

2019 Annual Report to The School Community



School Name: Maffra Secondary College (8005)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 March 2020 at 07:42 PM by Jennifer Roep (Principal)

The 2019 Annual Report to the school community:

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

Attested on 17 March 2020 at 09:52 PM by Hans Simon (School Council President)

About Our School

School context

Maffra Secondary College is a rural college which caters for students in Years 7 - 12. Maffra is located two and half hours from Melbourne but within an hours drive of both the sea and the mountains. Our enrolment numbers sit at around 566 and a majority of our students travel to and from our school by bus from neighbouring towns. This number of students makes it small enough to allow positive relationships to be formed, but large enough to provide a wide range of options for our students. Our over-arching goals are to improve the learning and achievement of every student every day whilst creating a community of learners that are curious, empowered and engaged.

Maffra Secondary College provides learning and leadership opportunities for all students both within the school and the wider community. There is a focus on providing learning environments that engage, instil knowledge, skills, attitudes and values, empowering our school community to strive to be life-long learners. Our students are encouraged to be actively involved in their learning and through student voice and agency, contribute to not only the development of the curriculum but also to improving the school environment and working with neighbouring cluster schools and the local community.

Maffra Secondary College's cohesive, 'Professional Leadership Team' focus is on working collaboratively to bring about improvement across the college. The college has a strong focus of working in teams to bring about change. Teaching and learning is supported by the 'Maffra Teaching and Learning Model' and all staff being aligned with a 'Professional Learning Community' (PLC). A key area of focus is based around literacy with emphasis being placed on reading. We believe that we need to be challenged in order to improve and that mistakes with our learning are key to developing curious learners and activating students as owners of their own learning. Lesson plans which identify learning intentions and success criteria continue to be explicitly used in classrooms.

The things that we value are aligned with our use of the School Wide Positive Behaviour Support framework where positive behaviour is explicitly taught and acknowledged. This is supported by the inclusion of our school as a pilot for Respectful Relationships and inclusion of this into our school curriculum. Our school values: Respect, Learning, Environment and Community, guide and underpin our expectations and behaviours for staff, students and our parent/carer community and we always strive to achieve the highest standard possible in these areas.

There is a broad range of opportunities and pathways offered in the senior school, including VCE, VET and VCAL, which caters for the diverse interests, needs and abilities of our student cohort. Maffra Secondary College has 68.65 EFT staff. This consists of three principal class, 40.72 EFT teachers, and 24.93 EFT Education Support Officers.

Framework for Improving Student Outcomes (FISO)

Maffra Secondary College aligned the 2019 Annual Implementation Plan closely with two elements of the Framework for Improving Student Outcomes. There is a strong emphasis on 'Excellence in Teaching and Learning' - Building Practice Excellence / Curriculum Planning and Assessment, and 'Positive Climate for Learning' - Empowering Students and Building School Pride.

Professional Learning Communities (PLCs) continue to drive teaching and learning where an evidence based inquiry approach is applied to improving student learning outcomes. PLC work was complimented with the use of the 'Maffra Teaching and Learning Model' along with the HITS document to build on current teaching and learning and the development of curriculum that targets the needs of our students. Building consistent unit plans and documentation of Common Assessment Tasks (CATs) has been a priority throughout the second half of the year.

A new Year 10 structure, offering students more choice in their program was identified and will commence in 2020 with the aim of increasing attendance, learning confidence and cognitive engagement. Throughout 2019 we implemented different strategies based on reading comprehension and fluency levels across Year 7. This will continue to scaffold

across the College in 2020 and beyond, with a particular emphasis on vocabulary and spelling.

Achievement

Throughout 2019, the College leadership team and staff have focused on cognitive engagement and stimulated learning to continue to improve and strengthen the culture of excellence in teaching and learning. This has been reflected in our student attitude to school data, with both of these measures meeting and exceeding the targets set in our Strategic Plan. Our focus throughout 2020 will continue to build on this, but also include academic emphasis as this target continues to show improvement, however it is still below similar schools and the State.

