

2018 Annual Report to The School Community



School Name: Mount Clear College (7267)



- 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 19 March 2019 at 05:26 PM by Lynita Taylor
(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 19 April 2019 at 07:52 AM by Joanne Hocking
(School Council President)

About Our School

School context

Mount Clear College is a large, co-educational secondary college in Ballarat with an enrolment of 1051 students, 71.87 equivalent full time teachers, 5 Principal Class and 44 Education Support staff. Overall Socio-Economic Profile is low– mid compared to other schools in Victoria. Our vision is to provide a caring and engaging community where every student and staff member is valued, able to learn and grow, and is inspired to achieve individual excellence. Our values of Care, Commitment, Respect and Responsibility guide our policies, planning and the way we interact with our school community. We are committed to building our collective teaching capacity to provide learning opportunities that enable our students to become well-educated and positive global citizens, through a range of learning and enrichment opportunities that extend beyond the classroom. Some of these opportunities include; a Select Entry Accelerated Learning Program, a specialist Science and Maths Centre (Earth Ed), a Chinese Confucius Classroom complimenting the Chinese and Japanese LOTE program, an extensive and highly regarded International Program, an outstanding Performing Arts and Musical Futures program and high quality Year 8 to 12 Applied Learning programs. We strive to provide a safe and positive learning environment with an emphasis on the holistic development of our students, through a comprehensive whole school mentor program.

2018 was a year of consolidation of strong teaching practices with the introduction of the AVID (Achievement Via Individual Determination) teaching and learning framework across years 7 and 10. It was also a year of strengthening our year level teaching and mentoring teams' approach which is now evident throughout the College. By the end of 2018 the majority of Mount Clear College teachers had completed the 3 day AVID training and this will be ongoing into the future to build the capacity of our staff. A united approach to 'raising the bar' in regard to raising expectations and supporting students to meet those expectations continues to strengthen the already clear shift in College culture. Professional learning was focused on building our collective capacity to support the learning needs of our students and developing staff knowledge and understanding ready for the introduction of the overlaying AVID framework for introduction in 2018. By the end of 2018 the majority of Mount Clear College teachers had completed the 3 day AVID training and this will be ongoing into the future to ensure continual learning and a commitment to building the capacity of our staff.

Framework for Improving Student Outcomes (FISO)

To focus effort where it is most needed, four priorities have been identified within the Victorian Department of Education and Training framework for improving student outcomes:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

Within our 2018 Annual Implementation Plan the focus was on and development of key improvement strategies for the area of 'Excellence in Teaching and Learning' with Key Learning Area teams working through 'Curriculum Planning and Assessment' and 'Building Practice Excellence'. The second FISO focus area was in creating a 'Positive Climate for Learning' with Junior and Senior Sub School year level leaders driving the 'Setting Expectations and Promoting Inclusion' agenda.

Achievement

Student achievement as reflected in 2018 NAPLAN and VCE results was impressive. The English team, under the leadership of the Literacy Learning Specialist and English KLA leaders, supported students to gain significant growth in their reading and writing skills across years 7 to 12. The year 12 VCE English median score shifted from 22 in 2017 to 24 in 2018. Year 9 NAPLAN results showed that 75% of students achieved 'relative high

growth' in reading, with 74% achieving the same for Numeracy. Numeracy low growth has dropped by 13% since 2014, Reading low growth has dropped 11% since 2014 - now lower than state and Reading high growth has increased 9% since 2014 - now above state. Resources were maintained for the Literacy and Numeracy intervention team to continue to support students accessing QuickSmart, as well as small group withdrawal for extension maths for high achievers. The introduction of the Numeracy Learning Specialist saw the review of the approach to the Junior School maths with a focus on increasing the skills and confidence of our students. Moderation of assessment was a focus within KLA's work and there will be a targeted focus on building teacher capacity in regard to moderation of feedback in 2019. Assessment rubrics are now provided on Compass Online for continual assessment via Compass across all KLAs.

