

# 2017 Annual Report to the School Community



School Name: Mansfield Secondary College

School Number: 8010

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*



## 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 tourism. The student body is characterised by a homogeneous cultural background. Enrolments are stable at 424 for the 2017 school year. Gender ratio is fairly equal. In general the staff and leadership profile is a highly experienced one. The College has an EFT of 32.5 teachers; two Principal class, 41 teachers and 12 Education Support Staff with a high number of part time staff.

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

### Framework for Improving Student Outcomes (FISO)

The foci for 2017 included:

- Excellence in Teaching and Learning – Building Practice Excellence
- Excellence in Teaching and Learning – Curriculum Planning and Assessment

Curriculum planning and assessment was a targeted journey across two years. Scope and sequence of curriculum against Victorian Curriculum framework was completed in 2016. Work on detailed unit plans for years 7-10, aligning with this framework, was completed during 2017.

Building practice excellence focused around the 'lesson study' program, building the capabilities of staff to monitor student learning progress and to differentiate learning activities to meet the needs of individual students. The program successfully improved the sense of shared accountability for student learning outcomes and enabled discussion of high quality teaching practices between staff members.

### Achievement

Teacher (Victorian Curriculum) assessments for English and Mathematics:

- Indicate a similar or better performance to other schools

NAPLAN, percentage of students in top three bands:

- At year 7 level, both Reading and Numeracy are above state median. Numeracy results for 2017 were particularly strong, showing above the 80<sup>th</sup> percentile for Victorian Government Secondary Schools
- At year 9 level, Reading is above state median and improving for both 2016 and 2017.
- At year 9 level, Numeracy is both improving from 2016 and above state median for 2017. This data set is a key foci within the 2017-2020 strategic plan, with a range of improvement strategies being developed to address this. The successful trend has highlighted the success of the intervention strategies

NAPLAN learning gain for Year 7-9 shows potential both to further extend the development of high performing students and to continue to support underachieving students, particularly in the areas of 'Numeracy' and 'Reading'. There is, however, a positive trend across all these indicators, with fewer students showing low growth and more students showing high growth, when compared to the 2016 data. This indicates the growing success of programs being implemented at the college to address these needs.

VCE data indicates just below state median results with strong pathways support. Of note are two factors:

- the high percentage of VCE students undertaking a VET unit of competence, which is underpinned by the Australian School Based Apprenticeship program in the school
- the academic success of our students as reflected by the VCE median study score

We are proud of our VCE data – it is better than like schools on intake adjusted measures

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

Future strategies include:

- Improve data use to determine students' strengths, areas to develop, and to inform planned learning opportunities
- Provision multiple sources of feedback to students about their learning and how to improve



- Develop opportunities for active student voice in the learning process
- Enhance (teacher) expectations of students
- Build the instructional teaching practices of all teachers

## Engagement

Student attendance rates show a four year trend in student attendance equivalent to the state average. Changes to the attendance monitoring process have seen an improvement in the quality of the data, particularly with respect to the proportion of unexplained absences. Non-attendance is followed through by year level coordinators, and chronic non-attendance is addressed in partnership with: North East Support for Adolescents and Youth (NESAY), Victoria Police, Regional Office of the Department of Education, Department of Health and Human Services, and Mansfield Shire Council.

Our school based apprenticeships program remains as a core tool to support student engagement and retention.

Future strategies include:

- Raise student learning expectations: improve levels of learning aspiration, improve levels of self-efficacy
- Develop and implement strategies to involve students, parents and carers as partners in learning
- Strengthen curriculum and assessment documentation throughout the college

## Wellbeing

Both the 'student connectedness to school' and the 'managing bullying' indicators are similar to like schools but below state average.

Following focus group sessions with students, this reflects the behaviour of a small number of students in the yard at recess and lunchtimes. The school is addressing this using the well-established 'Positive Behaviors in Schools' program.

The 2017-2020 strategic plan has goals and strategies to support the achievement of the following:

Raise student learning expectations

- improve levels of learning aspiration
- improve levels of self-efficacy

For more detailed information regarding our school please visit our website at  
[www.mansfieldsc.vic.edu.au](http://www.mansfieldsc.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 424 students were enrolled at this school in 2017, 209 female and 216 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p>



## Performance Summary

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Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>○ Lower</p> <p>● Similar</p> <p>○ Lower</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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 year 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>55%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>61%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>47%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	55%	17%	Numeracy	18%	53%	29%	Writing	20%	61%	20%	Spelling	32%	50%	18%	Grammar and Punctuation	36%	47%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>98%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>30%</b>          VET units of competence satisfactorily completed in 2017: <b>83%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>83%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>86 %</td> <td>89 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	86 %	89 %	90 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	86 %	89 %	90 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Higher</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Higher</p> <p> Similar</p>												





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

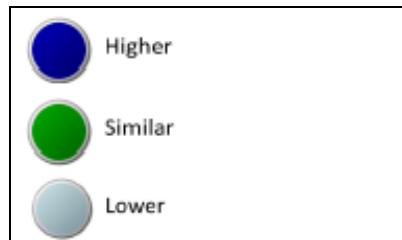


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

*From both a 'cash' and 'credit' perspective, the college has finished the year in a financially stable position. A fiscally responsible approach to achieving school (student learning) outcomes has enabled the college to build a suitable financial base. Net operating surplus for 2017 has enabled structural (staffing) changes to occur in 2018*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,587,397	High Yield Investment Account	\$348,341
Government Provided DET Grants	\$578,115	Official Account	\$1,008
Government Grants Commonwealth	\$14,000	<b>Total Funds Available</b>	<b>\$349,349</b>
Government Grants State	\$29,725		
Revenue Other	\$75,082		
Locally Raised Funds	\$467,193		
<b>Total Operating Revenue</b>	<b>\$5,751,512</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$67,731		
Equity (Catch Up)	\$23,908		
<b>Equity Total</b>	<b>\$91,639</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,470,707	Operating Reserve	\$193,351
Books & Publications	\$5,188	Asset/Equipment Replacement < 12 months	\$26,500
Communication Costs	\$18,663	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$125,169	Maintenance - Buildings/Grounds incl SMS<12 months	\$21,700
Miscellaneous Expense <sup>3</sup>	\$357,712	Beneficiary/Memorial Accounts	\$7,798
Professional Development	\$27,389	<b>Total Financial Commitments</b>	<b>\$349,349</b>
Property and Equipment Services	\$316,635		
Salaries & Allowances <sup>4</sup>	\$147,715		
Trading & Fundraising	\$92,655		
Utilities	\$91,834		
<b>Total Operating Expenditure</b>	<b>\$5,653,669</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$97,843</b>		
<b>Asset Acquisitions</b>	<b>\$14,150</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*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.*

