

2020 Annual Report to The School Community



School Name: Mirboo North Secondary College (8050)



- 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 2020 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 20 April 2021 at 08:20 AM by Bradley Hutchinson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 05:34 PM by Cara Mahoney (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Mirboo North Secondary College (MNSC) is rural college located in the South Gippsland Shire drawing enrolments from a wide area, which also extends into the Latrobe Valley. In 2020, there were 367 students enrolled. We have a close working relationship with Mirboo North Primary School and together share grounds and facilities such as the administration building, gym and library. We also have an excellent relationship with our other feeder primary schools and neighbouring secondary schools across South Gippsland and the Latrobe Valley. We are proud to cater for a range of learning needs within a caring and supportive environment and constantly strive to see that:

- We provide a respectful, caring, dynamic and global learning environment that engages students in achieving their personal learning goals.
- Students are interested, curious and are being encouraged to explore their world.
- Students have responsible input into their learning and understand the purpose of tasks.
- Learning is challenging and that students are eager to extend their understanding and knowledge, additionally knowing when they achieve success.
- Students develop a desire to learn in an inclusive community where lifelong friendships are attainable.
- Students are provided with opportunities to develop vocational, academic and life skills.

The college has a wonderful connection to our wider community and provides quality learning opportunities for all students that link with our local services and many other South Gippsland and Latrobe Valley organisations. This ensures that our students see a real life connection to their work. Some of the student-centred learning opportunities at our college include our Year 9 Community Challenge Program, which has a strong emphasis on supporting Social Emotional Learning, as well as being linked with the Victorian Curriculum Capabilities strands. There are also online science forums, involvement with Landcare, the South Gippsland Schools Music Program and strong alignment with the Respectful Relationships Initiative; all of which are incorporated across various areas throughout the college. Providing such experiences supports student's current and future learning needs.

The college focuses on improving teaching and learning to enable students to develop skills and talents which assist them to live positively and productively in the 21st century. An explicit focus on improving literacy skills is embedded throughout all curriculum areas. Our teaching staff undertake regular professional learning linked with this area to ensure that they have the most up-to-date information and strategies that they can employ in their classrooms. Students with special needs have differentiated or modified programs in place to suit their learning needs and programs that seek to extend high achieving students.

To support student learning and development, the college employed 2 x Principal class staff, 28.8 x Teaching staff and 9 ES staff and a Business Manager during 2020. The college operates with a Middle (Years 7 - 9) and Senior (Years 10 - 12) Sub-School structure in place. During their time in the Middle School, students undertake a breadth of subjects with the opportunity to undertake some elective subjects at Year 9. As students move into the Senior School, students begin to undertake a greater number of elective subjects with these also able to comprise of VCE subjects or subjects linked with VCAL. VET pathways are also encouraged to be pursued within both the VCAL and VCE streams.

Mirboo North Secondary College is proud of the professional, caring and dedicated staff that work here to support all students with their growth in learning.

Framework for Improving Student Outcomes (FISO)

In 2020, the College's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. The KIS included:

- Development of an agreed school vision, values and pedagogical framework for rigorous and challenging learning

with a consistently applied instructional model across the college.

- Embedding of a whole school Year 7 to 12 focus on literacy based on the literacy strategy
- Development an agreed approach to the teaching of literacy across the school

In Term 1, teaching staff took part in an inquiry action cycle and undertook a PIVOT Survey to support the setting of challenging learning goals in their classrooms. Unfortunately, further follow-up and a second inquiry action cycle did not occur due to the impact of Remote and Flexible Learning (RFL). Instead, Leadership Team members undertook a 'Coaching for Educational Leaders' course in preparation for coaching and implementation of peer observation the following year.

The College also began Semester 2 with a new Acting Principal and a renewed priority was given to developing an agreed approach to the teaching of literacy across the school. We successfully commenced the development of a college-wide literacy strategy with staff undertaking a Professional Learning Day in Term 4. Staff agreed to focus initially upon the development of teacher's 'vocabulary instructional skills' as a way of supporting the improvement of student literacy levels. Leadership team members additionally undertook Learning Walks under the direction of Learning Specialists at this time with the importance of undertaking these being to establish a collective understanding of their purpose and role at MNSC.

Achievement

The College made a successful transition into the online environment during RFL with students responding well to self-directed and project-based learning tasks, particularly in the Art, Technology and HPE curriculum areas.

