

2020 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).
- 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 07 June 2021 at 06:11 PM by Simone Roy (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 16 June 2021 at 05:33 PM by Bronwyn Gray (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

2020 was a difficult year for our school and our community, facing 3 major events all within the first term. Our community was affected by the bushfires, the loss of a teacher and COVID and the related difficulties encountered by staff, students and families due to the Remote Learning.

2020 was the second last year in our current Strategic Plan (2018-2021). This Strategic Plan included updating our school's vision and values, which sees the school's vision being that "we will provide a quality education in a safe environment. With a culture of respect for all, we meet the diverse needs of our students. Students are encouraged to be confident and respectful, aspiring ever upward, to prepare for a productive future." 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."

Our 3 focus areas for the 4 year Strategic Plan 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, well being and student voice within the school. Being a small remote secondary school, these areas were chosen, as the need to further develop instructional and shared leadership and continue building leadership teams was identified as a way of ensuring consistency in meeting the needs of individual students. Building teacher capacity by further developing teaching skills based on the Department of Education and Training's (DET) best practice documents should produce an increase in student learning outcomes. Ensuring our school programs support student engagement and wellbeing, and provide opportunities for student voice, the learning and wellbeing outcomes for students should show improvement. If successful in all 3 focus areas, engagement, wellbeing and learning outcomes should be positive for all students.

Living in an isolated area means that many staff live locally and the pool of people that staff can be drawn from is often limited. With many staff wishing to work part time, we had a total of 31 staff all working various time fractions, consisting of 1 Principal, 1 Assistant Principal, 21 teachers including 1 Learning Specialist, 1 graduate and 1 paraprofessional, with 7 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 20.82 equivalent full time teaching staff and 4.61 equivalent full time Education Support Staff in 2020.

Mount Beauty Secondary College is a small, remote, rural college in the North East of Victoria. We had 185 students at census, which increased to 188 students by December 2020. Our school believes in providing as many opportunities for our students as we can. To produce well rounded citizens, we believe that being remotely located should not be a disadvantage for our students, so we 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 2020, the College offered 29 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.

Due to the nature of 2020, many of our 'normal' extra-curricular programs did not run, or were heavily modified experiences. The instrumental music and band program continued, with lessons running via video conferencing over the year. Due to the return to school in Term 4, the band were able to perform in front of the students and some parents/community members at the end of the year, outside the Jessie Hollands' Studios. The ADVANCE Youth Crew ran one day of activities for the program participants from Mount Beauty, Tallangatta, and Corryong Secondary Colleges, as a way of coming together as communities impacted by the 2019/2020 bushfires over the summer. The school house swimming sports ran in February and students had the opportunity to participate in Interschool sports at the end of the year. The middle school 'Beach Camp' ran in Term 4, with a large number of students missing out on this opportunity due to the limited numbers still enforced due to COVID regulations. The Year 9 Future Makers program was also modified in 2020, with a couple of the preparation days running earlier in the year. Students were then able to complete the final part of the program, overcoming the ultimate challenge of 'the journey' as a way of finishing the year. The Australian Maths Competition also ran again, with 14 students completing the competition remotely and 5 students

receiving distinctions, meaning they were ranked in the top 80th percentile, or higher, of all students participating nation-wide. The Student Executive, led by the school captains continued to run via video conferencing and ran a number of competitions to help relieve the boredom of Remote Learning for our students. When school returned to onsite learning in Term 4, the school used some support funding to run some BBQ lunches with different year levels, as a way of bringing everyone back together.

In 2020, our School Family Occupation and Education index continued its downward trend, to 0.2867, placing us in the low category (state median was 0.4241, 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 2020, our student profile had 2% EAL students (English as an Additional Language), 1.7% Out of Home Care (OOHC) students and 1.1% Aboriginal or Torres Strait Islander.

