

2023 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 \(VIT\)](#)
- 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 15 March 2024 at 12:40 PM by Timothy Hall (Principal)

- This 2023 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 18 April 2024 at 09:50 AM by Kate Stonnill (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)
- 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

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 475 for the 2023 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 37.6 teachers; three Principal class, 47 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 2023, 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.

Student learning outcomes for 2023 are very positive. All NAPLAN results were superior to like schools indicators, and teacher judgements show English outcomes at better than state average (proportion of students at or above age expected standards). Senior results were excellent, with better than state results across the VCE mean study score and VCE-VM completion rates. Mean study score was 30.6 against a state mean of 28.9. 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.

A key shift in focus was in response to the new Disability Inclusion model, implemented in our area commencing 2023. The new model requires schools to more formally document the reasonable adjustments made to support student learning needs. Particularly, students with identified learning needs and including those who are academically advanced. A new leadership position of Leading Teacher - Inclusive Practices was created, with responsibilities about managing the transition. Within the classroom, it mean that staff were more conscious of the needs of the individuals in their class, building and improving on our focus from previous years around differentiated practice.

Wellbeing

Wellbeing strategies for 2023 were primarily centred around the Positive Behaviours in Schools program (PBS) and the Resilience Project.

This was the second year of a community-driven approach to The Resilience Project, using a partnership driven by Mansfield District Hospital and Mansfield Shire Council. The Resilience Project looked 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.

School Wide Positive Behaviours Support (PBS) continues to provide the framework for how we engage with our young people and each other. We continued to notice a lack in social/emotional development following the Covid years. 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.

Two indicators are used for measuring student wellbeing. 'Sense of connectedness' was higher than similar schools but lower than state indicators, and declining from the four year average. 'Management of bullying' was higher than both similar schools and state measures. Of note is that both indicators declined across the state against the four year average - statewide, students are feeling less connected. It is difficult to understand the statewide cohort shift, excepting implications around Covid and teacher shortages (which mean that schools are perhaps staffed with unusual numbers of relief staff, who may not have the same degree of connection that permanent staff have.)

Engagement

Measures for student engagement sit across; Student Attendance (better than similar schools data, and close to state), Student Retention (room for improvement, but close to both similar schools and state), and Positive Exit Destinations (significantly better than both similar schools and state.) With particular reference to positive exit destinations, our school leavers are predominantly having successful outcomes post-secondary - our students are well supported with positive pathways through and beyond secondary school.

With respect to engagement, the college has an educational drive that works to ensure every child's growth. Wellbeing and learning strategies both feed in to the student engagement outcomes. That is; a deliberate focus around high quality curriculum and pedagogy, a growing capacity to reference student learning data in order to inform differentiated learning activities for each student, and explicit and thoughtful approaches to student wellbeing and student management. Leadership positions in these areas are thoughtfully supported and outcomes monitored.

Key actions with respect to student attendance have centred around accurate data gathering, and addressing student non-attendance in partnership with parents. Support from DET has been resourced, particularly with Navigator program and SSS referrals. We believe that our student attendance data is reasonably accurate, an improvement on previous years, and that enables next-step considerations to be carefully made.

Other highlights from the school year

The college grounds and facilities continue to be a stand-out for our community, with building fabric and environs that support the learning activities occurring. We were also pleased to have the Bagungga Garden, a meeting place for outdoor and experiential learning, developed in partnership with our local indigenous community.

Also, a range of community partnerships are critical to the college, including Mansfield Shire Council, Mansfield District Hospital, Vineyard Church, and local employers through the SBAT and Agribusiness programs. Great teaching, in partnership with great facilities and great community links.

Financial performance

From a 'cash' perspective, the college has finished the year in a financially stable position. In terms of credit (staffing) expenditure, we have a manageable and planned deficit. An internal shift in process means that cash to credit transfers were waived in preference to budgeting for a managed (staffing) deficit. Consequently, the staffing deficit is balanced with a cash reserve surplus, and the staffing deficit has been budgeted for repayment from the 2024 cash budget. The staffing deficit is due to a number of factors; employment of experienced staff, employment of extra support staff to meet the requirement of the new Disability Inclusion processes, and prioritising employment of staff to support students (for example, funding for wellbeing support comes partially from the cash budget but is expended in the credit line.)

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 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 470 students were enrolled at this school in 2023, 224 female and 246 male.

