

2021 Annual Report to The School Community



School Name: Mansfield Secondary College (8010)



- 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.

Attested on 21 March 2022 at 05:14 PM by Timothy Hall (Principal)

- 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

Attested on 09 May 2022 at 09:55 PM by Andrew Howie (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Mansfield Secondary College is located at the base of the High Country. The College serves a community known for its agriculture and nature tourism. The student body is characterised by a homogeneous cultural background. Enrolments are stable at 442 for the 2021 school year. Gender ratio is fairly equal. Staff experience level is shifting, with a broader spread of beginning through to experienced staff. The College has an EFT of 33.6 teachers; three Principal class, 43 teachers and 22 Education Support Staff with a high number of part time staff. None of the staff self-identify as Aboriginal or Torres Strait Islander.

Our vision is 'a dynamic learning environment where the whole community takes responsibility in preparing for the future'

The College has a well established Positive Behaviours in Schools program, which articulates our core values of Respect; for self, others and the environment
Persistence; doing our best all the time
Curiosity; about the world and our learning

Our purpose is taking each student in our community and providing them with the next step in their growth. That is, the College is known for the way in which we cater for students with a diverse range of aspirations, right across the spectrum from academic to vocational pathways.

The school curriculum incorporates a horizontal year 7 and 8 to guarantee breadth of curriculum to all students. Students in years 9 and 10 engage with a horizontal core structure addressing English, Maths, Science and Humanities. Vertical modular elective blocks enable flexibility of course structure to match student interest and pathways. At senior school, VCE, VCAL and VET programs are available. Additional support for students occurs in both literacy and numeracy. A range of co-curricular programs, particularly sport (for example snowsports) and music (tuition and performance) provide opportunities for leadership and development of skills. An important feature of the school curriculum is the high degree of access to and availability of Australian School-Based Apprenticeships. The School Based Apprenticeship program is well supported by the Mansfield community.

The college does not offer programs to full-fee-paying overseas students.

2021 was a year of review for the college, with the four-year review cycle being completed in the second semester. The review was delayed a number of times in response to Covid-related impacts, beyond the school's control. Consequently, the 2021 AIP progress and the 2021 report to the school community, are completed with reference to the school strategic plan 2017 - 2020. Our new strategic plan commences in 2022.

Framework for Improving Student Outcomes (FISO)

The foci for 2021 included:

- Community engagement in learning - building practice excellence (Professional Learning Communities)
- Excellence in teaching and learning – Build the instructional teaching practices of all teachers (Literacy Strategy)
- DET 2021 priorities goal - 'learning, catch up and extension' (tutor learning initiative), 'happy active and health kids' (wellbeing classroom & strategies), 'connected schools' (refine digital learning and pedagogy)

In 2021, an attempt was made to restart the Professional Learning Communities (PLC) structure in the school, following a year of disruption and changed focus in response to COVID related periods of lockdown. Literacy Strategies focused on explicitly teaching reading comprehension strategies and discipline-specific meta-language. With further periods of remote and flexible learning, there was extensive modification to these goals and increased focus around achieving the statewide goals.

Student reflections of time in remote learning indicated that core curriculum delivery progressed (learning was possible for those families who were actively engaged), but that the degree to which students made learning progress was varied. Key factors included student ability to access high quality internet, and the ability of students to 'hide' when learning was found to be difficult. Staff at the school have again been commended on their flexibility and professionalism in the process of developing and delivering on-line resources. A second year of remote and flexible learning enabled staff to refine their digital teaching capabilities, seeking more engaging ways of achieving learning outcomes.

Achievement

VCE data for 2021 was excellent, with a median study score of 29 and 'better than like school mean' results, indicating that generally VCE students were able to engage and learn, notwithstanding the implications and limits placed by flexible and remote learning.

