

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 16 April 2025 at 02:53 PM by Vaya Dauphin (Principal)

- As executive officer of the school council, I attest that this 2024 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 01 May 2025 at 01:27 PM by Vaya Dauphin (Principal)

# 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)
- Senior Secondary completions and mean study score

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Mirboo North Secondary College is a rural school in the heart of South Gippsland, Victoria. In 2024, the school had an enrolment of 330 students and a staff of approximately 60 including Education Support Staff. 40% of this workforce were part-time.

In 2023, we had developed the vision statement of:

At Mirboo North Secondary College, we are committed to creating a safe and welcoming environment where everyone can learn and excel. In 2023, this informed our expectations of the staff, students, and the community.

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.

In 2024, we became part of the School Wide Positive Behaviours Program (SWPBs). As part of this, the school developed a matrix of expected behaviours in collaboration with staff and students. Our four pillars of this program are:

- Be kind
- Keep on keeping on
- Own it
- Work hard.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

2024 saw the employment of a new Leading Teacher for Teaching and Learning. This teacher continued to lead the school documentation of curriculum with a strong focus on backward mapping skills from Year 12 to Year 7. Faculty teaching staff achieved outstanding work in this area completing curriculum maps for all programs. Whilst continuing this work, we are now adding in a focus on assessment and reporting.

The majority of teaching staff received coaching support in 2024, the only limitation being time and available staff to conduct the coaching. Each staff member was able to use feedback from these sessions to improve their practice.

Our Staff Survey results continued to be positive this year with staff morale continuing to increase; A School Culture of Trust and Worthiness achieved 78% positive score. Improvement in School Climate showed an increase of 9% from 2023, as did Staff Safety and Wellbeing (also an increase of 9% from 2023).

We employed two tutors in 2024, one highly skilled in running literacy and numeracy interventions. This helped significantly to engage struggling learners and build the confidence of these learners. We also employed a substantive Leading Teacher for Inclusion who came to us with considerable experience. This gave us the capacity to work with staff on inclusive practices across the school.

We continued to run Like Ability English and Maths classes in Years 7 and 8, allowing us to differentiate effectively for low and high ability learners. Our percentage of students at Strong and Exceeding level in NAPLAN continues to be above similar schools as evidenced by the data in this report.

Our Mean VCE study score for all VCE subjects rose in 2024 to 27.1 (26.9 in 2023), and we aim to do even better in 2025.

## Wellbeing

With the introduction of a new Leading Teacher - Inclusion, and a well established Wellbeing Team, we were able in 2024 to quickly identify and support those students who needed it. We were also fortunate in 2023 to regain the services of a School Chaplain and in attaining funding for this into the future. In 2023, further to this, we were also able to increase our school nursing time by an additional day per week.

In 2023, we had also employed an Assistant Principal to oversee the following team:

- A full time Counsellor
- A Mental Health Practitioner
- A School Chaplain
- A School Nurse
- A Koorie Engagement Officer.

In 2023, the teaching staff trailed The Resilience Project, and in 2024 we funded and allocated time and resources to this program across the school. This program teaches students lifelong skills for managing their mental wellbeing. A working group of staff planned the implementation of a school-wide social & emotional learning program for all enrolled students in 2024.

The Attitudes to School Survey Results improved in 2024 from 2023 but were still low compared with similar schools. However, school culture post a long period of instability has improved and we are optimistic these results will continue to improve over time.

## Engagement

Attendance continues to be a concern in our school and in most schools due to a higher tolerance by students and families towards absence. Mirboo North's trend can be seen in 'similar' schools. In 2023, attendance monitoring transferred to the Middle School Education Support Staff Officer, and the Assistant Principal initiated a whole school approach to attendance in keeping with

the Department's guidelines. In 2024, we saw an increase in the average number of days absence from 34 in 2023 to 35.3 in 2024, however, this was less than similar schools which saw an increase to 37.3 in 2024.

