity is pursued on behalf on our student to ensure successful completion of post compulsory studies. Offering VCE, VCAL and VET we use our Managed Individual Pathways coordinator effectively to link with outside programs and to counsel students forward into educational options. Where possible and appropriate we use work experience to assist decision making.</p> <p>Involvement in 2009 with the Beacon Foundation has commenced a pathways program for Yr 10 students which should build knowledge and aspirations for their future. Extensive follow-up of Yr 11&12 students by subject teachers, mentors and curriculum leaders has resulted in “at risk” students receiving timely support .of an ongoing nature.</p> <p>Assistance has also been arranged through the Migrant Information Centre to support Refugee students with counselling and ongoing careers direction across all levels of the school, but especially in the senior years</p>

For more detailed information regarding our school please visit our website at
www.maroondahsc.vic.edu.au
or view our 2008 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



Maroondah Secondary College

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

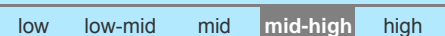


- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language






- 525 students (284 female, 241 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



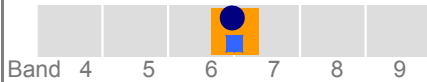
5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Results: Reading 2009



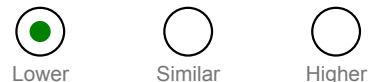
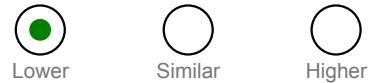
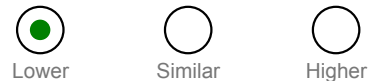
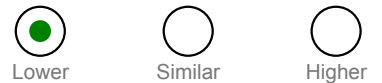
Results: Reading 2008 - 2009 (2-year average)






Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



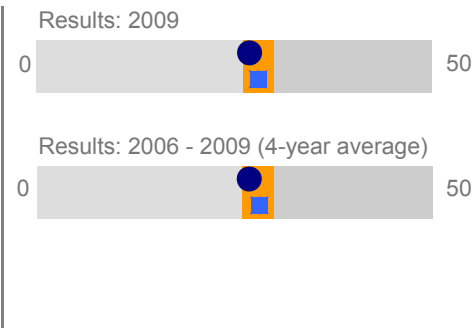
How this school compares to all Victorian government schools

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

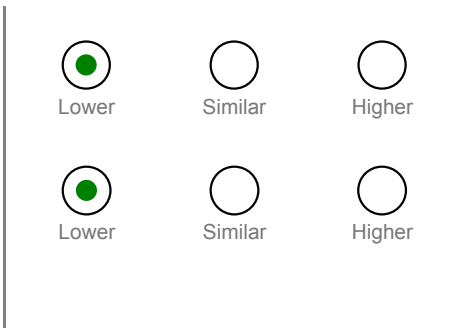
Student Learning

7. 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.

Student Outcomes



School Comparison

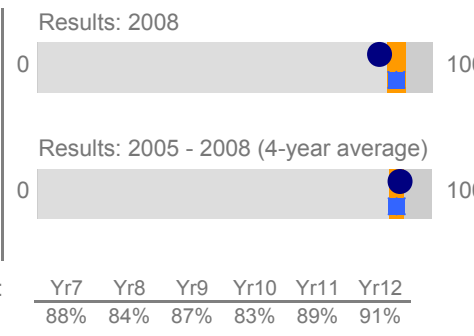


Percent of students in 2009 who satisfactorily completed their VCE: 97%
 Percent of Year 12 students in 2009 undertaking at least one Vocational Education and Training (VET) unit of competence: 31%
 Percent of VET units of competence satisfactorily completed in 2009: 74%
 Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2009: 86%

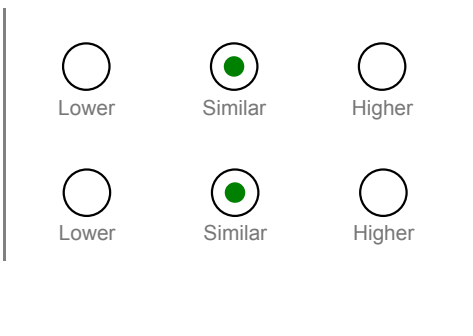
Student Engagement and Wellbeing

8. Student attendance
 Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.
 Average 2008 attendance rate by year level:

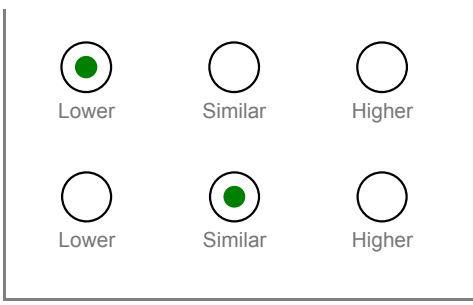
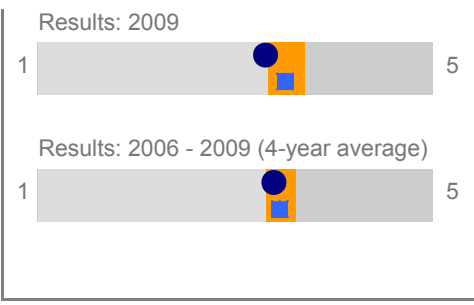
Student Outcomes



School Comparison



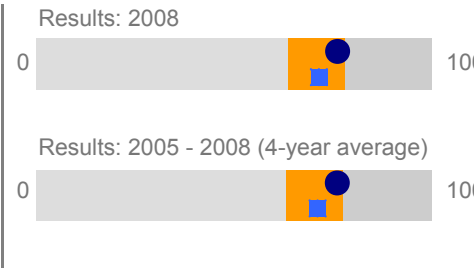
9. Student attitudes to school
 Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



Student Pathways and Transitions

10. Student retention
 Percentage of Year 7 students who remain at the school through to Year 10.

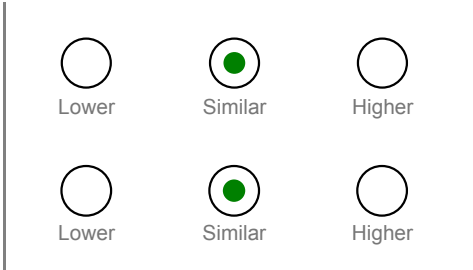
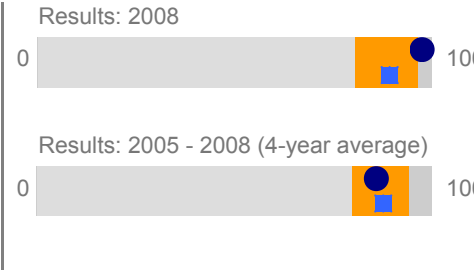
Student Outcomes



School Comparison



11. Students exiting to further studies and full-time employment
 Percentage of students from Years 10 to 12 going on to further studies or full-time employment.



How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

Government School Performance Summary 2009

ABC Secondary College

How this school compares to all Victorian government schools

Key: Range of results for the middle 60% of Victorian government schools. **Result for this school:** Median of all Victorian government schools.

Overall Measure

- 1. Student Learning**
Comparing teacher assessments from the Victorian Essential Learning Standards (VELS) to the results from the National Assessment Program - Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).
- 2. Student Engagement and Wellbeing**
Comparing student attendance rates and results from the annual student attitude at school survey.
- 3. Student Pathways and Transitions**
Comparing the number of students continuing at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

School Profile

Average level of parental satisfaction with the school, as derived from the annual Parent Confidence Survey. The score is reported as a scale of 1 to 7, where 7 is the highest possible score.

Quintile socio-economic profile: low, below-average, middle, above-average, high.

Proportion of students with English as a second language: low, below-average, middle, above-average, high.

Based on the school's Student Profile Occupation Index which takes into account parental occupations.

424 students (284 female, 240 males) were enrolled at this school in 2009.

For more information regarding this school, please visit: www.vic.gov.au/school

ABC Secondary College

How this school compares to all Victorian government schools

Key: Range of results for the middle 60% of Victorian government schools. **Result for this school:** Median of all Victorian government schools.

Student Learning

Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting and that their learning is on track.

Student Outcomes

Results: English and Mathematics 2009
Results: English and Mathematics 2009-2009 (7-year average)

Results: All other subjects 2009
Results: All other subjects 2009-2009 (7-year average)

School Comparison

Lower Similar Higher

& NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the national benchmark is Band 6.

Results: Reading 2009
Results: Reading 2009-2009 (7-year average)

Results: Numeracy 2009
Results: Numeracy 2009-2009 (7-year average)

& NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the national benchmark is Band 8.

Results: Reading 2009
Results: Reading 2009-2009 (7-year average)

Results: Numeracy 2009
Results: Numeracy 2009-2009 (7-year average)

Being the first year of secondary school, Year 9 NAPLAN is not used for the School Comparison.