Middle school learning data indicates good progress both against both NAPLAN and Victorian Curriculum (Teacher Judgements). Particularly, NAPLAN learning growth from both 5-7 and 7-9 show positive high gain trends in comparison to like schools. Year 7-9 writing trends are an example of this, with like schools showing 20% high gain and Mansfield Secondary College showing 38% high gain. Other NAPLAN data is similar.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals

Future strategies include:

- Continue to develop Google Classrooms as the tool to support online learning
 - Improve data use to determine students' strengths, areas to develop, and to inform planned learning opportunities
 - Provision multiple sources of feedback to students about their learning and how to improve
 - Develop opportunities for active student voice in the learning process
 - Enhance (teacher) expectations of students
 - Build the instructional teaching practices of all teachers
-

Engagement

Student attendance rates show a four year trend in student attendance similar to the state average and better than similar schools. In 2021, with the challenges of extended periods of remote and flexible learning, student engagement has deteriorated (as it has for both state and 'similar schools' indicators.) Absenteeism was recorded as best as possible but data integrity is questionable, with inability for teachers to know if students stayed on-line after the initial roll-call. Attendance during periods of remote and flexible learning was monitored by attendance at on-line classes and participation in learning activities on Google Classrooms.

Non-attendance is followed through by year level coordinators, and chronic non-attendance is addressed in partnership with: North East Support for Adolescents and Youth (NESAY), Victoria Police, Regional Office of the Department of Education, Department of Health and Human Services, and Mansfield Shire Council.

Our school based apprenticeships program remains as a core tool to support student engagement and retention. Commencing in 2019, this was supplemented with a 'Hands on Learning' program that addresses at-risk students across years 5-9.

Future strategies include:

- Raise student learning expectations: improve levels of learning aspiration, improve levels of self-efficacy
- Develop and implement strategies to involve students, parents and carers as partners in learning

- Strengthen curriculum and assessment documentation throughout the college
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Wellbeing

In 2021, student wellbeing was tracked fortnightly during the periods and remote and flexible learning. A Google-based questionnaire was used as a core part of the 'Wellbeing Classroom' support structure. Response rates were high (usually approximately 360 out of 440 students). Where particular student needs were identified, individuals were contacted by phone/text/meet. The Wellbeing Classroom was a great structure for communicating with the whole school remotely, particularly to provide wellbeing support notes and contact details. It is a structure that we will continue to use.

The most common issues raised included; concerns with isolation from peers, anxiety around personal and family (COVID) safety, anxiety about 'falling behind' during flexible and remote learning and anxiety around family relationships. Whilst there were concerns at a state level around increased levels of domestic violence during lockdown, these did not directly present in our context.

Future strategies include:

- Raise student learning expectations
 - Improve levels of learning aspiration
 - Improve levels of self-efficacy
-

Finance performance and position

From a 'cash' perspective, the college has finished the year in a financially stable position. Extended periods of remote and flexible learning have made managing the cash budget for 2021 very challenging.

- Casual teaching staff (CRT) employment was significantly less in 2021 than expected
- Many professional development activities were cancelled or moved on-line, leading to a reduction in the PD spending for the year
- Camps and excursions were minimal, leading to a reduction in the spending for this budget line

Cash to Credit transfers were planned for 2021 to reflect the use of equity funding on staff to support the program (Wellbeing coordinator, Assistant Principal - Student Engagement and Wellbeing, Literacy and Numeracy support program, extra time for the Chaplain). However, for a variety of reasons, Cash to Credit transfers did not actually occur.

These two items (Covid related lower expenditure, and incomplete transfer of equity funding) resulted in a cash surplus for the year. Notwithstanding this, a Credit deficit of \$57,585 will need to be repaid in the 2022 cash budget.

Of note in the cash budget is significant school expenditure to support the building program occurring, which was finalized in November 2021. Wages associated with grounds and facilities development totaled nearly \$60,000

New contracts entered into by the college in 2021 are:

- Snow Angel Cleaning (school contract cleaners)

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

<https://mansfieldsc.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 444 students were enrolled at this school in 2021, 213 female and 231 male.

3 percent of students had English as an additional language and 2 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).

