

2023 Annual Report to the School Community

School Name: Mirboo North Secondary College (8050)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 April 2024 at 08:30 PM by Vaya Dauphin (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 May 2024 at 06:48 PM by David Poland (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Mirboo North Secondary College is a rural school in the heart of South Gippsland, Victoria. In 2023, the school had an enrolment of 373 students and a teaching staff of approximately 32, and an Education Support Staff workforce of 12 staff. In 2023, we developed the vision statement of:

At Mirboo North Secondary College, we are committed to creating a safe and welcoming environment where everyone can learn and excel. In 2023, this informed our expectations of the staff, students, and the community.

The school's core values are:

Respect – showing care and concern for other people and property.

Trust – being fair, honest, and trustworthy. Being responsible for your own actions and behaving in a responsible manner.

Pride – being proud of your achievements and the achievements of others in the school and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 saw the school documenting and recording curriculum so that we were in a strong position to provide a guaranteed and viable curriculum into the future. Staff morale increased dramatically as indicated by the improving Staff Survey Results. As part of the School Review, we planned and prepared for "Like Ability" classes in English and Mathematics in Year 7, 2024. A teacher and an Education Support Staff developed remediation resources for English and we were able to engage a tutor and plan for a second tutor in 2024. Both tutors supported students who needed additional support. With the appointment of a second Assistant Principal, we focused on improving behaviour in the Middle School and the consistencies of our practices. We also prepared to implement School Wide Positive Behaviours in 2024. The second Assistant Principal oversaw Inclusion and Wellbeing. We trialled a new process for supporting students with their Individual Education Plans and documented those students with assessments and learning needs.

Through PAT testing, NAPLAN and teacher judgements, we identified students at risk of not passing literacy and numeracy benchmarks on entering TAFE, and allocated resources towards supporting them.

We engaged Philip Holmes Smith, a consultant, to identify gaps in our teaching of VCE and to share best practices in VCE. We had the support of the Department of Education to audit our VCE processes in preparation for the addition of a Leading Teacher overseeing Senior School in 2024.

Student performance in NAPLAN and in classrooms remained consistent, and it is from there we aspire to do better through backward mapping our curriculum to ensure all students learn and excel.

Wellbeing

With the introduction of new inclusion practices, and the formation of a Wellbeing Team in 2022, we were able in 2023 to quickly identify and support those students who needed it. We were also fortunate in 2023 to regain the services of a School Chaplain and in attaining funding for this into the future. Further to this, we increased our school nursing time by an additional day per week. In 2023, we employed an Assistant Principal to oversee the following team:

A full time Counsellor

A Mental Health Practitioner

A School Chaplain

A School Nurse

A Koorie Engagement Officer.

In 2023, the teaching staff trailed The Resilience Project, and in 2024 we have funded and allocated time and resources to this program across the school. This program teaches students lifelong skills for managing their mental wellbeing. A working group of staff planned the implementation of a school-wide social & emotional learning program for all enrolled students in 2024.

The Attitudes to School Survey Results were still low in May of last year, but throughout the year we regularly celebrated student success and teaching and learning teams focused on the "Engage" phase of their lessons and shared strategies with other staff.

School culture post a long period of instability has improved and we are optimistic these results will continue to improve over time.

Engagement

Attendance continues to be a concern in our school and in most schools due to a higher tolerance by students and families towards absence. Mirboo North's trend can be seen in 'similar' schools. In 2023, attendance monitoring transferred to the Middle School Education Support Staff Officer, and the Assistant Principal initiated a whole school approach to attendance in keeping with the Department's guidelines. In 2023, we also changed the format of the Progress Reports with student input to make sure that they were in student friendly language and were laid out in a way to celebrate both progress but also clarifying what a student needed to do to improve. With the implementation of a Teaching and Learning Model in 2023, common language around parts of the lesson, and lesson plans visible on Compass, these strategies were all part of improving students' engagement in the teaching and learning process.

We've had a conscious focus post COVID on having more fun at school, and consequently we have put more emphasis on lunchtime activities, clubs, and have now trialled a Celebration Day at the end of term. These have been well received by students and staff.

