

# 2021 Annual Report to The School Community



**School Name: Mount Beauty Secondary College (8100)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 28 April 2022 at 01:49 PM by Simone Roy (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 29 April 2022 at 08:58 PM by Bronwyn Gray (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### School context

Mount Beauty Secondary College's vision is to have a child safe culture, where all students feel optimistic, secure and confident, with teachers that are happy and confident, to accommodate the diverse needs of all our students, provide a quality educational service, valued by the community to ensure all students realise their full academic and personal potential. We value a school which is safe, caring, enjoyable, challenging, cooperative and positive. Our school should provide a broad curriculum and have an environment that seeks to prevent harm and neglect and does not in any way discriminate. We value meeting the needs of all our students and we value diversity. Our 3 school values of aspiration, confidence and respect underpin this vision and we work towards developing students that have the "confidence to aspire ever upwards".

2021 was the last year of our 4 year Strategic Plan (SP), with the school review being held in Term 4. The focus areas of the SP were to: strengthen the model of shared and distributed leadership across the school; build consistency in teaching across the school to deliver excellence in teaching and learning; and to deepen student engagement, wellbeing and student voice within the school. These areas were a focus to ensure consistency in meeting the needs of individual students; to develop teaching skills based on the Department of Education and Training's (DET) best practice documents to produce an increase in student learning outcomes; and to ensure our school programs support student engagement and wellbeing, and provide opportunities for student voice, to increase the learning and wellbeing outcomes for students.

With many staff wishing to work part time, we had a total of 34 staff working various time fractions, but with a total of 28.9 Effective Full Time (EFT) staff. Our staff consisted of 1 Principal, 1 Assistant Principal, 23 teachers including 1 Learning Specialist, 1 graduate and 1 paraprofessional, 2 MYLNS Staff Capacity Builders (0.8 EFT), 2 MYLNS Direct Instruction Teachers (0.4 EFT), 2 Learning Tutors (0.5 EFT) and 9 Education Support Staff in various support roles including a Business Manager, Careers Practitioner, Lab Technician, Librarian, Office Administration, and supports for students and staff. This equated to 22.9 EFT teaching staff and 6.0 EFT Education Support Staff in 2021. We had a few positions to fill for the 2021 year, including our Assistant Principal requesting leave for Term 1, so we replaced the position with an internal applicant. This leave was then extended until 2022, so the internal applicant completed Term 2 in the acting position, then with the position advertised. an external applicant filled the position for the remainder of the year. No staff in 2021 identified as being ATSI.

Due to COVID, 2021 was another year that we were not able to have any exchange students attend our school. A planned student exchange also had to be postponed due to travel restrictions and difficulties. The school's Indonesian Cultural Exchange Trip, postponed in 2020, also had to be postponed again in 2021 and the Cultural Activity excursion to the Indonesian Consulate in Melbourne and the Interschool Cultural Day both had to be cancelled.

Our school is a small, remote, rural college in the North East of Victoria. By the February Census, we had 196 students enrolled and by the end of the year, we had 198 students. To produce well rounded citizens, we believe that being remotely located should not be a disadvantage for our students, so we offer and encourage our students to experience a wide range of activities to complement their academic education. Our core Year 7 program ensures that students new to the school experience all of the different learning areas contained within the Victorian Curriculum. Our elective program in Years 8-10 allow students to focus on areas of interest within the different learning areas, while still maintaining a broad coverage of the curriculum. In 2021, we offered 26 VCE units in total, as well as 6 VET units and a VCAL program for those wishing to complete a more hands style on program.

In 2021, our School Family Occupation and Education index continued its downward trend, to 0.2603, placing us in the low category (state median was 0.4142, medium-low). This places us high in the socio-economic profile, meaning we had advantaged families and therefore did not receive much extra funding to help with educational supports. In 2021, our student profile had 2% EAL students (English as an Additional Language), 1 Out of Home Care (OOHC) student and 1 Aboriginal or Torres Strait Islander student.

2021 was a second difficult year for our school and the community. The effects of COVID continued, with multiple

lockdowns and periods of remote learning. Then we experienced preparing for remote learning one Friday, then coming back to school a couple of days later. This put an enormous strain on the teaching staff, as preparing for remote learning takes time, but preparing to be face to face takes equally as much time. All staff continued to feel the effects of the constant swapping and changing of goal posts, expectations and work expectations and signs of "COVID fatigue" were obvious. When students returned for Term 4, staff observed that many students were having difficulty returning to the norms and behaviours expected of being at school. We realised that many students had spent over half a year, for the second year in a row, with minimal rules, regulations and boundaries, and the rigid expectations of being at school meant students were acting out - behaving differently, compared to what we were used to. This unexpected behaviour, more challenging than normal, was difficult for many teachers to deal with, also adding to the stress on teachers and other staff.

Added to the challenges the students were presenting towards being students with good learning behaviours, the extra activities that would run in a normal school year, which can help to engage students who are less academically inclined or disengaged, weren't able to run, or were modified, meaning students missed out on these really important opportunities to develop relationships with staff and have the 'fun' side of school life. These opportunities can be like a beacon in a storm for those students who generally lack interest in being at school.