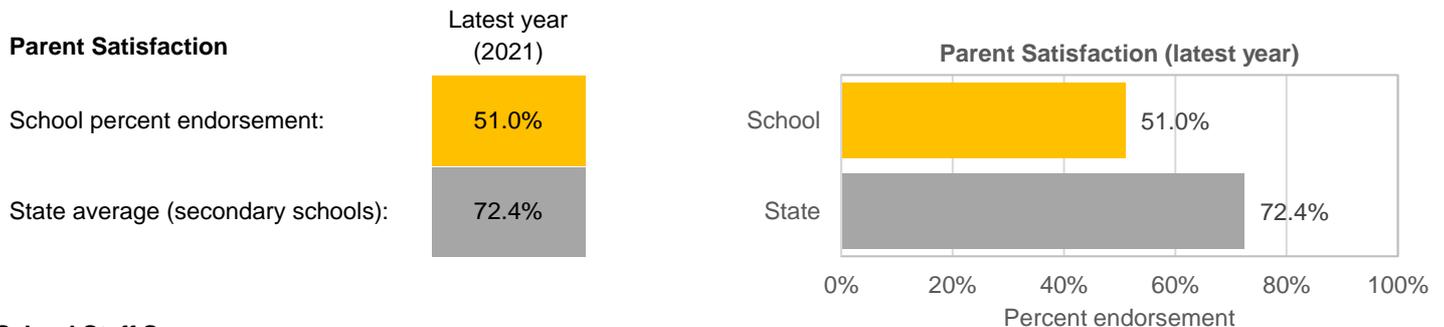
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

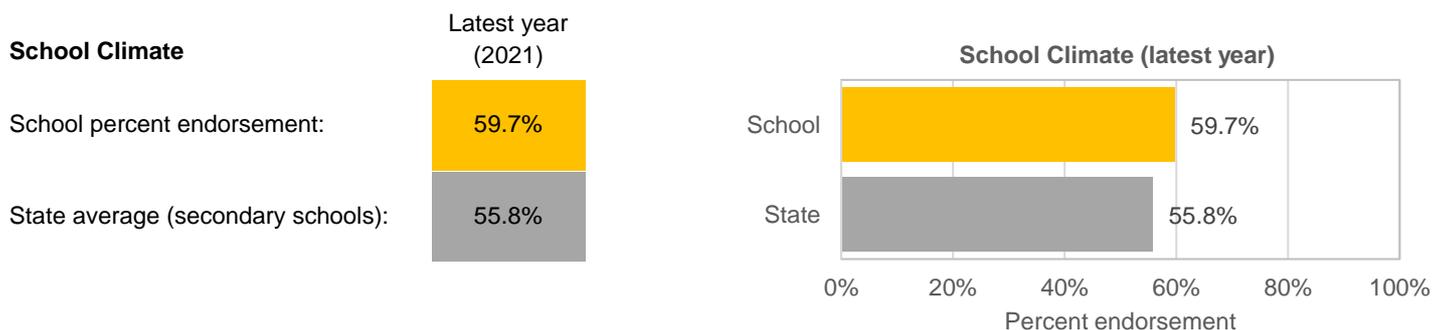


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

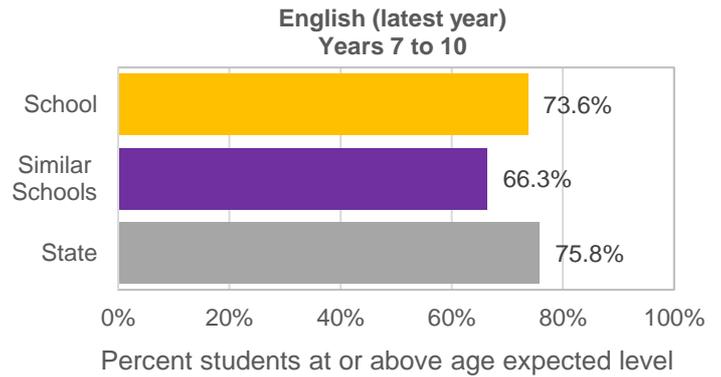
73.6%

Similar Schools average:

66.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

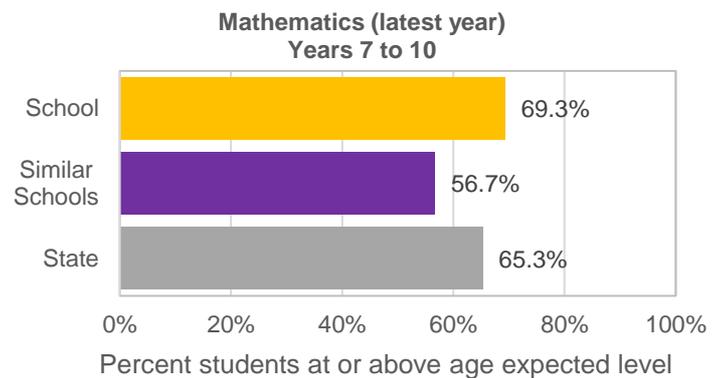
69.3%

Similar Schools average:

56.7%

State average:

65.3%



ACHIEVEMENT (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.

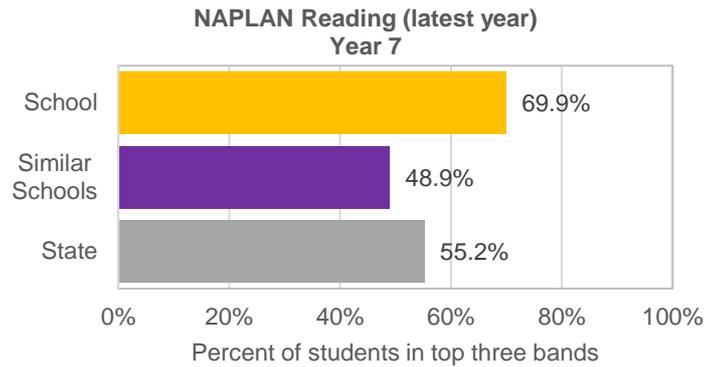
NAPLAN

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 2018, 2019 and 2021 data.

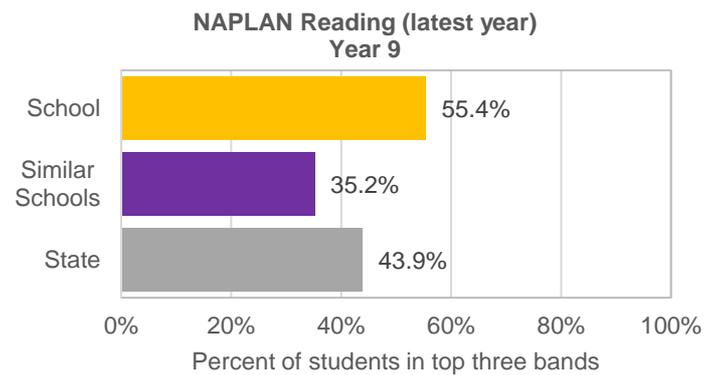
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.9%	60.0%
Similar Schools average:	48.9%	48.1%
State average:	55.2%	54.8%



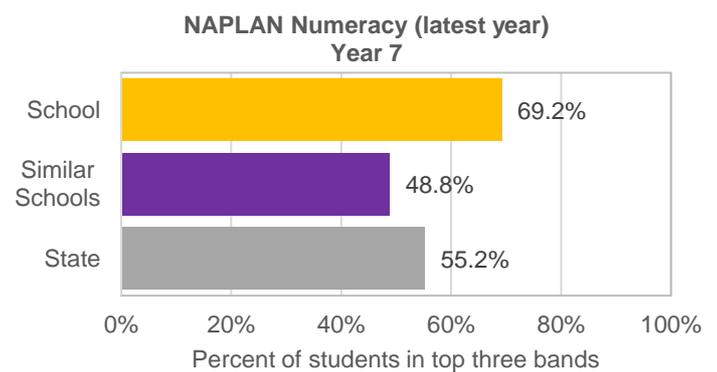
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.4%	51.3%
Similar Schools average:	35.2%	39.3%
State average:	43.9%	45.9%



