

## 2015 Annual Report to the School Community

Murrayville Community College

School Number: 5433



Name of School Principal: Natasha Mudie

Name of School Council President: Stacey Morzer-Bruyns

Date of Endorsement: 21<sup>st</sup> March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Located in North West Victoria, Murrayville Community College is a first class educational facility catering for children from Prep to Year 12. Over the last three years enrolments have stabilized at around 115 students. The College has 19.52 equivalent full time staff, including 1 full time Principal class employee, 15 teaching staff and 3.95 education support staff. The school is an integral part of the communities of Murrayville and Pinnaroo (SA) and benefits from a very supportive school community. The school offers attractive grounds and excellent facilities and provides a diverse range of educational opportunities. The school endeavours to provide a range of individualized programs for many of our students to ensure that they are getting an education that meets their needs. The College has specialized in the delivery of Agriculture, especially in the area of sheep and wool. Senior students have the opportunity to participate in small classes and to complete VET Certificates and School Based Apprenticeships in addition to VCE and VCAL programs. All students benefit from small class sizes and differentiated learning in addition to number of programs that are designed to provide additional support or extension, such as Reading Recovery, Multi-Lit and acceleration programs. Students at this college have excellent access to ICT with 1:1 Laptops/Chromebooks for 3-12, and desktop computers and iPads for P-2.

### Achievement

At the Primary level, MCC is achieving similar AusVELS results to other schools on adjusted school performance measures. NAPLAN results for reading were very strong, however were slightly lower for Numeracy in 2015 for Years 3 and 5.

Relative growth in all areas measured by NAPLAN 3-5 showed at least 100% Medium to High growth for all indicators other than Writing where 33% of students showed low growth. This referred to 2 students who had performed at a very high level in Writing at Grade 3.

At the Secondary level, the school is performing at an excellent standard. Year 7 and 9 NAPLAN results show that our students are performing well above the middle 60% of Victorian Schools, however in Year 9 this is still lower than like schools.

Relative growth from years 5-7 and 7-9 was very strong with almost 80% medium to high growth across all indicators, except for Numeracy at Year 9, where 29% of students (2 students) showed low growth.

VCE results for 2015 fell in the range of the middle 60% and were slightly above the median for all Victorian schools. A performance similar to like schools.

The school implemented a range of improvement programs, including: More time for English and Mathematics at Years 7&8 in 2015, and more face to face teaching time for all VCE classes in 2015.

### Engagement

At the Primary and Secondary levels Student Attendance were similar to like schools. Student retention of students who were enrolled at Year 7 and still enrolled at Year 10 was higher than like schools.

Percentages of students exiting to full-time employment or full-time study, for the 2013 Year 12 group was slightly lower than the state mean, however similar to like schools.

The Year 12 retention fund that was secured by the school at the end of 2013 continued to be used in 2015 to implement a range of programs at the senior levels to raise aspirations, improve results and fund programs that will improve employability skills. These include Careers trips, VCE revision, motivational speakers and a range of courses offered to the students at no or reduced cost.

The College continues to commit to a wide extra-curricular program, including a camps program available to all students. Cultural activities that are both passive and interactive that included in 2015 ANZAC Production & Digital Dance, Arts Council, Deb Ball.

### Wellbeing

At the Primary and Secondary levels Attitudes to School were similar to like schools for 2015. Parent Satisfaction was higher than the median of schools in Victoria during this period. Staff attitudes were high during 2015. The employment of two Chaplains since 2013 has enabled the school to provide support for students with a range of wellbeing issues, in a private and secure manner.

Ongoing implementation of Restorative Practices has been used by staff to resolve relationship issues for groups of students.

## Productivity

The school has committed to providing students with as much individualized learning as possible. Timetable flexibility has allowed senior students especially to follow their strengths and their preferred pathway. School Based Apprenticeships, VET, VCAL and flexible Mathematics programs have improved learning confidence for a number of students. Leadership and extension programs such as involvement with the School for Student Leadership and the John Monash Science School regional exchange allows students to extend themselves.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 111 students were enrolled at this school in 2015, 48 female and 63 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



**(Primary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

**(Primary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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>

(Primary Year Levels)

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:    
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>17%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	0%	67%	33%	Numeracy	0%	100%	0%	Writing	33%	17%	50%	Spelling	0%	50%	50%	Grammar and Punctuation	0%	50%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	0%	67%	33%																							
Numeracy	0%	100%	0%																							
Writing	33%	17%	50%																							
Spelling	0%	50%	50%																							
Grammar and Punctuation	0%	50%	50%																							

**(Primary Year Levels)**

**Performance Summary**

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p> <table border="1" data-bbox="560 824 1035 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	93 %	94 %	91 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	93 %	94 %	91 %	94 %										