Unfortunately, 2020 meant that our school was not able to take any exchange students, the first time in many years. We also had some of our students unable to go on their planned cultural exchanges. Although very disappointing for these students, 2020 was a year where anything normal was limited and learning how to cope with disappointments and change was something that everyone was forced to do.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Excellence in Teaching and Learning using Evidence-based high-impact teaching strategies and Professional Leadership: Building Leadership Teams. Although we had a number of actions that we had planned to work on, or implement in 2020, the Remote Learning (RL) periods meant that there were a number of actions that could not be implemented at all, or were only partially implemented. Our plan for Evidence-based high-impact teaching strategies included us working towards:

- An audit, and documentation of, the school's current assessment schedule within each faculty area. This was completed, however the assessment schedule currently consists of the high level data collection strategies that are in place, such as mapping the NAPLAN, On Demand testing and so on.
- Developing teacher capacity to use assessments and data to inform teaching and learning, by using the Professional Learning Community (PLC) approach. We were not able to continue this work during RL and due to the disruptions of the year, we decided not to pursue this work during Term 4.
- Auditing and updating the school's curriculum plan, to ensure all units of study align to the Victorian Curriculum. This was completed.
- Develop and implement classroom walkthroughs/peer observations to support the consistent implementation of the College's agreed lesson structure. This was not implemented.
- Develop an induction process, and supporting documentation, to ensure new, returning staff and Casual Relief Teachers are trained in the agreed lesson structure. This was not implemented.
- Provide time for staff to further develop and document the literacy strategy, with a focus on writing/spelling, into their curriculum coursework. Staff had time to be able to develop their curriculum coursework, but a major focus in 2020 was to develop skills to deliver course content in RL and then to re-integrate the students back into learning at school in Term 4.

Our plan for Building Leadership Teams was to:

- Develop a visual representation of the leadership structure, in order to build clarity around roles. This was mostly completed, but then an additional aspect was to then also develop role position descriptions, all of which was initiated but not completed in 2020.
- Build staff capacity, by using collaborative practices, to design and implement learning that is developmental and differentiated below and beyond expected level. This was not implemented in 2020.
- Further develop the capability of teachers to analyse student data to improve teaching practice. We did not continue our work on this action in 2020.
- Develop a visual representation of the SIT and the responsibilities of the members. This was completed, however due to planned changes for 2021, this was not shared with the whole staff.

Mount Beauty Secondary College worked towards many of our Key Improvement Strategies (KIS) set out in the 2020 AIP, however the audit of the assessment schedule was modified to show the high level overview of assessments, not

looking at each faculty area, therefore having minimal impact on informing teaching and learning and curriculum development.

Auditing the curriculum plan provided an overview of what Victorian Curriculum was currently being covered, but the next step is to look into what is still missing, where it will go and more importantly, to what extent does it mean to 'be covered'. This is future work for the Curriculum Committee.

The agreed lesson structure, or our instructional model, is established, but the implementation needs to be more consistent and extended and the RL meant that this work was unable to be developed further. On the return in Term 4, we chose to not extend the the existing structure/model, as teachers had enough to work on resuming normal expectations at school.

Building effective leadership structure and teaching teams to maximise student learning and ensuring consistency of practice to deliver effective teaching and learning was limited in practise, due to the difficulties in 2020. Developing the role of the School Improvement Team (SIT) to articulate and implement processes relating to the AIP and planning was able to continue mostly as planned, with meetings continuing using video conferencing and with the support of the Senior Education Improvement Leader (SEIL).

Achievement

In 2020, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy for each student.

Student progress was slowed due to the RL experience and the school choose not to assess students against the Victorian Curriculum standards in Term 1 2020, meaning we could only compare data from Semester 2 2019 to Semester 2 in 2020, when our AIP goals were designed to compare data from the start and end of the same academic year.

Our 12 month target of maintaining or increasing the proportion of students above the age expected levels between Semester 1 and 2 in Teacher Judgements for writing were not able to be compared, however using the previous year's Semester 2 data (comparing a year's worth of work), there was a slight decrease in writing, with 26% in Semester 2 2019 compared to 22% being rated above level in Semester 2 2020. The proportion of students below age expected level between Semester 2 2019 and Semester 2 2020 in Teacher judgements in writing also increased, with 14% being rated below level in Semester 2 2019, compared to 23% in Semester 2 2020. The Performance Summary data included the percentages of students at age expected level for English, not just the writing strand which our data was based on, however using this data, it shows 81% of students being at or above age expected level in 2020, rating slightly higher than the state average. These writing results can be linked to RL. With the majority of learning being online, the use of computers to complete the work increased massively for our students (we are not a BYOD or 1:1 device school) and the amount of physical writing across all subjects would have been greatly reduced.