Most curriculum areas were able to continue with teaching and learning via use of the WebEx platform and what was observed is that curriculum planning and the sharing of newly developed online resources for content-delivery, significantly increased between staff. VCE and VCAL classes were able to continue with a complete assessment schedule due to the efforts of staff and students to ensure that authentication measures were appropriately put into place and executed with due care and diligence.

100% of VCE students received the Victorian Certificate of Education with two of these students additionally achieving the VCE Baccalaureate Award with study scores above 30 in English whilst successfully completing Mathematical Methods and a Language (German). The efforts of the 10 Senior VCAL students were also rewarded with all of them successfully completing their Victorian Certificate of Applied Learning.

VCE results reflected the efforts and commitment of our students with 15% achieving an ATAR of 80 or above and around a quarter of students (27%) receiving an ATAR of 70 or above. The 2020 Dux of the College achieved an ATAR of 91.7.

NAPLAN and the Student Attitude to Schools Survey were not undertaken in 2020, however PAT-R testing was undertaken in March and then again in November for all Year 7 - 10 students. The comparison between these two data sets did show that a higher proportion of students than usual regressed according to their achievement scores over the year. This further increases the importance of embedding a whole school focus on literacy improvement in 2021.

Engagement

Throughout 2020, students showed a good level of engagement in their learning. Strategies that were used to foster engagement during RFL included the establishment of 'Student Care Groups', whereby a staff member was allocated to a group of students and it was their role to reach out each day via email or other means of communication to "connect" in a positive way. Our students reported this as being a real positive and in the transition back to onsite learning these staff made an effort to follow-up and connect in person.

This provided the college with a way in which to quickly establish which students were not engaged. From this point, the College Leadership and Wellbeing Teams were able to contact families directly to establish reasons for not engaging and importantly set-up plans for re-engagement or continued engagement but in a modified way.

The usual college timetable was followed throughout the year, however, during the period of RFL, to support student engagement, class times were reduced to enable time away from screens. Based on student and parent/carer feedback the incorporation of “Wellbeing Wednesday” activities (e.g., ADD SOME EXAMPLES!) also took place as a means to engage students in areas beyond the standard curriculum.

To support student engagement during the transition back to onsite learning, the college opted not to undertake assessments for an initial 3-week period and instead focus on developing and re-establishing relationships in the classroom.

In relation to relative retention levels for the completing Year 12 cohort, the rate in terms of the percentage of students retained from Year 7 through to their completion of Year 12 studies at the College was again above state average. This continued pattern reinforces that our student's learning needs are being met via our focused curriculum and links out into the broader community.

Wellbeing

The Student Attitudes to School Survey and Parent Opinion Survey was not undertaken in 2020.

The College made the decision at the beginning of Semester 2 to employ a 0.8 EFT Student Wellbeing Coordinator (SWBC) to support and coordinate other wellbeing services and positions within the school. Initially the SWBC worked alongside the LT – Wellbeing to coordinate the services of the School Nurse and Chaplain with the intention then being in 2021 that the SWB Coordinator fully coordinate all services and programs in the school.

The employment of this new role improved the reach of wellbeing to more students and was very important upon the return to onsite learning when a higher volume of students than previously experienced sought out the support and services of wellbeing personnel and programs. The role enabled the College to also commence developing a more targeted approach to implementing proactive wellbeing strategies alongside responsive and targeted programs.

Very positively, during Term 4, the re-establishment of the Respectful Relationships Team which included student representatives took place. Students from all year levels participated in a presentation and survey that was conducted by a member of the College Principal Class team and RR Team Member. From the data that was collected, the intention is, and which will form part of the 2021 AIP, that the RR Team will engage in the RR 5-Step Cycle. This will launch with an interrogation of the data, then identification of some areas of concern that could be targeted through the implementation of plans and actions to improve one or more areas related student health, safety and/or wellbeing.

In relation to staff wellbeing, according to the School Staff Survey, School Climate improved by 15% in 2020 and whilst below the state median, this is very pleasing. Another positive for the year was that the Peer Support program was able to be facilitated and it continued to be a positive experience for all incoming Year 7 students.

Financial performance and position

Mirboo North Secondary College maintained a very sound financial position throughout 2020. The 2018-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan (AIP), continued to provide the framework for School Council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$64,802 following the adjustment for the Tutor Learning Initiative Contribution, which was \$36,915. This surplus occurred due to the Principal role being filled in an ‘Acting’ capacity and another staffing decision to reduce the number of Assistant Principal roles (from two to one) at the mid-year point.

