

## 2005 Annual Report to the School Community



Victorian Government Schools

## School Overview

Our College of approximately 875 students is located in the Goulburn valley, close to the regional city of Shepparton. The townships of Mooroopna and Tatura provide the majority of the student population with additional numbers drawn from the surrounding rural areas.

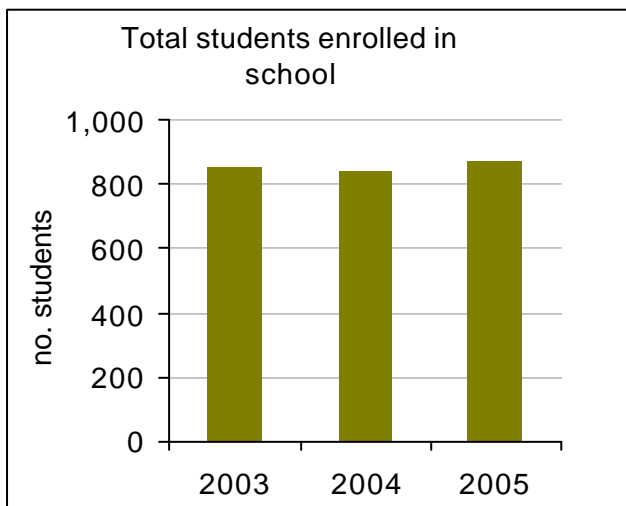
The values our College community embraces are:- Respect, Teamwork, Belonging, Empowerment, Achievement, Creativity and Happiness. These values provide us with a framework in the way we achieve our vision.

The College targets and goals are centred on Student Learning, Student Engagement & Wellbeing and Student Pathways & Transition.

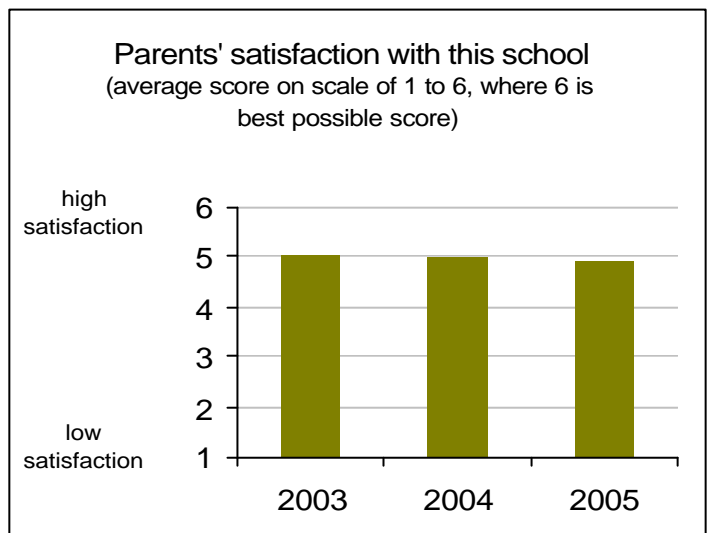
1. To improve and maximise student performance at Years 7 – 12 in all Learning Areas and other programs.
2. Teaching and learning approaches in all areas maximise student engagement, connectedness and leadership opportunities.
3. To provide an innovative curriculum program at Years 7 – 10 whilst expanding the range of programs and pathways offered at Year 11 & 12.



### DEMOGRAPHICS



The school population has been steady over the last three years with an increase in 2005 to 875 students. The consistent enrolment pattern is supported by the strong links the College has with its feeder schools as part of the Innovations and Excellence cluster. Our Year 7 intake in 2005 was 192 students, which enabled the College to create eight year 7 classes that supported the transition program.



The College administered the Department's standard parent opinion survey according to the guidelines. A random sample of 10% responded, which is a significant response rate. The data confirms the very high level of satisfaction the parents have with the College.

The key features of parent opinion are the very strong support for the College in the areas of;  
 School – Parent relations  
 School resources / facilities

Most other areas indicate that parent satisfaction is above the state mean.