In the Attitudes to School Survey results, students marked an improvement in all areas, with the highest improvement being in our Managing of Bullying (30% positive in 2023 to 42% positive in 2024). Other results of note were a 7% improvement in Stimulated Learning, 9% improvement in Perseverance, 7% improvement in Advocate at School, and a 7% improvement in Life Satisfaction.

We've had a conscious focus post COVID on having more fun at school, and consequently we have put more emphasis on lunchtime activities, clubs, and in 2024 ran regular Celebration Days at the end of term. These were well received by students and staff.

## Other highlights from the school year

Highlights from 2024 would have to include the Celebration Days we ran either towards the end or at the end of every term. These were organised by the Voice of Students (VOS) group and were enormous fun for everyone. We ran a variety of activities: A Colour Run, Trivia and Games, Mirboo North has Got Talent, alongside sausage sizzles, awards, and raffles for attendance etc. VOS also completed a Christmas Gnome Hunt where they hid gnomes throughout the town for people to find. These were made and painted by staff and students and the event was a lot of fun for the community.

Our Vocational Major (VM) and Life Ready programs became much more hands on and community focused in 2024 with these students running a Market, lessons for students on wellbeing topics, cooking for the Food Bank and many more activities.

Our Trade Class which ran as a Tier 3 intervention for disengaged learners was highly successful with this growing from one class of 5 to 4 classes of 5. The Year 8 students made billy carts and this was a wonderful way to celebrate and enjoy learning. Consequently, we were able to grow our Trade offerings for 2025, and are now running 4 classes and a Trade Taster program.

We continued to offer a broad range of VCE subjects, catering well for those students with a strong academic focus/pathway. As a small school we are proud that we are able to deliver strong programs for all learners.

## Financial performance

The school has expended a significant amount of its reserves on the employment of additional leadership and Educational Support Staff, this includes a second Assistant Principal, a Leading Teacher for Senior School and one for Applied Learning, and three additional Education Support Staff Members, one in Senior School and two in Middle School.

In 2024, we also spent funds on school maintenance and works both for beautification and improvement of the grounds, but also in fixing things like leaking roofs and aging drains. In 2024, we continued to employ a part-time maintenance person to ensure that our facilities do not fall into ill repair. It should also be noted that our hothouse was damaged in the February storm and was

of an age where it needed significant repair; this has been budgeted for moving forward.

In terms of overall bank balances, it should be noted that Mirboo North Secondary College holds bequeathed funds of approximately \$506,000, of which only the interest can be spent. The interest from this bequeathment provides opportunities for students and teachers to fund experiences outside of the curriculum.

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 343 students were enrolled at this school in 2024, 154 female and 189 male.

0 percent of students had English as an additional language and 5 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).

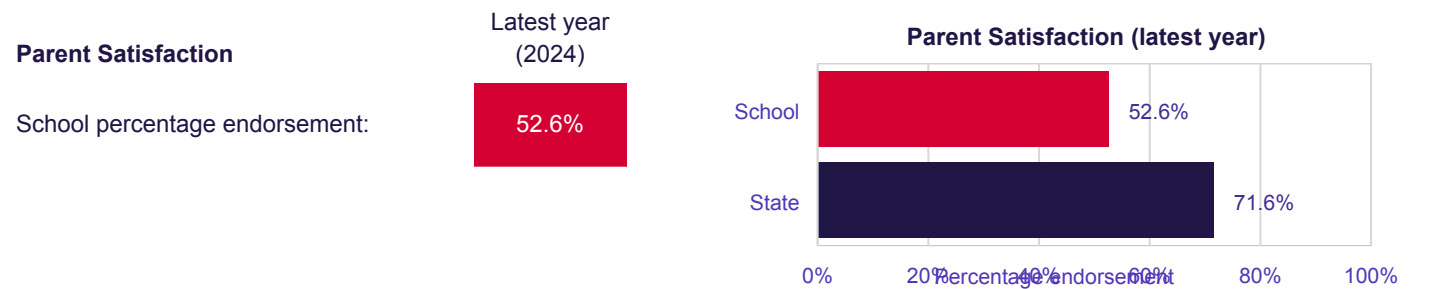
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

#### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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



State average (secondary schools):

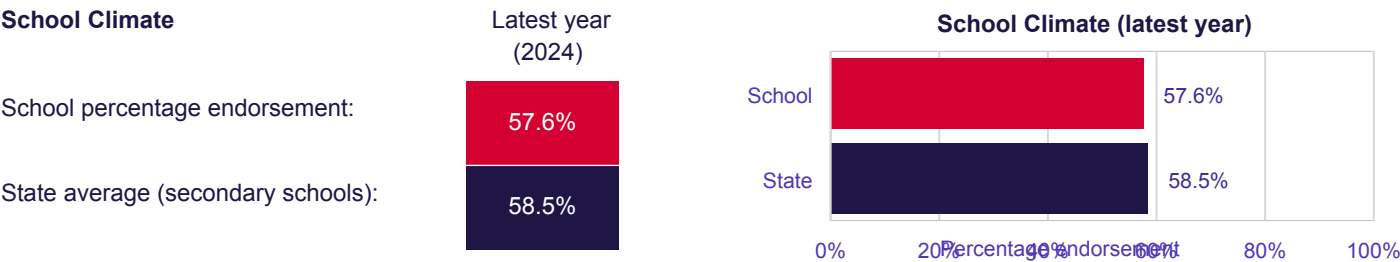
71.6%

School Staff Survey

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

Percentage 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.

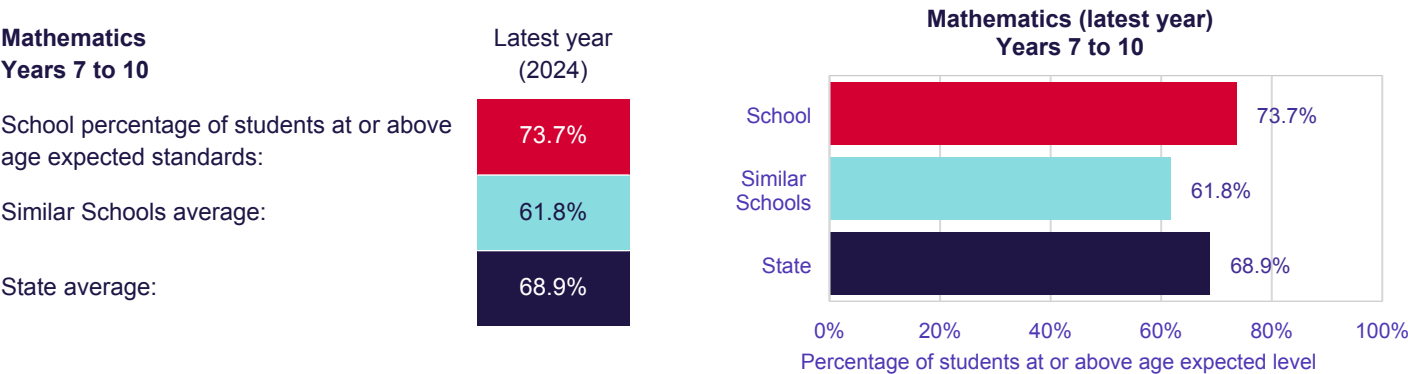
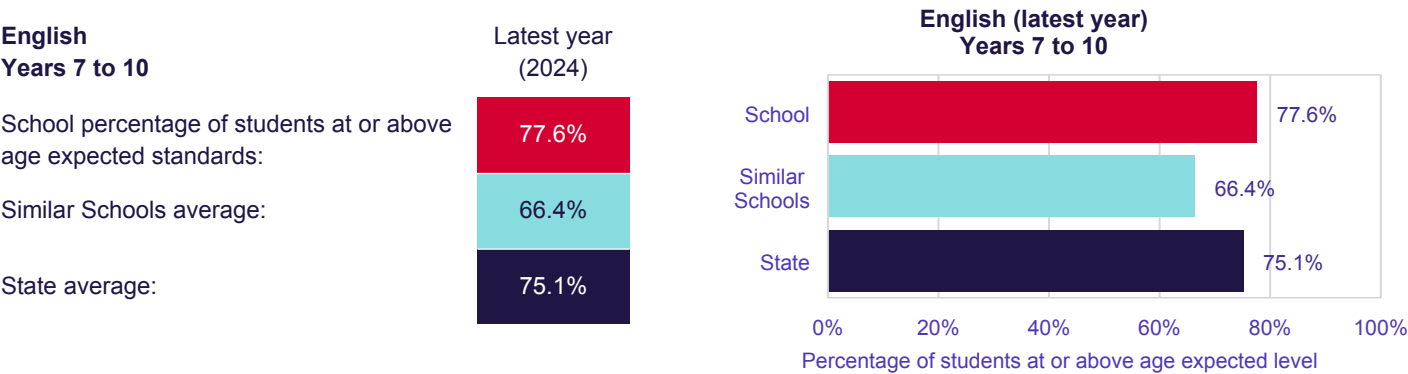


