2018 Annual Report to The School Community

School Name: Mount Erin Secondary College (7028)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2019 at 04:50 PM by Karen Lee (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2019 at 08:19 PM by Jenny Ballard (School Council President)

About Our School

School context

Mount Erin College is a mid-sized school of 930 students, located in Frankston South, on a beautiful 15 hectare bushland setting. Learning is our priority and we are dedicated to the success of every child. Teaching staff are skilled and innovative professionals focused on teaching and learning. There is a good balance of experienced and beginning teachers. They work hard to support every student to reach their potential; and to build those critical personal attributes of motivation, confidence, self-belief and resilience. Our teachers prepare students for the challenges of a rapidly changing world building opportunities for collaborative work and problem solving while encouraging curiosity, independence and reflection.

We are a school that sets high expectations for our students and our staff. The strength of the relationships between students, teachers and parents is highly valued and makes Mount Erin College stand out. Students are encouraged and supported to take risks in their learning, to strive for excellence and to achieve beyond their goals. We have a very clear vision for education and a set of values that reflect our belief that students can aspire. Our ASPIRE values: Adaptability, Social Awareness, Personal Best, Integrity and Excellence underpin all we do and create an inclusive learning environment, vital to maintaining this positive school culture.

Our 2015 Building project provide state of the art facilities across a wide range of specialist areas including, Science, IT, Art, Design and Technology. The architectural design has been informed by the latest in educational research on best practice in teaching and learning. Technology underpins the learning in all areas and the augmented sound system ensures our Deaf and Hard of Hearing students are well supported.

Mount Erin College offers a wide range of programs to cater for diverse student interests and passions. This includes a SEAL (Select Entry Accelerated Entry) Program; a comprehensive Sport program including the Sports Academy for high achieving athletes; an Arts Academy for students who are passionate about the performing and visual arts, and rich and comprehensive range of subjects and electives across the middle and senior years. We offer a wide-ranging VCE program and encourage highly able Year 12 students to undertake an Enhancement Study at university to extend their learning. Our students continue to achieve excellent VCE results and are able to take advantage of the many well established partnerships with Universities that enable access to many exciting tertiary pathways.

The College has a dynamic Arts program, offering drama, instrumental music and voice, and a College choir – One Note. Students have the opportunity to get involved in the College Production each year, to further build their performance skills and confidence. With an extensive camps program of local, interstate and international destinations open to our families; a sister school in Indonesia; an active Student Leadership Program; it is a rich and supportive learning community.

Mount Erin College provides individualized support for Deaf and hearing impaired students in mainstream classes across all year levels. Staff in our Deaf Education Centre work closely with classroom teachers to provide an inclusive program for students across all year levels. We are the only government school in the South Eastern region that provides support for these student by highly trained staff.

The College has established outstanding community links with the Village Baxter and Peninsula Health providing many enriching opportunities for our students including community service and building pathways opportunities. MESEM, our student leadership program, supports a wide range of charities through fundraising and activities throughout the year. We value this highly as our vision of success for young people involves them being actively involved in understanding and shaping their communities.

Framework for Improving Student Outcomes (FISO)

In 2018, the College focused on Building Practice Excellence and Professional Leadership. Significant professional development was undertaken to develop an agreed, school wide instructional model to bring a best practice approach to every classroom and have a consistent language and expectation for all students. Working with Educational Consultant, Chris Harte, professional learning was focused on the IM and on building teacher capacity to implement HITS in their classroom. A HITS Team was established to guide this work. Fully

documented curriculum, Peer observations and feedback to and from students were key actions in 2018. The second FISO initiative was Building Professional Leadership. We instituted a one to one coaching program to support members of the leadership team and others who nominated to participate in the program. Feedback on the support and value of the coaching was very positive. This has meant that teachers have felt well supported as we continue to strive for improved classroom practice. The impact of this work has been seen in the positive Staff Opinion Survey in regard to educational leadership.

Achievement

Our VCE students have improved the median score in 2018 and have moved ahead of the State average. This has been the result of focusing on consistent practice and expectations. All VCE staff have been involved in one on one data conversations and have under taken PL to ensure they are providing targeted and useful feedback for students. The greater use of Edrolo as an on-line resource for students across most domains in Years 11 and 12 has proven highly valuable.

NAPLAN results in Literacy -Reading at Year 9, indicate there has been an increase in the number of students with medium and high growth. The number of students in the top 3 bands has also increased and is above the State median. Explicit strategies put in place across Years 7 -10, including the Reading Plus Program have had a positive impact. The NAPLAN Numeracy Data for Year 9 indicates significant work remains to stretch and challenge students in both high achievement and the relative gain over Years 7 -9. The review of student learning data and our Mathematics curriculum began in 2018 and will continue in 2019. The decision to move away from Math Pathways was made as the expected learning gains were not sufficient. Significant work has been undertaken to differentiate the curriculum in Mathematics to meet the range of learning abilities across Years 7 -10. Providing greater challenge for able students will be a goal for 2019 to increase the achievement levels and the relative gain for students.