## Principal and College Council President's Report

This summary report has been compiled to provide a succinct summary of some of the highlights and achievements of 2005.

The College experienced significant growth and our census count was 870 students being looked after by 93 staff. The most important challenge for us was to implement the Leading Schools Fund strategies. The College should be extremely proud in firstly being accepted into the program and a great sense of achievement in what has been advanced this year. The extra 3 staff for the next three years and the new teaching facility attached to WestSide provides us with a wonderful opportunity to strengthen our teaching and learning in the years to come.

As an overview of the year, the following are obvious highlights:-

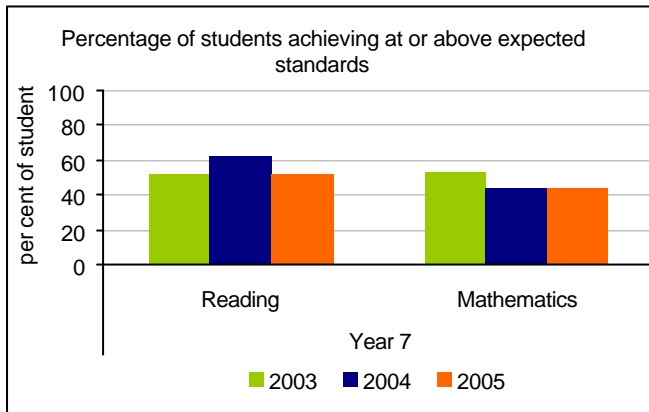
- Our students have been able to participate in wide variety of camps and excursions at all year levels. Many thanks to our dedicated and enthusiastic staff for their willingness to provide these stimulating learning activities for the students.
- Our capacity and performance in Information Communication Technology has been strengthened through the training of 53 staff in the Intel Teach to the Future program. We have installed Interactive Electronic Whiteboards into every building and through our partnership with AV Unlimited and Melbourne University we have exciting opportunities ahead for staff and students.
- Our formal links with the Community have developed strongly. Our partnership with COGS in the Community Building program has assisted us in working with Nicole Reidy and the Mooroopna Education and Activity Centre to provide tangible learning projects. The Advance grant of \$10,000 through Communities Victoria has been an excellent resource. The success of our growing VCAL program and Connect 9 curriculum has been due to these partnerships.
- Our proposals for funding for Koorie Education Initiatives have been successful. We have formed a representative parent group and have put in place significant programs to support our indigenous students.
- Through the Commonwealth Investing in our Schools Program we were successful in obtaining \$50,000 to redevelop the northern courtyard early in 2006.
- Our VCE students of the future will enjoy the fruits of hard work by many volunteers. We must acknowledge the outstanding contributions of Alan Birthisel, Tony Arceri, Michael Smith, Greg Maher and the VET Building and Construction students for their amazing achievement. Ross McDonald has been the quiet achiever and has skilfully guided this project over the year.
- A significant project for one of our Connect 9 classes was to carry out a detailed evaluation of the student locker situation. Their presentation to Council was comprehensive and the purchase of new lockers for all students has been approved. Council has committed \$100,000 to the project over the next 3 years.
- The College Code of Conduct was reviewed last year following consultation and was formally mailed to all families. This document highlights our commitment to a strong partnership between students, parents and staff and is based on our values and the belief of rights and responsibilities of everybody.
- "Disco Inferno" our 2005 production was fantastic. Our production team and students are to be congratulated for a marvellous performance.
- We enjoyed another very successful Deb Ball at Eastbank. 550 guests enjoyed the evening where 25 Debs and their partners were presented to their parents and friends.

We wish to acknowledge the wonderful contribution to the College by a host of parents. This involvement is vital to our success. We have parents involved in Subcommittees, Canteen, Music Support, Families Matter Initiative, Sport and other excursions. To these people and others who assist from time to time we express our sincere thanks and appreciation.