The instrumental music and band program continued, with lessons running via video conferencing and they had a 'band day'; the ADVANCE Youth Crew ran one day of activities and the end of year camp, although few students attended; the Year 9 Future Makers program was heavily modified but managed to run a shortened journey right at the end of the year. The Year 12, 7 and 11 camps ran, and we had the Swimming and Athletic Sports days, as well as a couple of Outdoor Ed camps. The Year 12s had a newly formatted 'end of school celebrations' period, and we were able to hold the annual Graduation Evening. Presentation Evening was postponed, to be held early in 2022, and a modified activities program ran at the end of the year to end the year off for Year 7 - 9 students, although many students did not participate, and families were happy to allow their children to stay home; perhaps a sign of just wanting that year to be over? Overall, the key events were able to run, but those excursions that help to bring a subject to life were still missing.

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## Framework for Improving Student Outcomes (FISO)

2021 saw the priority goal being set by the DET, to ensure schools were adjusting their work to compensate for the disrupted learning in 2020. The Key Improvement Strategies (KIS) were Learning 'Catch Up and Extension', 'Happy, Active and Healthy Kids' and 'Connected Schools', relating to the FISO dimensions of Building Practice Excellence, Health and Wellbeing and Parents and Carers as Partners. Our school also wanted to continue working on building consistent practice and capability of teachers to deliver excellence in teaching and learning (Building Practice Excellence FISO Dimension) by working on the KIS 'Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study'. Having worked on this KIS in previous years, the aim for 2021 was to develop consistent implementation of our agreed lesson structure (now called an Instructional Model), so that it would be used in every lesson, every day, by everyone.

To support the implementation of these KIS, we used:

- The Middle Years Literacy and Numeracy Strategy (MYLNS) and Tutor Learning Initiative (TLI) to support the catch up and extension of students through individual and group support, as well as supporting students enrolled in the Victorian High Ability Program (VHAP) through Virtual School Victoria.
- Our wellbeing team, consisting of the Student Safety and Wellbeing Coordinator, the Individual Education Plan Coordinator and the Assistant Principal, along with DET resources, developed and implemented the process for monitoring and responding to student mental health and wellbeing concerns, based on the Safe Minds training and Be You resources from Headspace. Staff also participated in professional learning to help recognise signs of poor mental health and to know what steps to take, relating to our wellbeing process.
- We had planned to use the Student Executive structure to increase student voice and agency and students' connection to school and peers and add extra opportunities for students to be involved in activities, however, the

periods of remote learning reduced the opportunity for activities to occur and this effectively stagnated in 2021.

•We supported improving teacher practice to deliver quality teaching, so that learning for students was more targeted, developmental and differentiated, by providing professional learning opportunities and collaboration time through the use of Professional Learning Communities (PLCs). Professional learning on understanding literacy in all our classrooms and using and extending the Instructional Model was planned for early in the year but ended up being towards the end of the year, however differentiation was discussed earlier in the year. Utilising Learning Walk and Talks (LWTs) was going to provide evidence of improved student understanding and learning, and evidence of differentiation for students, but again, remote learning reduced the opportunities for this. When we were at school, LWTs happened in the first part of the year, but not when we returned at the end.

Many of our KIS relied on being at school and in classrooms for the work to be able to happen well. We could still use the Instructional Model remotely; however, it was more difficult depending on how your classes ran (lesson by lesson, or work for the week's lessons etc.), and while we managed to work on most of the KIS throughout the year, many activities and actions were either modified or removed. While we had some successes in working on and implementing our KIS, targets were not always met.

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## Achievement

The school continued to work on its strategic plan goal of maximising the learning and growth in Literacy for each student in 2021, although overall student progress was slowed/reduced due to remote learning. While some students thrived in remote learning, it seemed that the majority of our students didn't really. While some students participated at times, some barely participated at all, often just being present in the Year Level/Home Group meetings at the start of the day to register their attendance, then did not participate in any other classes, or submit any completed work. All our achievement results placed our school's percent of students at or above age expected standards well above similar schools and the state average. Our NAPLAN results for students in the top 3 bands were generally strong, with only Year 9 Reading for 2021 being lower than the similar schools or state average, and Year 7 Numeracy for 2021 being only 0.1% above the state average.

Teacher judgements of student percentage with students working at, or above, age expected levels in English showed 89.1% of students at these levels, compared to 75.8% at the state level. Comparing teacher judgements from Semester 1 to Semester 2 in Reading and Viewing showed that students in all year levels, except for the Year 8s, increased the percentage of students working at the expected level between semesters. In Semester 1, 64.1% of Year 8s were working at the expected level, but only 54.1% were by the end of Semester 2. In Speaking and Listening, all year levels showed improvement in the percentage of students working at the expected level, except for the Year 7s, who had 75% working at the expected level in Semester 1, but dropped to 72.5% in Semester 2. Writing showed a decrease in the percentage of students working at the expected levels for Year 7 (60% in Semester 1 compared to 57.5% in Semester 2) and Year 10s who had 61.1% working at the expected level in Semester 1 and dropped to 43.2% in Semester 2.

Teacher Judgements of student percentage working at the expected level in Maths were 77.1% compared to 65.3% at the state level. In Maths, Number and Algebra only decreased in Year 9, with 80% working at the expected level in Semester 1, dropping to 75.9% working at expected level in Semester 2. While not all students achieved 12 months growth in the year, there were only a few year levels that did not maintain the percentage of students making the expected level of growth within literacy and numeracy from Semester 1 to Semester 2.