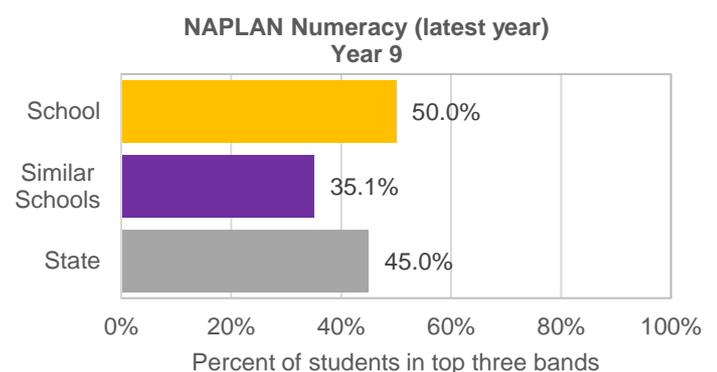
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	57.7%
Similar Schools average:	48.8%	48.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	49.0%
Similar Schools average:	35.1%	38.4%
State average:	45.0%	46.8%



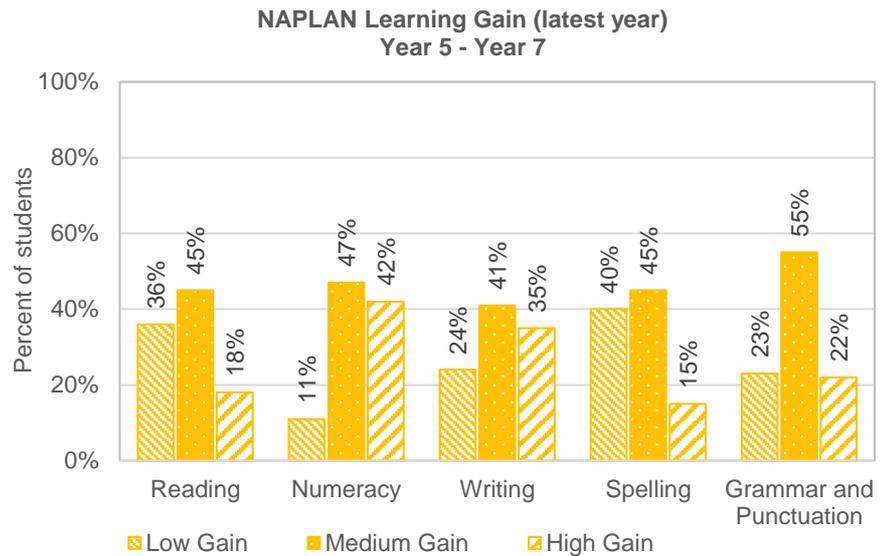
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

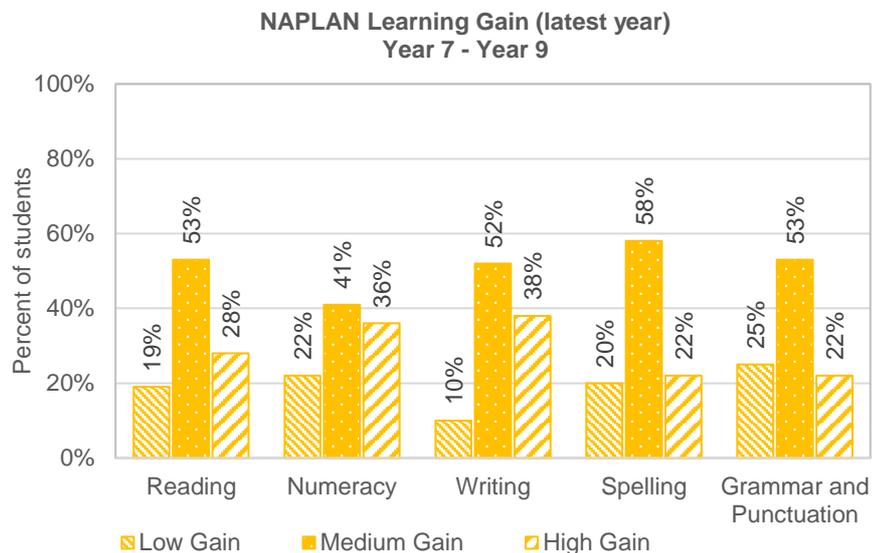
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	45%	18%	17%
Numeracy:	11%	47%	42%	22%
Writing:	24%	41%	35%	17%
Spelling:	40%	45%	15%	20%
Grammar and Punctuation:	23%	55%	22%	18%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	53%	28%	21%
Numeracy:	22%	41%	36%	22%
Writing:	10%	52%	38%	20%
Spelling:	20%	58%	22%	20%
Grammar and Punctuation:	25%	53%	22%	18%