The mean study score for our VCE students saw outstanding growth in 2018, lifting from 24 in 2017 to 26 in 2018. The School Improvement VCE team implemented a number of successful strategies within their action plan resulting in a noticeably positive shift in the Senior School learning culture. Significant resources have been allocated towards changes in practice to improve student outcomes across the College, resulting in marked improvement in parent and student opinion data. Raised expectations of success and targeted support resulted in senior students working in self-directed study groups and becoming self-regulated with their unsupervised learning time. Edrolo, introduced in 2017, gained greater traction in 2018. This will continue in 2019 and be resourced across more VCE subjects. A third Learning Specialists position has been added to the Student Learning team for 2019 to focus on building teacher capacity in regard to Deep Learning Pedagogies and Digital Learning Skills for the 21st Century. Parent satisfaction with the College is at 80%, up 11% from 2017.

Engagement

Mount Clear College has spent a great amount of energy reviewing and enhancing transition practices and this will continue to be a major focus in 2019 to ensure smooth transitions for our students as they move through their secondary years of schooling. The College's School Wide Positive Behaviours team (SWPB) has identified tier 2/3 students and developed ILPs plans for these students. This has resulted in a noticeable shift from a stand-alone welfare approach to a holistic wraparound approach with the major emphasis on learning needs. We have identified for 2019, the need for Year Level Coordinators to play a more connected role in managing our tier 2/3 students. Rather than focusing on these as a separate group, we have concentrated on 'investigating the why behind the behaviours' which has again resulted in many successful DNI funding applications. These should have been completed earlier in the students' schooling so that they could receive much needed support throughout their education. This is the cohort that has significant impact on our absence data, however as in 2017, many individual success stories have been celebrated.

2018 was a year of reviewing and enhancing the Year 10 PreCAL program and our Year 8-9 Hands On Learning Programs. These were introduced in 2017 and have played a key role in improving the engagement of our more applied learning focused students. The programs have clearly resulted in decreased behavioural issues and improved absence data for this cohort and we continue to see an improvement in retention data for this cohort. Further improvement to our exit and destination data will continue to be a priority focus in 2019, in a bid to continue to increase the number of Year 10 and 11 students continuing at the College to complete Year 12. 2018 saw the continuation of a Leading Teacher, Tier 2/3 Student Engagement Coordinator, with two Student Engagement Leading Teachers having been appointed for 2019 across the four Ballarat Secondary Schools as a united commitment to decreasing the number of students who disengage from education. The main focus of their work is to implement strategies to support the Education State FISO domains of 'Breaking the Link and Reducing the Impact of Disadvantaged.'

Wellbeing

In 2018 the SWPBs team reviewed and refined the school approach to this initiative with the engagement of Regional personnel appointed to this portfolio. This resulted in a Professional Learning program across our whole school staff meeting schedule for 2019, with the aim of implementing agreed processes that will support teachers to implement the College's restorative approach and positive behaviours philosophy across all areas of the school. This should lead to improved student survey data for the specific Junior School cohorts where female

students in particular reported the lowest results for classroom behaviour. Student Voice in 2019, across years 8 and 9, will be used to investigate 'Managing Bullying'. This cohort reported the lowest result in the 2018 Students Attitude to Schools Surveys.

Mount Clear College continues to be a lead school for the Respectful Relationships program and significant achievements have been reached in 2018. A whole school approach through year level teams will be needed in 2019 to ensure this education is reaching all students and their families.

A whole school Student Leadership framework was implemented and reviewed towards the end of 2018 for further enhancements in 2019. The Student Leadership team was selected earlier in 2018 allowing for the whole team to come together for significant professional learning and team building during the end of year transition program. A major component of the student leadership team for 2019 was to increase focus on student voice in learning and ongoing improvement for all other areas of College life, to assist School Improvement teams to identify improvement initiatives.