2009 Government School Performance Summary

ABC Secondary College

Key: Range of results for the middle 60% of Victorian government schools. **Result for this school:** Median of all Victorian government schools.

Student Learning

Our school is proud that our students perform above the Victorian average in school learning.

This level of performance is above the national average, given the background and characteristics of our students.

Our students are performing higher than expected on national reading and numeracy tests, as well as VCE.

Improvement in literacy continues as a priority in 2010 as the introduction of a Literacy Coach and Literacy Coordinator within the Year 9 program.

Student learning will be further supported by:

- Developing whole school literacy strategies.
- Implementing a rigorous, imaginative model of curriculum, particularly for Years 8 and 9.

Student Engagement and Wellbeing

Our students have a good understanding of their own learning and are able to take responsibility for their own learning.

Our academic engagement of student and sense of belonging is at a higher level than that of other schools.

The complete revision of discipline strategies has enabled a consistent approach which combines the development of a positive school culture of engagement with the development of a strong sense of responsibility to the school.

Student engagement and wellbeing will be further supported through the following actions:

- Strategies to improve staff student relationships.
- Recognition and encouragement of student leadership and student voice.

Student Pathways and Transitions

Our ability to assist students to the 10 is slightly below other Victorian secondary schools.

The number of students willing to further studies and full-time employment are above the result for other schools.

The establishment of our Out of School Care program has been successful in providing a safe and secure environment for students during school holidays and weekends.

Student pathways and transitions will be further supported through the following actions:

- Further development of our Out of School Care for re-engaging students.
- Comprehensive use of Managed Individual Pathways for all Year 10, 11 and 12 students.

For more detailed information regarding our school please visit our website at www.vic.gov.au/school or contact our school through Figure Out at figureout.vic.gov.au

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

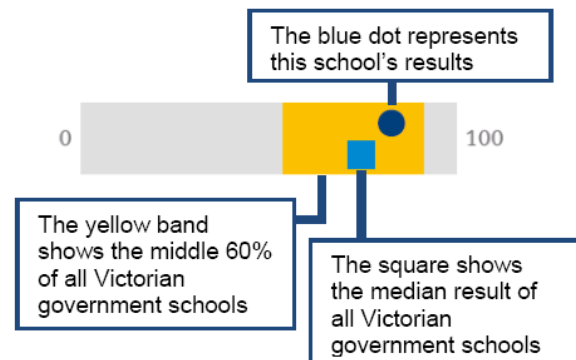
What are student outcomes?

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

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

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



What is a *School Comparison*?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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

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

www.education.vic.gov.au/aboutschool/

School Comparison



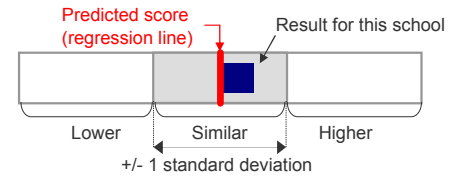
What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Legend:
 Result for this school: ●
 Results for the middle 60% of gov schools: ■
 Median of all Victorian government schools: ■



Teacher assessment against VELS

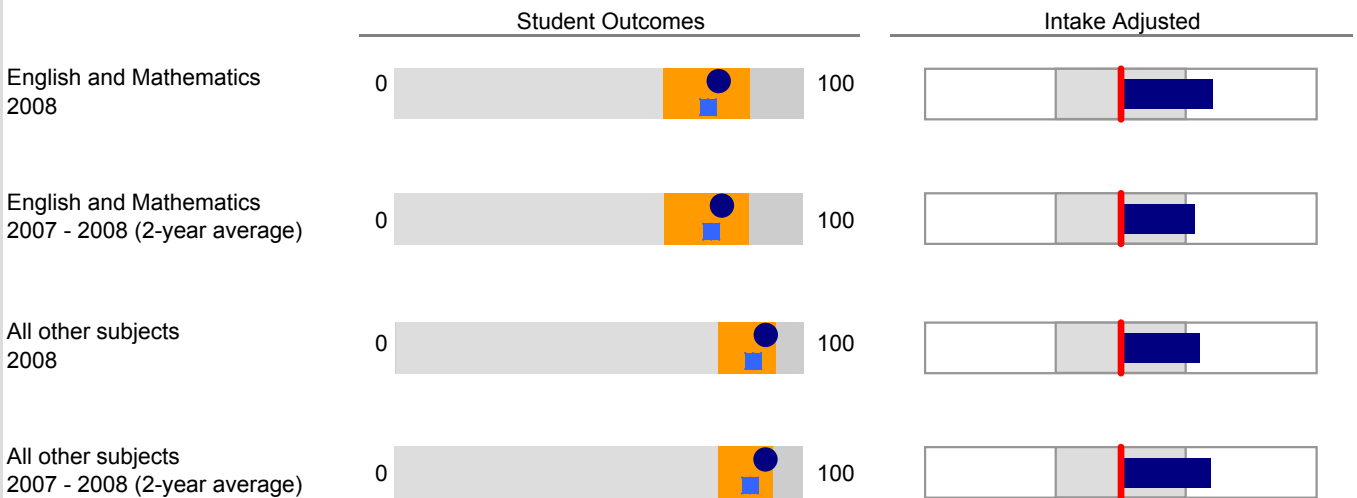
Data is shown for domains: ● English and Mathematics
 ● All other subjects