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

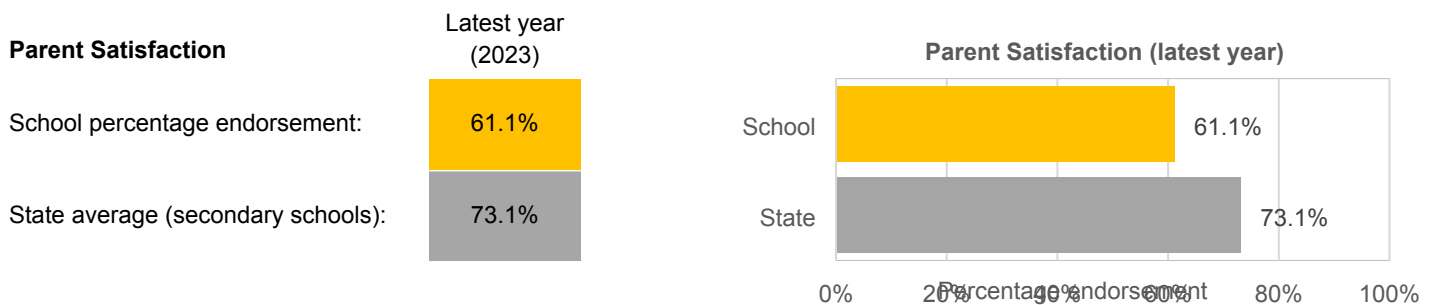
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

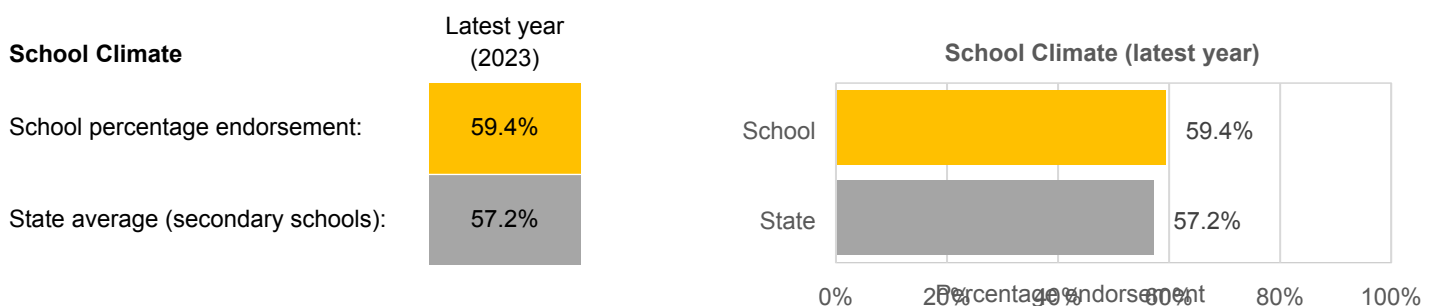


School Staff Survey

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

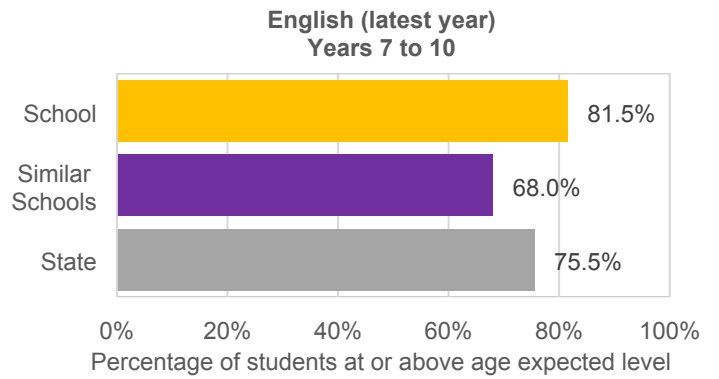
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

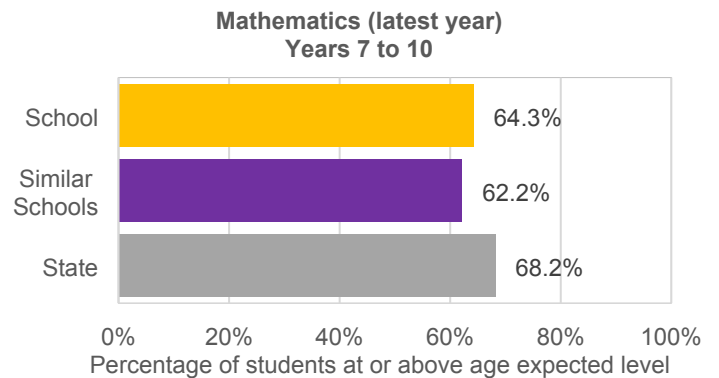
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	81.5%
Similar Schools average:	68.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	64.3%
Similar Schools average:	62.2%
State average:	68.2%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.6%