Establishing an agreed Instructional Model over 2018 and ensuring staff are confident with implementing it, has been a successful goal. Having consistent language and approaches across every classroom will benefit all students and will focus on the learning environment. This work will continue in 2019. Developing a planned professional Learning schedule to work with all classroom teachers,

having all staff include numeracy and literacy goals in their PDP plans is building an understanding of the importance of these skills as fundamental to success in all domains.

Establishing a coaching program to support the leaders in the school to drive the college goals has been highly successful. Building the confidence and capacity of these individuals to work more closely with and within their teams is vital to improving teaching and learning practices in the College.

Engagement

Significant work was undertaken in 2018 in regard to lifting our student absence rate. While our average of 24.1 days is similar to the State median, our data has been impacted upon by a significant number of school refusers and long term absentees. We undertook a complete review of our processes and responsibilities and have increased communication with families. Changes to Compass has meant students are flagged after 3 successive days absence and follow up with families happens early. The level of unexplained absence has decreased and we have worked more closely and proactively with school refusers with referrals to our careers and pathways staff, to support agencies such as Navigator and alternative settings such as Oakwood. The review and refinement of the Progress Committee as a way of identifying and working with students who are falling below the attendance expectation has meant greater supports are put in place. Across all year levels ASPIRE Evenings were held with students and families to celebrate and acknowledge those students with high attendance and link that to their performance goals.

Having students involved in the review of the middle years curriculum has led to higher levels of engagement and satisfaction with the offerings for 2019.

With over 90% of student exits from Years 10 -12 going on to full time study or full time work, this is very close to the State median and reflects the solid work of our Careers and Year Level teams in promoting careers and pathways support.

Our retention rate from Year 7 -9 is slightly above the State median, at 75.3%. This is something we continue to

work on.

Wellbeing

The 2018 Attitude To School Survey indicted sense of connectedness to school was slightly down on the previous year, but still similar to like schools. Unpacking this data with student focus groups has been an important step. We are hopeful that student input into the curriculum review of offerings and electives at Year 9 and Year 10, will see improvement in the 2019 data. Significant concerns around mental health and resilience have led us to integrate programs that support students to address these issues. Working with Headspace and the Primary Care Health Network, will support this work through the iASPIRE program. The 2018 College Captains were determined to establish a student led group that will have greater input into teaching and learning program across the school, including wellbeing. They have worked with staff to develop a student survey that will give feedback to teachers about their learning. This will be implemented across all classes in 2019. The ATSS data on Bullying and provision of a safe learning environment was slightly above the State Mean and similar to like schools. This remains a priority for us as we work to incorporate the relevant elements of the Respectful Relationships Program. 2018 saw the review of our Bullying Prevention Policy and the Student Engagement and Wellbeing Policy to ensure we are providing a safe and inclusive learning environment. 2018 saw the establishment of the Mount Erin Diversity Group, providing support to students under the banner of inclusive practices.

Financial performance and position

The College has worked hard to manage the SRP efficiently and finished 2018 in surplus. The retirement of a number of top of range teachers and a number of promotions, has enabled a more balanced staffing profile with an increase in the number of graduates and Range 1 teachers. After extensive consultation with both staff and students, we have reviewed the number of electives offered through the middle years and have focused the offerings more closely to the domain curriculum. This has more effectively supported students as they move into the senior years with preparatory work undertaken across the middle years. We have been able to run full classes across most year levels in the school. With careful planning the loads for staff who went on family leave have been able to be absorbed without requiring replacements. Equity funding has enabled Language Enhancement classes to run in Years 7 & 8 to support students whose literacy levels were well below the expected levels. This funding has also supported increased resources such as computer banks for students who do not have their own devices.

For more detailed information regarding our school please visit our website at
https://mounterin.vic.edu.au/

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 927 students were enrolled at this school in 2018, 425 female and 502 male.

