

2019 Annual Report to The School Community



School Name: Mansfield Secondary College (8010)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 18 March 2020 at 08:12 PM by Timothy Hall (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 October 2020 at 12:35 PM by Allison Walker (School Council President)

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 tourism. The student body is characterised by a homogeneous cultural background. Enrolments are stable at 437 for the 2019 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 32.7 teachers; two Principal class, 46 teachers and 18 Education Support Staff with a high number of part time staff.

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
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 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 2019 included:

- Excellence in Teaching and Learning – Build the instructional teaching practices of all teachers
- Community engagement in Learning - building practice excellence (school action teams)

In 2019, the principal class leadership structure was changed to better serve the needs of the strategic plan. The (new) assistant principal - student services was charged with developing strategies around student voice, and managing the 'calm and orderly environment' strategies, including the Positive Behaviours in Schools program. The (existing) assistant principal managed the process of strategically developing middle level leaders by engaging with the Professional Learning Communities training.

Supporting their work are the two learning specialists in the college.

Building practice excellence focused around building the capabilities of staff to monitor student learning progress and to differentiate learning activities to meet the needs of individual students. We have 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 better performance to other similar schools

NAPLAN, percentage of students in top three bands:

- At year 7 level, Reading results are above state median, but Numeracy results are below state median. Both Reading and Numeracy are less than the four year average, pointing to concerns with transition from year 6 to 7.
- At year 9 level, both Reading and Numeracy are above state median and above similar schools.
- At year 9 level, Numeracy is above state median for 2019 and above the 4 year average. This data set is a key foci within the 2017-2020 strategic plan, with a range of improvement strategies being developed to address this.

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 area of Reading. There is, however, a positive trend across all indicators, with fewer students showing low growth and more students showing high growth, when compared to the 2018 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 several factors:

- the high proportion of successful VCE achievement
- 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
- whilst not reflected here, we recognise a lack of high end scores (as reflected by the proportion of students achieving study scores of over 37). However, we are still proud of our VCE data - we were commended in 2019 at the Regional Performance Review on our 2018 growth data (between year 9 NAPLAN and VCE median (English) study score)

All Program for Students with a Disability students showed progress at satisfactory or 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. In 2019 our student attendance data was better than the four year average. Reasons for this include better tracking mechanisms in place (technology), and better identification and referral of 'at risk' students (including to Navigator program). Of note is the reduction in the number of students with long-term absences, due in part to the support of the Navigator program.

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 below like schools and below state average. Focus groups with students were conducted, which reflected that the data was impacted again by the

behaviour of a small number of students in the yard at recess and lunchtimes. The school has commenced addressing this using our well-established 'Positive Behaviours in Schools' program and with a strengthened behaviour management structure. In 2019, a second assistant principal was appointed in order to more strongly drive this. The results of this intervention will not be obvious until the middle of 2020.

In 2019, the school has again engaged with the 'resilient youth' project, surveying students throughout our community around a number of wellbeing indicators. As a result of this, the college has continued to strengthen the support structure for students within the college (including appointing an assistant principal with this role) and is working to establish 'school action teams' charged with impacting on the data sets.

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

Financial performance and position

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. The net operating deficit of \$49,537 will be carried forward into 2020, where it will be resolved in the term 3 cash grant. The deficit was structured to manage difficult class sizes in year 9 and year 7, creating smaller classes in both levels, as well as to finance the appointment of a restructured leadership team which will support the growth of the college for many years to come. That is, the college has strategically restructured to enable the ongoing support of the college as it grows towards a projected enrolment of 600 students by 2023.




For more detailed information regarding our school please visit our website at
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.


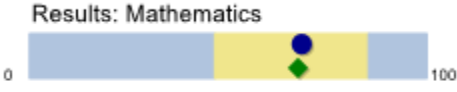


All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 437 students were enrolled at this school in 2019, 221 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>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</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>Above ●</p> <p>Above ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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>	<p>Reading Low: 31%, Medium: 49%, High: 20%</p> <p>Numeracy Low: 32%, Medium: 42%, High: 25%</p> <p>Writing Low: 35%, Medium: 48%, High: 17%</p> <p>Spelling Low: 39%, Medium: 45%, High: 16%</p> <p>Grammar and Punctuation Low: 30%, Medium: 49%, High: 20%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.</p>	<p>Reading Low: 12%, Medium: 70%, High: 18%</p> <p>Numeracy Low: 27%, Medium: 58%, High: 15%</p> <p>Writing Low: 21%, Medium: 47%, High: 33%</p> <p>Spelling Low: 15%, Medium: 58%, High: 27%</p> <p>Grammar and Punctuation Low: 19%, Medium: 63%, High: 19%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **20%**
 VET units of competence satisfactorily completed in 2019: **82%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **71%**

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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p>Average Number of Student Absence Days</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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>												
<p>Average 2019 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>90 %</td> <td>89 %</td> <td>88 %</td> <td>88 %</td> <td>87 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	88 %	88 %	87 %	93 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	88 %	88 %	87 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												
<p>Exit Destinations</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>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆		● Above	● Similar ● Below
Wellbeing	Student Outcomes	Similar School Comparison	
<p>Students Attitudes to School - Sense of Connectedness</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>	
<p>Students Attitudes to School - Management of Bullying</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>	

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,923,755	High Yield Investment Account	\$323,707
Government Provided DET Grants	\$765,272	Official Account	\$34,221
Government Grants Commonwealth	\$2,250	Total Funds Available	\$357,928
Government Grants State	\$9,725		
Revenue Other	\$45,920		
Locally Raised Funds	\$533,197		
Total Operating Revenue	\$6,280,119		
Equity¹			
Equity (Social Disadvantage)	\$66,328		
Equity (Catch Up)	\$24,943		
Equity Total	\$91,271		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,978,226	Operating Reserve	\$220,933
Books & Publications	\$3,841	Other Recurrent Expenditure	\$43,909
Communication Costs	\$15,766	Funds Received in Advance	\$27,000
Consumables	\$147,711	Beneficiary/Memorial Accounts	\$1,500
Miscellaneous Expense ³	\$298,610	Capital - Buildings/Grounds < 12 months	\$105,000
Professional Development	\$26,026	Total Financial Commitments	\$398,342
Property and Equipment Services	\$354,269		
Salaries & Allowances ⁴	\$288,197		
Trading & Fundraising	\$112,429		
Travel & Subsistence	\$119		
Utilities	\$104,460		
Total Operating Expenditure	\$6,329,656		
Net Operating Surplus/-Deficit	(\$49,537)		
Asset Acquisitions	\$0		

- (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 26 February 2020 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.

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)

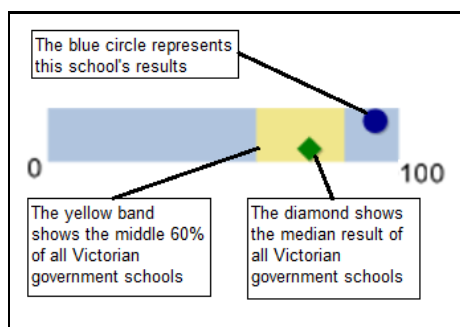
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').