LEARNING

**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 against the Victorian Curriculum

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





## 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.

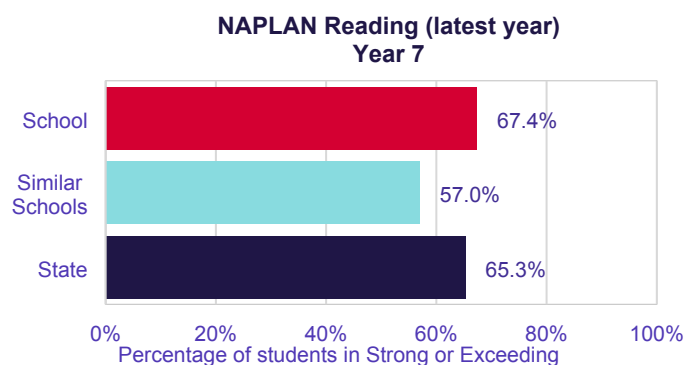
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

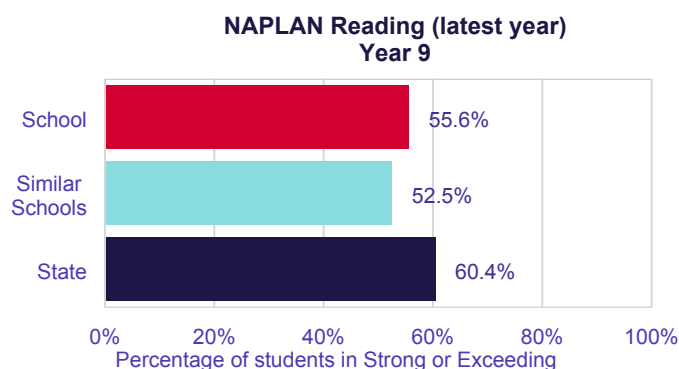
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.4%	63.5%
Similar Schools average:	57.0%	58.8%
State average:	65.3%	65.7%



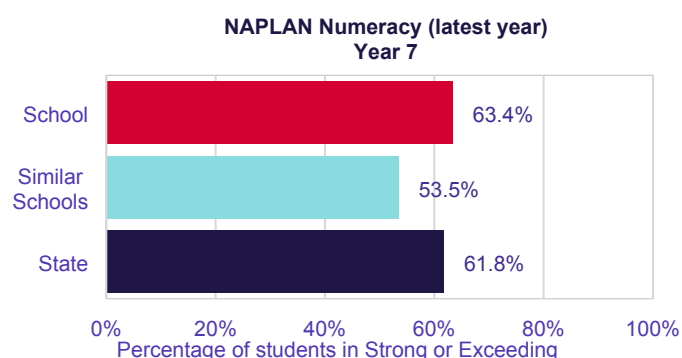
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	59.1%
Similar Schools average:	52.5%	53.9%
State average:	60.4%	60.2%



