

2022 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 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 21 March 2023 at 12:11 PM by Timothy Hall (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

To be attested by 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
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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

Mansfield Secondary College is located at the base of the High Country. The College serves a community known for its agriculture and nature-based tourism. The student body is characterised by a homogeneous cultural background. Enrolments are growing, at 462 for the 2022 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 36.8 teachers; three Principal class, 45 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, and 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 core groupings at year 7 & 8, in order to guarantee breadth of curriculum to all students. Students in years 9 and 10 engage with a horizontal core structure addressing English, Mathematics, Science and Humanities. Vertical modular elective blocks enable flexibility of course structure to match student interest and pathways. At senior school, VCE, VCE-VM and VET programs are available. Additional support for students occurs in both literacy and numeracy, and for students with an identified learning need. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the college continued to develop Professional Learning Communities (PLC's) as a structure to build a culture in which we are all learners. PLC teams develop and implement deliberate cycles of action-research, focused around student learning outcomes and intervening in the learning trajectory for students. PLC structures enable the refinement of staff data-literacy and knowledge of High Impact Teaching Strategies. Periods of lockdown associated with COVID during 2020 and 2021 meant that the development of PLC teams only substantially commenced in 2022 (despite having completed the PLC training in 2019). A reasonably stable year of on-site learning enabled this program to commence properly and, whilst it is not embedded thoroughly, initial results seem positive.

Student learning outcomes for 2022 are very positive. All NAPLAN results were superior to like schools indicators, with reading outcomes at both year 7 and 9 better than state average (proportion of students in top three bands). Senior results were excellent, with better than state results across the VCE mean study score and VCAL completion rates. In comparison with other schools, our VCE results were better than all of our nearest neighbour competitors and on par with many regional private schools. Both our academic students and our vocational students are clearly well supported by studying with us.

Wellbeing

Wellbeing strategies for 2022 were primarily centred around the Positive Behaviours in Schools program (PBS) and the Resilience Project. The Resilience Project was particularly interesting as all the schools in our community were asked to participate, using a partnership driven by Mansfield District Hospital. The Resilience Project looks to build the social/emotional capabilities of young adolescents with key outcomes around Gratitude, Empathy and Mindfulness (GEM). The project was delivered through health classes in years 7-9, in Careers and Living class for year 10, and in Pursuits class for years 11 & 12. Explicit mini-lessons were delivered on a fortnightly rotation, with a key learning tool being the 'GEM Journal' where students record their growth. A challenge was delivering the program with fidelity in years 10-12, where the 'one hour per week' desired framework was not able to be supported due to curriculum (time) restraints.

Positive Behaviours in Schools (PBS) was particularly useful in 2022 with the return to on-site learning. We found that students were lacking in social/emotional development from two years of intermittent lockdown. PBS enabled us to identify and intervene

with challenging behavioural traits in a timely manner. Deliberate strategies to assist students to re-engage with their peers were implemented. Building positive relationships was a core aim in semester one.

Two indicators are used for measuring student wellbeing. 'Sense of connectedness' was higher than both similar schools and state indicators, and improving from the four year average. 'Management of bullying' was similar to this and with a particularly significant shift from the four year average. This indicates an improvement in students' perception of the management of bullying and vindicates our student management processes.

Engagement

The college is in the midst of redeveloping our Vision and Values statements, in response to the need identified in the strategic plan. A key outcome for 2022 was the development and implementation of a data-gathering exercise involving staff, students and parents, carried out in term three and focused around the work of the 'Foundation for Young Australians - Future of Work' study. As a result, we are a step closer to defining our values statement.

In terms of (school) community engagement, the college made the bold step to change the digital platform used for parent communication from 'Xuno' to 'Compass'. This enabled more structured communication at a range of levels, including the reporting of learning progress around common learning tasks. The reporting structure used at the college is better able to be supported by the new platform. The implementation process, however, had some significant challenges, including in the process of teaching parents how to access the depth of information available.

An additional benefit in the new platform was the attendance tracking capabilities created. The validity of attendance data improved over the course of the year as we became more familiar with the software.