**Gary Golding &  
Carol Brisbane**

# Student Progress and Achievements

## Student Learning



The data shown in the above graph is a reflection of student achievement in the statewide AIM test. The data is used to provide staff with an understanding of the levels of Reading and Mathematics at the commencement of their secondary schooling.

It is interesting to note, that when commencing at the College, 50% of the students are performing at or above the expected level in Reading and only 40% in the area of Mathematics.

Using this data, the College implemented the following strategies to assist with student outcomes:

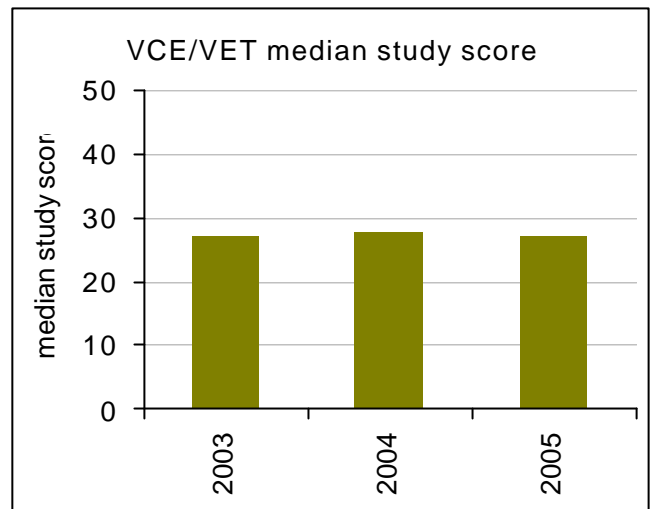
Leading Schools Fund program which includes teaching teams and the development of a new Year 7 learning space

Mentor teachers

Comprehensive Literacy support program

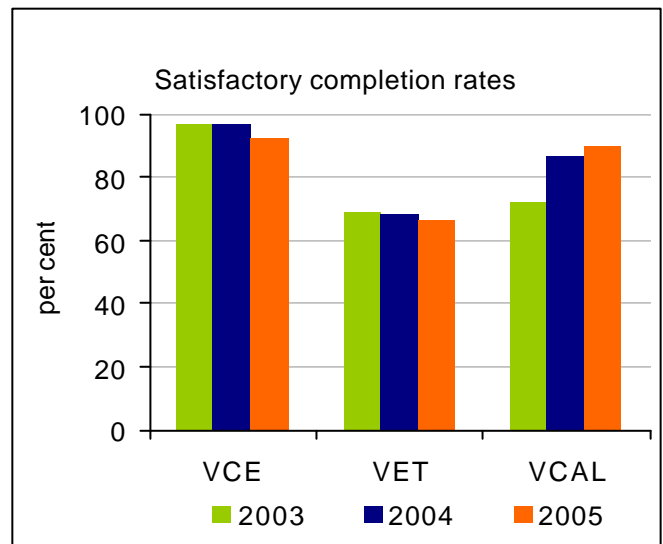
Development of innovative curriculum, and

ICT enhancement.



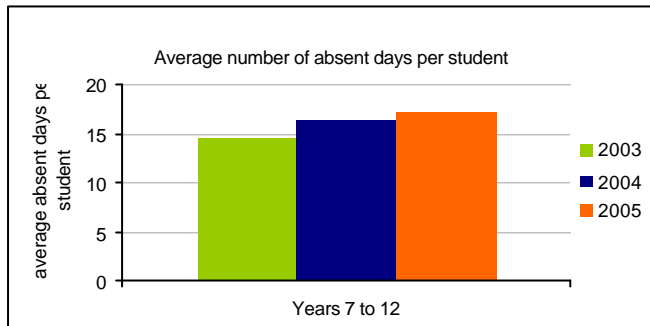
Our VCE results indicate that student performance across all studies is slightly below the Like School Group mean score. The College has continued to provide an extensive range of VCE offerings. In 2005 the College offered 29 VCE studies across all learning areas.