Other highlights from the school year

Our Awards Evening was a highlight of 2023 with the auditorium full to overflowing with students, staff and parents. A broad cross section of our student population was recognised and of particular note was the large number of Koorie or Indigenous students who received awards. Post COVID this was a wonderful way to bring community together in celebration of its young people.

MNSC continued to perform well in the sporting arena and again, the introduction of a number of clubs saw a wide variety of students' shine. The Film Club produced an excellent short film shown at assembly, and the Zoo club tended to the needs of over 20 animals. The Bearded Dragons and Australian Green Tree Frogs have been a particular hit amongst staff and students.

The Challenge Program continued their good work in planting trees and engaging with the wider community and this program was a highlight for many students during the Round Tables events.

Student Voice and Agency (VOS) ran several fundraising events last year. In addition, the students at Year 10 organised and ran an amazing Market Day which also involved participation from the Primary School.

Financial performance

Due to the challenges of recruiting a Substantive Principal, the school has been able to save money. In 2023, the school hired an additional Assistant Principal to support the implementation of the new Strategic Plan. The school also employed a Middle School Assistant and a Groundsperson. Both of these additions improved the operating and functioning of the college. In terms of overall bank balances, it should be noted that MNSC holds bequeathed funds of approximately \$436,000, of which only the interest can be spent. The school is in the process of identifying the best way to manage these funds as currently the bequeathed funds appear as a surplus in the school's bank account consequently preventing the school from accessing grants. In 2023, we also received another sum from the James Harvey Trust putting the overall amount to approximately \$500,000.

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

<https://www.mnsc.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 2.0 (FISO 2.0).

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 373 students were enrolled at this school in 2023, 172 female and 201 male.

0 percent of students had English as an additional language and 4 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).

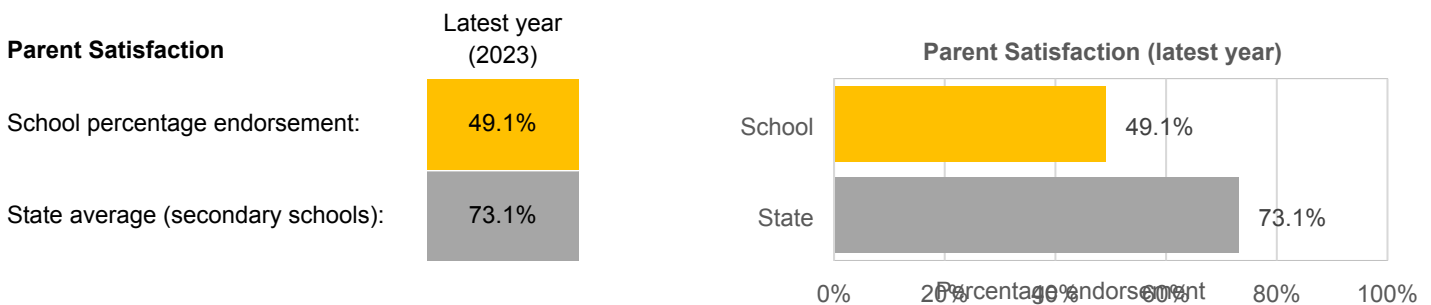
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