Student engagement data is mixed. Absence rates are better than similar schools, but still not quite where we are aiming for. Student retention from year 7 to 10 is disappointingly less than similar schools and also less than state average. One way of interpreting this is to note the transient nature of some of our families (with families moving to follow work availability), another is to reflect on the proportion of students who commence with us but then transition to private schools for year 10. As a counter to this, the proportion of students with positive exit destinations is excellent - our students clearly have their 'next step' planned and enabled for post-secondary transitions. Post secondary transitions are very strongly supported for both academic and vocational students.

Other highlights from the school year

In 2022 we completed the rebuilding of the college, with all of our facilities now above the minimum standard. A highlight was the completion of a dual court stadium, constructed in partnership with Mansfield Shire Council for the benefit of the whole community. Our facilities and grounds are now state-of-the-art, with building fabric and environs that support the learning activities occurring. We were also pleased to open the Bagungga Garden, a meeting place for outdoor and experiential learning, developed in partnership with our local indigenous community. This was the result of work by students who attended the School for Student Leadership. Great teaching, in partnership with great facilities.

Financial performance

From a 'cash' perspective, the college has finished the year in a financially stable position. With excursions still not able to be conducted, and many professional learning activities occurring on-line, the financial strain of both these activities was lessened. Countering this, staff illness contributed significantly to the salaries expenditure as the school sourced replacement staff - in 2022 there was more staff illness, and for longer periods of time, than in previous years. Replacement staff are purchased from the local payroll.

From a 'credit' (permanent staffing) perspective, the college finished the year with a small surplus. Changes in staffing profiles has meant that proportionally more early career staff are employed the school than in previous years, with associated reduction in staffing costs. Across the state, staffing has also been fairly stable in this first year post-covid. This has meant that attracting staff to our college was difficult. Potential staff did not seem to want to move to Mansfield. For example, a 'targeted financial incentive' was offered to attract a maths teacher to the college and the position took six months and five rounds of advertising to fill. The challenges with staffing meant that the college ran with a small staffing shortfall throughout the year, with financial gains associated with this.

Equity funding was primarily used to support the work of the following staff: Student Wellbeing Coordinator, School Counsellor, Assistant Principal - Student Services, and the team of tutors working with the catch-up students.
There were no new contracts awarded in 2022.

For more detailed information regarding our school please visit our website at
<https://mansfieldsc.vic.edu.au/>

Draft

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 462 students were enrolled at this school in 2022, 239 female and 223 male.

2 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).

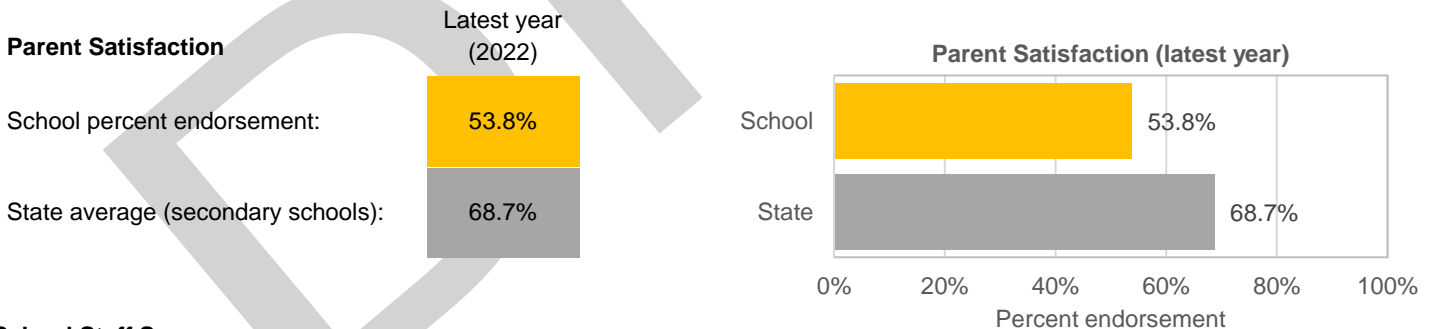
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