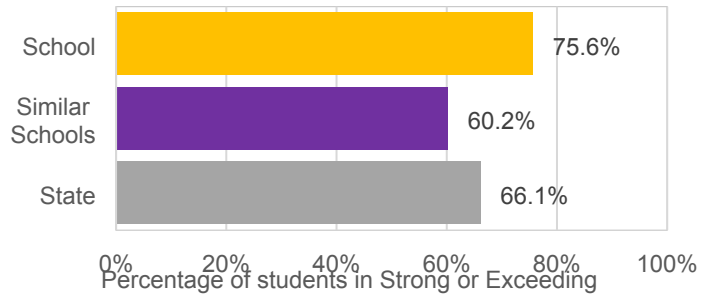
Similar Schools average:

60.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

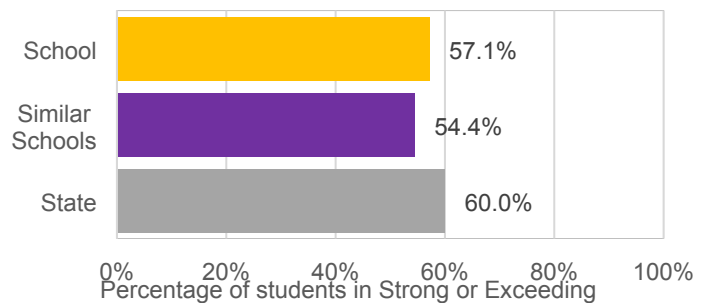
Similar Schools average:

54.4%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.3%

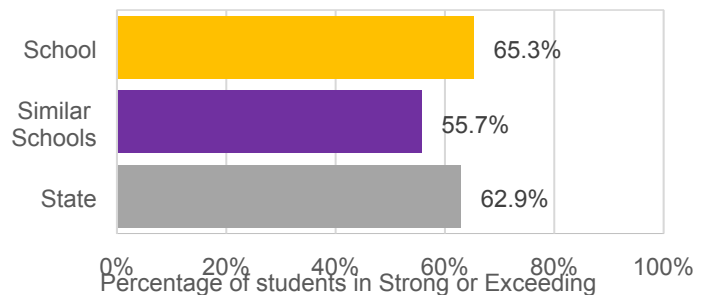
Similar Schools average:

55.7%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

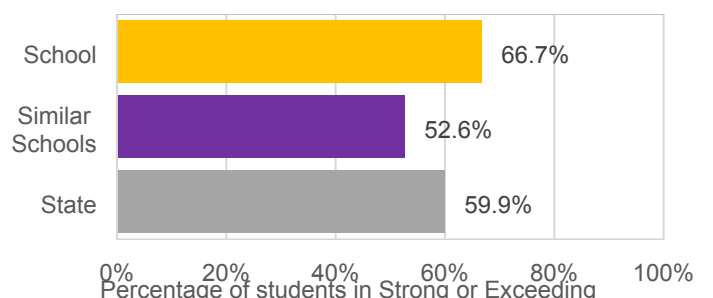
Similar Schools average:

52.6%

State average:

59.9%

NAPLAN Numeracy (latest year) 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.

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

57.0%

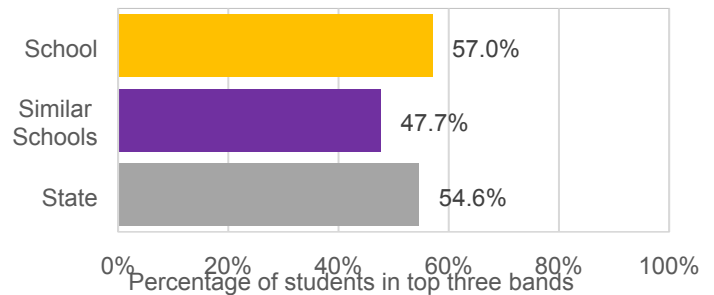
Similar Schools average:

47.7%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

53.2%

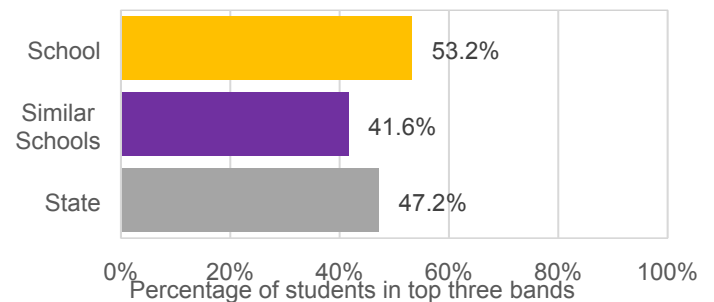
Similar Schools average:

41.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

50.6%

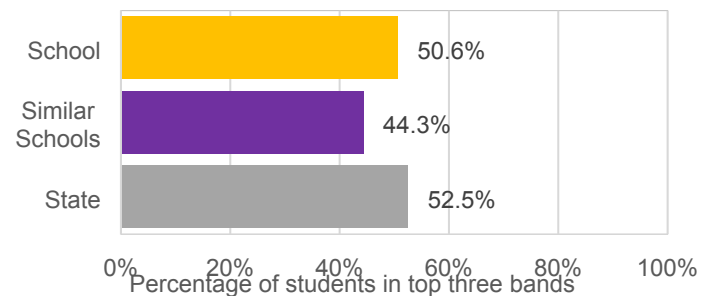
Similar Schools average:

44.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

43.5%

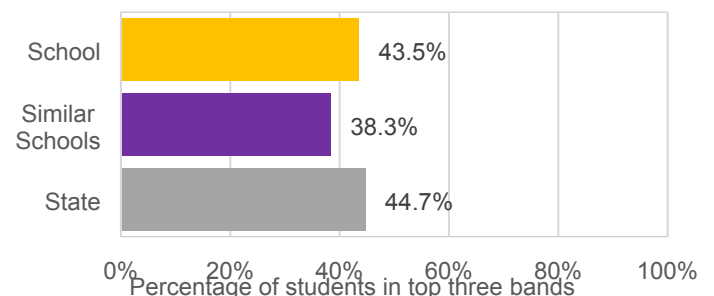
Similar Schools average:

38.3%

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

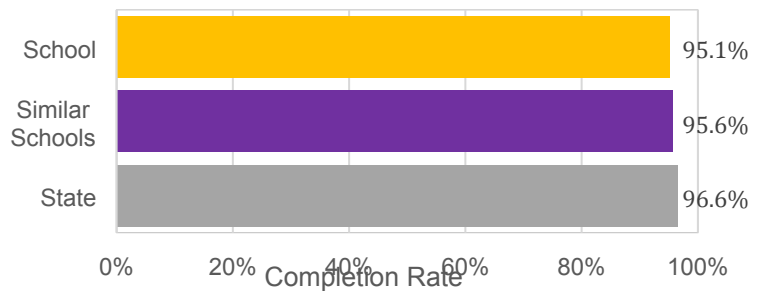
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	95.1%	95.9%
Similar Schools completion rate:	95.6%	96.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.6

Number of students awarded the VCE Vocational Major

15

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

60%

Percentage VET units of competence satisfactorily completed in 2023:

90%

WELLBEING

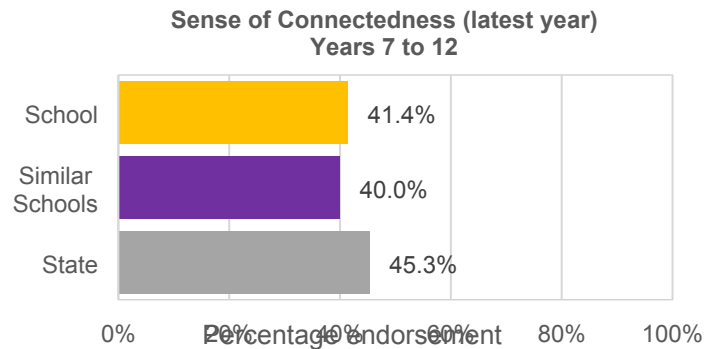
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	41.4%	46.2%
Similar Schools average:	40.0%	44.3%
State average:	45.3%	49.9%

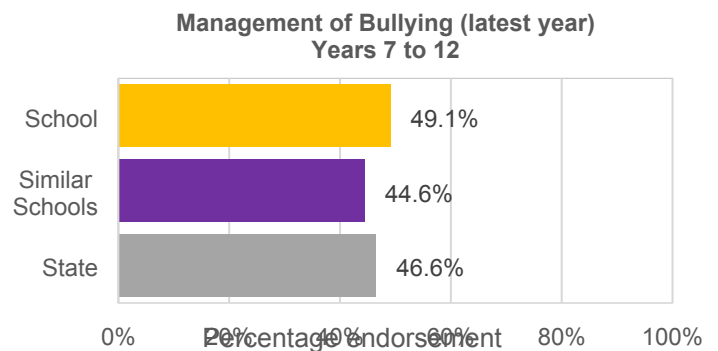


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	49.1%	53.4%
Similar Schools average:	44.6%	47.5%
State average:	46.6%	51.0%



