

# 2020 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](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 2020 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 16 March 2021 at 08:01 PM by Timothy Hall (Principal)

The 2020 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 23 March 2021 at 04:39 PM by Allison Walker (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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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).  
*Note: NAPLAN tests were not conducted in 2020*
- 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

### 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 436 for the 2020 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 34.7 teachers; three Principal class, 42 teachers and 22 Education Support Staff with a high number of part time staff. None of the staff self-identify as Aboriginal or Torres Strait Islander.

Our vision is 'a dynamic learning environment where the whole community takes responsibility in preparing for the future'

The College has a well established Positive Behaviours in Schools program, which articulates our core values of Respect; for self, others and the environment  
Persistence; doing our best all the time  
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.

The college does not offer programs to full-fee-paying overseas students.

### Framework for Improving Student Outcomes (FISO)

The foci for 2020 included:

- Community engagement in learning - building practice excellence (Professional Learning Communities)
- Excellence in teaching and learning – Build the instructional teaching practices of all teachers (Literacy Strategy)

In 2020, the Professional Learning Communities (PLC) structure was commenced in the school. Literacy Strategies focused on shifting the data collection from On-Demand to PAT-R, engaging with discipline specific meta-language, and English faculty staff engaging with building independent reading capabilities.

With the advent of flexible and remote learning, during the COVID related periods of lock-down, the focus was then shifted away from these and towards developing staff capabilities with Google Suite and planning curriculum that could be delivered remotely. Student reflections of time in remote learning indicated that core curriculum delivery progressed (learning was possible for those families who were actively engaged), but that the degree to which students made learning progress was varied. Key factors included student ability to access high quality internet, and the ability of students to 'hide' when learning was found to be difficult. Staff at the school have been commended on their flexibility and professionalism in the process of developing and delivering on-line resources. It was a very significant achievement.

## Achievement

VCE data for 2020 was solid, with a median study score of 29 and 'better than like school mean' results, indicating that generally VCE students were able to engage and learn, notwithstanding the implications and limits placed by flexible and remote learning.

Middle school learning data indicates good progress against Victorian Curriculum (Teacher Judgements). Particularly, English data 7-10 shows a greater proportion of students performing at or above age expected standards. This indicates that middle school students were also able to make good learning growth, notwithstanding the implications and limits placed by flexible and remote learning.

In 2020, due to COVID, NAPLAN testing was not conducted.

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

Future strategies include:

- Continue to develop Google Classrooms as the tool to support online learning
- 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 and better than similar schools. In 2020 our student attendance data was again better than the four year average, indicating improvements in ensuring student attendance. 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. Attendance during periods of remote and flexible learning was monitored by attendance at on-line classes and participation in learning activities on Google Classrooms.

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. In 2019 and 2020, this was supplemented with a 'Hands on Learning' program that addresses at-risk students across years 5-9.

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**

In 2020, student wellbeing was tracked fortnightly during the periods and remote and flexible learning. A Google-based questionnaire was used as a core part of the 'Wellbeing Classroom' support structure. Response rates were high (usually approximately 360 out of 440 students). Where particular student needs were identified, individuals were contacted by phone/text/meet. The Wellbeing Classroom was a great structure for communicating with the whole school remotely, particularly to provide wellbeing support notes and contact details. It is a structure that we will continue to use.

The most common issues raised included; concerns with isolation from peers, anxiety around personal and family (COVID) safety, anxiety about 'falling behind' during flexible and remote learning and anxiety around family relationships. Whilst there were concerns at a state level around increased levels of domestic violence during lockdown, these did not directly present in our context.

As with many other schools, the attitudes to school (student) survey was not conducted.

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 a 'cash' perspective, the college has finished the year in a financially stable position. However, a 'credit' deficit of ~\$170,000 in 2020 will have an adverse impact on the cash budget for 2021. Cash to Credit transfers were planned for 2020 to reflect the use of equity funding on staff to support the program (Wellbeing coordinator, Assistant Principal - Student Engagement and Wellbeing, Literacy and Numeracy support program, extra time for the Chaplain). However, Cash to Credit transfers did not actually occur, leading to a cash surplus for the year.

The major cash expenditure for the year was the completion of a school-owned facility to enable storage of archive materials and outdoor education resources. A great resource that will support the school into the future.

Also occurring throughout 2019 and 2020 is a significant building program, which provided grants to purchase furniture and fittings in the new spaces, but which also created a need to purchase significant amounts of time for grounds and maintenance works from the staff who deliver those services.