Student outcomes are shown in terms of the percentage of students in Years 7-10 with a grade of C or above.

Intake adjusted data is shown on a scale developed specifically for regression analysis. This scale is described in the publication 'Measuring Performance Fairly'.

The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results).

STUDENT LEARNING

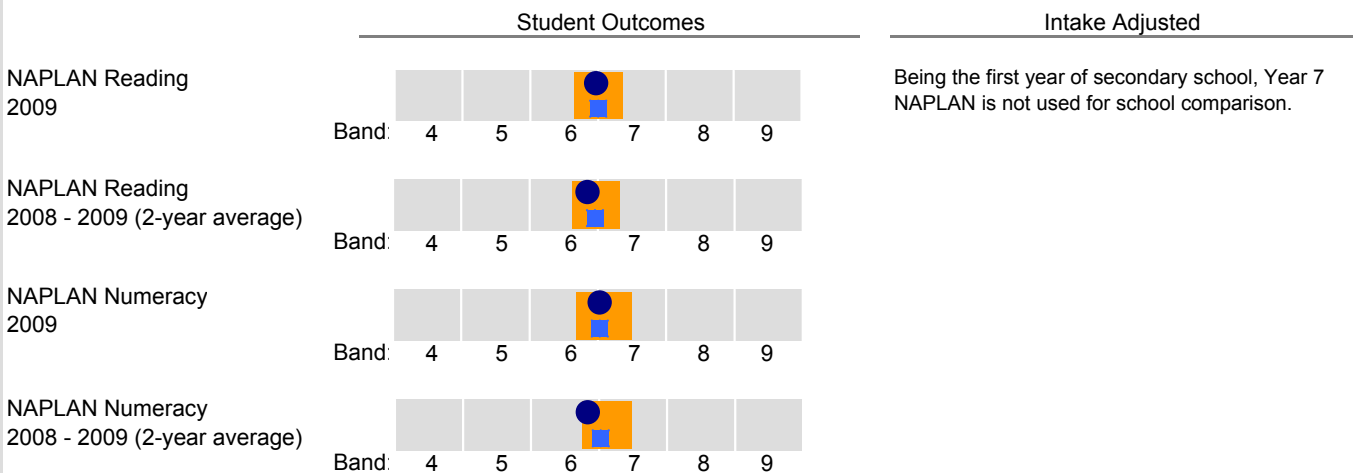


NAPLAN Year 7

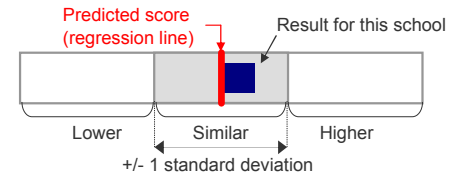
Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 7, the National Minimum Standard is at Band 5

Student outcomes are shown in terms of average NAPBAND scores.