A range of additional literacy support in the classrooms and withdrawal groups were trialled in Year 7 classes in 2021 with some success. In 2022, additional classes and students will access the program to further enhance student literacy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects. Students identified as requiring extension through the Victorian High Ability Program were supported to participate in this program.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. With 4 students receiving PSD funding in 2021,

the support of these students through RL was an important focus for the Aides, to ensure their students were engaging with RL. One strategy used to promote engagement was to request that these students attended school whenever possible during periods of lock down.

Our senior students found the effects of 2020 were compounded with another difficult year in 2021. Self directed learning at senior levels requires discipline to stay on top of the work load, without the teachers as readily accessible when at school. 79% of Year 12s successfully completed their final year of education, with the majority completing the VCE and a very small number completing their VCAL certificate. The school mean study score was 25.8, around 3 points lower than both the similar school and state result.

During RL, teachers were available for students during the flexi time in the afternoon, as well as being accessible via emails or video conferencing, however it was apparent that many students did not engage in RL in a consistent manner and it was often only the more motivated students that sought support from their teachers with their studies and generally mostly in the senior years.

In 2022, we will work to improve student outcomes by:

1. Embedding the consistent use of the current Instructional Model (formerly Agreed Lesson Structure). WHY? so students know the next steps in their learning.
2. Exploring and introducing consistent approaches to formative assessment and feedback, and develop data literacy to understand student needs. WHY? so students know what they are learning, how they are going and how to improve and work is tailored to their needs.
3. Providing additional support for literacy and numeracy through the MYLNS initiative, involving students in Years 8 - 10. and continuing to support students affected by 2020/2021 through the Tutor Learning Initiative (TLI). WHY? to provide support for students who need catch up or extension.
4. Identifying suitable students for acceleration of their learning, offering access to higher level learning in selected subjects or participating in the DET's Victorian High Ability Program. WHY? to provide support for students who need extension.

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## Engagement

Engagement seemed to wane in 2021, with the number of students participating in RL seeming to reduce over time. Many families appeared to be supporting their children's wellbeing, but often at the expense of not participating regularly in RL, or even when school returned. While this was not ideal, school was highly conscious of the wellbeing of students and their families, many of whom were hit hard by the effects of COVID and lockdowns and did not want to push too hard to have students attend and participate.

The average number of days absent jumped dramatically in 2021, reaching on average 30.1 days absence, a 6 day increase on the 4 year average, 5 days more than similar schools and 9 days more than the state average. Years 8, 9 and 11 had the highest number of days absent, roughly averaging 33 days. Of these absences, medical/illness used the most days on average 8.98 days for Years 7 - 12, with a minimum of 7.1 days (Year 10) up to 10.5 days (Year 7). Unexplained were the next highest absences, averaging 8.02 days from Years 7 - 12, 3.7 days at Year 7 and 11.62 at Year 11. The third highest absence category was Parent Choice Unauthorised (the parents register there is an absence, but the school does not approve it for eg. the child "doesn't want to go to school today"), 5.41 days on average, with Years 8, 9, 11 and 12s all averaging over 6 days.

While differentiating work for students was a goal for teachers, this was found to be more difficult in RL when it was harder to monitor student progress on a regular basis, such as during a lesson, or at the end of a lesson or concept. Differentiating work for students means that the majority of students are presented with, and working on, work that challenges them, but work that they can be successful in. If the same work is presented to all students, some will find it too hard, some will find it just right and some will find it too easy. For those that struggle, or aren't challenged, they can lose interest and become disengaged with the work and with school.

In 2022, we will work to improve student outcomes by:

1. Establishing student focus groups to promote student voice and seek feedback on the promotion of wellbeing

and positive mental health. WHY? so students see they have a voice and can influence their learning and environment.

2. Consistently using the current Instructional Model (formerly Agreed Lesson Structure). WHY? so students know the next steps in their learning and when they have been successful in that learning in every class.
  3. Embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection. WHY? to strengthen teaching practice and plan units of work focussed on identifying and addressing the learning needs of all students, by differentiating, in order to continue to engage students.
  4. Monitoring attendance rates and working closely with DET resources to support students with long term, chronic absence. WHY? to improve attendance rates and monitor and try to improve serious absenteeism.
  5. Continuing the implementation of Student Support Group (SSG) meetings for all students as required, not just students mandated/expected to have SSGs by DET.
  6. Trying to re-establish the extra curricular program that supports our school's educational program, in order to engage students and help to improve attendance.
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## Wellbeing

Wellbeing continued to take priority in 2021, with new wellbeing processes put in place for monitoring and recording and a strengthened referral process. If students don't feel safe at school, they are less likely to be able to learn effectively. Unfortunately, the wellbeing and resilience of our school and community is still low, and this was reflected in the Attitudes to School Survey (ATOSS) results in 2021. By not being at school for effectively half a year, our efforts to build a positive environment for students using the School Wide Positive Behaviour Strategies (SWPBS) by recognising and rewarding positive behaviours, was again hampered, but was re-implemented in the second half of the year.

The 2021 ATOSS was completed in the first week back at school after an extended period of lock down and all students present on the survey day completed the survey. This was very different from the survey in 2020, where the survey link was emailed to all students, students were encouraged to participate, but only those that bothered did. Most notably, only 42% of students completed the survey in 2020 compared to 91% in 2021. This could have led to a variation in the 2020 results compared to normal, meaning that the 2021 results may not be able to be effectively compared to 2020 results.

