

2022 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 of the previous calendar year 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 09 May 2023 at 09:04 AM by Vaya Dauphin (Principal)

- This 2022 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

Attested on 25 June 2023 at 07:13 PM by David Poland (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 is a rural school in the heart of South Gippsland, Victoria. In 2022, the school had an enrolment of 411 students and a teaching staff of approximately 34, and an Education Support Staff workforce of 12 staff.

At MNSC, students are encouraged to:

- be personal/self-managers of their own learning
- reach beyond their personal best
- connect with their learning through the responsible use of modern technologies
- work independently whilst being active team members
- use initiative and solve problems in innovative ways
- be able to communicate effectively and appropriately
- act responsibly, be community minded and demonstrate leadership skills
- reach their potential and be proud of their achievements.

Students are encouraged and supported in the pursuit of excellence.

The school's core values are:

Respect – showing care and concern for other people and property

Trust – being fair, honest, and trustworthy. Being responsible for your own actions and behaving in a responsible manner

Pride – being proud of your achievements and the achievements of others in the school and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 saw school's open for the entire year for the first time since 2019 (pre-COVID), however, student and staff absences were a significant challenge in 2022. Teacher judgements in English and Mathematics Years 7-10 saw those students who were performing at or above State benchmarks as outperforming similar schools' results and above State averages. NAPLAN Reading at Year 7 (those in the top three bands) showed our students outperforming similar schools and only just slightly behind the State average. For Numeracy at Year 7, the trend was similar except with the students slightly further behind the State average. At Year 9, again the trend was similar in both English and Numeracy, however our Year 9 students in the top three bands, outperformed the State average in 2022 by just over 6%.

In 2022, the College saw its largest decline in the school's overall VCE mean study score since COVID, which was disappointing for the community. On a positive note, nearly all students successfully completed their VCE and there was great success in VET studies and VCAL participation and results. 100% of students exited to further study or employment.

Wellbeing

In 2022, the College was able to fully staff our Wellbeing suite of programs. In Term 4, the school employed a full-time Wellbeing coordinator, a highly qualified professional with over 20 years' experience in the mental health field. Further to this, the school provided access for students to a Mental Health Nurse, Headspace, and a School Nurse. In 2023, the Chaplain will again begin working with students and across both the primary and secondary school. The school has appointed a Leading Teacher in charge of Inclusion and is rapidly learning and adapting to the new DET Disability Inclusion structures.

Students' Sense of Connectedness to school continued in 2022 to be of concern with the school's results being slightly lower than that of similar schools and the State average (as measured by the Attitudes to School Survey). The school's recent Review provided similar feedback and consequently a focus on Student Wellbeing in the College's new Strategic Plan. The school is in the process of developing a pastoral care program which will improve student connectedness. The College offers safe, calm, and orderly classrooms (as evidenced by the Review panel in classroom observations and through student focus groups) but students have identified the school toilets as an area of concern. Since this data was collected, the College has made significant progress in improving the quality and safety of these spaces. With the employment of an additional Assistant Principal, and a full composite of Year Level Coordinators, Student Management processes and specifically the management of Bullying has improved significantly.

Engagement

Although Attendance is always an area where schools wish to improve, generally Attendance in 2022 at MNSC was positive with our students having less days off on average than similar schools, but still more days off than the State average. Based on the four-year average, Student Retention at MNSC fell slightly during COVID, however, Student Exits in 2022 were incredibly positive (100% Years 10-12 leaving for study or employment). In 2023, the College has also employed a highly qualified Career Practitioner which will be an asset in working with students proactively but also with those at risk of early disengagement from education.

Financial performance

Due to the challenges in recruiting a Substantive Principal, the school has been able to save money over the past few years. This has enabled the school in 2023 to hire an additional Assistant Principal to support the implementation of the new Strategic Plan. In terms of overall bank balances, it should be noted that MNSC holds bequeathed funds of approximately \$436,000, of which only the interest can be spent. The school is in the process of identifying the best way to manage these funds as currently the bequeathed funds appear as a surplus in the school's bank account consequently preventing the school from accessing grants.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 411 students were enrolled at this school in 2022, 186 female and 225 male.

0 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).