Within the Financial Statement, under "Other Accounts", there is a significant amount of money present, which comes from bequeathments made by several local families. The money is invested as per DET guidelines and it provides scholarships to students to assist their learning, both during their time at MNSC and then for post-secondary studies. The funds are set up as a trust and this is managed by School Council as trust members. Being held in this perpetual

manner means that the funds cannot be used for any other purposes and key policies and processes have been developed for the administration of this trust.

For more detailed information regarding our school please visit our website at
<http://www.mnsc.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 383 students were enrolled at this school in 2020, 188 female and 195 male.

NDP percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

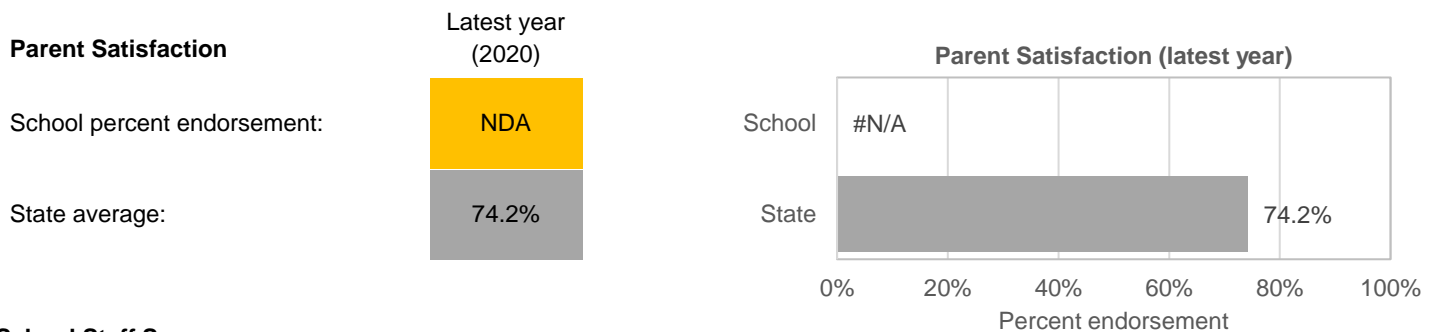
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

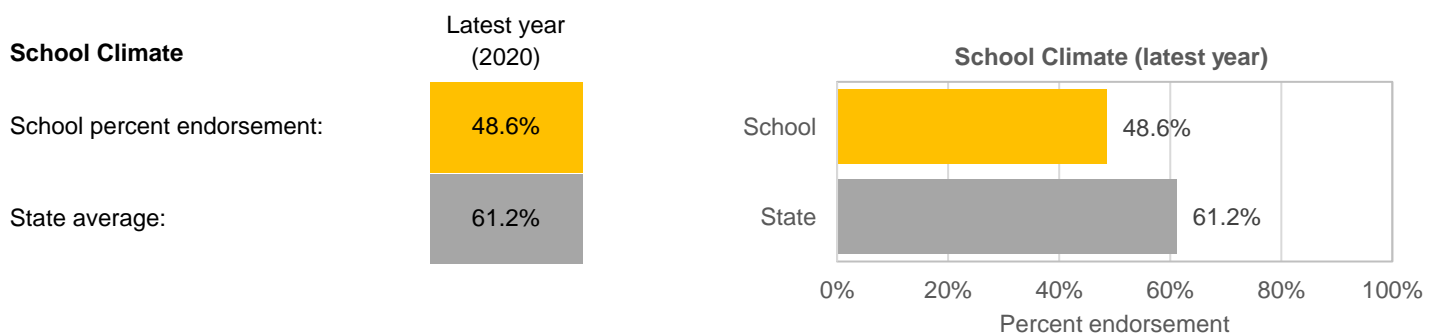


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

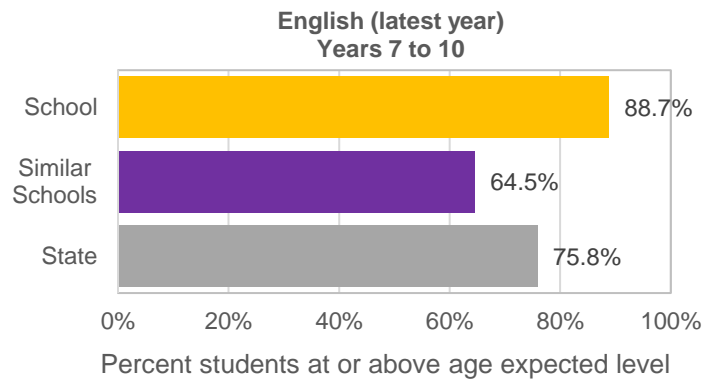
88.7%

Similar Schools average:

64.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

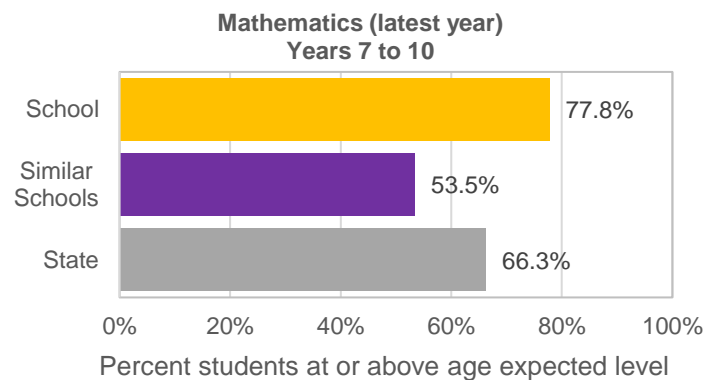
77.8%

Similar Schools average:

53.5%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

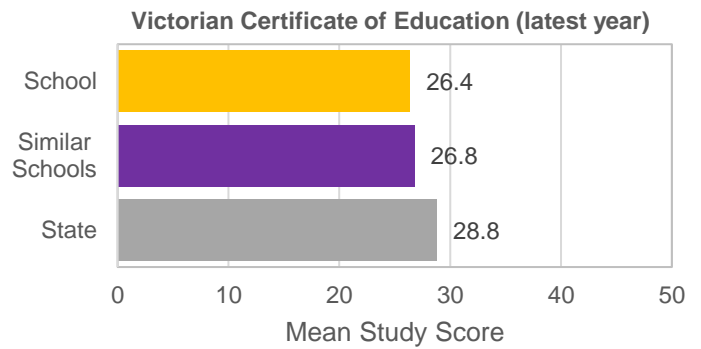
ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	26.4	28.3
Similar Schools average:	26.8	26.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

30%

VET units of competence satisfactorily completed in 2020:

74%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

97%

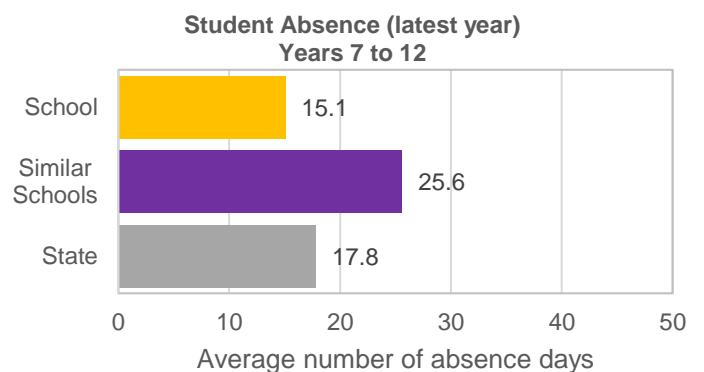
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	15.1	18.4
Similar Schools average:	25.6	23.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

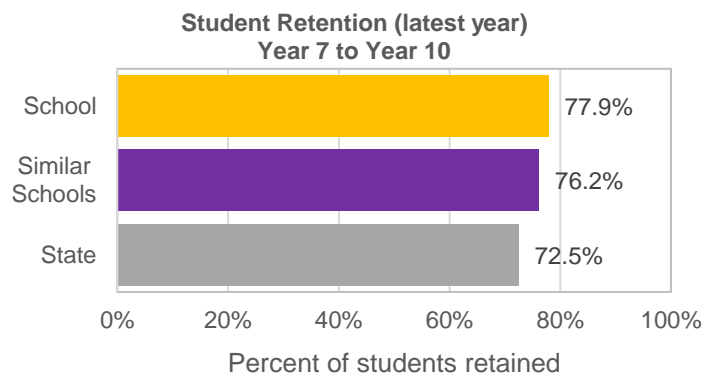
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	94%	92%	90%	91%	94%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	77.9%	80.2%
Similar Schools average:	76.2%	76.0%
State average:	72.5%	72.9%