'Sense of Connectedness' for all students dropped in 2021, to 35.1% positive, compared to 60% positive in 2020 and large periods spent in RL would have impacted this result. The Student Executive had been fairly active during lock downs in 2020, however with a different teacher leading this group in 2021, there was less involvement of students in school wide virtual activities. 'Management of Bullying' also dropped, being 38% positive in 2021, compared to 66% positive in 2020. The change in leadership could have impacted this result, with the Assistant Principal taking leave close to the start of the 2021 school year, and then 2 different Acting Assistant Principals during 2021, both with very different leadership styles. Both of these factors were between 15 - 20% lower than similar schools or the state average. However, it was interesting to note that while 'Managing Bullying' had decreased significantly, the percentage of students 'Not Experiencing Bullying' was less affected between 2020 and 2021, dropping from 93% in 2020 to 86% in 2021.

The Parent Opinion Survey (POS) results did not really support the ATOSS results, with families rating 'Managing Bullying' at 61% positive, 'Not Experiencing Bullying' at 70% positive and 'Promoting Positive Behaviour' at 59% positive and 'Student Connectedness' at 72% positive. While there was a decrease overall in the results, there was generally no more than a 15% drop compared to 2020 results. 'Parent Community Engagement' overall was down 10%, being 65% in 2021, but at 75% in 2020, and while most family meetings had to be run virtually in 2021, we found that this allowed more families to attend compared to previous years, often having bigger turn outs than in previous years when meetings were face to face.

The 'School Climate' according to the School Staff Survey reduced in 2021, being overall 49% positive, 37% neutral and 14% negative out of 23 respondents, compared to 66% positive, 26% neutral and 7% negative out of 29 respondents, in 2020. This was 7% below state average and 11% below similar schools.

In 2022, we will work to improve student outcomes by:



1. Empowering students to monitor their own behaviour by displaying and implementing the feedback and reward part of the positive behaviour approach.
  2. Continue implementing the positive behaviour approach to ensure teachers and staff have clear processes to follow, to ensure appropriate student behaviour is acknowledged and inappropriate behaviour is dealt with in a consistent manner.
  3. Continue to promote the school's vision and values, to set the expected standard throughout the College.
  4. Continue to improve the process for monitoring and responding to student mental health and wellbeing concerns.
  5. Aiming to continue to provide a quality education in a safe environment.
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## Finance performance and position

Mount Beauty Secondary College maintained a sound financial position again throughout 2021, as planned for in our budgets planning at the end of 2020.

Equity funding in 2021 totalled to just over \$22 000. This funding was again used to run the Literacy Consolidation class for students at Year 7 who were placed below their expected level in literacy. The program was also extended (as much as it could be) to continue working with past students of the program for generalised curriculum support. As the level of funding did not cover the salary costs for running this class and extra support hours, the remaining salary cost was budgeted for and covered out of the SRP.

Unfortunately, the school lost the Commonwealth Government's National School Chaplaincy Program (NSCP) funding in 2021. This shortfall of about 10 hours of extra support for our students per week was not able to be replaced immediately, however, the Department implemented the Mental Health Practitioners in Schools program, with 0.2 EFT of time for a Mental Health Practitioner in Term 2. Unfortunately, the school was not able to fill this position, in spite of advertising numerous times. In an effort to attract someone into this role, Mount Beauty Secondary College teamed up with Myrtleford P-12, creating a 0.4 position between the 2 schools. To then sweeten the deal further, both schools increased the 0.2 funding to be 0.3 each, or a total position of 0.6EFT. This extra funding was covered by the SRP.

With the best part of another half year of not being at school, annual costs that were budgeted for in many areas weren't used, such as reduction in utilities and teaching resources. With limited extra curricular programs running throughout the year, drain on school staffing and needing to have CRT replacement was minimalised, as well as the lack of staff absence and leave needing staff to be replaced. This reduced spending of our normal budgets meaning that by the end of 2021 we were ahead financially, compared to what had been budgeted for.

Bushfire Funding and State Schools Relief Bushfire funding (a one off program from 2020) saw almost every family receive a \$500 payment and due to not being at school much in 2021, there was still a good portion of this funding that was carried forward into 2022. The Bushfire Funding was broken into 2 parts. With half used for workforce support in 2020, and the other half was to be used for student support, with the aim of assisting 'getting back to normal' and helping with bringing the students back together. While meant to be spent in 2020, it was held over to run the planned activities in 2021, however, due to the year, these activities had to be held over again, until 2022.

We were lucky enough to receive 2 amounts of funding from the Department at the end of 2021 that will be used to repair the school buildings. The first amount from the Minor Capital Works Fund of about \$145 000 will be used to repair and replace sheeting on the main building's roof. The second amount of \$350 000 from the Planned Maintenance Program will be used to meet maintenance requirements listed in the condition assessment report (CAR) and the Shelter In Place assessment, identified during the Rolling Facilities Evaluation.

In preparation for the school to become a Bring Your Own Device (BYOD) school in 2022, we began assessing and upgrading our network and internet capabilities, which will continue into 2022. We also funded time so that some cleaning out of areas and looking into building and providing storage could be started.