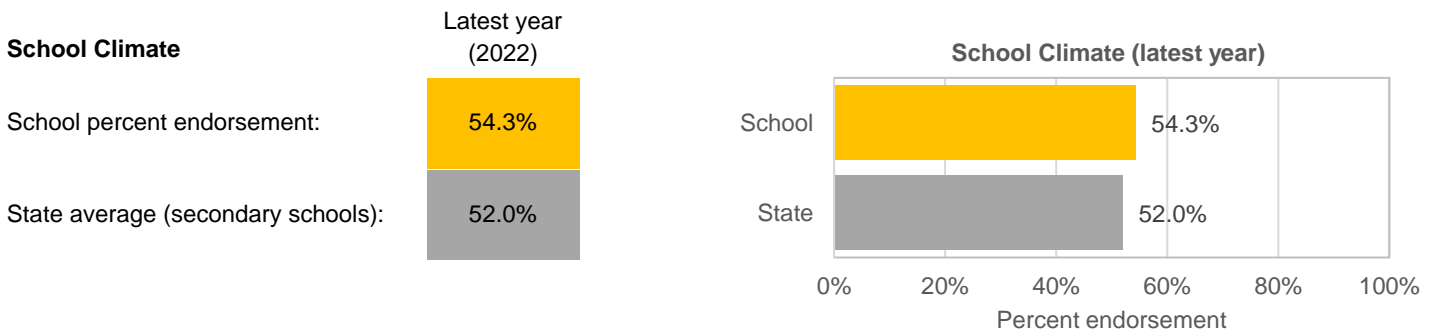


School Staff Survey

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.



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:

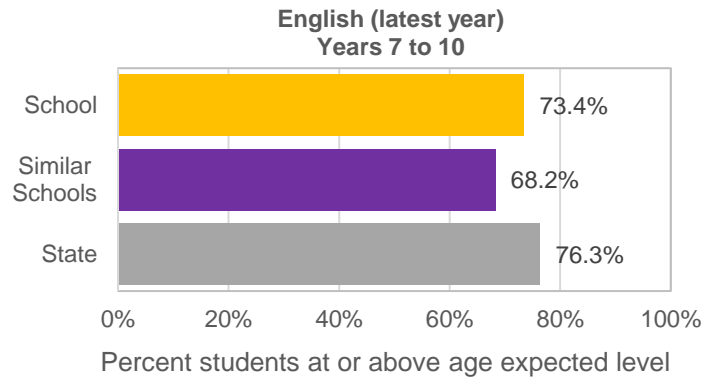
73.4%

Similar Schools average:

68.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

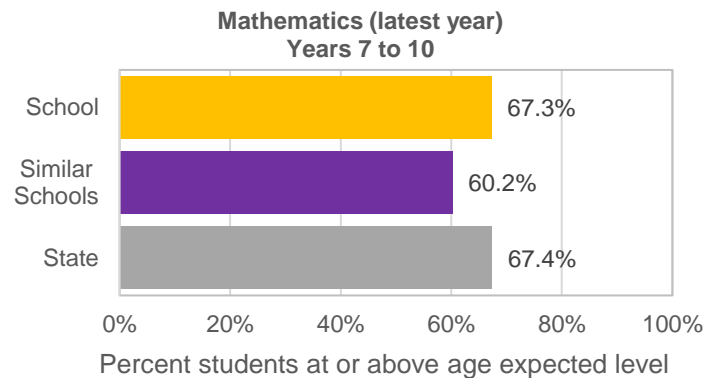
67.3%

Similar Schools average:

60.2%

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.