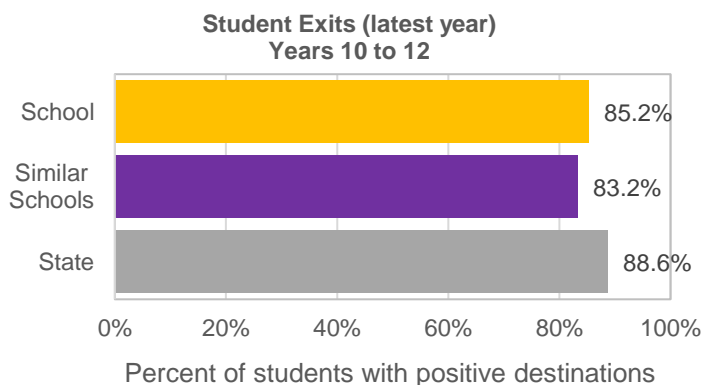
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	85.2%	87.1%
Similar Schools average:	83.2%	84.5%
State average:	88.6%	89.1%



WELLBEING

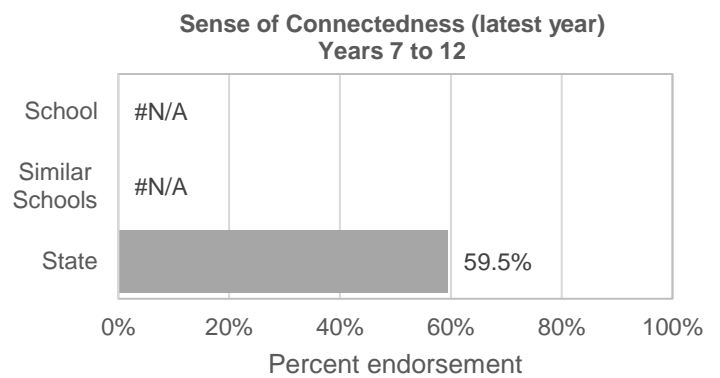
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	58.1%
Similar Schools average:	NDP	49.5%
State average:	59.5%	55.3%



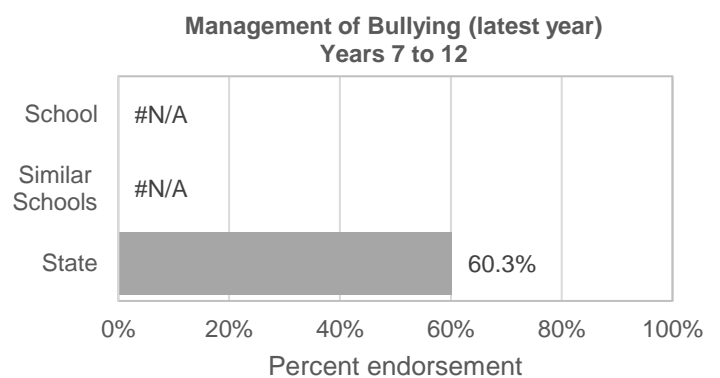
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	61.6%
Similar Schools average:	NDP	52.7%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,496,525
Government Provided DET Grants	\$935,303
Government Grants Commonwealth	\$4,738
Government Grants State	\$10,475
Revenue Other	\$32,962
Locally Raised Funds	\$306,795
Capital Grants	NDA
Total Operating Revenue	\$5,786,796

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,637
Equity (Catch Up)	\$26,762
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$120,399

Expenditure	Actual
Student Resource Package ²	\$4,431,018
Adjustments	NDA
Books & Publications	\$2,033
Camps/Excursions/Activities	\$74,123
Communication Costs	\$30,156
Consumables	\$114,359
Miscellaneous Expense ³	\$94,166
Professional Development	\$14,450
Equipment/Maintenance/Hire	\$115,977
Property Services	\$169,529
Salaries & Allowances ⁴	\$140,987
Support Services	\$104,482
Trading & Fundraising	\$105,439
Motor Vehicle Expenses	\$224
Travel & Subsistence	NDA
Utilities	\$72,567
Total Operating Expenditure	\$5,469,511
Net Operating Surplus/-Deficit	\$317,286
Asset Acquisitions	\$14,753

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$597,999
Official Account	\$52,537
Other Accounts	\$441,446
Total Funds Available	\$1,091,982

Financial Commitments	Actual
Operating Reserve	\$161,223
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$86,899
School Based Programs	\$354,546
Beneficiary/Memorial Accounts	\$441,446
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,368
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$8,500
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,091,982

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.