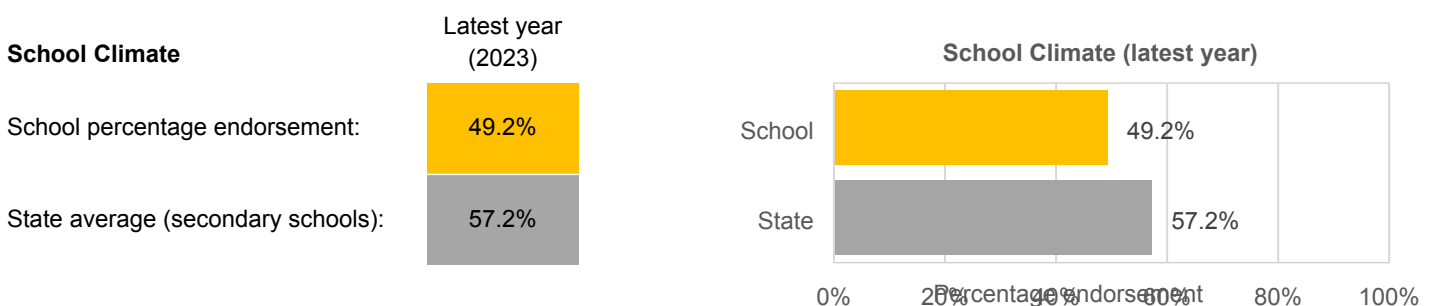


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



LEARNING

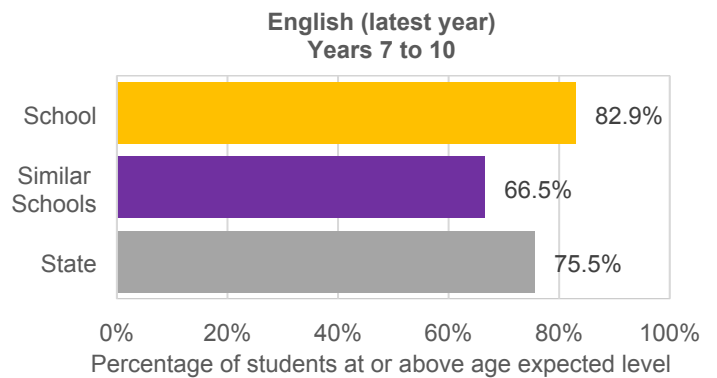
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

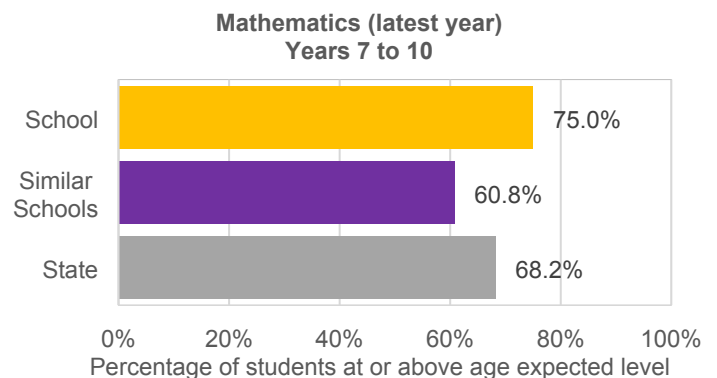
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	82.9%
Similar Schools average:	66.5%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	75.0%
Similar Schools average:	60.8%
State average:	68.2%



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

60.7%

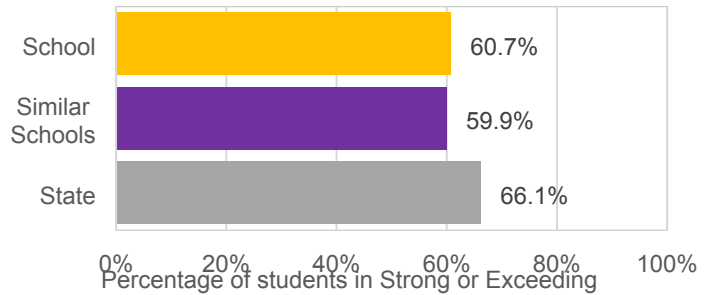
Similar Schools average:

59.9%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.1%

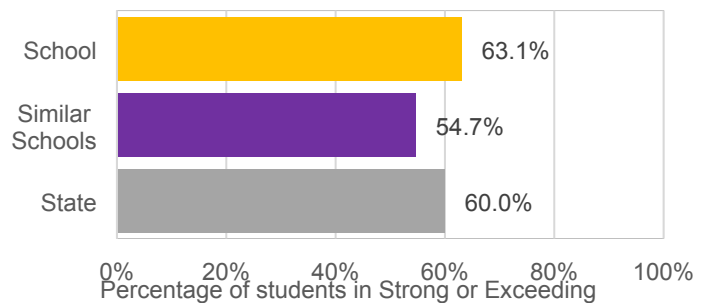
Similar Schools average:

54.7%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.1%

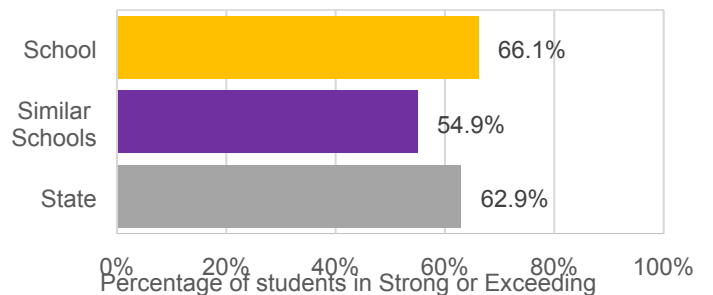
Similar Schools average:

54.9%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

49.2%

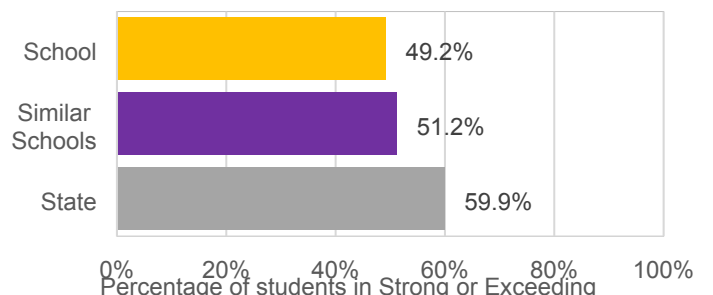
Similar Schools average:

51.2%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

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.

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

52.2%

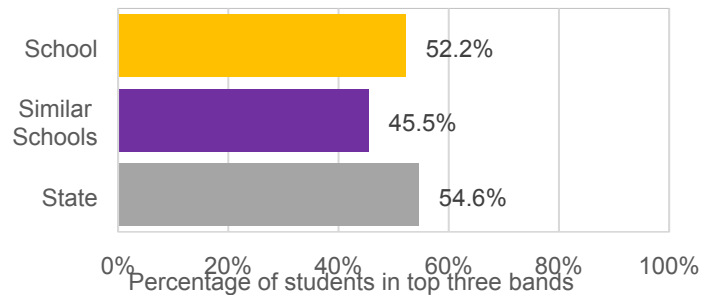
Similar Schools average:

45.5%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

42.9%

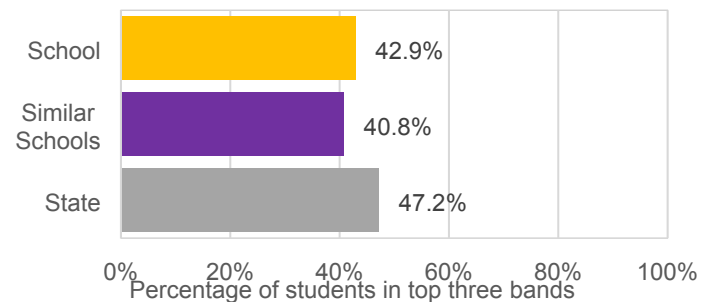
Similar Schools average:

40.8%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

44.2%

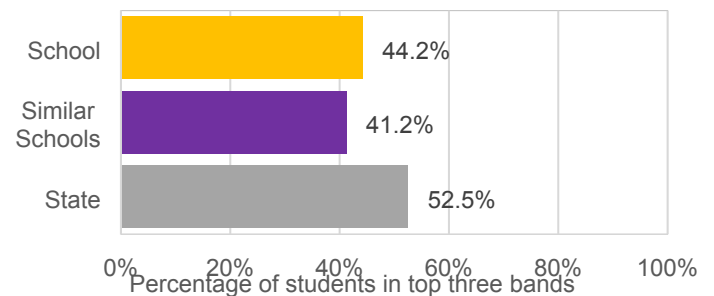
Similar Schools average:

41.2%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

50.8%

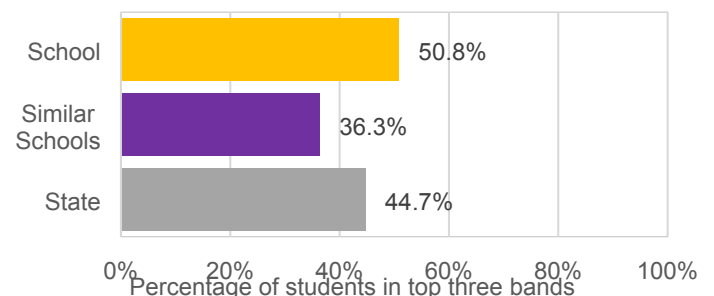
Similar Schools average:

36.3%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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.

