

2021 Annual Report to the School Community – Executive Summary

About Our School

School context

Mount Beauty Secondary College's vision is to foster a child safe culture, where all students feel optimistic and secure, supported by happy and confident teachers to accommodate the diverse needs of all our students, provide a quality educational service that is valued by the community and to ensure all students realise their full academic and personal potential.

The 2021 Strategic Plan had three areas of focus;

- to strengthen the model of shared and distributed leadership across the school;
- to 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.

We have 34 staff, many working part-time. Even though we are a small, rural school, we had 198 students enrolled at the end of 2021.

We offer a wide range of subjects at the senior school level and our middle school elective choices allow students to engage in the subjects they most enjoy while maintaining a broad study of the curriculum.

Our School Family Occupation and Education index (SFOE) rates our families as being high in the socio-economic profile, meaning our students come from educated, working families. This assumes that our students are well positioned to learn and be successful.

Framework for Improving Student Outcomes (FISO)

The Key Improvement Strategies (KIS) for 2021 were:

1. *'Catch Up and Extension'*, relating to the FISO dimension of Building Practice Excellence,
2. *'Happy, Active and Healthy Kids'*, relating to the FISO dimension of Health and Wellbeing, and
3. *'Connected Schools'*, relating to the FISO dimension of Parents and Carers as Partners.

We elected to continue working on building consistent practice and capability of teachers to deliver excellence in teaching and learning by including:

1. *'Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study'*.
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Achievement

While some students thrived in remote learning in 2021, others did not.

Our NAPLAN results for students in the top 3 bands were strong, with only Year 9 Reading being lower than similar schools or state average, and Year 7 Numeracy being only 0.1% above the state average.

Teacher judgements of students working at, or above, age expected levels in English were above state levels. When comparing teacher judgements in English from Semester 1 to Semester 2, most year levels showed improvement, except for Year 8s in Reading and Viewing, Year 7s in Speaking and Listening, and Years 7 and 10 in Writing.

In Maths, teacher judgements of student percentage working at the expected level were also above state average. When comparing teacher judgements in Maths from Semester 1 to Semester 2, only Year 9s did not show improvement in Number and Algebra.

While not all students achieved 12 months growth in the year, which is the expected standard, 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.

Additional literacy and numeracy support for students was provided in classrooms, and several students requiring extension were invited to take part in the Victorian High Ability Program.

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

1. Embedding the consistent use of the current Instructional Model so students know the next steps in their learning.
 2. Exploring and introducing consistent approaches to assessment and feedback and develop data to understand student needs so students know what they are learning, and how to improve.
 3. Providing additional support for literacy and numeracy through the MYLNS initiative.
 4. Identifying suitable students for acceleration of their learning.
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Engagement

Engagement dropped throughout 2021.

Absence rates increased in 2021, reaching an average of 30.1 days' absence. This was 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.

Differentiating work for students means that most students are presented with, and working on, work that challenges them. During Remote Learning, differentiation was more difficult, as it was often harder to monitor student progress.

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. This ensures students have a voice and can influence their learning and environment.
 2. Monitoring attendance rates and supporting students with long term, chronic absence.
 3. Continuing the implementation of Student Support Group (SSG) meetings for all students
 4. Re-establishing the extra-curricular program that supports our school's educational program, to engage students and help to improve attendance.
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Wellbeing

Student wellbeing remained a priority in 2021, with new processes in place for monitoring and recording and a strengthened referral process. If students don't feel safe at school, they are less likely to learn effectively.

The 2021 *Attitudes to School Survey (ATOSS)* was completed in the first week back at school after an extended period of lock down. All students present on the survey day completed the survey and results dropped from the results from the previous year, in factors including 'Sense of Connectedness' and 'Management of Bullying', being 15-20% lower than similar schools or the state average. 'Managing Bullying' also decreased significantly. However, the percentage of students 'Not Experiencing Bullying' was at 86% in 2021.

The Parent Opinion Survey (POS) results did not support the ATOSS results, with families rating 'Managing Bullying' at 61% positive, 'Not Experiencing Bullying' at 70% positive, 'Promoting Positive Behaviour' at 59% positive and 'Student Connectedness' at 72% positive. While there was an overall decrease in these results, there was only a 15% drop compared to 2020 results.

The 'School Climate' according to the School Staff Survey reduced in 2021, being 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 consistently.
 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.

With several months of remote learning, annual costs in many areas weren't used, such as a reduction in utilities and teaching resources. With limited extra-curricular programs running throughout the year, staffing costs and casual replacement costs were minimal.

We were fortunate to receive two grants from the Department to repair school buildings. The first grant from the Minor Capital Works Fund of \$145 000 will repair and replace roofing on the main building. The second grant of \$350 000 from the Planned Maintenance Program will meet maintenance requirements.

To prepare 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.

Financial plans for 2022 involve:

1. Monitoring the computer network and internet, maintenance, improvements, and technical support.
2. 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 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