Financial performance and position

Mount Clear College maintained a surplus for the 2018 year. Our Equity Funding was used to support students through Student Welfare and Engagement Programs. We also added a Leadership Program for our Tier 2 and 3 students which involved team building activities. Funds were also allocated to our Year 9 Program which we launched in 2018 with a focus on community and self development. Professional Development was again centred on the AVID program in preparedness for further roll out to all Year Levels in 2019. Further professional development was purchased to enhance staff teaching of IT and to support the analysis of data to ensure we are meeting the needs of all students. Additional funds were used for the Technology wing upgrade providing modern comfortable classrooms for technology subjects. Three hundred thousand dollars was spent renovating our theatre enabling our Drama, Dance and Music students to showcase their abilities in a fantastic environment, while also providing a lecture 'feel' space for senior students. Considerable funds were spent this year refurbishing classrooms and student areas to enhance student environment. Our International Program continues to grow and provides financial support to educational and building programs. Student numbers attending Earth Ed, our Maths Science Centre, have increased rapidly and highlight the need to enhance these facilities to increase the number and quality of programs run.

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 1048 students were enrolled at this school in 2018, 511 female and 537 male.

3 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

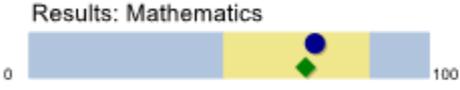
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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 |
|---|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Similar</p> |

Performance Summary

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

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

Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p> | <p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p> | <p>● Lower</p> <p>● Lower</p> |
| <p>Students in 2018 who satisfactorily completed their VCE: 95% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 41% VET units of competence satisfactorily completed in 2018: 66% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 56%</p> | | |

Performance Summary

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

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | |
|---|---|---|------|------|------|------|------|------|------|------|------|------|---|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>87 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 91 % | 91 % | 87 % | 90 % | 93 % | 93 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 91 % | 91 % | 87 % | 90 % | 93 % | 93 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> | | | | | | | | | | | | |
| <p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p> | <p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p>  | <p> Similar</p> <p> Lower</p> | | | | | | | | | | | | |

Performance Summary

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

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

Financial Performance and Position

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

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|---------------------|---|--------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$11,093,235 | High Yield Investment Account | \$569,603 |
| Government Provided DET Grants | \$3,232,976 | Official Account | \$131,191 |
| Government Grants State | \$18,560 | Other Accounts | \$3,009,872 |
| Revenue Other | \$181,817 | Total Funds Available | \$3,710,667 |
| Locally Raised Funds | \$1,306,851 | | |
| Total Operating Revenue | \$15,833,438 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$963,962 | | |
| Equity (Catch Up) | \$117,724 | | |
| Equity Total | \$1,081,687 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$10,848,636 | Operating Reserve | \$406,244 |
| Books & Publications | \$5,199 | Other Recurrent Expenditure | \$39,972 |
| Communication Costs | \$50,493 | Funds Received in Advance | \$195,088 |
| Consumables | \$401,747 | School Based Programs | \$300,234 |
| Miscellaneous Expense ³ | \$1,716,695 | Beneficiary/Memorial Accounts | \$5,016 |
| Professional Development | \$68,966 | Funds for Committees/Shared Arrangements | \$4,113 |
| Property and Equipment Services | \$1,428,772 | Asset/Equipment Replacement < 12 months | \$50,000 |
| Salaries & Allowances ⁴ | \$450,055 | Capital - Buildings/Grounds < 12 months | \$400,000 |
| Trading & Fundraising | \$501,508 | Maintenance - Buildings/Grounds < 12 months | \$285,000 |
| Travel & Subsistence | \$110,992 | Capital - Buildings/Grounds > 12 months | \$2,025,000 |
| Utilities | \$182,502 | Total Financial Commitments | \$3,710,667 |
| Total Operating Expenditure | \$15,765,564 | | |
| Net Operating Surplus/-Deficit | \$67,874 | | |
| Asset Acquisitions | \$311,352 | | |

- (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').