STUDENT LEARNING



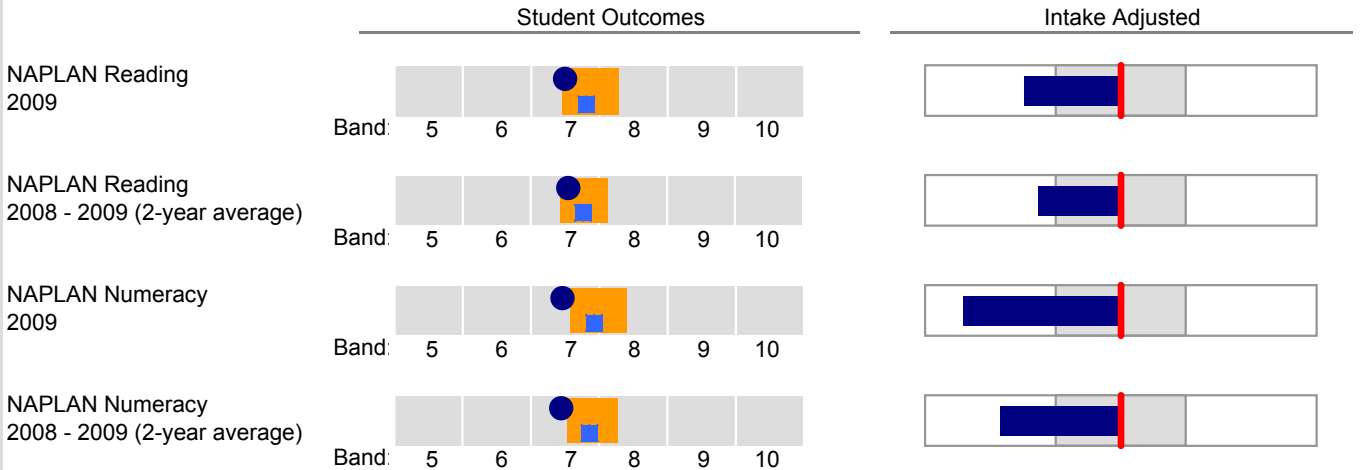
Legend: Result for this school: ●
Results for the middle 60% of gov schools: ■
Median of all Victorian government schools: ■



NAPLAN Year 9

Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 9, the National Minimum Standard is at Band 6. Student outcomes are shown in terms of average NAPBAND scores. Adjusted data is calculated using average NAPLAN scale scores. The academic composition measure used for intake adjusted analysis is Year 7 NAPLAN (Reading and Numeracy results).

STUDENT LEARNING

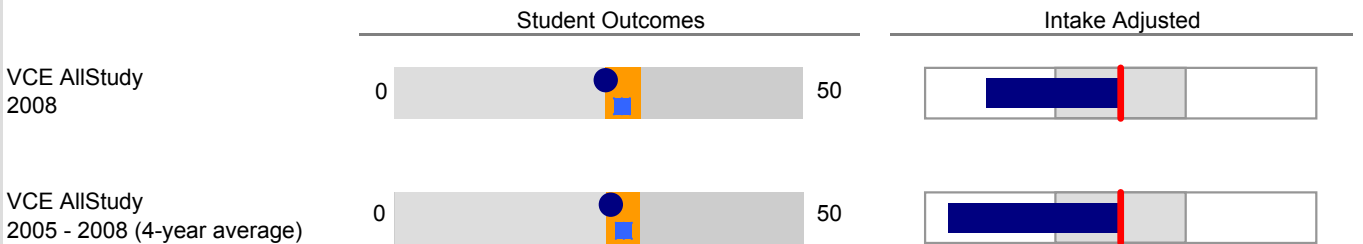


VCE

Mean study score of all VCE subjects undertaken by students of 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 academic composition measure used for intake adjusted analysis is Year 7 AIM (average literacy and numeracy results).