2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).
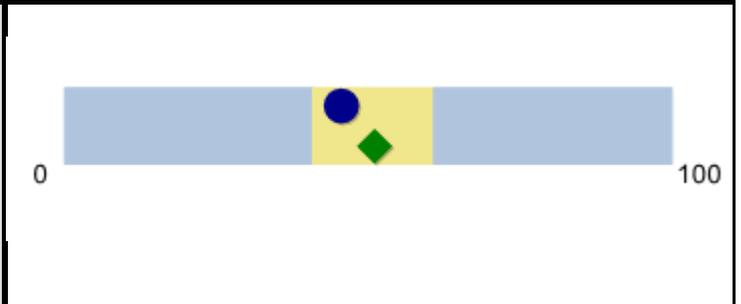
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
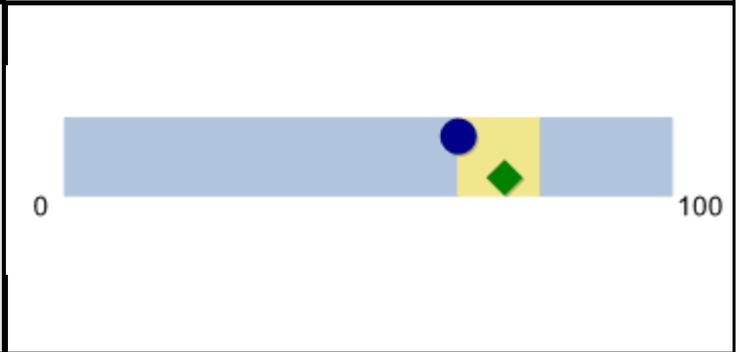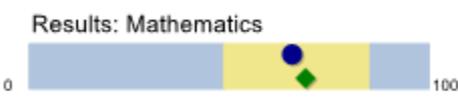
School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
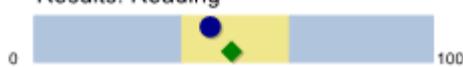
Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Similar

Performance Summary

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

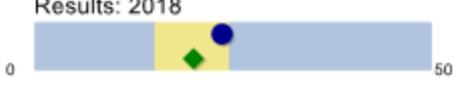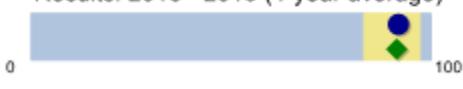| Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ○ Lower ○ Lower

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 25% Low — 62% Medium — 12% High **Numeracy** 30% Low — 46% Medium — 24% High **Writing** 29% Low — 42% Medium — 29% High **Spelling** 33% Low — 40% Medium — 27% High **Grammar and Punctuation** 33% Low — 50% Medium — 17% High	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 28% Low — 49% Medium — 23% High **Numeracy** 48% Low — 43% Medium — 9% High **Writing** 28% Low — 49% Medium — 22% High **Spelling** 45% Low — 39% Medium — 16% High **Grammar and Punctuation** 28% Low — 53% Medium — 20% High	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	Results: 2018 0 ——————— 50 Results: 2015 - 2018 (4-year average) 0 ——————— 50	● Similar ● Similar

Students in 2018 who satisfactorily completed their VCE: 97%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 31%
VET units of competence satisfactorily completed in 2018: 77%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 88%

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ————————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ————————— 50 Few absences <------> Many absences 	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
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88 %	85 %	87 %	88 %	91 %	93 %		Similar Similar
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 ————————— 100 Results: 2015 - 2018 (4-year average) 0 ————————— 100	Similar Similar
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 0 ————————— 100 Results: 2015 - 2018 (4-year average) 0 ————————— 100	Similar Similar

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$9,001,274	High Yield Investment Account	$312,447
Government Provided DET Grants	$1,365,107	Official Account	$34,375
Government Grants Commonwealth	$20,021	Other Accounts	$67,538
Government Grants State	$38,743	**Total Funds Available**	**$414,360**
Revenue Other	$57,482		
Locally Raised Funds	$727,832		
Total Operating Revenue	**$11,210,459**		
Equity[1]			
Equity (Social Disadvantage)	$324,772		
Equity (Catch Up)	$49,511		
Equity Total	**$374,282**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$8,817,061	Operating Reserve	$100,000
Books & Publications	$12,132	Other Recurrent Expenditure	$0
Communication Costs	$30,900	Funds Received in Advance	$338,703
Consumables	$200,343	**Total Financial Commitments**	**$438,703**
Miscellaneous Expense[3]	$809,001		
Professional Development	$39,087		
Property and Equipment Services	$599,269		
Salaries & Allowances[4]	$218,773		
Trading & Fundraising	$28,261		
Travel & Subsistence	$12,570		
Utilities	$116,871		
Total Operating Expenditure	**$10,884,269**		
Net Operating Surplus/-Deficit	**$326,191**		
Asset Acquisitions	**$39,905**		

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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

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

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

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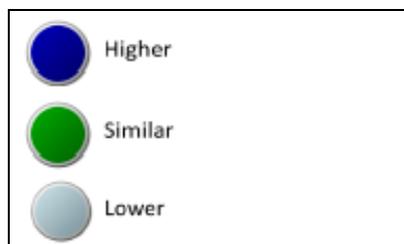
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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