The proportion of students above age expected level in Teacher Judgements in number and algebra decreased by 7%, from 30% above expected level in Semester 2 2019, compared to 23% in Semester 2 2020. The proportion of students below age expected level in Teacher Judgements in number and algebra increased by 17%, from 15% below expected level in Semester 2 2019, compared to 32% in Semester 2 2020. The Performance Summary data included the percentages of students at age expected level for Maths, not just the number and algebra strand which our data was based on, however using this data, it shows 67% of students being at or above age expected level in 2020, rating only slightly higher than the state average. These results can also be linked to RL. Many students find Maths a difficult subject even when they have the support of their classroom teacher to be able to talk solutions through with. Although the teachers were available to assist, students had to rely more on notes and worked examples to learn from and many found this quite difficult. It is often a skill that tertiary students and adults struggle with, as it is a very self-directed learning style, compared to the teacher directed style which most of our students are used to, unless they complete a correspondence subject through Virtual School Victoria (VSV).

Our senior students struggled through 2020, as many students were not used to the self-directed learning they were forced to engage with. 91% 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 27.6, which was slightly 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 easily accessible via emails or video conferencing. Emailing teachers for assistance was generally only used by senior students in the past and more students at various levels were utilising this opportunity in 2020, however it was apparent that many students did not engage in RL in a consistent manner and it was often only the more self-motivated students that sought this extra support with their studies.

Additional literacy and numeracy support was offered to selected students in Year 10 in 2020 as part of the Middle Years Literacy and Numeracy Strategy (MYLNS), the Year 7 Literacy Consolidation class was offered again and our EAL students received some targeted intervention to assist with their English language development.

In 2021, we will work to improve student outcomes by:

1. Ensuring all lessons are run in a consistent manner across the school by embedding the school's chosen lesson structure (instructional model) and improve the impact of our agreed lesson structure (instructional model) by extending the Learning Intentions and Success Criteria and using consistent language in their development.
2. Maintaining the focus on the literacy strategy (focussing on writing/spelling) by utilising the Words of the Week structure and assessing these words in all subjects.
3. Additional support for literacy and numeracy through the MYLNS initiative will continue and expand to include students in Years 8 and 10. Additional support to assist students affected by 2020 will be available through the Tutor Learning Initiative (TLI).
4. Students identified as suitable for acceleration of their learning will be offered access to higher level learning in selected subjects, with selected students being able to participate in the DET's High Ability Program.
5. Student progress will be monitored through the use of a version of data walls and through the Individual Education Plans.

Engagement

Our school adopted a different class structure during RL, with various teachers setting different standards for attendance in their classes. Every morning for most year levels, a Year Level Group meeting started the day, where information and some time together as a group could be shared, as well as a way for the Year Level Coordinators having some 'direct contact' with their students. Some Year Level Coordinators decided that a Year Level Group meeting at the end of the scheduled classes would work better. Either way, it was a daily meeting. For classes, some teachers required students to join a video lesson for the entire lesson for every single class in that week. Others set a task which was to take the week's lessons to complete, so they would expect students to join a video lesson at the start of the week, where the task was explained, and then students only had to join in to a lesson if they needed guidance. This second style meant that students were not expected to 'attend' their class for every single lesson.

As such, absence data had to be recorded differently during RL periods, as advised by the DET, with students being marked as 'in attendance' if they attended the morning or afternoon Home Group meeting. Teachers maintained their own class records of attendance and were instructed to inform the Year Level Coordinators if there were any students that were regularly not 'attending' the classes they were scheduled to attend. This meant that although a student was not attending all, or perhaps even many, of their classes, they were still considered 'not absent' if they attended their Home Group meeting. This means that our absence data for 2020 is very unreliable, when compared to normal data collection years. However, looking at the Performance Summary data, our absence rate for 2020 was 18.2 days absent, which was only slightly more than the state average and just over 3 days below the similar schools' average, suggesting that perhaps taking into account that all schools would have been marking their absence data in a variety of different ways, our data was actually fairly 'normal' for that year.