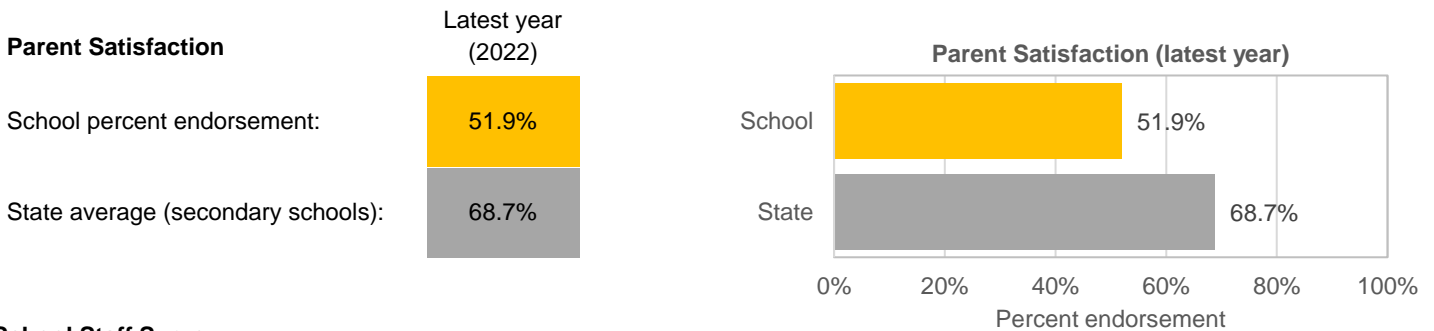
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

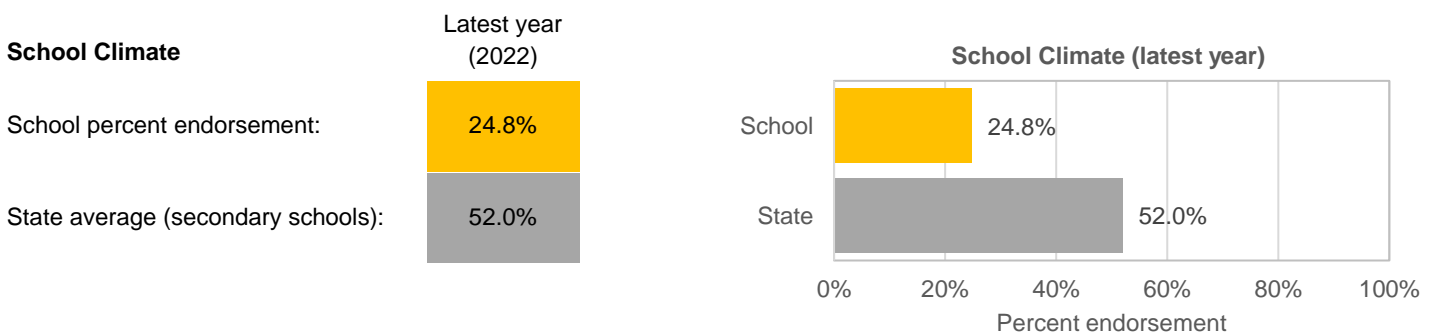


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

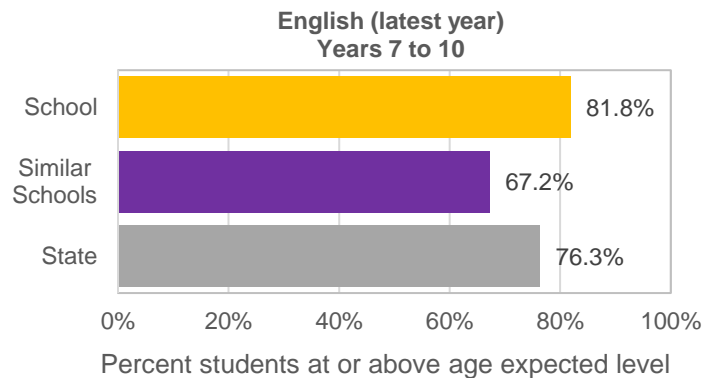
81.8%

Similar Schools average:

67.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

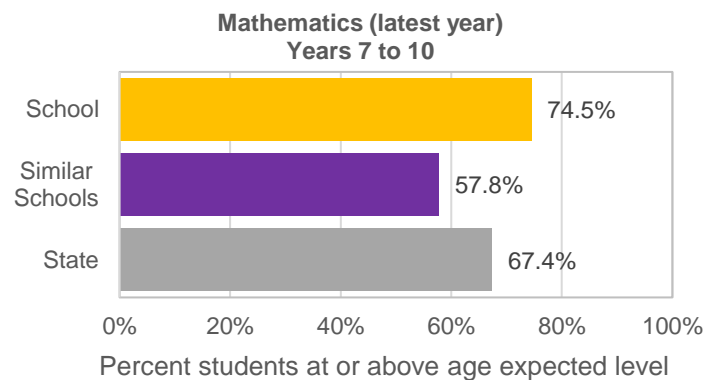
74.5%

Similar Schools average:

57.8%

State average:

67.4%



LEARNING (continued)

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.

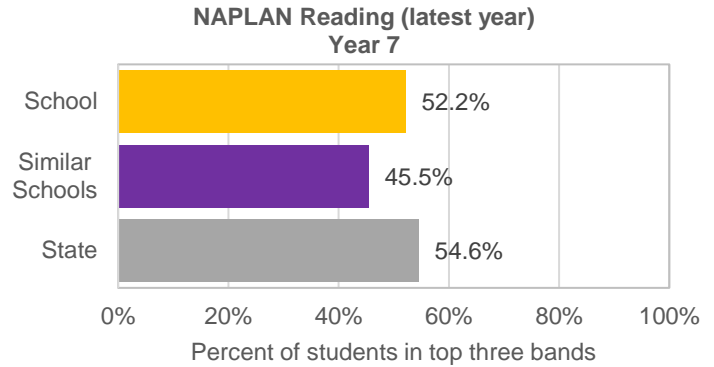
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

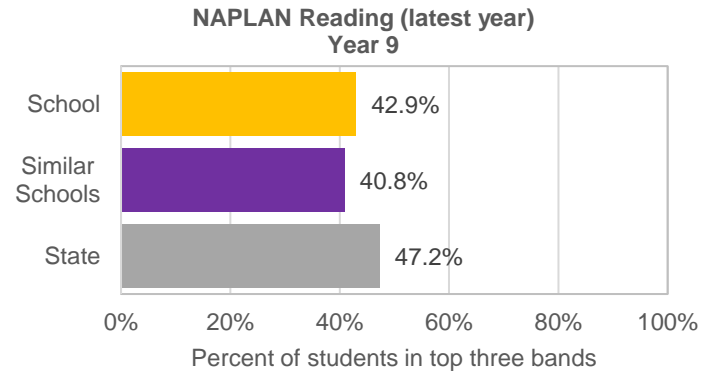
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	52.6%
Similar Schools average:	45.5%	47.1%
State average:	54.6%	55.3%



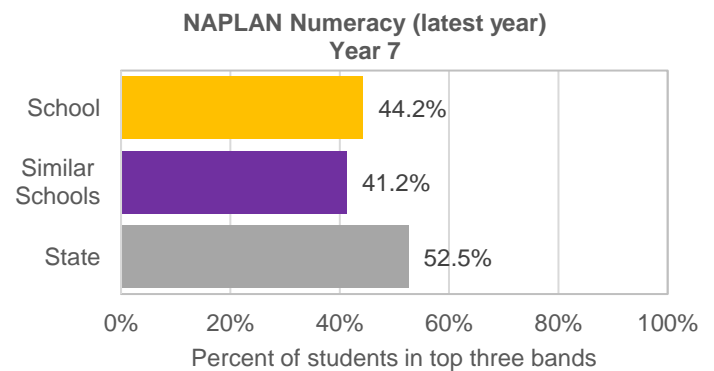
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	40.3%
Similar Schools average:	40.8%	38.2%
State average:	47.2%	46.0%