STUDENT LEARNING



Student attendance

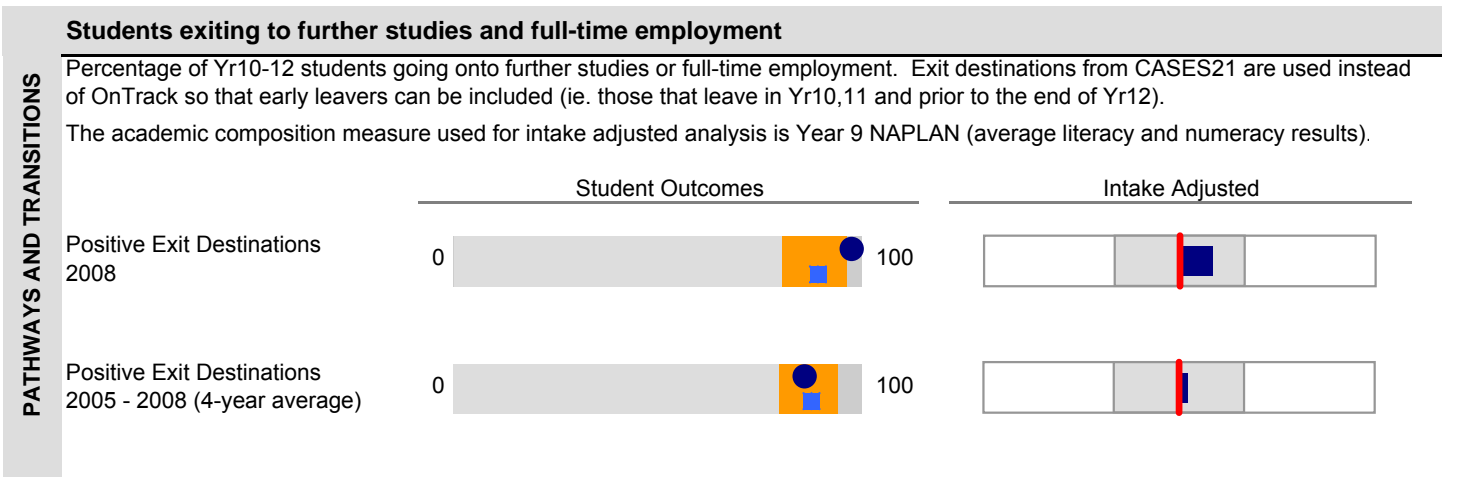
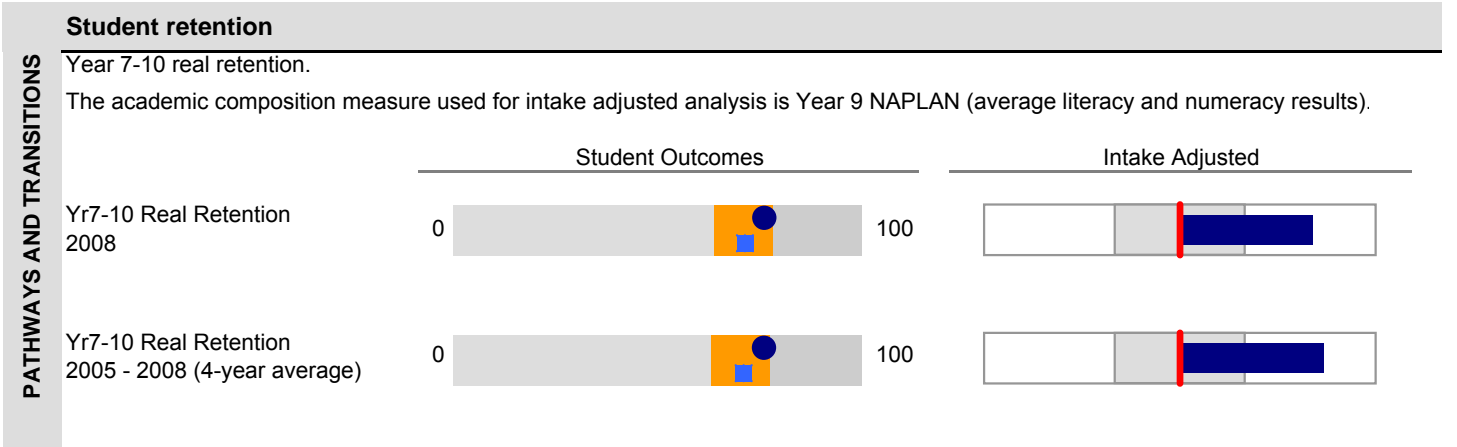
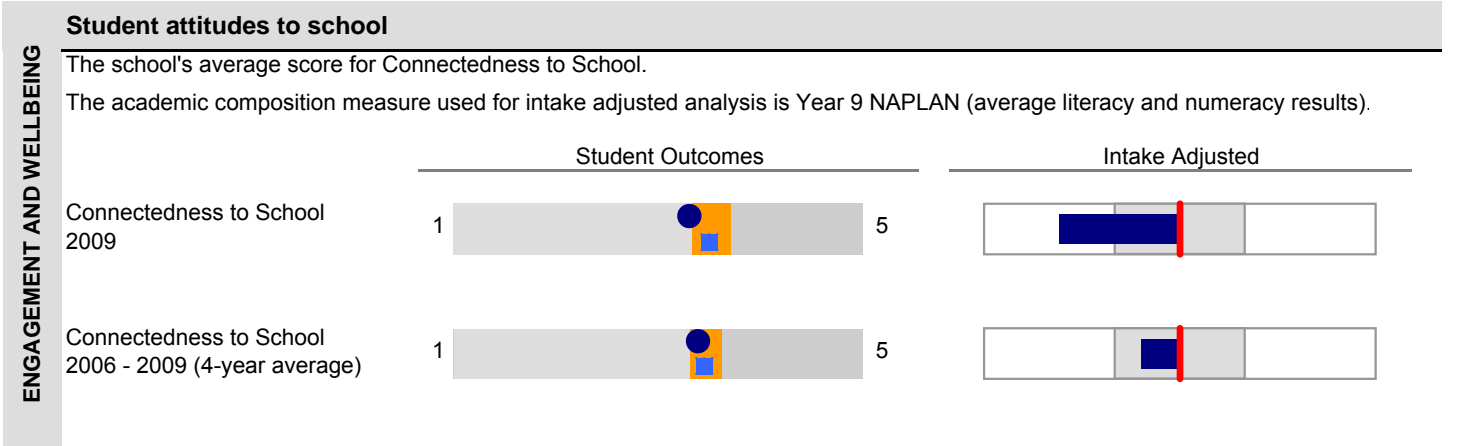
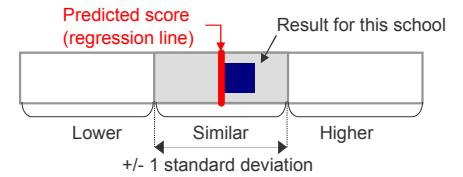
Average student attendance rate.