In a normal year, when students are absent, the office staff will call families to confirm the absence. During RL periods, the office staff continued to follow up absences, however the Year Level Coordinators were tasked to be the main contact point with families from their year levels, so they were also contacting families, and the students directly, about absences. Careful record keeping and then following up with families is the main method used to help reduce absences. In 2020, the ability for families to take their children out of school for holidays and other reasons was diminished to almost nil. The school made sure any students requiring a laptop to complete their work were provided with one and through the DET, internet access was also able to be provided, so the absences were a reflection of

students not fully engaging in the RL or back at school experience. We provide attendance awards at our Presentation Evening, include absence data on the semester reports and aim to provide an engaging education for students, with the elective system for students in Years 8 - 10, acceleration opportunities for capable students and ensure a wide range of senior subjects are offered, including VCE, VCAL and VET subjects.

Our student retention rates from Years 7 - 10 continued to be good at 77%, placing us 5% above similar schools and 4% above the state average. Student exit rates from Years 10 -12 (going on to further studies or employment are slightly lower than similar schools and state averages, with a 1.5% difference. For our students, leaving school before completing Year 12, or being 18, is quite difficult, as there is limited transport or work options in the local area for our students.

In 2021, we will work to improve student outcomes by:

1. Catering to students' needs as individuals in order to continue to engage students, improve attendance and retain students until Year 12, by using a range of strategies, such as differentiating work for all to be successful.
2. Continue to implement the consistent lesson structure into each class which will assist all students to know what they will be learning and when they have been successful in that learning in every class.
3. Increase student voice and agency and students' connection to school and peers by utilising existing processes, such as the Student Executive's activities, as well as building other opportunities to increase connections into day to day operations, such as special interest clubs/activities, cross year opportunities, students acting as role models for younger students and using the school values and positive behaviour matrix to build and celebrate growth and success.

Wellbeing

The wellbeing of staff and students, and families, was the highest priority in 2020, after the 3 events that our community experienced. Communication between the school and families increased, as well as communications between students and teachers. Any online bullying that was identified was addressed quickly in order to support the students experiencing the bullying, as well as showing the students that we were more aware of online bullying and harassment during the RL periods and that these behaviours would not be tolerated. Our progress in implementing strategies from the School Wide Positive Behaviour Strategies, such as acknowledging positive behaviours was limited during RL, but something that we plan to continue with.

We increased the amount of time for the Student Safety and Wellbeing Coordinator position in 2020, effectively doubling the available time, as well as creating a specific position focussed on developing, updating and implementing Individual Learning Plans for students and providing time for that valuable work.

Although the Attitudes to School Survey (ATOSS) was completed in 2020, students chose to complete this survey as it was run during an RL period, instead of having a captured audience like we do when it is completed during school time. The number of surveys completed was significantly lower than in previous years, less than 50% of each year level completed the survey, but should still provide a range of data, with students from all different year levels completing it.

The ATOSS data showed that there was a 60% endorsement of Years 7 - 12 for the 'sense of connectedness' to school in 2020. This is an improvement on the 4 year average of 57% and higher than both the similar schools' and state average, although it was only just above the state average of 59.5% by 0.6%. Looking at the 2019 survey results, this is a huge improvement on the 33% endorsement in that year and somewhat surprising that students felt more connected to school when they were actually there less. Perhaps the understanding of what school actually means to students, more than just doing subjects and work and homework, hit home when they weren't allowed to attend?

Management of bullying also showed a positive result of 66%, 4% above similar schools and 6% above the state average, however this was 1.3% decrease on the school's 4 year average and a 3.2% decrease from the 2019 result.

Parent satisfaction, according to the Parent Opinion Survey (POS), had 69% of positive responses to the school, which was less than the state average of 74%. This was still a good result considering we did not provide a Semester 1 report, Parent-Teacher interviews to report on student progress or run any of our normal activities involving families, such as the Year 7 Family Welcome BBQ or our annual Presentation Evening. Being able to upgrade and complete

facilities maintenance will help nurture pride in our school and its facilities. This can only help to boost students' feelings of safety within the school and increase their overall sense of wellbeing, as well as ensuring parents also take pride in our school, in turn helping to promote it.