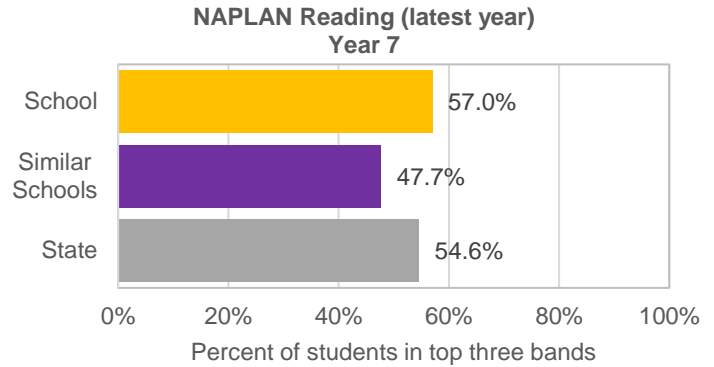
NAPLAN

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.

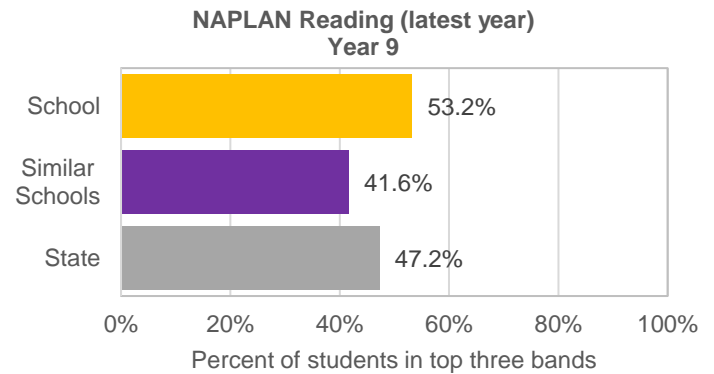
**Reading
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.0%	61.7%
Similar Schools average:	47.7%	48.4%
State average:	54.6%	55.3%



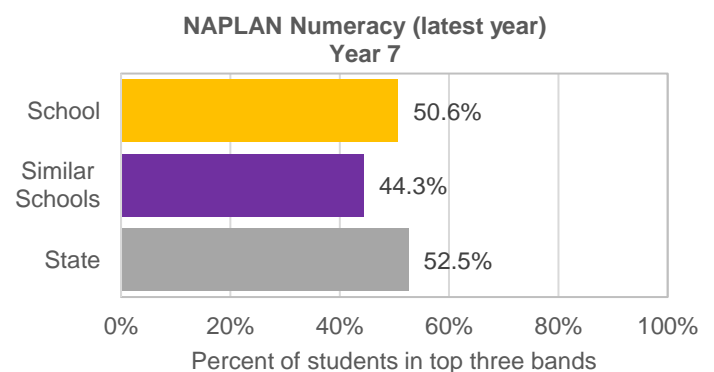
**Reading
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.2%	52.6%
Similar Schools average:	41.6%	39.1%
State average:	47.2%	46.0%



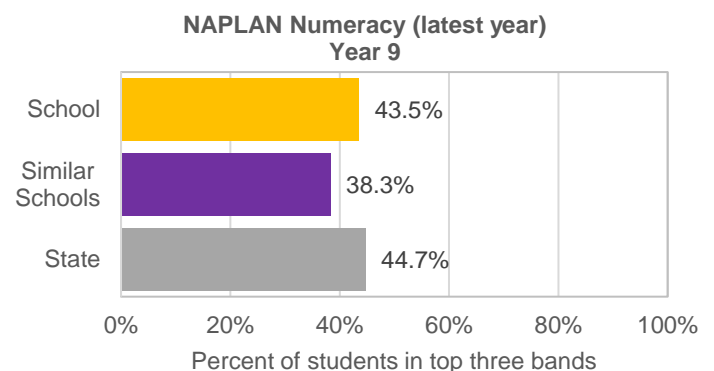
**Numeracy
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.6%	57.9%
Similar Schools average:	44.3%	47.7%
State average:	52.5%	54.8%



**Numeracy
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.5%	48.0%
Similar Schools average:	38.3%	37.6%
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.*