The College will continue to focus on improving VCE performance across all studies. A key feature has been the establishment of a new senior resource centre in which students can pursue individual study and research as well as having access to state of the art facilities, including ICT.



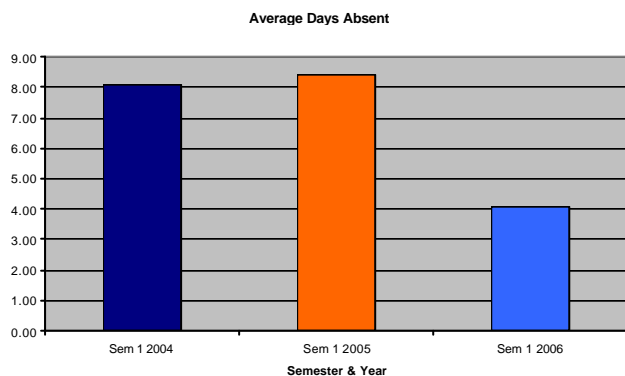
In relation to students pursuing VCE studies, the satisfactory completion rate remains very high. The VET completion rate is slightly below the state mean, however this is a reflection of students who have left to take up employment prior to the completion of their program. VCAL completion rate is excellent and lies in the top 20% in the state, confirming the College's success in providing suitable pathways for students.

## Student Engagement and Wellbeing



The attendance data trend in 2005 is of concern, as in the previous years, the student attendance was much better than state mean. In 2005, Years 9 & 10 were well below the state mean in days absent.

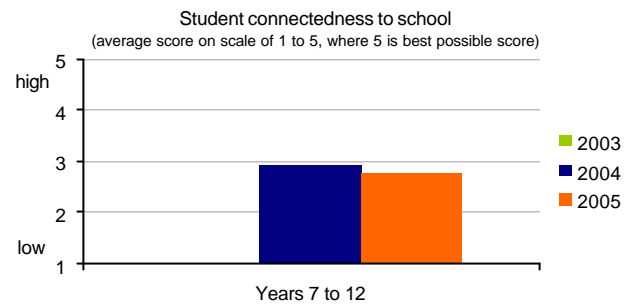
The following chart shows the average days absent per student for semester 1 2004 to 2006.



This data confirms that the programs and strategies implemented over the last 18 months have had a profound effect. Some of these programs and strategies include:

- Supervised private study for senior students (2006)
- Leading Schools Fund program
- Extended teaching & learning sessions
- Student attendance is recorded electronically every lesson. In 2006, this has led to a more rigorous student attendance process being established.

The College considers student engagement and wellbeing as a priority. Data in relation to student opinion is gathered each year using the 'Student Attitudes to School' survey.



Whilst the data indicates student connectedness to school has decreased slightly over the past year, it is important to note that in the other areas of the student survey, responses indicate significant satisfaction with the College.