The staff satisfaction, according to the School Staff Survey, showed 66% positive endorsement for school climate in 2020, 5% higher than the state average. Again, this was a fairly good result, covering areas such as collective efficacy and responsibility, trust in students, parents and colleagues, teacher collaboration, academic emphasis and focus on student learning; considering all our staff mainly worked in isolation last year, only really communicating with each other via email, video conferencing or on the phone. Processes were implemented early in the RL periods to ensure that there were regular school led communications, on a weekly basis as a minimum, as well as the staff to staff ones.

In 2021, 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. Develop a process for monitoring and responding to student mental health and wellbeing concerns, based on the Safe Minds training and Be You resources from Headspace.
5. We will aim to provide a quality education in a safe environment.

Financial performance and position

Mount Beauty Secondary College maintained a sound financial position throughout 2020, as planned for in our budgets planning at the end of 2019.

Equity funding in 2020 totalled to just over \$21 000. 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 the salary costs for running this class and extra support hours, the remaining salary cost was budgeted for and covered by the SRP.

The school continued to receive the Commonwealth Government's National School Chaplaincy Program (NSCP) funding in 2020. This allowed students to access the chaplain about 10 hours per week. Without the school support services funding that used to pay for a counselling service, the chaplain and student safety and wellbeing coordinator continued to have an increased workload helping students. This extra support was invaluable in 2020, with the chaplain continuing to provide the valuable support service to students through video conferencing.

Due to the school effectively being closed down for around half of the year, annual costs that we budgeted for in many areas weren't used. With a skeleton staff at school at any one time, utilities use was greatly reduced, teachers needed fewer resources to be able to run their classes and programs that usually cost the school to run, such as the ski program and interschool sport programs, weren't able to proceed as normal. This reduced spending of our normal budgets meant that we were ahead financially, by the end of 2020.

Bushfire Funding and State Schools Relief Bushfire funding (a one off program) saw a large amount of funding coming into the school in 2020. The State Schools Relief funding was available to any families that applied (we strongly encouraged all families to apply). This saw a \$500 credit given to all students in a family that applied, initially with half going to uniform costs and the other half to school related costs. Towards the end of this program, the rules changed slightly, meaning \$500 could go towards the cost of a device for the students. This funding was a big financial support to many of our families in a difficult year.

The Bushfire Funding was broken into 2 parts, with half being used for workforce support and the other half being used for student support. The aim of the student funding was to assist 'getting back to normal' and helping with bringing the students back together. As students weren't on site for much of the year, most of this portion of the funding wasn't able

to be used in 2020 and will be spent in 2021. The workforce support was used to provide a staff wellbeing day, helping the staff come together again when school resumed, as well as providing some coping strategies.

Our total funds available looked very healthy at the end of 2020, however the majority of our surplus was received for the specific purposes above and therefore carried forward to 2021 as a financial commitment.

Financial plans for 2021 involve:

1. Assessing and upgrading our computer network and internet capabilities throughout the school, so that computers work efficiently within the school, as well as preparation for becoming a BYOD school, in the future.
2. Buildings/grounds maintenance, but needing to have a good clean out of storage areas first.
3. Updating and replacing existing banks of computers to ensure there are class sets available for use. We currently have 4 class sets of laptops and 2 class computer labs, with many of the existing devices not working. 2021 will see any students completing a senior subject being able to BYOD, so this is potentially all Year 11s and 12s and accelerating Year 10s. This will hopefully reduce the number of devices that we need to maintain to a suitable standard slowly start to decrease over the years.
4. Utilising the student support Bushfire Funding to assist with costs for Year Level activities, so that all students can afford to attend; purchasing resources to be able to run lunchtime clubs/activities; employing local people to assist with running lunchtime activities eg. yoga, gym sessions, etc.

For more detailed information regarding our school please visit our website at
<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 181 students were enrolled at this school in 2020, 84 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) which takes into account parents' occupations and education.