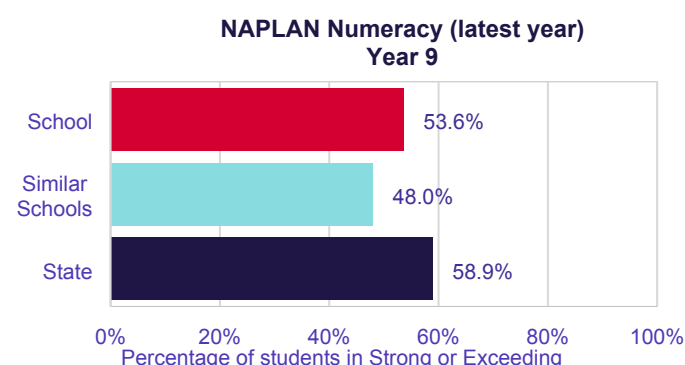
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.4%	65.0%
Similar Schools average:	53.5%	54.3%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.6%	51.5%
Similar Schools average:	48.0%	50.0%
State average:	58.9%	59.4%



## 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 (continued)

#### Reading Year 7

(2022)

School percentage of students in the top three bands:

52.2%

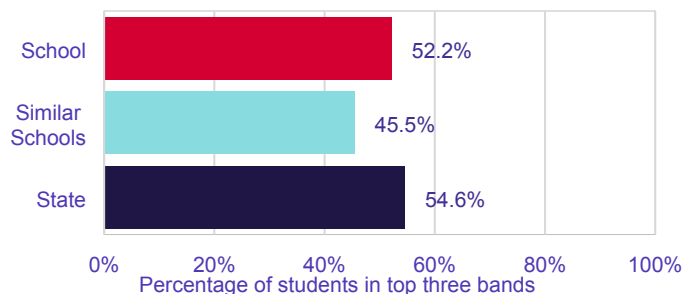
Similar Schools average:

45.5%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

42.9%

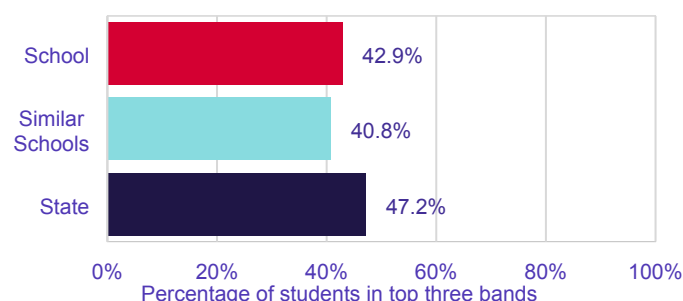
Similar Schools average:

40.8%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

44.2%

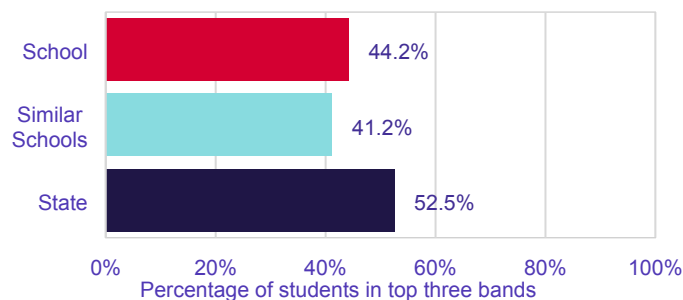
Similar Schools average:

41.2%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

50.8%

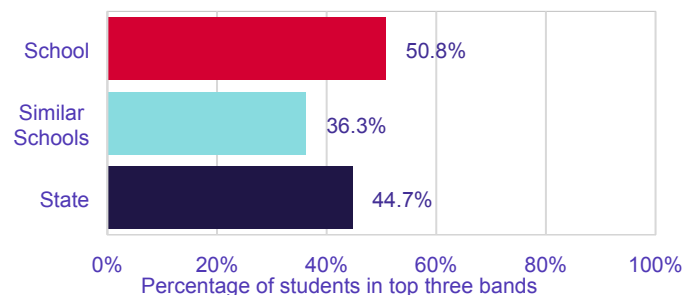
Similar Schools average:

36.3%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

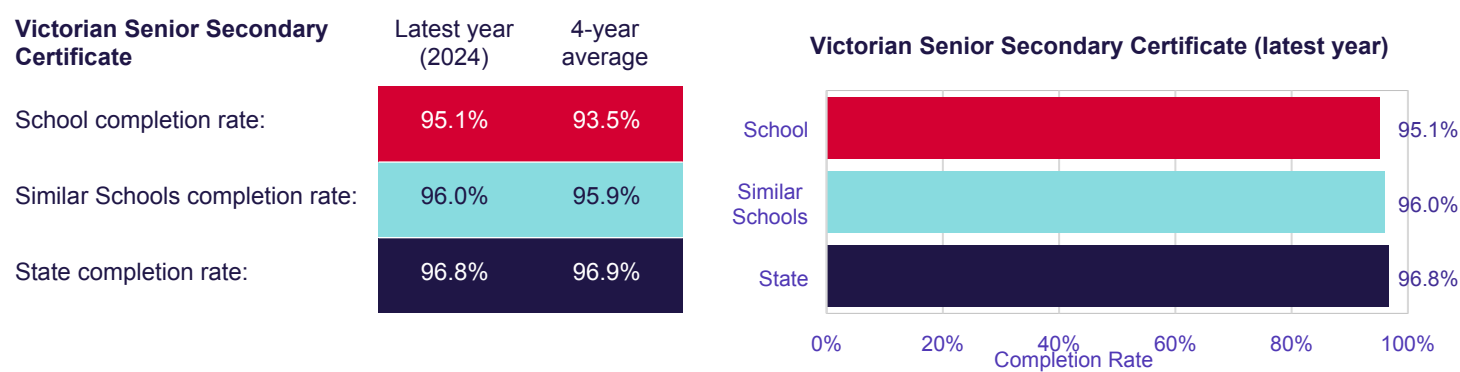


LEARNING (continued)

**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 Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	27.1
Number of students awarded the VCE Vocational Major	18
Number of students awarded the Victorian Pathways Certificate	4
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	65%
Percentage VET units of competence satisfactorily completed in 2024:	67%

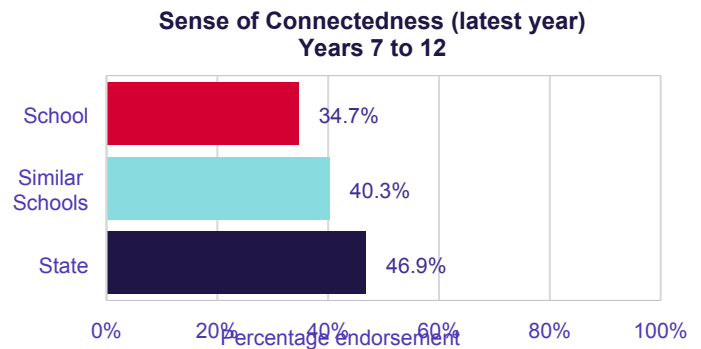
## WELLBEING

**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 percentage 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).