**(Primary Year Levels)**

**Performance Summary**

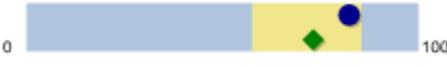
Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

**(Secondary Year Levels)**

**Performance Summary**

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

**(Secondary Year Levels)**

**Performance Summary**

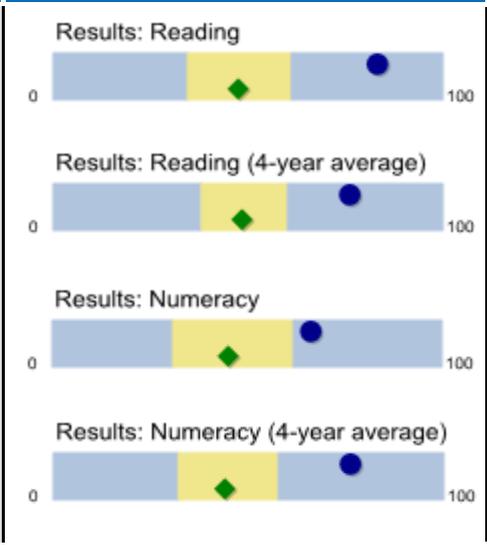
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
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**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.

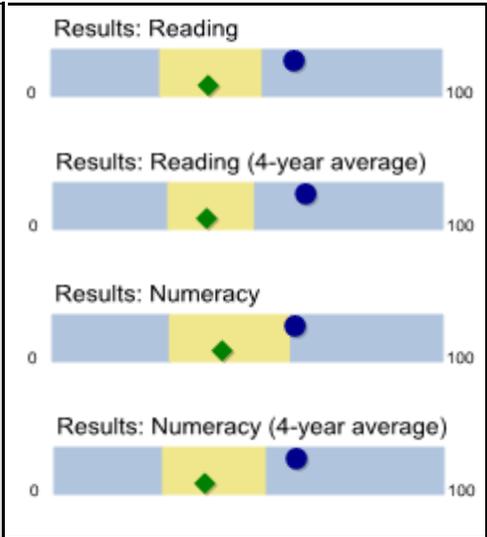


Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

**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.



Similar  
 Lower  
 Lower  
 Lower

**(Secondary Year Levels)**

**Performance Summary**

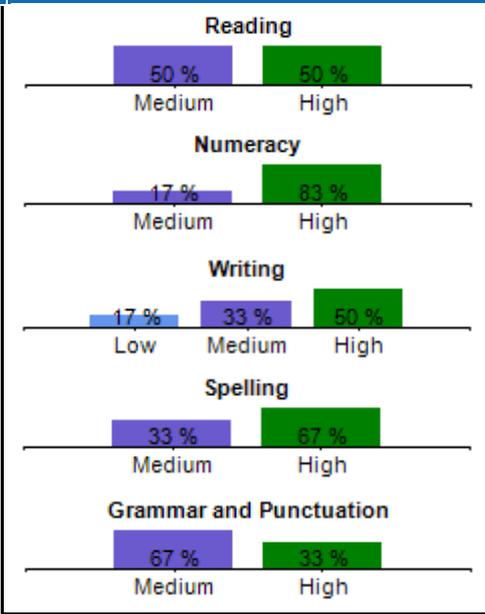
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
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**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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

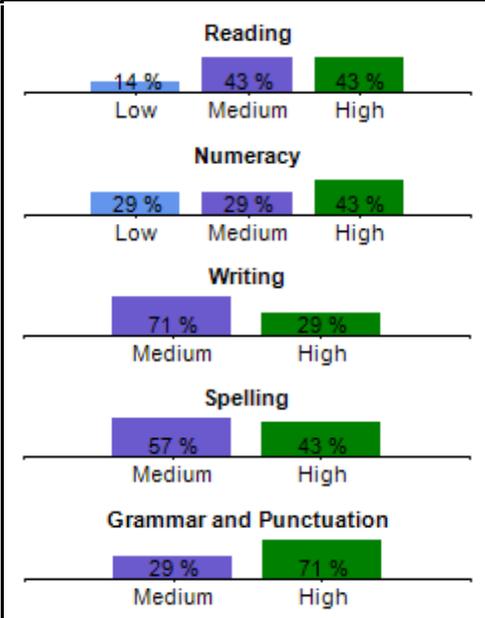


NAPLAN Learning Gain does not require a School Comparison.

**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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.



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.