The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results).

ENGAGEMENT AND WELLBEING



Legend: Result for this school: ●
Results for the middle 60% of gov schools: ■
Median of all Victorian government schools: ■



INTAKE MEASURES

A range of data is used to describe the background characteristics of student populations. To get the most meaningful and useful information from the intake adjusted school performance measures, we need to adjust for the characteristics of the school that make the biggest difference to the outcomes we're interested in.

The following intake measures were used in the Intake Adjusted analysis.

School Characteristic Intake Measures

School Type:	Yr7-12 school
Rurality:	Capital City
SFO	2008: 0.52 2005-2008 average: 0.49
Percent Female	2009: 54.1% 2006-2009 average: 52.9%

The remaining school characteristic intake measures were constructed as categorical variables to account for their non-normal or uneven distribution across schools. For example, the percentage of Indigenous student enrolments in most Victorian government schools is very small, but is quite substantial in a small group of schools. Due to this uneven distribution, school values for Indigenous enrolments were divided into six categories (0%, 0-1%, 1-2%, 2-5%, 5-10% and greater than 10%). In this way, the variable becomes categorical. The school's Indigenous enrolment category is then used in the Intake Adjusted analysis.

Table 1 below sets out how each of the categorical variables was constructed. Each of the categories are shown from left to right against each variable for both the latest year and over the four-year aggregate period. The category that your school's data falls within is highlighted in a darker grey.

Table 1: Table of categories (this school's category highlighted)

Total Enrolment (Feb)	2009: 525.0 2006-2009 average: 552.7	<=110	>110, <=300	>300, <=650	>650, <=1100	>1100
Indigenous Enrolment	2008: 1.5% 2005-2008 average: 1.5%	=0%	>0%, <=1%	>1%, <=2%	>2%, <=5%	>5%, <=10% >10%
ESL Enrolment	2008: 10.1% 2005-2008 average: 6.1%	=0%	>0%, <=5%	>5%, <=25%	>25%	
PSD Enrolment	2009: 3.2% 2006-2009 average: 2.5%	<=1%	>1%, <=2%	>2%, <=4%	>4%, <=8%	>8%
Refugee Enrolment	2008: 6.3% 2005-2008 average: 4.2%	=0%	>0%, <=5%	>5%		
Mobility Enrolment*	2008: 6.5% 2005-2008 average: 5.1%	<=5%	>5%, <=10%	>10%, <=20%	>20%	

*Note: Mobility is used as an intake measure for Real Retention only.

Academic Composition Intake Measures

The intake measures used to adjust for academic composition are different for most measures. Previous pages of this report outline the academic composition data used for each outcome measure.

Detailed information on how the academic composition measures are derived can be found in the publication 'Measuring Performance Fairly'.

For the source of the academic composition data, please refer to your School Level Report.