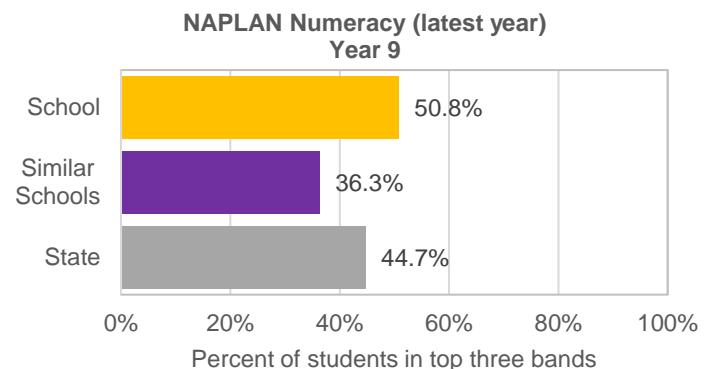
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.2%	47.3%
Similar Schools average:	41.2%	45.2%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.8%	44.8%
Similar Schools average:	36.3%	35.6%
State average:	44.7%	45.6%



LEARNING (continued)

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.*

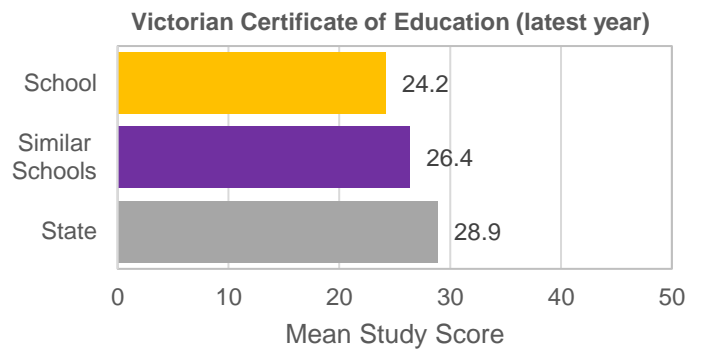
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	24.2	26.2
Similar Schools average:	26.4	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

55%

VET units of competence satisfactorily completed in 2022:

74%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

82%

WELLBEING

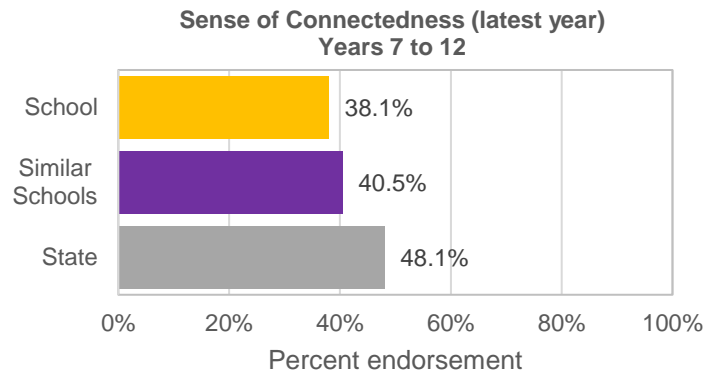
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	38.1%	45.7%
Similar Schools average:	40.5%	46.2%
State average:	48.1%	52.5%

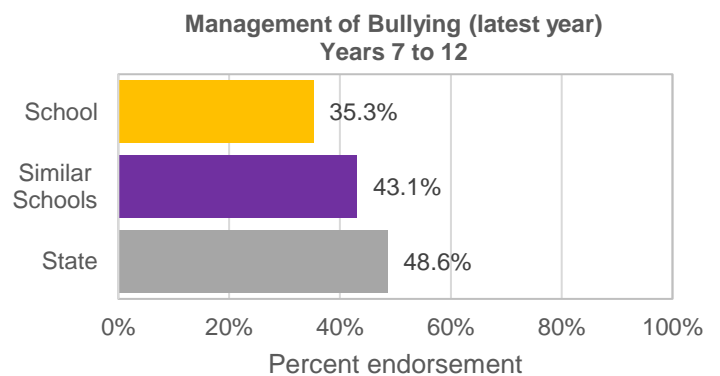


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	35.3%	47.3%
Similar Schools average:	43.1%	49.0%
State average:	48.6%	54.0%