Students in 2015 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **44%**  
 VET units of competence satisfactorily completed in 2015: **32%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **67%**

**(Secondary Year Levels)**

**Performance Summary**

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

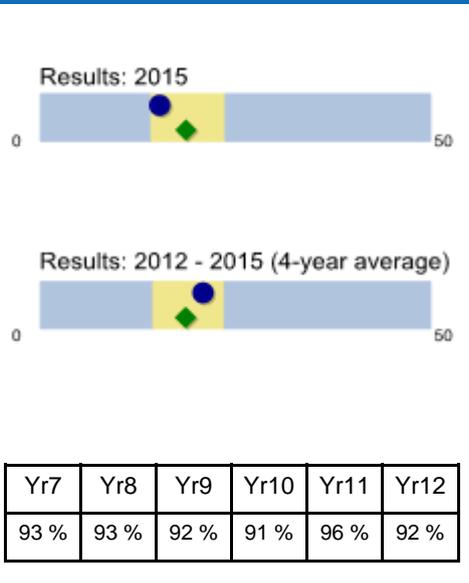
Engagement	Student Outcomes	School Comparison
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**Average Number of Student Absence Days**

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:



Similar

Similar

**Student Retention**

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



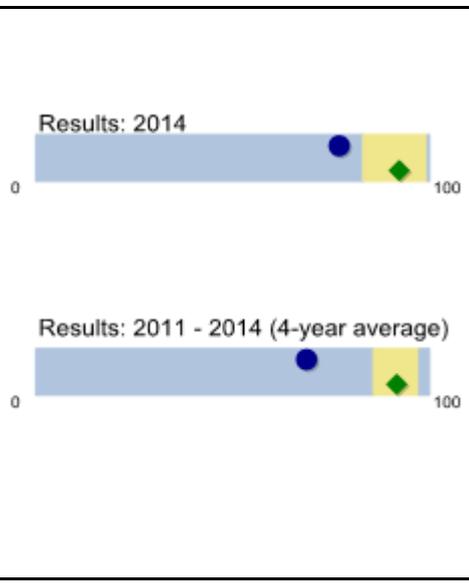
Higher

Lower

**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.

Note: This measure uses data from the previous year.



Lower

Lower

**(Secondary Year Levels)**

**Performance Summary**

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

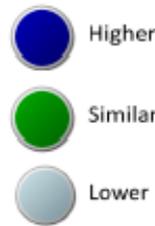
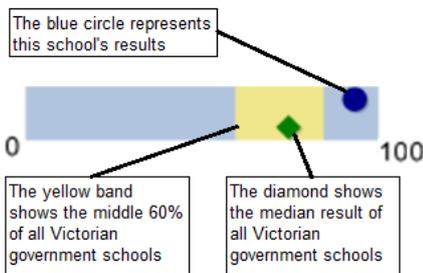
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

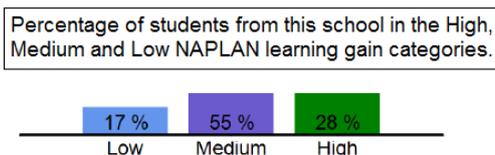
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.

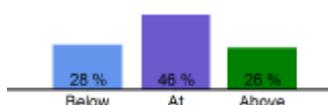


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that 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 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* 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: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$1,905,235
Government Provided DE&T Grants	\$294,654
Government Grants State	\$9,725
Revenue Other	\$30,164
Locally Raised Funds	\$132,268
<b>Total Operating Revenue</b>	<b>\$2,372,046</b>

Funds Available	Actual
High Yield Investment Account	\$117,872
Official Account	\$6,184
<b>Total Funds Available</b>	<b>\$124,055</b>

Expenditure	
Student Resource Package	\$1,903,824
Books & Publications	\$4,859
Communication Costs	\$3,495
Consumables	\$44,518
Miscellaneous Expense	\$134,995
Professional Development	\$10,529
Property and Equipment Services	\$151,627
Salaries & Allowances	\$35,679
Trading & Fundraising	\$54,517
Travel & Subsistence	\$19,527
Utilities	\$47,362

Financial Commitments	
Operating Reserve	\$73,988
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$9,449
Beneficiary/Memorial Accounts	\$1,000
School Based Programs	\$3,737
Capital - Buildings/Grounds incl SMS>12 months	\$2,500
Maintenance -Buildings/Grounds incl SMS>12 months	\$23,381
<b>Total Financial Commitments</b>	<b>\$124,055</b>

<b>Total Operating Expenditure</b>	<b>\$2,410,932</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>(\$38,886)</b>
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<b>Asset Acquisitions</b>	<b>\$11,203</b>
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Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

In 2015 the school ran at deficit of \$38,886, this was partly due to the heavy subsidy offered to students attending the Tasmania Camp and other unexpected expenses related to the buildings and grounds. It will be important to ensure that we do not repeat this level of deficit going forward.