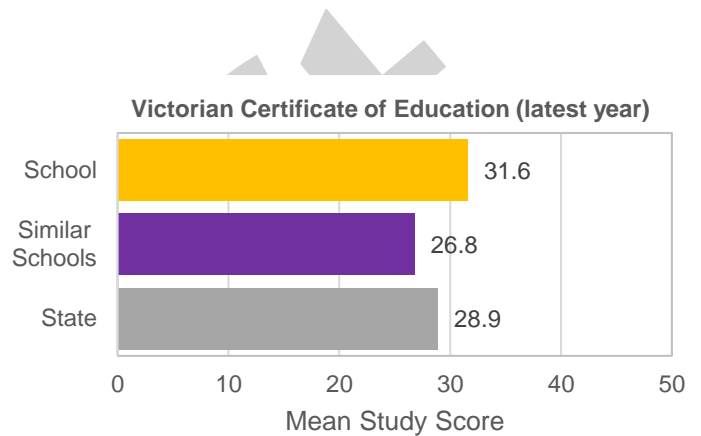
Victorian Certificate of Education (VCE)

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	31.6	28.8
Similar Schools average:	26.8	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

92%

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

21%

VET units of competence satisfactorily completed in 2022:

89%

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

92%

WELLBEING

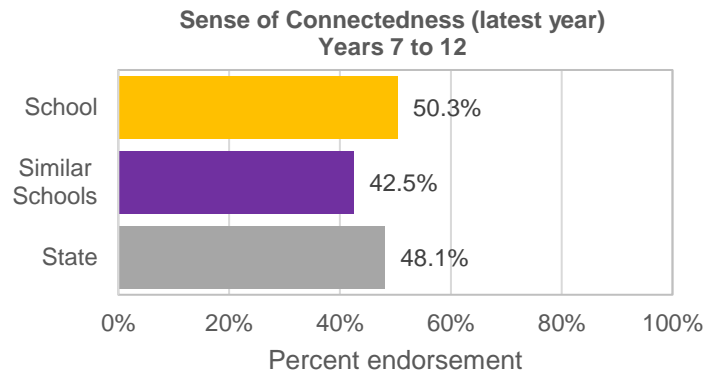
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	50.3%	47.2%
Similar Schools average:	42.5%	47.4%
State average:	48.1%	52.5%

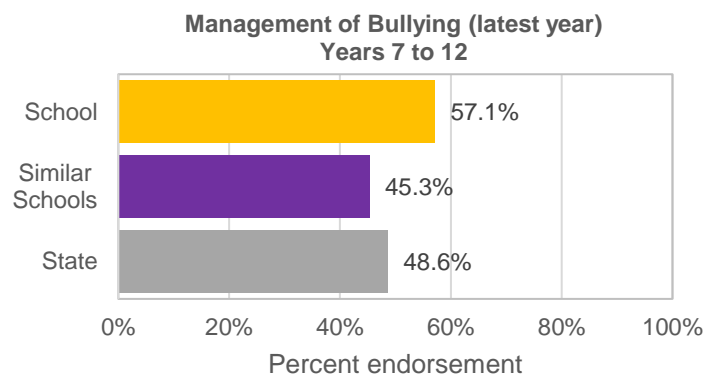


Student Attitudes to School – Management of Bullying

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:	57.1%	52.3%
Similar Schools average:	45.3%	50.4%
State average:	48.6%	54.0%



ENGAGEMENT

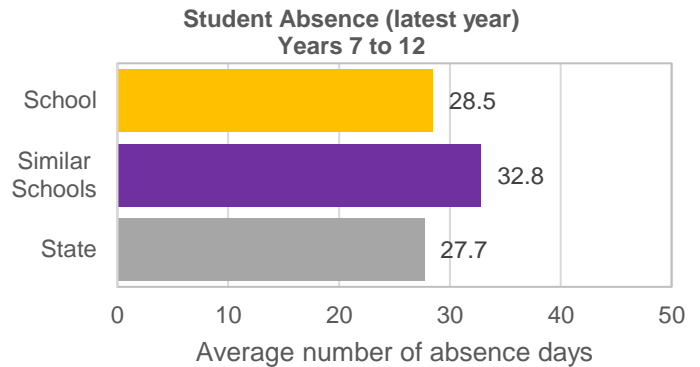
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.5	23.0
Similar Schools average:	32.8	27.0
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.