Our total funds available were healthy at the end of 2021, however the majority of our surplus was received for the specific purposes above and therefore carried forward to 2022 as a financial commitment.

Financial plans for 2022 involve:

1. Continuing to monitor the computer network and internet, maintaining maintenance, improvements and technical support.
2. Continuing with clean outs and replacing storage, attending to buildings/grounds maintenance.
3. Updating and replacing school owned devices to ensure students who can't afford their own device have a reliable one to use at school.
4. Utilising the student support Bushfire Funding to assist with costs for Year Level activities.

**For more detailed information regarding our school please visit our website at [www.mbsc.vic.edu.au](http://www.mbsc.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 196 students were enrolled at this school in 2021, 99 female and 97 male.

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

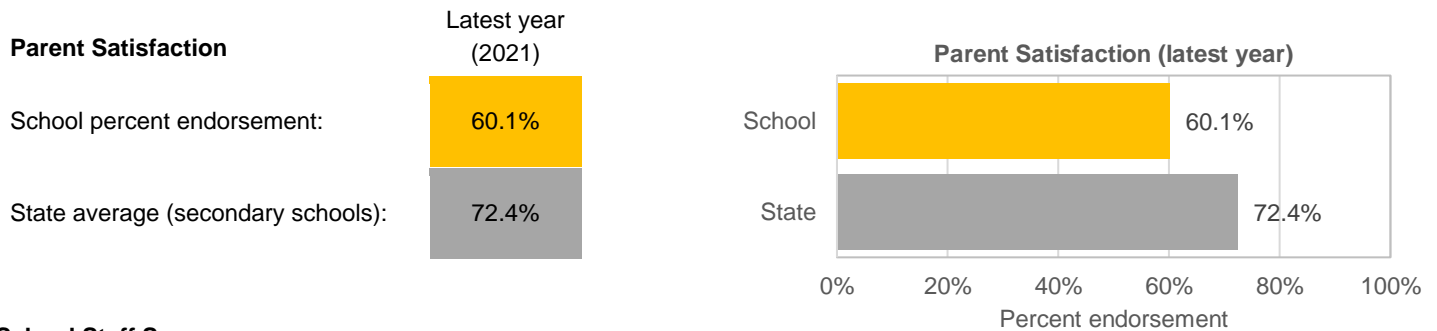
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

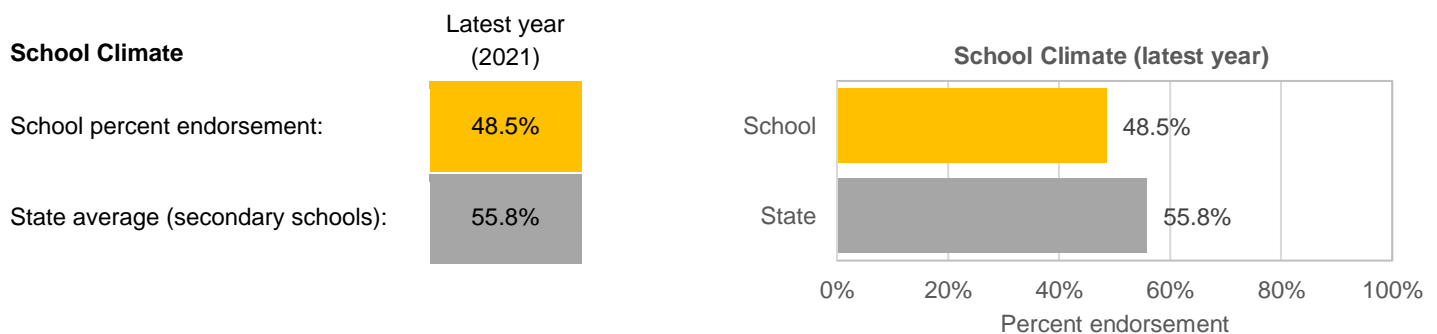


### School Staff Survey

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:

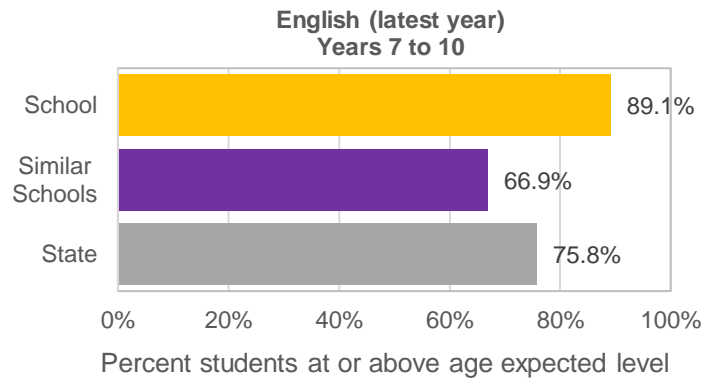
89.1%

Similar Schools average:

66.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

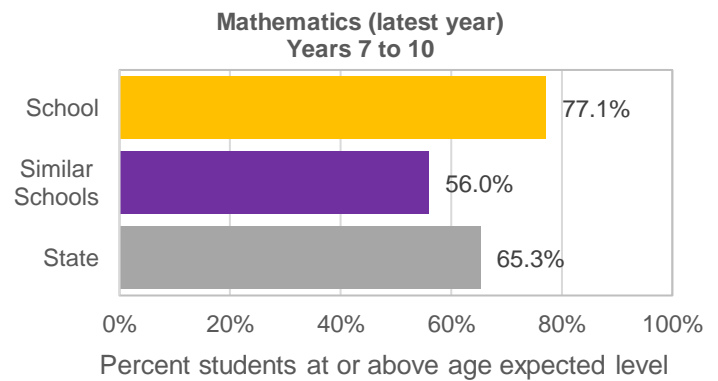
77.1%

Similar Schools average:

56.0%

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.