Contracts held by the school in 2020 were:

- Cleaning: Kelway Cleaning Services, ~ \$101,296 pa
- Photocopiers: Viatek, ~\$27,600pa
- Computer Servers: Equigroup (CBA), ~\$3,427pa
- Computers: Equigroup (CBA), ~\$32,488pa
- Xuno: Semaphore Consulting, ~\$8,000pa
- Library Catalogue: Access-IT, \$900pa
- Gas: Elgas, supply and equipment, ~\$16,000pa
- Fire equipment maintenance and inspection: VERST, ~\$3,500pa

Of these, the only contract renewal/extension in 2020 was a 12 month extension to the cleaning contract, which was due for conclusion in July.

Contracts that are based with the Department of Education (rather than the school) have been excluded from the above.

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 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 436 students were enrolled at this school in 2020, 203 female and 233 male.

3 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) which takes into account parents' occupations and education.

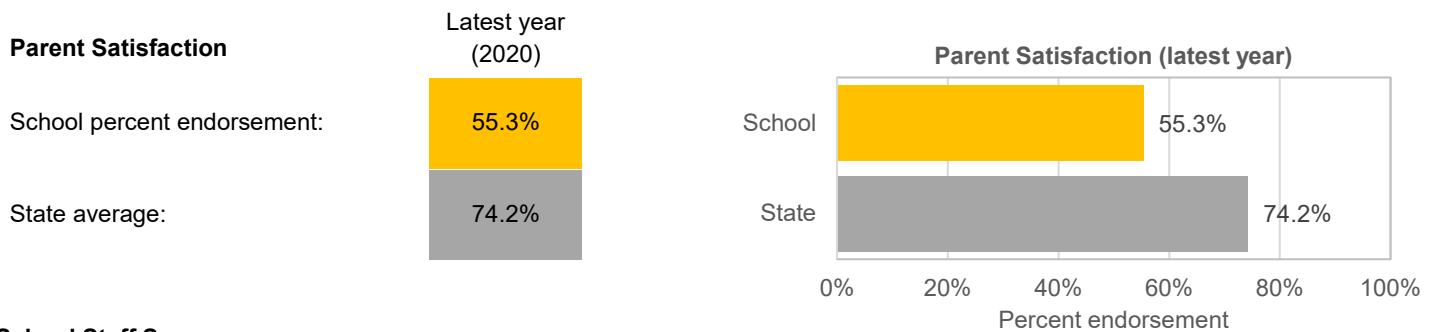
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### 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.

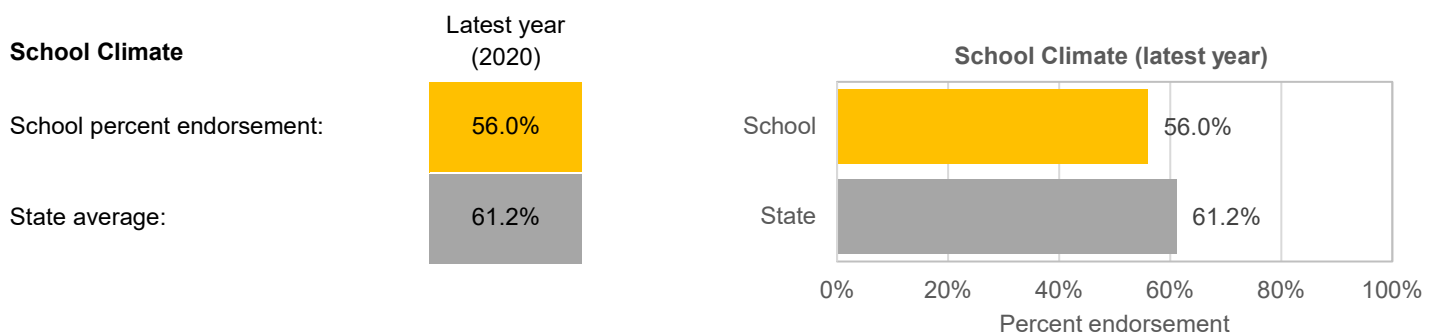


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

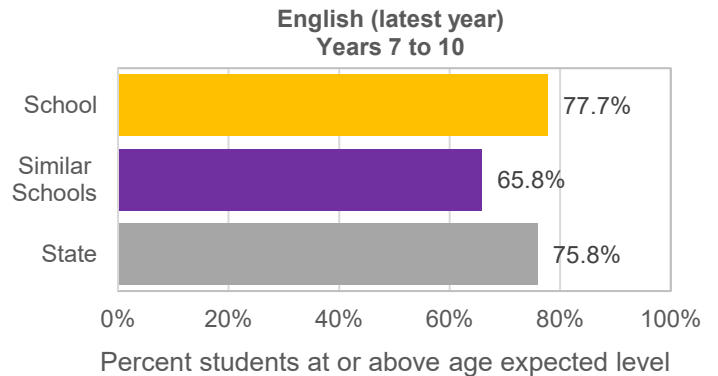
77.7%

Similar Schools average:

65.8%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

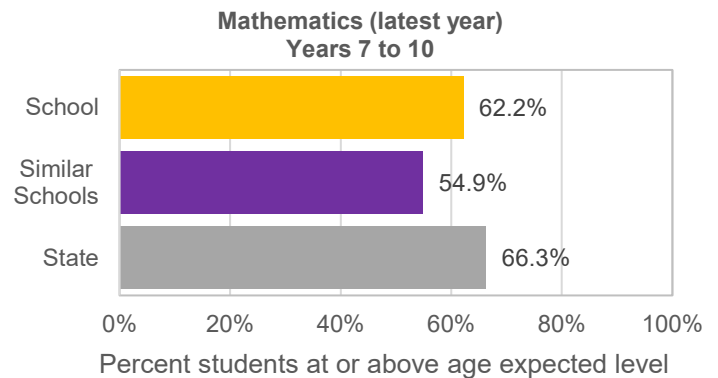
62.2%

Similar Schools average:

54.9%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

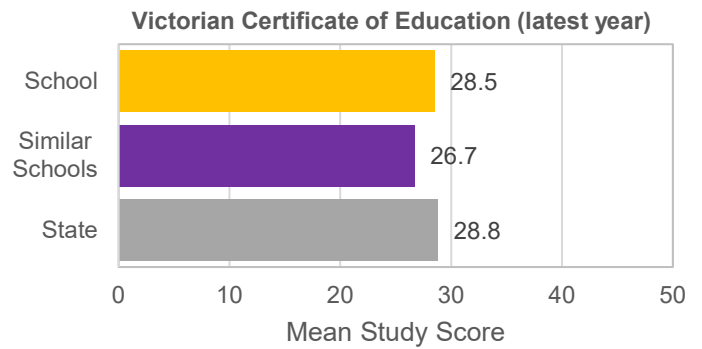
## ACHIEVEMENT (continued)

### 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 (2020)	4-year average
School mean study score	28.5	27.1
Similar Schools average:	26.7	26.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

97%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

18%

VET units of competence satisfactorily completed in 2020:

80%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

99%

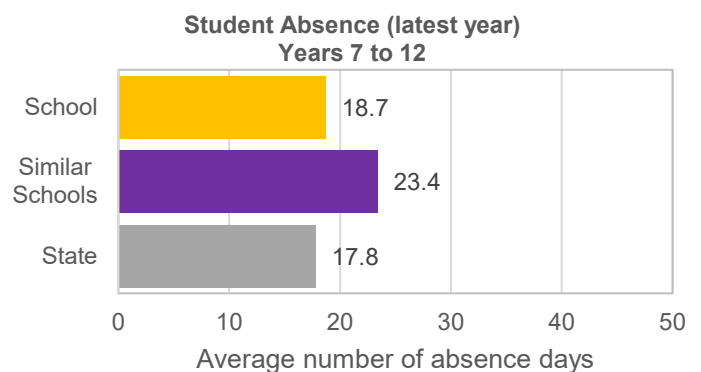
## ENGAGEMENT

**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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	18.7	20.0
Similar Schools average:	23.4	23.4
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

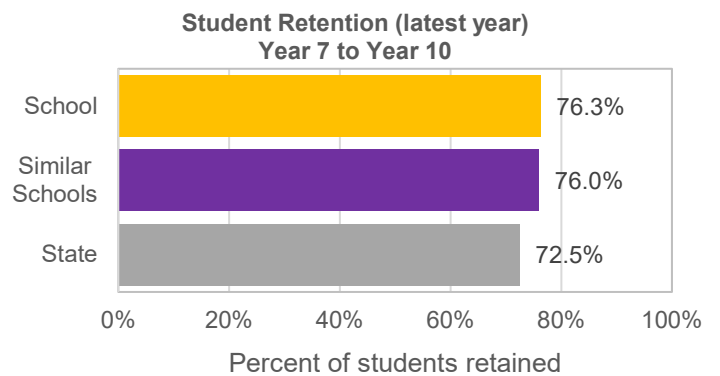
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	90%	87%	90%	92%	95%

