

2021 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 2021 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.

«PrincipalSignDescription»

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

«PresidentSignDescription»

About Our School

School context

Mirboo North Secondary College (MNSC) is a rural College located in South Gippsland Shire. Mirboo North is a town in Victoria, located approximately 150 kilometres east of Melbourne, with a population of approximately 1,697. The College draws enrolments from a wide area, which also extends into the Latrobe Valley. In 2021, there were 385.7 students enrolled. Year 7 had 72 students, Year 8 had 75 students, Year 9 had 68 students and Year 10 had 68 students, Year 11 had 58.9 students and Year 12 had 43.8 students. 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 and caring 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 students are eager to extend their understanding and knowledge
- 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 supported by the 'Respectful Relationships' curriculum, 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, these have included MYLNS, Tutor Learning Initiative and the 'Extension (Master) Class'.

To support student learning and development, the College employed 1 Assistant Principal, 31 x Teaching staff and 17 ES staff and a Business Manager during 2021. The College operates with a Middle (Years 7 - 9) and Senior (Years 10 - 12) Sub-School structure in place. The College has reviewed the year 7 and 8 curriculum, and now offer a core program in year 7 and 8 (no electives) to meet student needs in 21st Century and ensure that they have a wide experience prior to selecting electives in year 9 and 10. 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 2021, the College AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of 'Learning Catch up and Extension', 'Happy, Active and Health Kids' and 'Connected Schools'. The KIS included: 'Curriculum Planning and Assessment', 'Health and Wellbeing' and 'Building Communities'. There was an agreed approach to the teaching of literacy across the school to improve individual outcomes in literacy. Despite uncertainties due to the pandemic, staff professional learning continued on literacy. One of the goals was to maximise student performance, due to interruptions this was not met. Teacher judgement remained low as did NAPLAN Numeracy and VCE mean study scores. Only one subject (PE) value added compared to the GAT and Further Mathematics

There was a decrease in 'positive endorsement' for 'Student Voice and Agency' due to the effect of remote and flexible learning. The goal was to increase 'positive endorsement' on the ATOSS for Voice and Agency from 49% to 60%, but, in 2021, this was only 32% 'positive endorsement' compared to 40% in 2019. This was in spite of regular, scheduled 'Voice of Students' (VOS) meetings, whole school assemblies and several focus groups with a wide range of students to gather data and information to assist in decision making.

To increase student leadership development, all members (years 7-12) of the college student representation - Voice of Students (VOS) attended a 5 day leadership and resilience development camp at the Nayook campus of the Rubicon Outdoor School. Here student leaders learned about leadership, strategic planning and consultation processes whilst undertaking Caving, Bushwalking, and High ropes activities.

There was 70% 'positive endorsement' from staff on 'Guaranteed and Viable Curriculum' which was supported by the work that staff have done in collaborating on Scope and Sequence documentation with the inclusion of the key vocabulary words. Further work is to be done on creating CATs (Common Assessment Tasks) that incorporate literacy strategies across the curriculum and link directly to the skills identified in the 'Guaranteed and Viable Curriculum'.

Achievement

Mirboo North Secondary College has had a literacy strategy since 2020 driven by the Learning Specialist and the MYLNS Capability Leader. Work continued throughout the lock-down periods and staff undertook professional learning for staff to build their capacity, with a focus on 'Reading'. The goal was to increase the percentage of Year 9 students with high growth for Reading from 16% to 18%. Reading: High Growth – 22% (2019 – 19%), Medium Growth – 56% (2019 – 50%), Low Growth – 22% (2019 – 31%). Professional development has focused on teachers identifying the purpose for explicitly teaching vocabulary to students; develop their ability to explicitly teach vocabulary and share their pedagogical practice with other staff to plan and deliver lessons. The Learning Specialist and MYLNS Capability leader, with the support of Senior Speech Pathologists from the South Gippsland Student Support Services, have provided multiple best-practice examples and evidence-based research for the purpose of building staff capacity to:

- implement vocabulary instructional skills; and linked later in the year to comprehension skills;
- develop their ability to explicitly teach vocabulary;
- co-develop a formative testing regime that will support teachers to identify student learning needs and,
- undertake learning walks

Students have begun to develop a repertoire of strong vocabulary across all subject areas and transfer this knowledge and skill into other literacy-based tasks. Teachers have updated scope and sequence documentation and lesson plans to include differentiated vocabulary tasks and disciplinary based vocabulary. In future, the literacy strategy will continue with 'Common Assessment Tasks' (CATS) developed in PLC's and to include 'Command Words' from 7 - 12 to provide an understanding and a scaffolded approach for all students. Six VCE teachers achieved higher than the State in 2021 VCE exam results, these included Further Maths (one class), PE, Media, English (one class), Studio Art and Psychology.

Engagement

Tutoring extension activities were run during term two in the areas of senior mathematics. These students missed some opportunities because of disruptions in 2020. The focus of these activities was to provide opportunity for identified students to develop skills and knowledge to achieve high level outcomes. Outcomes at VCE in 'Further Mathematics' demonstrated growth compared to the State and growth compared to the GAT. Teachers undertook specific strategies to turn this around. It can be concluded that there was some 'value adding' at Year 12. There was also tutoring in Semester two in literacy from the TLI. Tutoring will continue in 2022 with the addition of four tutors, two in literacy and two in numeracy. The Math KLD Leader will continue to lead the faculty and will share strategies that have worked.

To address anxiety and poor attendance during the pandemic period, students were encouraged to engage in various programs such as 'Drumbeat', 'AIME', 'Adolescents Building Connections' (ABC), 'Art Therapy', 'Inspiring Young People' and 'Success Integrated Strategies' for student motivation and study strategies. Consistent contact was made with students to address their social, emotional and academic needs. There was regular advice, encouragement and messages via Compass on external supports, resources and services for both parents and students.

Wellbeing

The College refined and strengthened the wellbeing support structures within the College and employed a 'Wellbeing Coordinator' to coordinate external and internal services for students and support and monitor 'Student Support Groups' and 'Care Team Meetings'. Furthermore, a 'Mental Health Practitioner' was also employed 1.5 days/week (pro-rata) and a school nurse at two days/week. The 'Respectful Relationships' program was embedded in the curriculum teaching social and emotional development and respectful gender relationships. The curriculum has been mapped against the Victorian Curriculum in the area of 'Personal and Social Capability', 'Social Awareness and Management', 'Critical and Creative Thinking' and 'Ethical Capability' with key themes of resilience, rights and respectful relationships. This work has been supported by the University of Melbourne.

Finance performance and position

Mirboo North Secondary College maintained a very sound financial position throughout 2021. The 2018-2022 School Strategic Plan, along with the 2021 Annual Implementation Plan (AIP), continued to provide the framework for School Council allocation of funds to support school programs and priorities.

Mirboo North Secondary College carried an increase in net operating surplus by the end of 2021 of \$479,359. This surplus was impacted by the rounds of remote and flexible learning due to the pandemic which resulted in a decrease of expenditure. Underutilised budget faculty funding has been carried over as a financial commitment in 2022.

The SRP 2021 reconciliation reported a surplus of \$160,246 with the Learning tutor adjustment of \$39,741 bringing that back to \$120,505. This surplus can be attributed to savings in principal class as we have had an acting role for some years.

On a positive note, the College received funding for VCE lectures, planned maintenance, bushfire vegetation clearing and enhanced cleaning. The support this money provided was greatly valued by staff, students, and the community. Within the Financial Statement, under 'Other Accounts', there is a significant amount of money present, which comes from bequeathments made by local families. The money is invested as per DET guidelines, and provides scholarships to both programs and students to assist learning during their time at MNSC. The funds are set up as a trust which 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.