Victorian Senior Secondary Certificate

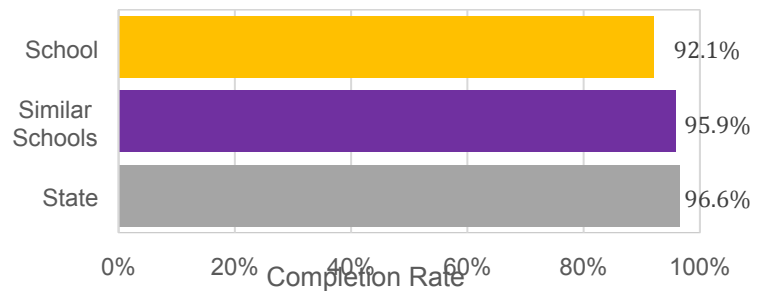
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	92.1%	94.4%
Similar Schools completion rate:	95.9%	96.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.9

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

49%

Percentage VET units of competence satisfactorily completed in 2023:

67%

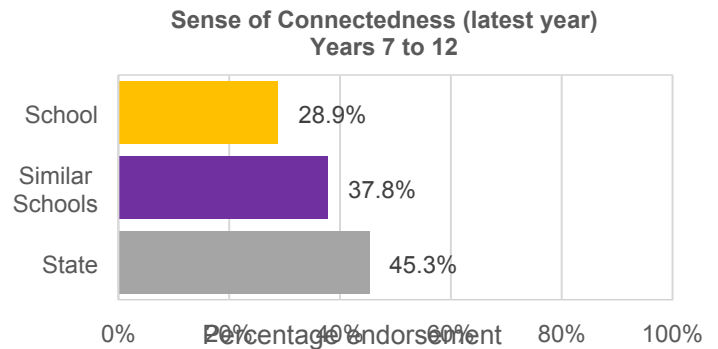
WELLBEING

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 percentage 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).

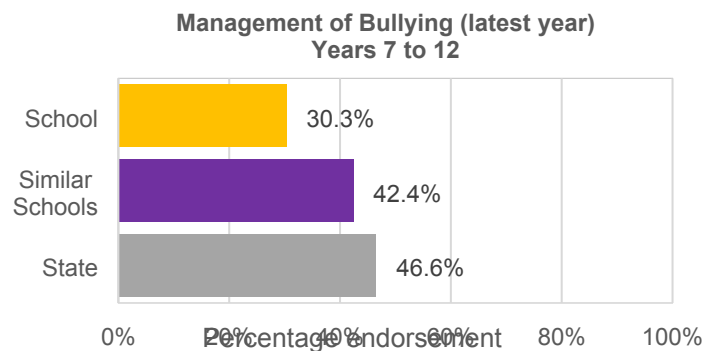
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	28.9%	37.4%
Similar Schools average:	37.8%	42.7%
State average:	45.3%	49.9%



Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	30.3%	38.5%
Similar Schools average:	42.4%	45.8%
State average:	46.6%	51.0%



ENGAGEMENT

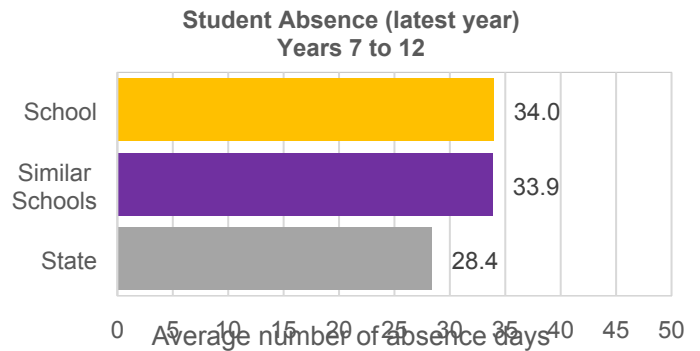
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	34.0	27.4
Similar Schools average:	33.9	30.4
State average:	28.4	23.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