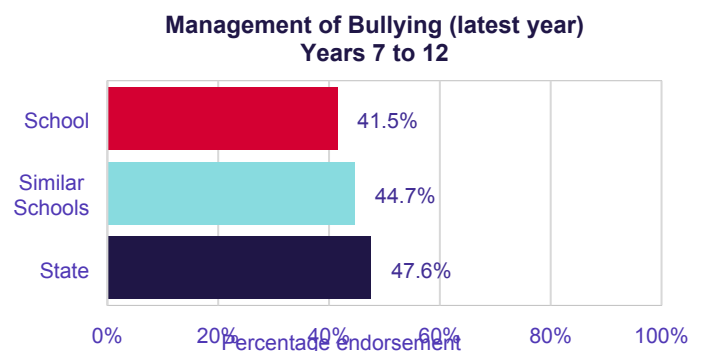
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	34.7%	36.8%
Similar Schools average:	40.3%	41.9%
State average:	46.9%	48.0%



### Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	41.5%	39.2%
Similar Schools average:	44.7%	45.5%
State average:	47.6%	49.1%

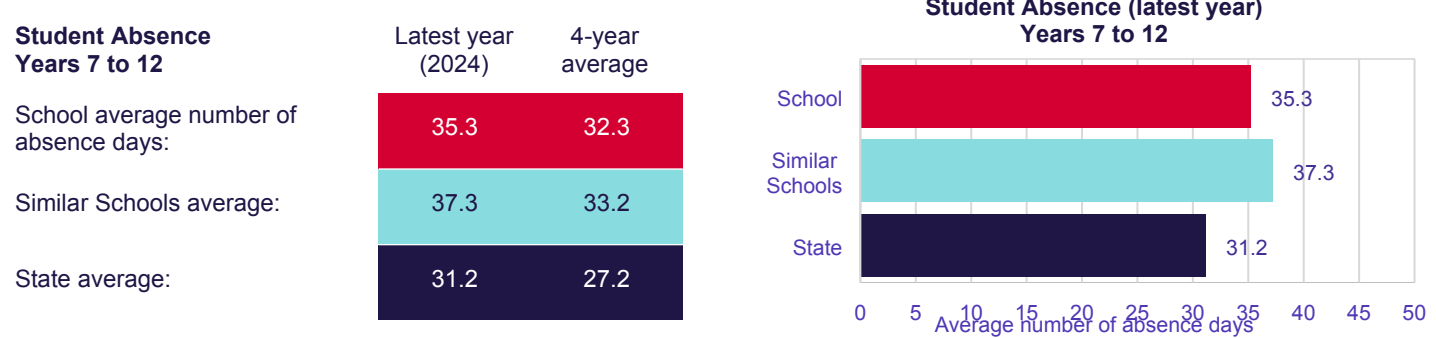


ENGAGEMENT

**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.

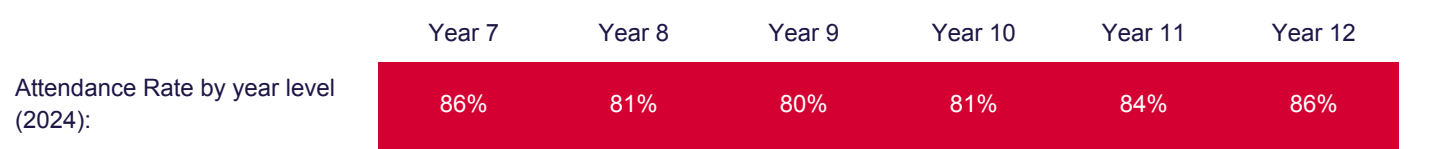
Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