Our NAPLAN data continues to improve but is still lower than the State. There has been a consistent four-year trend showing students coming to our College have lower than expected reading and numeracy skills. We have shown a decrease in the percentage of students in the bottom 2 bands in all Year 9 NAPLAN measures showing that we are closing the gap for these students. As a result of the small percentage of students that demonstrated high growth in spelling in 2019 we have identified a whole school approach to vocabulary in 2020. In 2019 we began implementing a phonics program to support the students with reading comprehension and this will continue in 2020 and expand across year 7 and 8.

The 7-9 learning gain in Numeracy is encouraging with 23% of students have high learning growth. This is also reflected in the Reading data and to a lesser extent, Writing. Of significant concern is the low growth in both spelling and grammar and punctuation where more than one third of our students are falling further behind. This is further compounded in spelling with only 7% of our students achieving high growth. Our focus on vocabulary development in 2020 is essential to further enhance our writing outcomes.

Our VCE results were the strongest in recent years with a median all study score of 27 and a mean of 28.05 with 100% of our students completing their VCE certificate. 71% of our VCAL student met the completion requirements, however many of these students were offered, and successful, in gaining full time apprenticeships prior to completing their VCAL certificate.

Engagement

Student absences continue to be an increasing concern for our College. Throughout 2019, we found an improvement in the approved absences for our students, however the number of day's families were approving increased significantly. We resourced attendance officers to contact home on a daily basis and follow up with families but the number of days absent did not improve. We also noted a higher number of chronic absences in 2019 with an increasing number of mental health issues contributing to school refusal. Working with the school community to make 'everyday count' will continue to be an area of focus in 2020.

Student retention is a positive for our College with an above average number of students remaining at the school from Year 7 – 10. Our on track data continues to be extremely positive with our students pursuing further studies or full time employment from Year 10 – 12.

Wellbeing

We continue to build leadership capacity with a range of new staff taking on the Assistant Year Level roles this year. Throughout the year we met regularly as Year Level teams to ensure a consistent approach to processes and we tightened up expectations in a range of areas including classroom behaviour and uniform for all students. The second year of the new Year Level Teams model has enabled a more consistent approach to identifying students who are disengaged with their education and the College has been able to put in place a variety of intervention strategies to support these students. We continue to have positive feedback from the Doctors in Schools program and have expanded this team with the inclusion of a Mental Health Practitioner 1 day per week. This has complemented our Wellbeing team and has provided further intervention to support our students social and emotional wellbeing.

From the 2019 Attitudes to School data our Year 10-12 results are equal or above the state average in most measures including managing bullying and sense of connectedness. Unfortunately this is not reflected across Year 7-9. Significant resourcing needs to continue to go into building our students' connectedness to school over the length of the Strategic Plan and beyond, as our students continue to lack connections not only with the school but also with the wider community. Student voice and agency will be necessary to engage our young people in their learning and this will hopefully connect them with our school. We continue to focus on and support our Koorie students, providing a staff member to liaise with students and the Koorie Education Support Officers, enabling these students to continue to develop their connectedness with our College and their Koorie culture.

In the second half of 2019 we began a review of our School Wide Positive Behaviour Support matrices and values. Students and the parent community have been involved in the initial stages and this will continue in to 2020.

Financial performance and position

Finances at Maffra Secondary College were handled responsibly during 2019 resulting in a small surplus for the year. The total revenue was up as a result of the one-off payment of drought relief and CSEF funding for every student. The College received grants for the Chaplaincy Program, which assists the College to continue to employ a Chaplain to run proactive programs for students, the Middle Years Literacy and Numeracy Support (MYLNS) to enable us to provide additional 1:1 and small group support for students who achieved below the National Minimum Standard on NAPLAN testing. We also received small grants to support staff professional learning, an Indonesian Language Assistant and the Doctors in Schools program. Funds classified under Government provided DET Grants also reflects money received for our one Overseas Fee paying student studying at the College during 2019.

The College facilities were upgraded with a refurbishment of a Middle Years classroom, the toilet blocks and a beautification project around the College grounds. While the College remains in a financially stable position, we are committed to continuing the upgrade of facilities within the College during 2020.




