



Department of Education and
Early Childhood Development

2012 Annual Report to the School Community

McClelland Secondary College
School Number: 8835



McClelland Secondary College

McClelland College is a progressive 7-12 college of 900 students. This school has 3 principal class staff, 61.25 teachers and 18.5 support staff. Positive relationships and a Personalised Learning approach form the cornerstone of all we do. To reflect this value we operate flexible learning centres, where all students are supported through opportunities to learn at a challenging level. Senior students are equally well supported in their VCE/VCAL programs, and mentor teachers work with small groups of students to oversee their progress, and report it to parents eight times per year significantly more than the minimum requirement. In addition to excellent classroom programs and elective options for students from years 9-12, opportunities exist for students to develop their passions and talents in a number of areas including; sport, music, and the Performing and Visual Arts. Facilities at McClelland College are amongst the very best on the Peninsula, with a dedicated Senior Centre, VCAL Centre, Music Centre and Information Commons. Because of all that we do, our results are showing constant improvement. Importantly, we add value to the learning of all students, whether they have difficulty or are very competent with high aspirations. We are proud of the fact that our students tell us that what we are providing for them is relevant, positive and supportive.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Whilst rated as 'similar' to the comparison schools, further analysis shows that between years 7 and 9, the college adds significant value in the areas of English and Maths. Over this period we are able to move students from below to above the state median in reading, and almost equal to the state median in mathematics.</p> <p>We have also changed the way in which numeracy is delivered from Years 7-9 in response to this data. We have introduced a strong focus on challenging our most capable students, and hope to see a continued overall improvement trend.</p> <p>We are extremely proud of our results for our VCE students. We were performing similarly to the comparison schools but in 2012 we outperformed a number of more advantaged schools. Our percentage of students achieving Study Scores of 40+ rose which means that in order to gain an overall mean of 30, we were able to lift the scores of the majority of our students.</p> <p>In relation to the VCAL program, our goal is to maintain high levels of participation as it reflects the future choices for which our students aspire. A new approach to the program in 2012 saw improved rates of completion, and improved post compulsory outcomes for our students. The college continues to provide strong support to students funded through the PSD, with positive improvement outcomes.</p>	<p>Attendance rates have improved at the college, as we have been working closely with the parent community to build the understanding that absences seriously impact on a student's ability to reach their potential. The significant gains over the past few years and in 2012 in particular have resulted in a higher attendance rate compared to similar schools.</p> <p>Our strongly relationship based approach means that regular contact home is made, and this is supporting parents to ensure that their son or daughter is a regular attendee.</p> <p>Continuous improvement is also evident in what our students say about their educational experience at McClelland. The most positive Student Attitudes to School survey outcomes are around teaching and learning, particularly in the areas of teacher effectiveness, teacher empathy, stimulating learning, student motivation and learning confidence.</p> <p>In 2012 year 8 data was again of concern, and focus groups were run with these students to consider ways of improving their school experience. Changes have been made including introducing a special program each week which aims to engage students in passion projects from Year 7 onwards.</p>	<p>At McClelland College transitions are an important consideration at every year level.</p> <p>As part of our Personal Learning Focus, we have students at each level explore future options, and set goals for learning based on this, giving students a stronger sense of the importance of school, and helping them engage with the programs we offer.</p> <p>Whilst our performance in relation to retention is similar to other schools on adjusted school performance, we know that in an area where families move in and out frequently it makes it difficult for students to connect to their schooling. We cannot control the movement, but we can and do acknowledge the difficulties and address them.</p> <p>Our four year average results for positive outcomes for students exiting the college are comparable to the state mean and are evidence of the plans put in place three years ago to improve the work we do in counselling and supporting students using the skills of our Youth Pathways Team. We anticipate that in 2013 as the programs for career planning further develop across the college, an even better result will be achieved.</p>

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For more detailed information regarding our school please visit our website at

<http://www.mcclellandcollege.vic.edu.au/>

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

McClelland Secondary College

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

All schools 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

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


School Profile



- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
 Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 902 students (473 female, 429 male) were enrolled at this school in 2012.