The following 2005 results (on a 5 point scale) confirm this:-

Connectedness to Teachers - 3.24

Connectedness to Peers - 4.03

Motivation to Learn - 3.90

Student Safety - 3.71

Self Esteem - 3.74

Quality of Instruction - 3.45

Helpfulness/Responsiveness - 3.72

Fairness/Firmness - 3.42

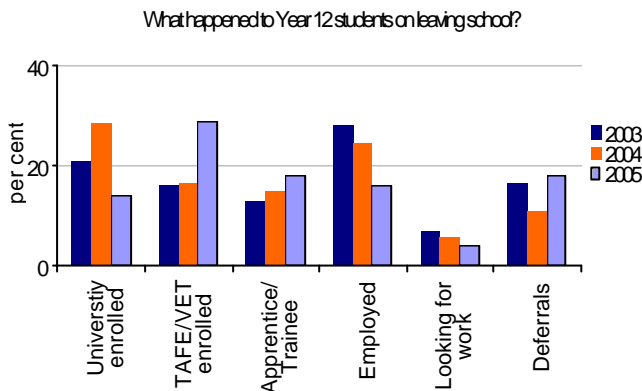
Teacher Energy and Enthusiasm - 2.94

High Expectations - 3.81

Feedback - 3.54

## Student Pathways and Transitions

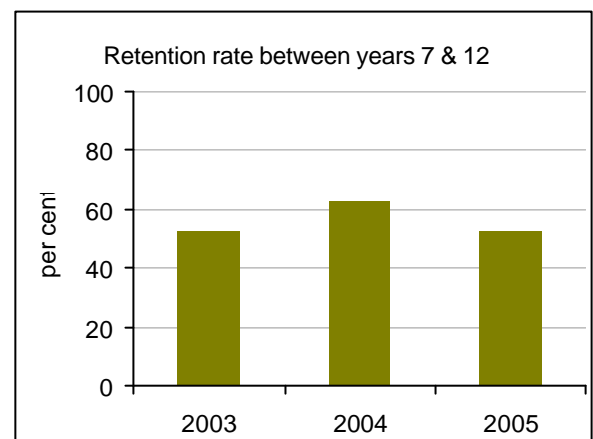
As mentioned earlier, student pathways and transition is a key goal of the College. The College has continued to allocate resources and curriculum to meet the pathway and transition needs of local students



The College focused on reducing the number of students leaving school who did not have a clear pathway to further training, education or employment. The data clearly indicates the College's success in this, with the number of students looking for work down to 4% as identified by the 'On Track' data.

The data indicates that the students are selecting a wide range of post-compulsory school pathways. This trend confirms the need for young people to be provided with opportunities to enter local training and employment options, rather than leaving the district to pursue traditional tertiary options. This demonstrates the success of programs and pathways offered by the College.

Student deferrals have continued to be a feature of the College's data. This reflects decisions by students to experience the workforce prior to taking up further tertiary options.



The retention rate at the College has not altered significantly over the last 3 years.

The retention rate is a comparison between Year 12 students enrolled in the College in 2005 with the Year 7 enrolment in February 5 years earlier.

There has been a consistent pattern with students exiting the College from Years 7 to 10 that reflect the high levels of mobility in the Mooroopna Township. Many families with teenage children move to pursue new housing arrangements. Local evidence confirms that new arrivals have students at primary school age. The number of enrolments at the College during the year is less than the exits.

A deeper analysis of the data highlights the outstanding retention from Year 10 to 11 where the rate is in the top 25% compared to state benchmarks. The retention from Year 11 to 12 is at the mean compared to state benchmarks.

## Future Directions for the School

Throughout 2006 the key improvement strategies are

- Improve Teacher Effectiveness through targeted PD and resources incl ICT
- Develop authentic, rich learning tasks underpinned by VELs & PoLT
- Review whole school leadership, educational & organisational structures
- Build leadership capacity and a Performance & Development Culture
- Dare to Lead & Waanyarra Projects
- Secondary Equity Funding



Interactive Whiteboard Conference at MSC

The College Council has already discussed and is planning the following facility and resource improvements:

- Construction of a new bus interchange
- Refurbishment of all hard surface areas
- Enhancement of WestSide Performing Arts Centre in partnership with COGS
- Restoration of all gardens
- Provision of permanent band rehearsal space
- Reduction in energy costs through new heating system and electricity use practices
- Maintenance and development of ICT

In semester 2 2007 the College, in partnership with its feeder primary schools, will carry out a comprehensive review and develop a four year strategic plan in accordance with DE&T guidelines.