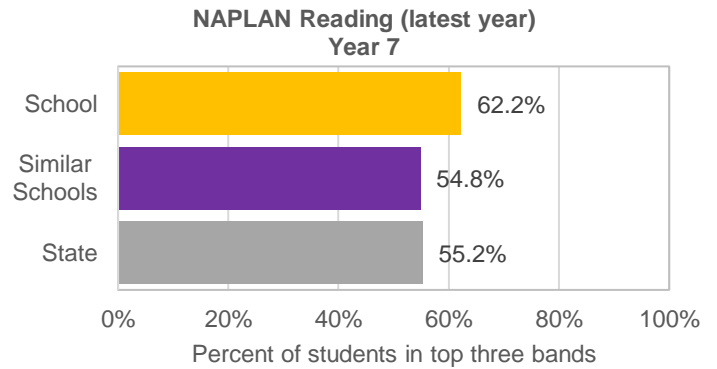
**NAPLAN**

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.

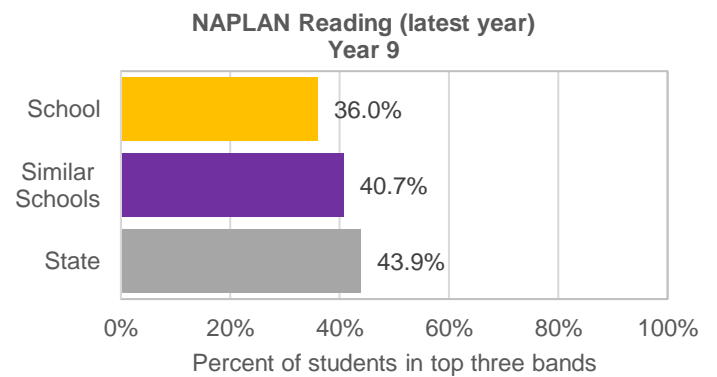
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.2%	64.1%
Similar Schools average:	54.8%	52.7%
State average:	55.2%	54.8%



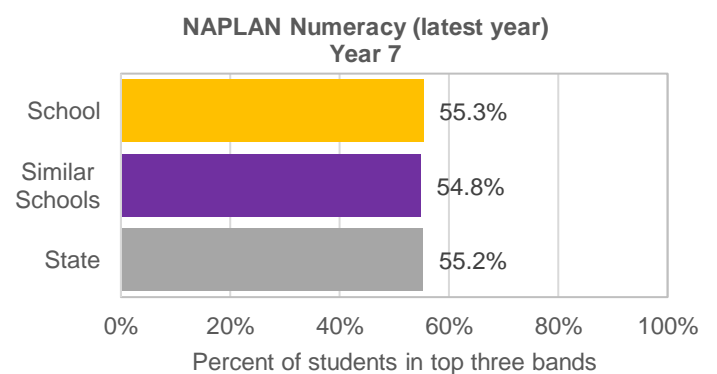
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.0%	50.8%
Similar Schools average:	40.7%	45.9%
State average:	43.9%	45.9%



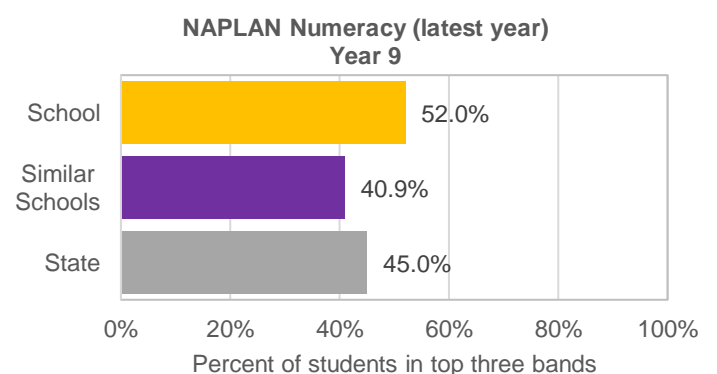
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.3%	61.8%
Similar Schools average:	54.8%	54.0%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.0%	54.5%
Similar Schools average:	40.9%	47.1%
State average:	45.0%	46.8%