ENGAGEMENT

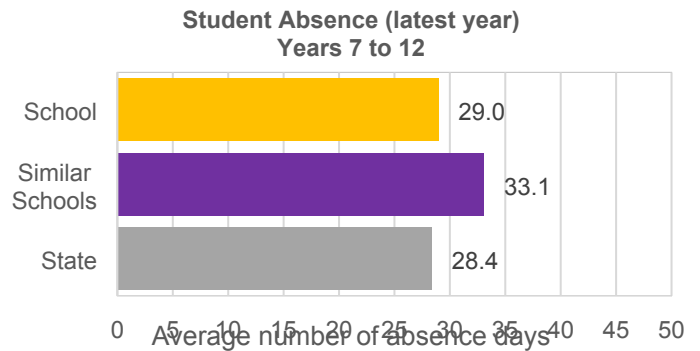
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	29.0	24.8
Similar Schools average:	33.1	29.1
State average:	28.4	23.8



Attendance Rate (latest year)

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

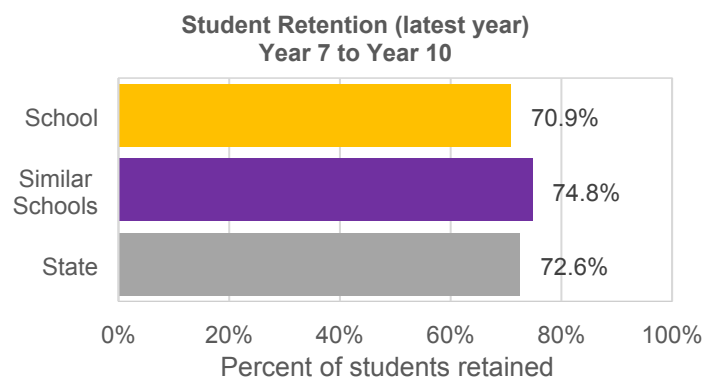
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	84%	84%	86%	86%	89%

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 (2023)	4-year average
School percent of students retained:	70.9%	70.9%
Similar Schools average:	74.8%	76.3%
State average:	72.6%	73.8%



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.

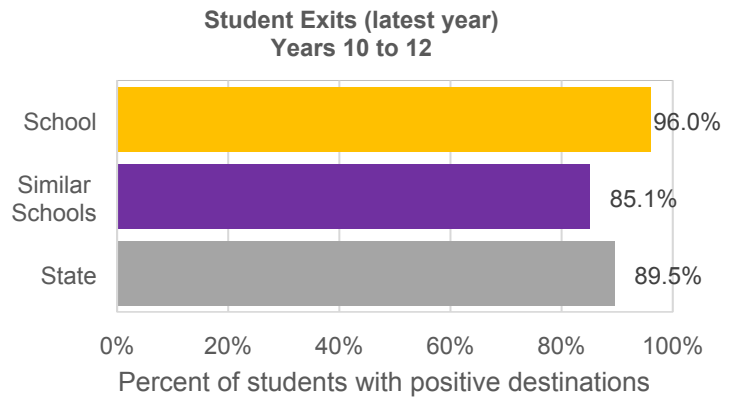
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	96.0%	94.7%
Similar Schools average:	85.1%	84.5%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$6,407,844
Government Provided DET Grants	\$1,078,156
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$103,179
Locally Raised Funds	\$631,348
Capital Grants	\$0
Total Operating Revenue	\$8,220,526

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,705
Equity (Catch Up)	\$32,867
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,572

Expenditure	Actual
Student Resource Package ²	\$6,780,383
Adjustments	\$0
Books & Publications	\$2,812
Camps/Excursions/Activities	\$192,312
Communication Costs	\$18,497
Consumables	\$138,166
Miscellaneous Expense ³	\$60,424
Professional Development	\$49,602
Equipment/Maintenance/Hire	\$129,526
Property Services	\$252,477
Salaries & Allowances ⁴	\$282,202
Support Services	\$118,034
Trading & Fundraising	\$191,951
Motor Vehicle Expenses	\$127
Travel & Subsistence	\$1,717
Utilities	\$104,844
Total Operating Expenditure	\$8,323,074
Net Operating Surplus/-Deficit	(\$102,548)
Asset Acquisitions	\$12,488

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$811,550
Official Account	\$13,486
Other Accounts	\$0
Total Funds Available	\$825,036

Financial Commitments	Actual
Operating Reserve	\$250,752
Other Recurrent Expenditure	\$17,242
Provision Accounts	\$0
Funds Received in Advance	\$5,923
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$273,918

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.