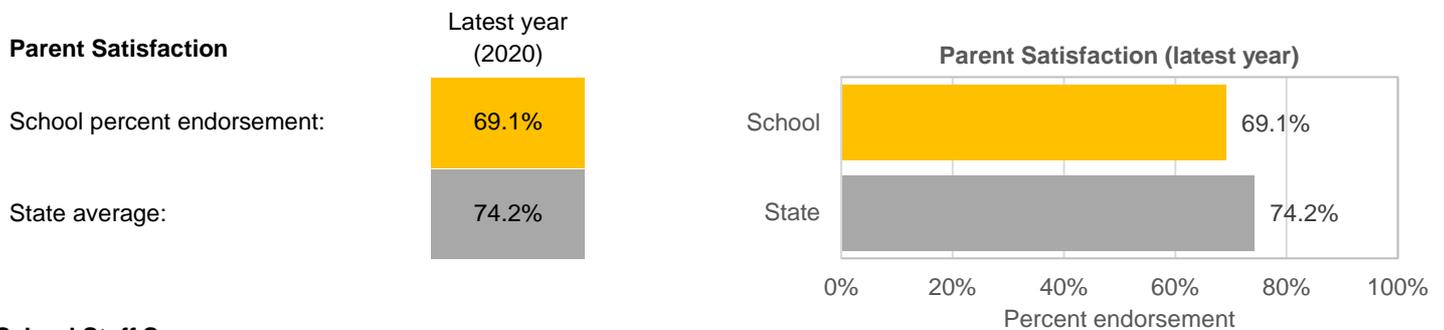
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

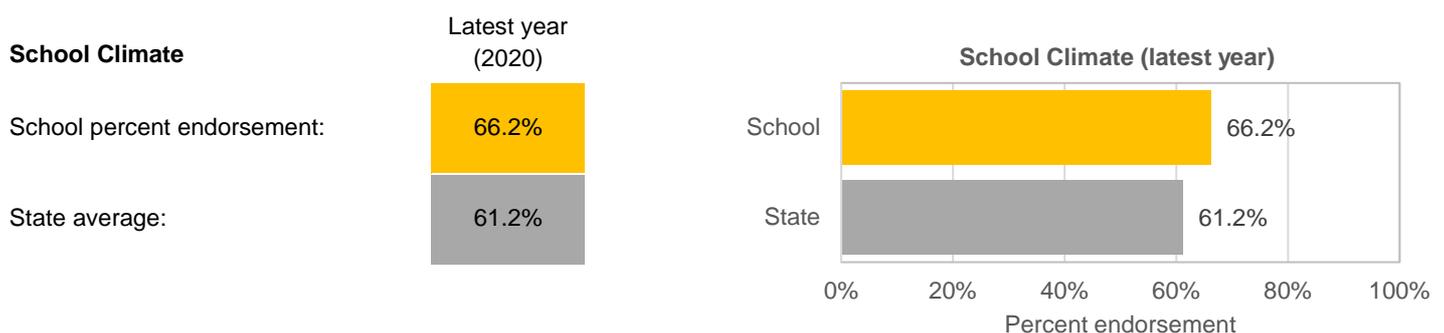


School Staff Survey

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:

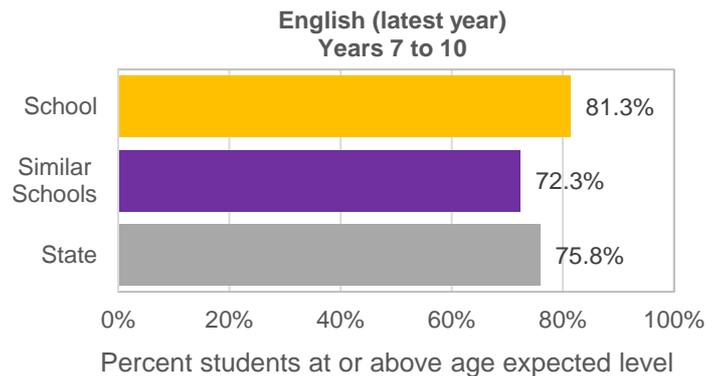
81.3%

Similar Schools average:

72.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

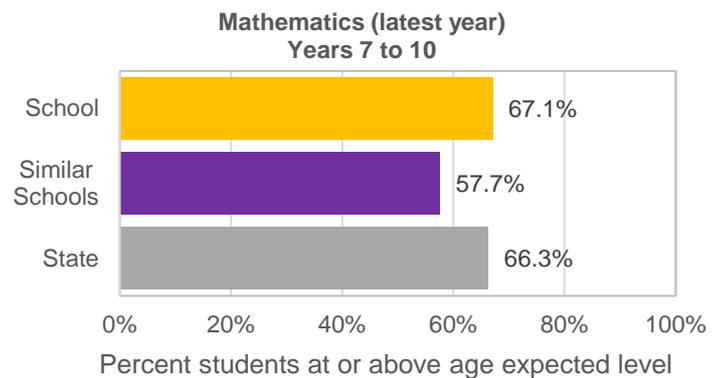
67.1%

Similar Schools average:

57.7%

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.