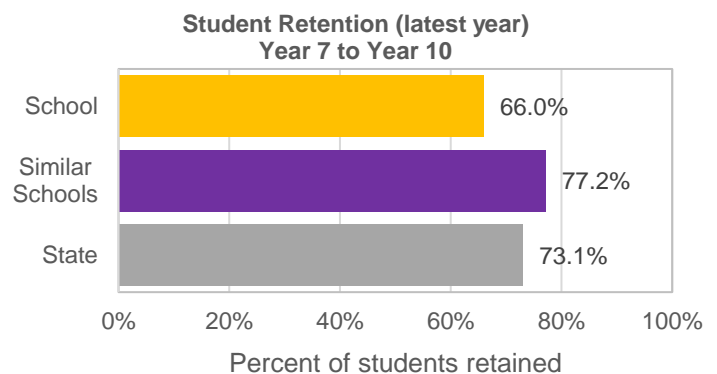
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	86%	84%	83%	85%	91%

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:	66.0%	71.0%
Similar Schools average:	77.2%	76.7%
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.

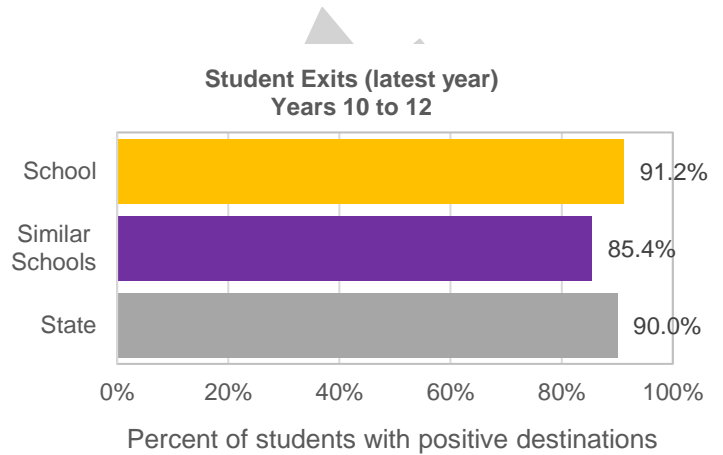
Students exiting to further studies or full-time employment

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:	91.2%	93.6%
Similar Schools average:	85.4%	84.0%
State average:	90.0%	89.3%



DRAFT

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,088,979
Government Provided DET Grants	\$749,047
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$64,544
Locally Raised Funds	\$571,328
Capital Grants	\$0
Total Operating Revenue	\$7,473,898
Equity ¹	Actual
Equity (Social Disadvantage)	\$59,359
Equity (Catch Up)	\$26,858
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$86,217
Expenditure	Actual
Student Resource Package ²	\$5,988,122
Adjustments	\$0
Books & Publications	\$3,641
Camps/Excursions/Activities	\$182,077
Communication Costs	\$20,249
Consumables	\$160,588
Miscellaneous Expense ³	\$46,094
Professional Development	\$18,266
Equipment/Maintenance/Hire	\$131,964
Property Services	\$166,085
Salaries & Allowances ⁴	\$300,933
Support Services	\$85,116
Trading & Fundraising	\$169,952
Motor Vehicle Expenses	\$146
Travel & Subsistence	\$1,747
Utilities	\$122,534
Total Operating Expenditure	\$7,397,513
Net Operating Surplus/-Deficit	\$76,385
Asset Acquisitions	\$16,503

- (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	\$580,279
Official Account	\$47,166
Other Accounts	\$0
Total Funds Available	\$627,445

Financial Commitments	Actual
Operating Reserve	\$228,337
Other Recurrent Expenditure	\$39,977
Provision Accounts	\$0
Funds Received in Advance	\$106,646
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$3,800
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	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$398,760

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.