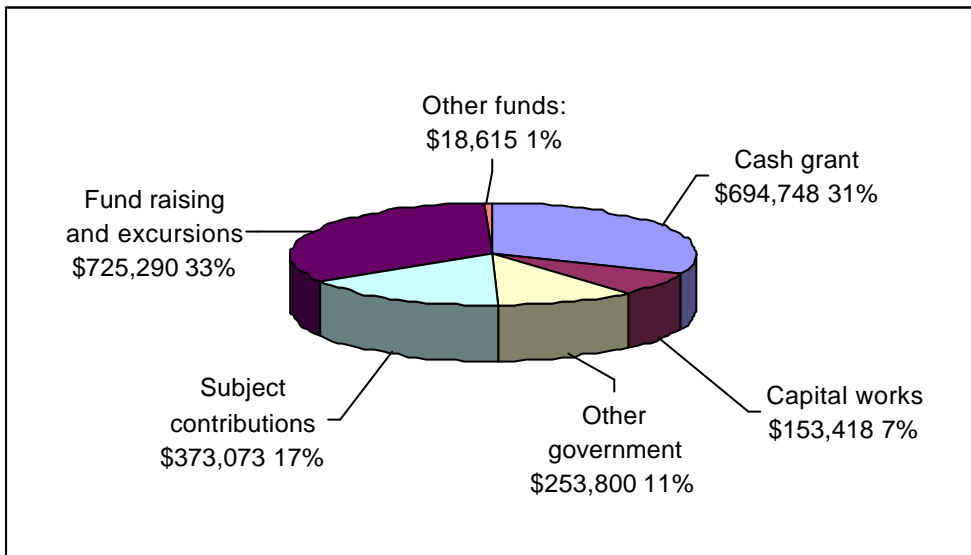


Northern Courtyard

## Summary of School's Financial Performance

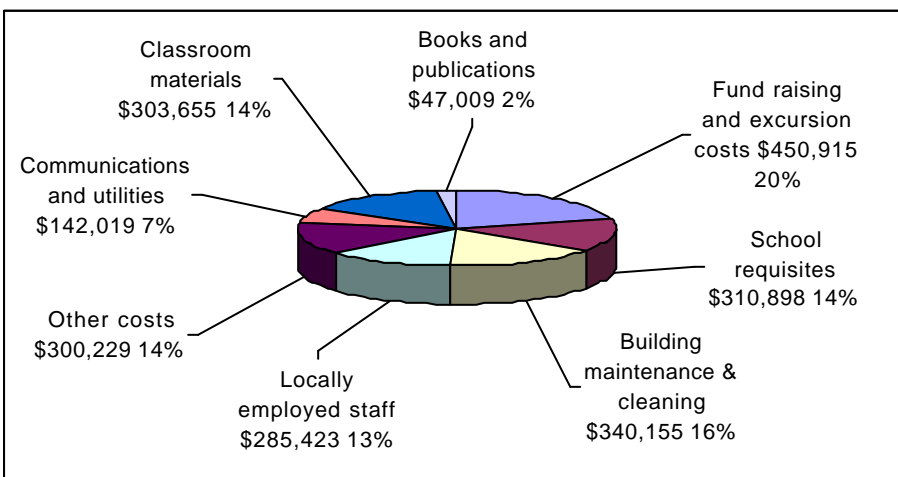
The College Council through the Finance Committee continues to manage funds effectively. Over recent years the College has received considerable funding due to a successful application to the Leading Schools Fund. In addition, the college secured funding through the Commonwealth Investing in Our Schools Program and a DET PRMS grant to carry out major works in the college grounds. Locally raised funds continue to form a significant portion (25%) of overall revenue excluding trading revenue, i.e. fundraising and excursions.

### RECEIPTS



The college continues to provide a first class ICT network and an extensive range of student resources in line with College Council priorities. The college curriculum includes a rich music program and a variety of cultural and curriculum based excursions and activities. Building maintenance and other costs indicate the high level of spending required maintaining the ageing college buildings and grounds. Irrigation infrastructure, which is now thirty years old, has required significant maintenance due to age and prolonged drought conditions. New building works included the completion of a Senior Resource Centre that was funded by MSC Co-operative borrowings.

### PAYMENTS



## School Contact Information

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