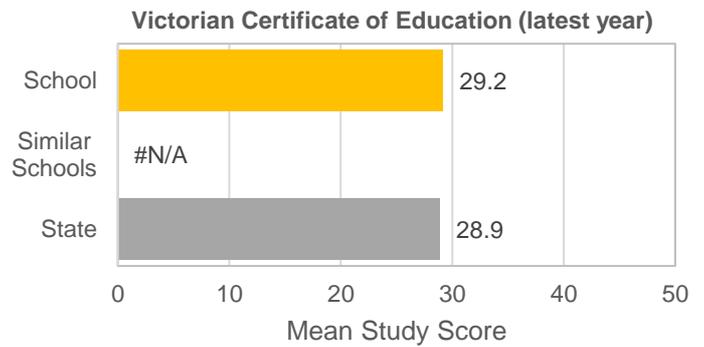
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	29.2	27.4
Similar Schools average:	26.8	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

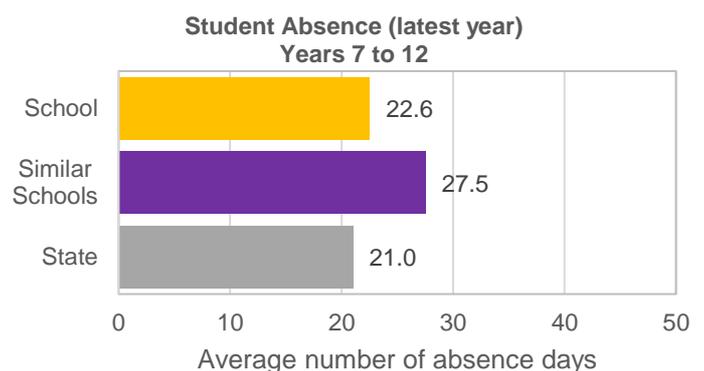
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	22.6	20.4
Similar Schools average:	27.5	24.6
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

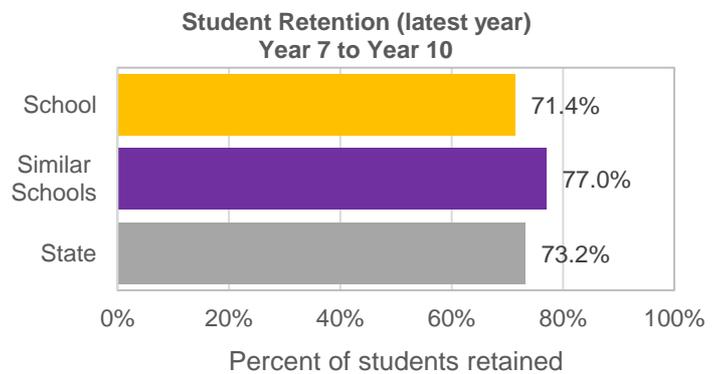
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	87%	86%	88%	92%	93%

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 (2021)	4-year average
School percent of students retained:	71.4%	72.7%
Similar Schools average:	77.0%	76.9%
State average:	73.2%	72.9%



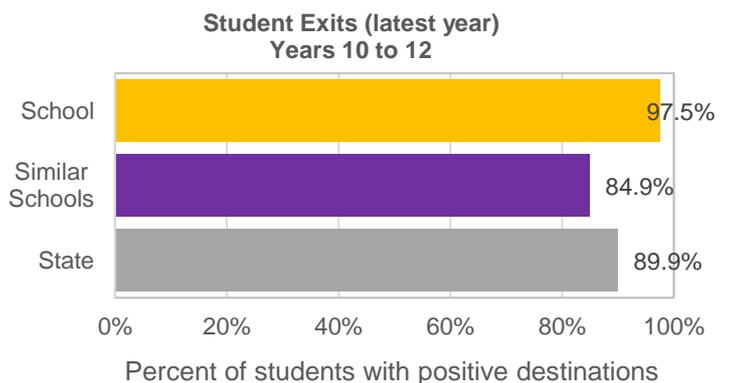
Students exiting to further studies or full-time employment