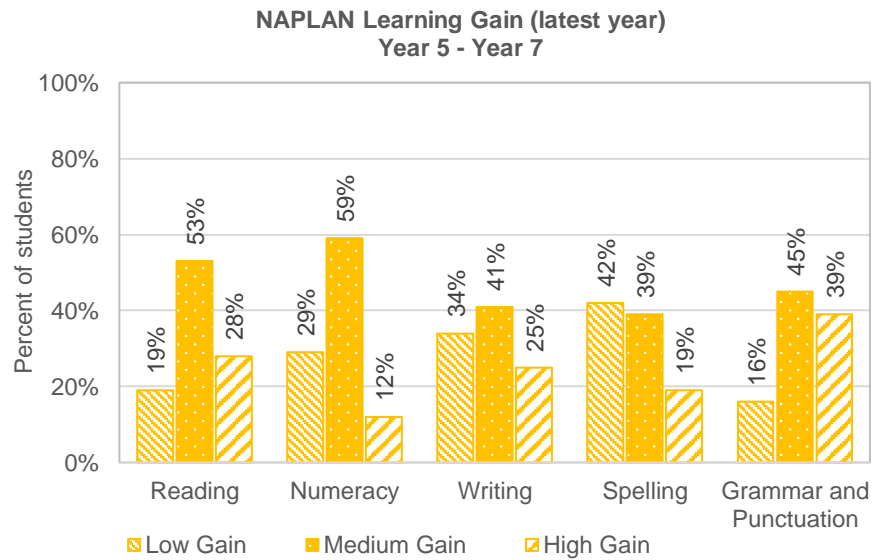
**ACHIEVEMENT (continued)**

**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'.

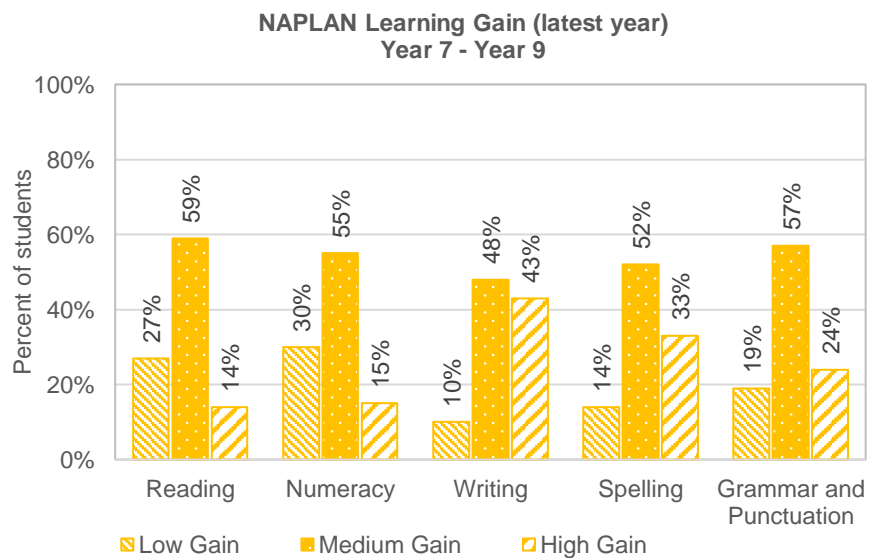
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	53%	28%	21%
Numeracy:	29%	59%	12%	23%
Writing:	34%	41%	25%	21%
Spelling:	42%	39%	19%	22%
Grammar and Punctuation:	16%	45%	39%	24%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	59%	14%	21%
Numeracy:	30%	55%	15%	23%
Writing:	10%	48%	43%	22%
Spelling:	14%	52%	33%	22%
Grammar and Punctuation:	19%	57%	24%	24%



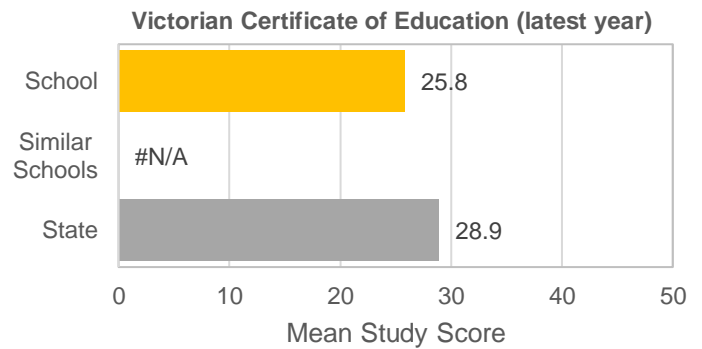
## ACHIEVEMENT (continued)

### 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	25.8	27.2
Similar Schools average:	28.6	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

79%

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

21%

VET units of competence satisfactorily completed in 2021\*:

62%

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

71%

\* 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.

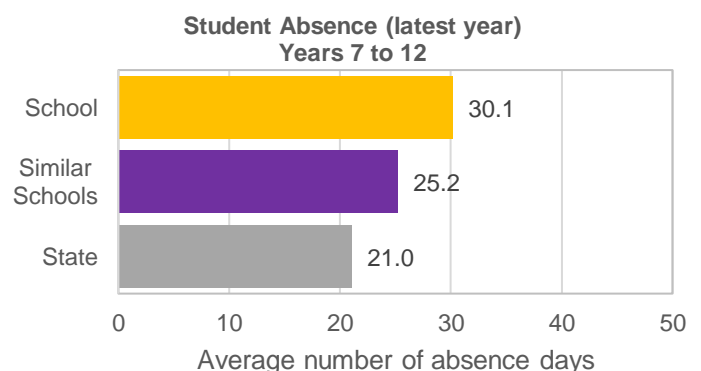
## ENGAGEMENT

**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:	30.1	24.3
Similar Schools average:	25.2	22.9
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