**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 (2020)	4-year average
School percent of students retained:	76.3%	75.6%
Similar Schools average:	76.0%	77.0%
State average:	72.5%	72.9%



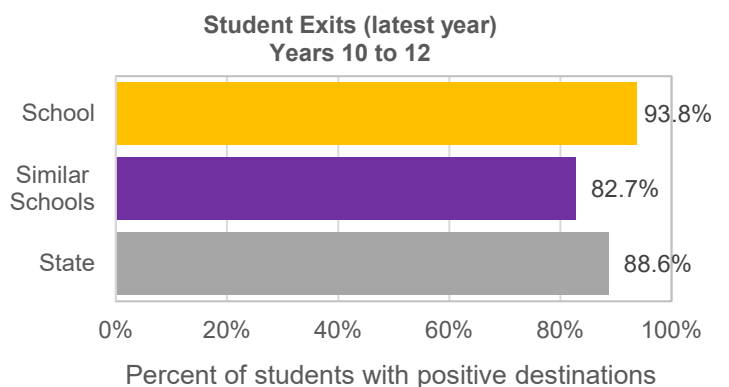
**Students exiting to further studies or full-time employment**

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 previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	93.8%	92.0%
Similar Schools average:	82.7%	84.1%
State average:	88.6%	89.1%



**WELLBEING**

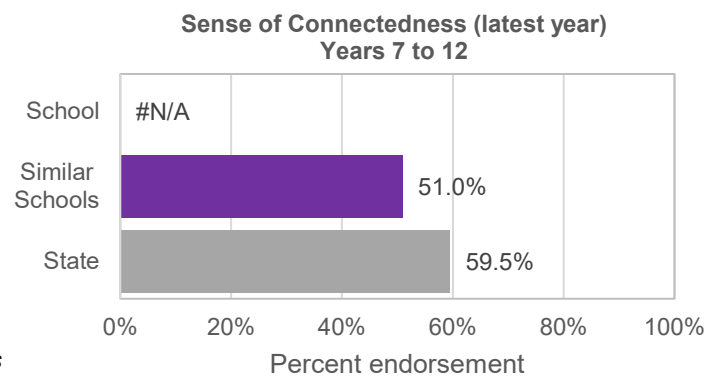
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	46.2%
Similar Schools average:	51.0%	50.1%
State average:	59.5%	55.3%



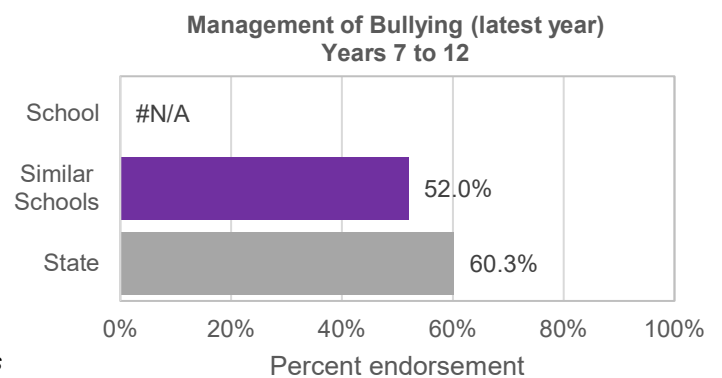
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	49.1%
Similar Schools average:	52.0%	52.9%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$5,064,193
Government Provided DET Grants	\$952,607
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$63,478
Locally Raised Funds	\$346,454
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,436,458</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$69,991
Equity (Catch Up)	\$22,940
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$92,931</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,232,971
Adjustments	NDA
Books & Publications	\$3,908
Camps/Excursions/Activities	\$69,573
Communication Costs	\$14,281
Consumables	\$122,832
Miscellaneous Expense <sup>3</sup>	\$73,444
Professional Development	\$18,475
Equipment/Maintenance/Hire	\$127,886
Property Services	\$193,874
Salaries & Allowances <sup>4</sup>	\$216,814
Support Services	\$46,256
Trading & Fundraising	\$97,208
Motor Vehicle Expenses	\$121
Travel & Subsistence	NDA
Utilities	\$93,515
<b>Total Operating Expenditure</b>	<b>\$6,311,159</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$125,299</b>
<b>Asset Acquisitions</b>	<b>\$192,594</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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$390,985
Official Account	\$43,825
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$434,809</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$172,471
Other Recurrent Expenditure	\$26,100
Provision Accounts	NDA
Funds Received in Advance	\$63,400
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$1,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$262,971</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.*