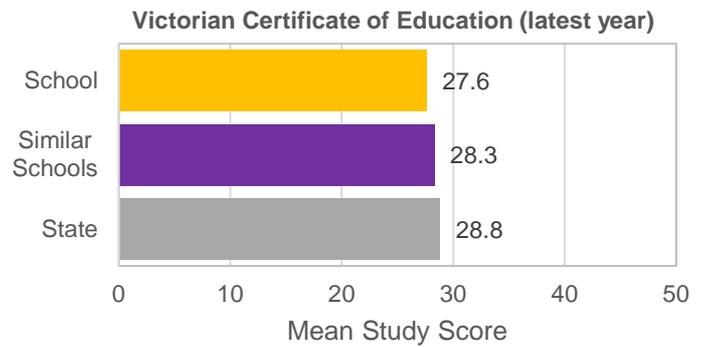
ACHIEVEMENT (continued)

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	27.6	27.3
Similar Schools average:	28.3	27.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

91%

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

39%

VET units of competence satisfactorily completed in 2020:

86%

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

100%

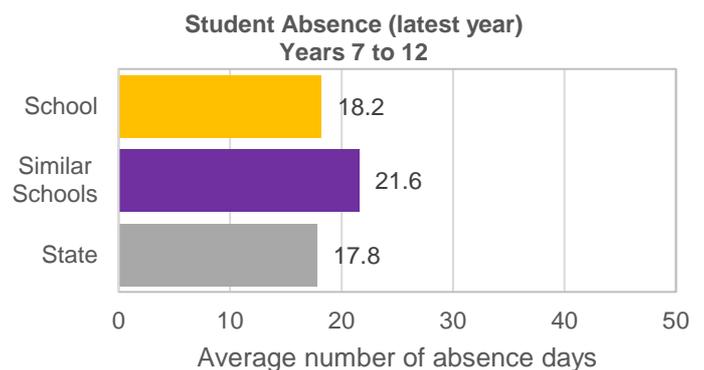
ENGAGEMENT

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:	18.2	22.5
Similar Schools average:	21.6	22.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

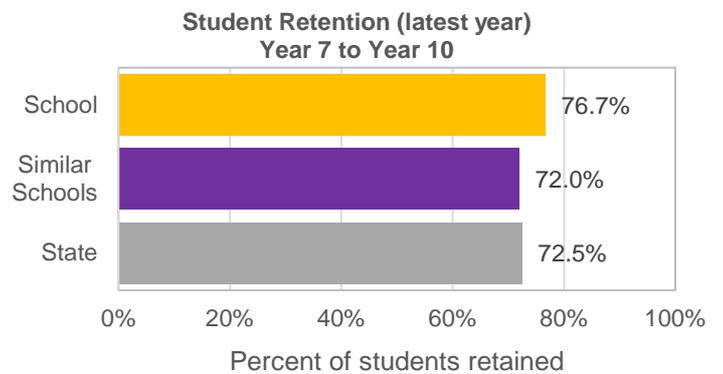
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	91%	87%	91%	94%	93%

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:	76.7%	81.9%
Similar Schools average:	72.0%	72.1%
State average:	72.5%	72.9%



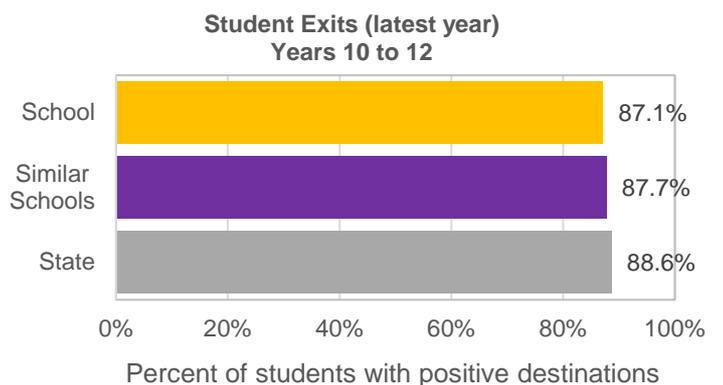
Students exiting to further studies or full-time employment