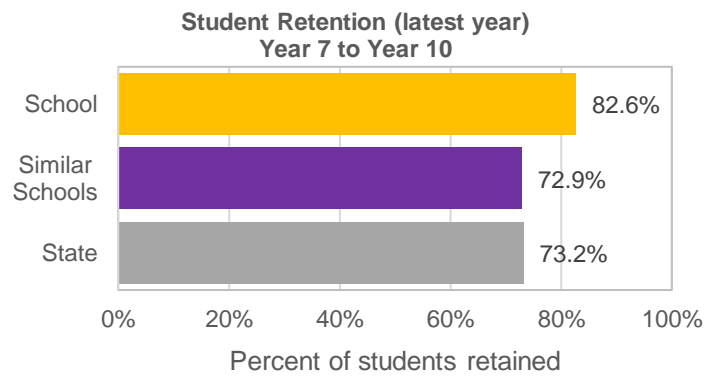
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	83%	83%	86%	83%	86%

**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:	82.6%	80.6%
Similar Schools average:	72.9%	72.1%
State average:	73.2%	72.9%



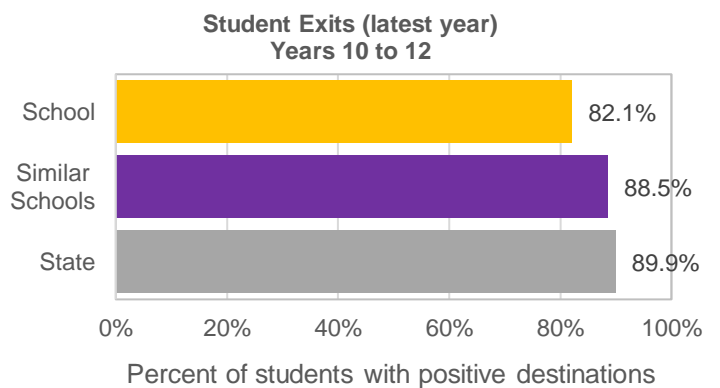
**Students exiting to further studies or full-time employment**

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:	82.1%	84.6%
Similar Schools average:	88.5%	88.4%
State average:	89.9%	89.2%





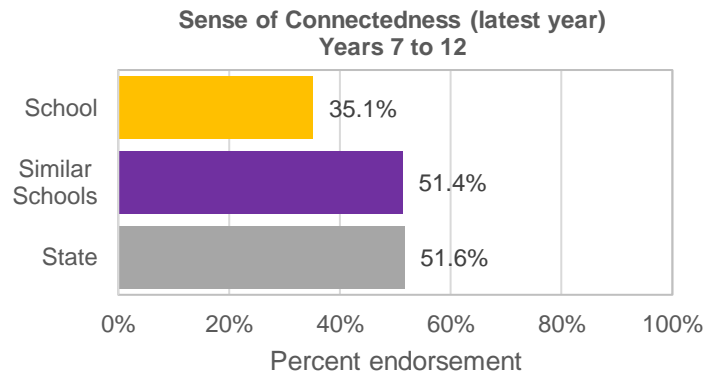
## WELLBEING

**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:	35.1%	51.2%
Similar Schools average:	51.4%	54.6%
State average:	51.6%	54.5%

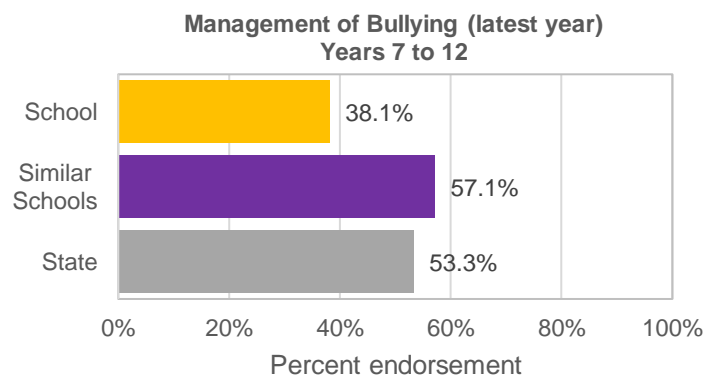


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	38.1%	58.6%
Similar Schools average:	57.1%	60.8%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$3,327,623
Government Provided DET Grants	\$450,791
Government Grants Commonwealth	\$0
Government Grants State	\$21,605
Revenue Other	\$43,109
Locally Raised Funds	\$117,637
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,960,766</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$12,945
Equity (Catch Up)	\$9,148
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$22,093</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$3,041,739
Adjustments	\$0
Books & Publications	\$15,081
Camps/Excursions/Activities	\$53,889
Communication Costs	\$8,915
Consumables	\$93,467
Miscellaneous Expense <sup>3</sup>	\$36,231
Professional Development	\$18,363
Equipment/Maintenance/Hire	\$52,230
Property Services	\$129,799
Salaries & Allowances <sup>4</sup>	\$63,925
Support Services	\$49,428
Trading & Fundraising	\$11,617
Motor Vehicle Expenses	\$2,255
Travel & Subsistence	\$0
Utilities	\$49,452
<b>Total Operating Expenditure</b>	<b>\$3,626,391</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$334,375</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$432,071
Official Account	\$41,921
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$473,992</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$86,673
Other Recurrent Expenditure	\$14,288
Provision Accounts	\$0
Funds Received in Advance	\$5,050
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$24,792
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,372
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$111,318
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$473,993</b>

*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.*