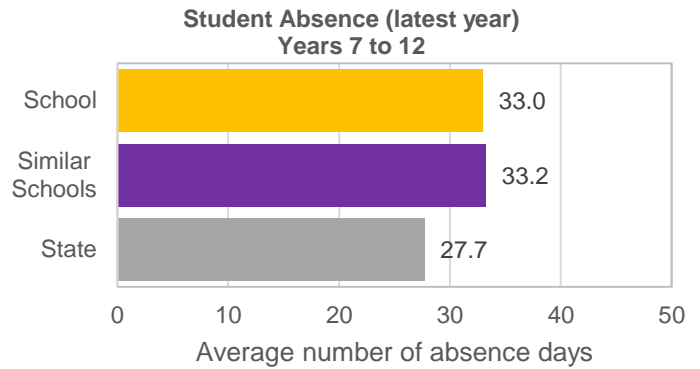
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	33.0	24.1
Similar Schools average:	33.2	27.9
State average:	27.7	21.8



Attendance Rate (latest year)

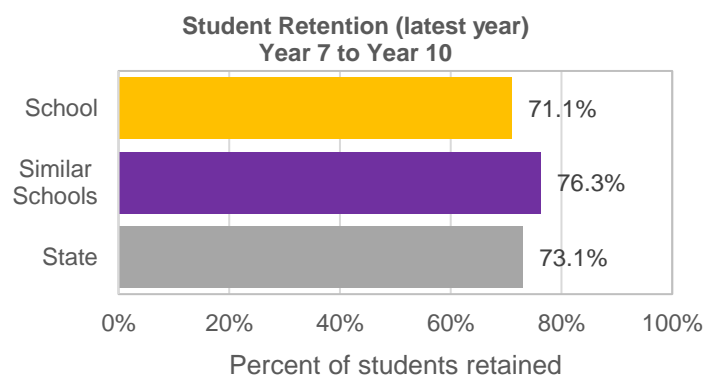
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	81%	83%	84%	82%	87%

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 (2022)	4-year average
School percent of students retained:	71.1%	79.3%
Similar Schools average:	76.3%	76.4%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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.

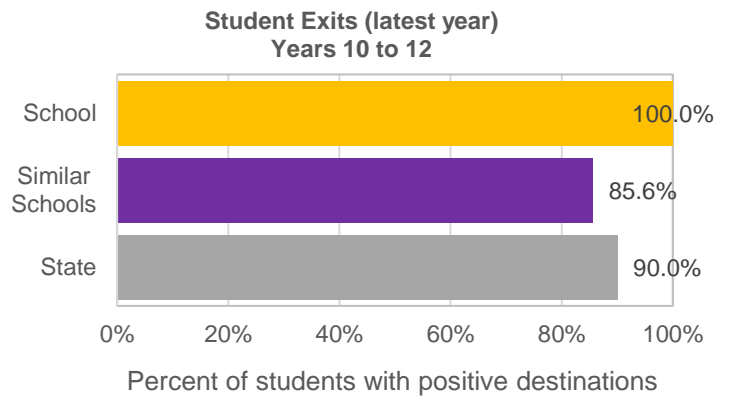
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	100.0%	89.3%
Similar Schools average:	85.6%	84.2%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$5,507,640
Government Provided DET Grants	\$939,968
Government Grants Commonwealth	\$10,731
Government Grants State	\$0
Revenue Other	\$68,585
Locally Raised Funds	\$366,136
Capital Grants	\$0
Total Operating Revenue	\$6,893,060

Equity ¹	Actual
Equity (Social Disadvantage)	\$99,032
Equity (Catch Up)	\$35,811
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$134,843

Expenditure	Actual
Student Resource Package ²	\$5,047,401
Adjustments	\$0
Books & Publications	\$2,805
Camps/Excursions/Activities	\$109,348
Communication Costs	\$19,004
Consumables	\$95,339
Miscellaneous Expense ³	\$99,360
Professional Development	\$17,685
Equipment/Maintenance/Hire	\$73,874
Property Services	\$219,647
Salaries & Allowances ⁴	\$194,209
Support Services	\$177,127
Trading & Fundraising	\$101,339
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$97,574
Total Operating Expenditure	\$6,254,712
Net Operating Surplus/-Deficit	\$638,347
Asset Acquisitions	\$10,517

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,047,175
Official Account	\$48,779
Other Accounts	\$441,502
Total Funds Available	\$1,537,456

Financial Commitments	Actual
Operating Reserve	\$184,453
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$44,605
School Based Programs	\$699,824
Beneficiary/Memorial Accounts	\$441,502
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,216
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$152,856
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,537,456

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.