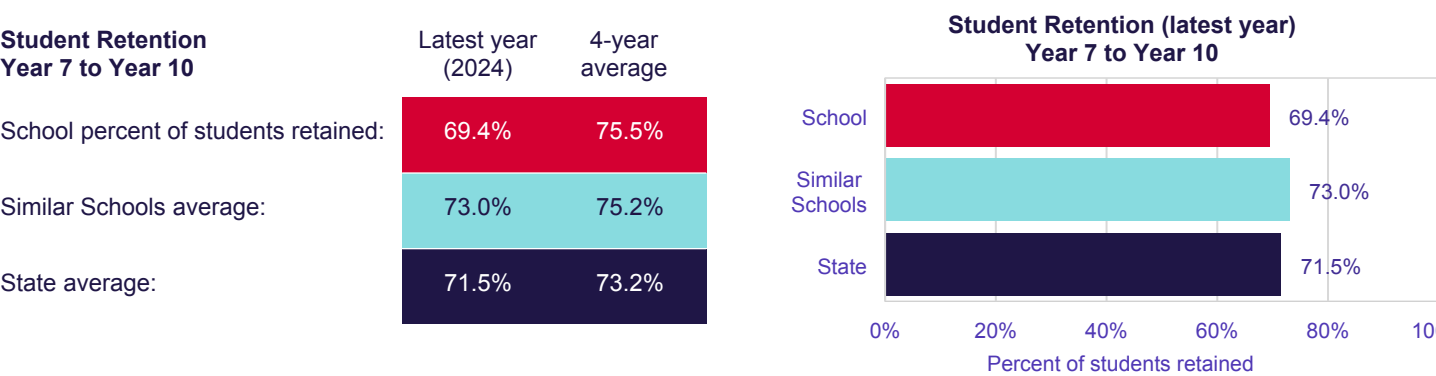
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

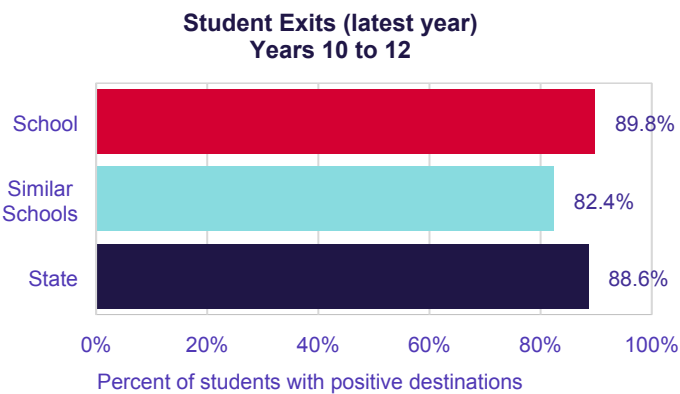
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	89.8%	91.1%
Similar Schools average:	82.4%	84.2%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,441,299
Government Provided DET Grants	\$887,945
Government Grants Commonwealth	\$1,800
Government Grants State	\$5,000
Revenue Other	\$109,981
Locally Raised Funds	\$435,658
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,881,683</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$86,836
Equity (Catch Up)	\$28,261
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$115,097</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,677,104
Adjustments	\$0
Books & Publications	\$2,228
Camps/Excursions/Activities	\$137,043
Communication Costs	\$12,779
Consumables	\$128,215
Miscellaneous Expense <sup>3</sup>	\$85,950
Professional Development	\$23,965
Equipment/Maintenance/Hire	\$125,362
Property Services	\$266,114
Salaries & Allowances <sup>4</sup>	\$147,995
Support Services	\$236,989
Trading & Fundraising	\$92,757
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$86,017
<b>Total Operating Expenditure</b>	<b>\$7,022,519</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$140,836)</b>
<b>Asset Acquisitions</b>	<b>\$96,037</b>

- (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 22 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,089,586
Official Account	\$21,895
Other Accounts	\$506,118
<b>Total Funds Available</b>	<b>\$1,617,599</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$224,236
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$186,741
School Based Programs	\$497,922
Beneficiary/Memorial Accounts	\$506,118
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,983
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$105,599
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,617,599</b>

*All funds received from the Department of Education, 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.*