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

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	97.5%	92.0%
Similar Schools average:	84.9%	84.0%
State average:	89.9%	89.2%



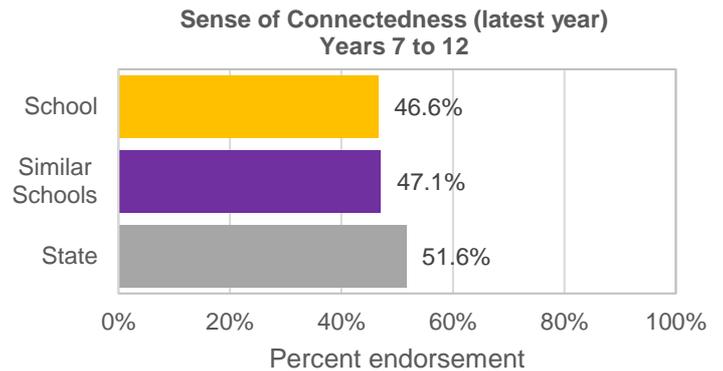
WELLBEING

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 (2021)	4-year average
School percent endorsement:	46.6%	46.8%
Similar Schools average:	47.1%	49.7%
State average:	51.6%	54.5%

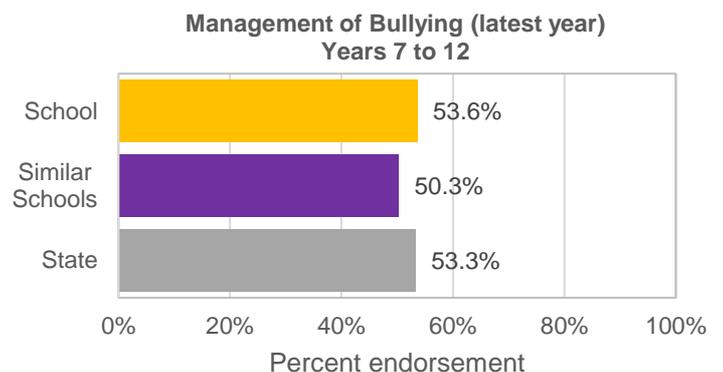


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.6%	50.9%
Similar Schools average:	50.3%	52.6%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,336,590
Government Provided DET Grants	\$803,895
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$93,877
Locally Raised Funds	\$446,787
Capital Grants	\$0
Total Operating Revenue	\$6,690,951

Equity ¹	Actual
Equity (Social Disadvantage)	\$73,471
Equity (Catch Up)	\$26,530
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$100,001

Expenditure	Actual
Student Resource Package ²	\$5,393,603
Adjustments	\$0
Books & Publications	\$4,469
Camps/Excursions/Activities	\$91,577
Communication Costs	\$14,202
Consumables	\$113,285
Miscellaneous Expense ³	\$55,778
Professional Development	\$19,931
Equipment/Maintenance/Hire	\$140,133
Property Services	\$248,153
Salaries & Allowances ⁴	\$219,423
Support Services	\$44,949
Trading & Fundraising	\$115,119
Motor Vehicle Expenses	\$122
Travel & Subsistence	\$0
Utilities	\$96,709
Total Operating Expenditure	\$6,557,452
Net Operating Surplus/-Deficit	\$133,499
Asset Acquisitions	\$0

(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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$597,868
Official Account	\$20,625
Other Accounts	\$0
Total Funds Available	\$618,493

Financial Commitments	Actual
Operating Reserve	\$185,344
Other Recurrent Expenditure	\$6,419
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$4,900
Beneficiary/Memorial Accounts	\$1,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$312,663

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.