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:	87.1%	84.7%
Similar Schools average:	87.7%	88.6%
State average:	88.6%	89.1%



WELLBEING

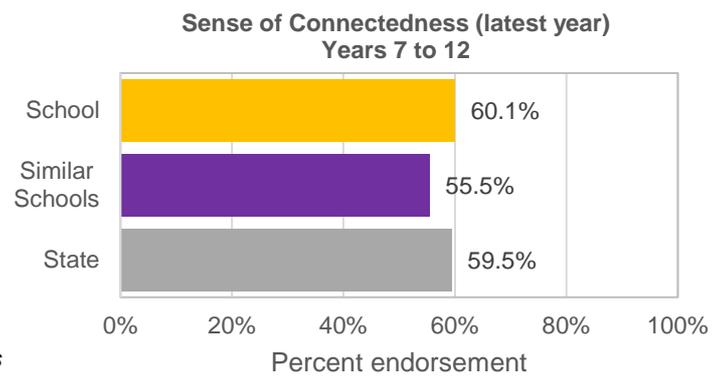
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	60.1%	57.0%
Similar Schools average:	55.5%	55.8%
State average:	59.5%	55.3%



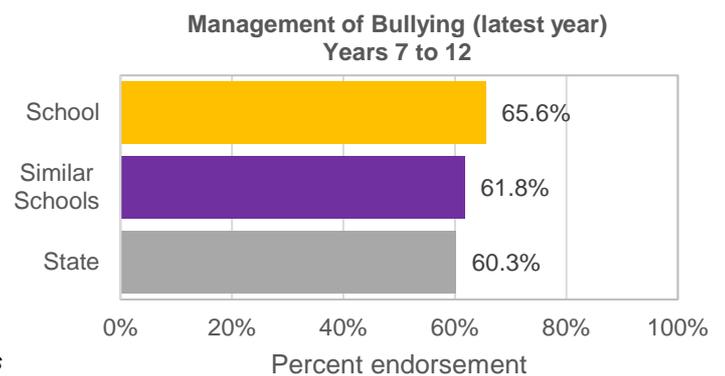
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	65.6%	66.9%
Similar Schools average:	61.8%	62.4%
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	\$2,938,364
Government Provided DET Grants	\$534,983
Government Grants Commonwealth	NDA
Government Grants State	\$11,875
Revenue Other	\$36,477
Locally Raised Funds	\$122,474
Capital Grants	NDA
Total Operating Revenue	\$3,644,173

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,377
Equity (Catch Up)	\$6,747
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$21,124

Expenditure	Actual
Student Resource Package ²	\$2,840,337
Adjustments	NDA
Books & Publications	\$2,272
Camps/Excursions/Activities	\$25,654
Communication Costs	\$6,064
Consumables	\$100,582
Miscellaneous Expense ³	\$15,655
Professional Development	\$14,542
Equipment/Maintenance/Hire	\$51,839
Property Services	\$91,693
Salaries & Allowances ⁴	\$75,231
Support Services	\$61,332
Trading & Fundraising	\$5,718
Motor Vehicle Expenses	\$1,471
Travel & Subsistence	NDA
Utilities	\$46,048
Total Operating Expenditure	\$3,318,539
Net Operating Surplus/-Deficit	\$325,634
Asset Acquisitions	\$4,900

- (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

Funds available	Actual
High Yield Investment Account	\$415,010
Official Account	\$39,303
Other Accounts	NDA
Total Funds Available	\$454,313

Financial Commitments	Actual
Operating Reserve	\$77,882
Other Recurrent Expenditure	\$19,621
Provision Accounts	NDA
Funds Received in Advance	\$87,000
School Based Programs	\$120,000
Beneficiary/Memorial Accounts	\$25,092
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$29,175
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$48,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$431,771

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.