For more detailed information regarding our school please visit our website at
<http://www.maffrasc.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

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

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

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

School Profile

Enrolment Profile

A total of 566 students were enrolled at this school in 2019, 289 female and 277 male.

2 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Below </p> <p>Above </p>

Performance Summary

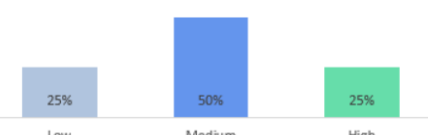
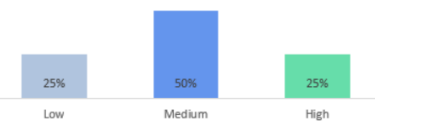


Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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

Performance Summary

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

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>39% Low 44% Medium 17% High</p> <p>Numeracy</p> <p>35% Low 57% Medium 8% High</p> <p>Writing</p> <p>51% Low 33% Medium 16% High</p> <p>Spelling</p> <p>34% Low 57% Medium 9% High</p> <p>Grammar and Punctuation</p> <p>32% Low 47% Medium 22% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>27% Low 52% Medium 21% High</p> <p>Numeracy</p> <p>31% Low 46% Medium 23% High</p> <p>Writing</p> <p>29% Low 54% Medium 16% High</p> <p>Spelling</p> <p>38% Low 55% Medium 7% High</p> <p>Grammar and Punctuation</p> <p>35% Low 48% Medium 17% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **13%**
 VET units of competence satisfactorily completed in 2019: **95%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **61%**

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>84 %</td> <td>84 %</td> <td>85 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	84 %	84 %	85 %	90 %	90 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	84 %	84 %	85 %	90 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,249,583	High Yield Investment Account	\$1,246,293
Government Provided DET Grants	\$1,193,528	Official Account	\$60,850
Government Grants Commonwealth	\$8,644	Other Accounts	\$20
Government Grants State	\$200	Total Funds Available	\$1,307,163
Revenue Other	\$37,104		
Locally Raised Funds	\$784,102		
Total Operating Revenue	\$8,273,161		
Equity¹			
Equity (Social Disadvantage)	\$526,354		
Equity (Catch Up)	\$64,984		
Equity Total	\$591,338		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,485,930	Operating Reserve	\$269,114
Books & Publications	\$7,029	Other Recurrent Expenditure	\$11,791
Communication Costs	\$19,428	Provision Accounts	\$6,000
Consumables	\$129,072	Funds Received in Advance	\$159,426
Miscellaneous Expense ³	\$487,415	School Based Programs	\$171,484
Professional Development	\$33,475	Beneficiary/Memorial Accounts	\$7,000
Property and Equipment Services	\$428,143	Funds for Committees/Shared Arrangements	\$19,500
Salaries & Allowances ⁴	\$287,595	Repayable to the Department	\$265,772
Trading & Fundraising	\$169,100	Asset/Equipment Replacement < 12 months	\$19,500
Travel & Subsistence	\$3,357	Maintenance - Buildings/Grounds < 12 months	\$12,000
Utilities	\$87,631	Capital - Buildings/Grounds > 12 months	\$210,000
Total Operating Expenditure	\$8,138,175	Total Financial Commitments	\$1,151,587
Net Operating Surplus/-Deficit	\$134,986		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

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

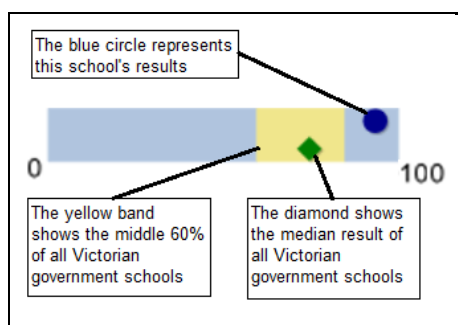
Engagement

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

Wellbeing

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

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

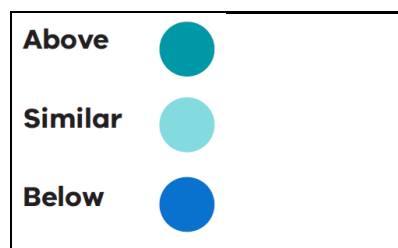


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').