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

How this school compares to all Victorian government schools

Key:

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

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

Student Learning

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

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

- English and Mathematics
- All other subjects

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

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

Student Outcomes

Results: English and Mathematics 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



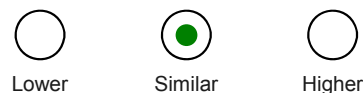
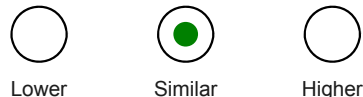
Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



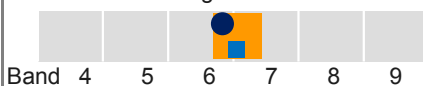
2. NAPLAN Year 7

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

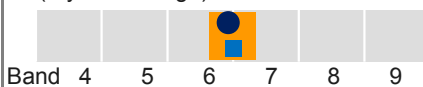
Year 7 assessments are reported on a scale from Bands 4-9.

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

Results: Reading 2012



Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



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

3. NAPLAN Year 9

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

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

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

Results: Reading 2012



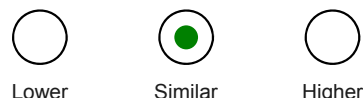
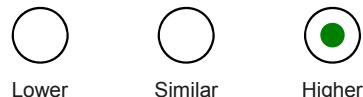
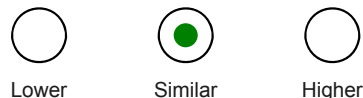
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012






Results: Numeracy 2009-2012 (4-year average)



How this school compares to all Victorian government schools

Key:

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

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Student Learning

4. 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.

Percent of students in 2012 who satisfactorily completed their VCE: 95%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 35%

Percent of VET units of competence satisfactorily completed in 2012: 95%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: 76%

Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

5. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94%	94%	91%	97%	95%	94%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Pathways and Transitions

7. Student retention

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

8. 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.

Student Outcomes

Results: 2011



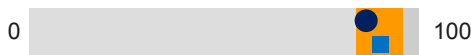
Results: 2008 - 2011 (4-year average)



Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2012

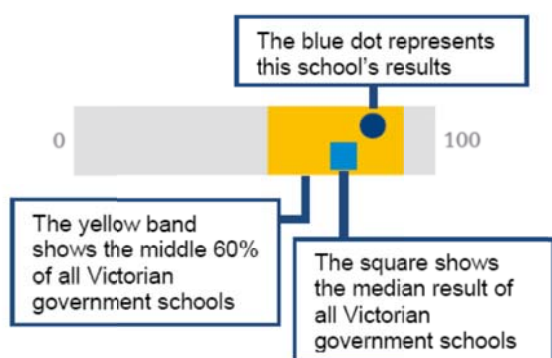
What are student outcomes?

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

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

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

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



What is a *School Comparison*?

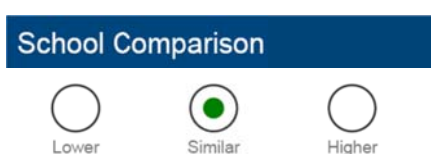
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

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

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

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



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

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$1,900,968
Commonwealth Government Grants	\$61,630
State Government Grants	\$12,875
Other	\$171,013
Locally Raised Funds	\$542,169
Total Operating Revenue	\$2,688,655

Expenditure

Salaries and Allowances	\$340,277
Bank Charges	\$2,162
Consumables	\$226,876
Books and Publications	\$6,369
Communication Costs	\$36,551
Furniture and Equipment	\$229,329
Utilities	\$87,936
Property Services	\$727,585
Travel and Subsistence	\$671
Motor Vehicle Expenses	\$34,639
Administration	\$40,180
Health and Personal Development	\$1,180
Professional Development	\$176,624
Entertainment and Hospitality	\$20,852
Trading and Fundraising	\$43,648
Support / Service	\$52,882
Miscellaneous	\$171,656
Total Operating Expenditure	\$2,199,417

Net Operating Surplus/-Deficit **\$489,238**

Capital Expenditure **\$25,471**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$1,006,182
Official Account	\$11,715
Other Bank Accounts (listed individually)	
Building Fund	\$17,377
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$1,035,274

Financial Commitments

2012 Actual	
School Operating Reserve	\$100,000
Assets or Equipment Replacement <12 months	\$90,000
Capital – Building/Grounds including SMS <12 months	\$85,000
	\$
Maintenance – Building/Grounds including SMS <12 months	\$97,274
	\$
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$355,000
School based programs	\$178,000
Region / Network / Cluster Funds	
Provision Accounts	\$130,000
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$
Maintenance - Building / Grounds including SMS >12 months	\$
Total Financial Commitments	\$1,035,274

Financial performance and position commentary