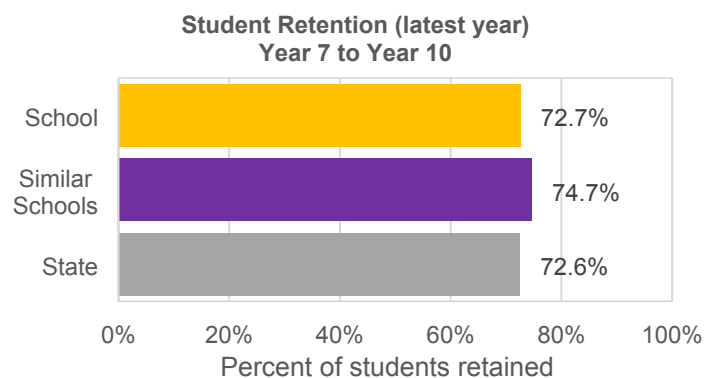
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	83%	79%	84%	85%	81%

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 (2023)	4-year average
School percent of students retained:	72.7%	77.6%
Similar Schools average:	74.7%	76.2%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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.

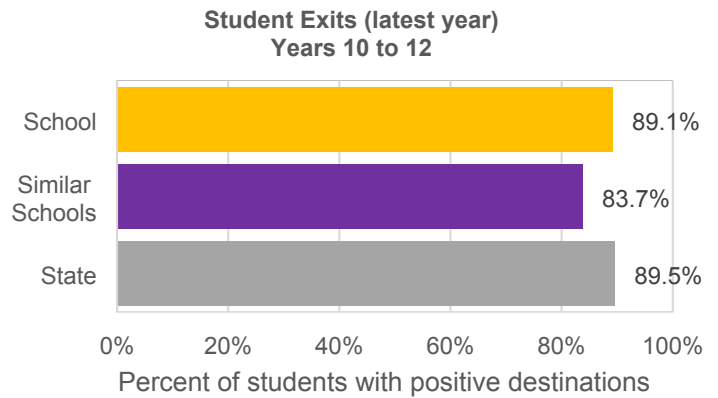
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	89.1%	88.8%
Similar Schools average:	83.7%	84.2%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$5,861,518
Government Provided DET Grants	\$956,450
Government Grants Commonwealth	\$5,000
Government Grants State	\$0
Revenue Other	\$108,250
Locally Raised Funds	\$340,162
Capital Grants	\$0
Total Operating Revenue	\$7,271,380

Equity ¹	Actual
Equity (Social Disadvantage)	\$96,891
Equity (Catch Up)	\$27,949
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$124,841

Expenditure	Actual
Student Resource Package ²	\$5,453,916
Adjustments	\$0
Books & Publications	\$2,048
Camps/Excursions/Activities	\$119,566
Communication Costs	\$10,357
Consumables	\$116,247
Miscellaneous Expense ³	\$90,761
Professional Development	\$14,843
Equipment/Maintenance/Hire	\$148,480
Property Services	\$259,881
Salaries & Allowances ⁴	\$149,763
Support Services	\$261,241
Trading & Fundraising	\$117,269
Motor Vehicle Expenses	\$97
Travel & Subsistence	\$120
Utilities	\$64,252
Total Operating Expenditure	\$6,808,842
Net Operating Surplus/-Deficit	\$462,538
Asset Acquisitions	\$92,675

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,012,614
Official Account	\$35,526
Other Accounts	\$441,614
Total Funds Available	\$1,489,754

Financial Commitments	Actual
Operating Reserve	\$201,847
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$43,617
School Based Programs	\$697,870
Beneficiary/Memorial Accounts	\$441,614
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,946
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$125,000
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	\$128,707
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,691,601

All funds received from the Department of Education, 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.