

2022 Annual Report to the School Community

School Name: Melton Secondary College (8027)



- 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 of the previous calendar year 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 01 May 2023 at 12:45 PM by Kathryn Sobey (Principal)

- This 2022 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 09 May 2023 at 08:16 PM by Justin Rees (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Melton Secondary College is a co-educational state secondary school located in the City of Melton providing educational programs for students in Years 7 to 12. The College enrolment at census 2022 was 1398 students, 753 female and 645 male. 26 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander. The trend towards greater cultural diversity in demographics continued and the College remained on the high end of the scale of socio-educational disadvantage SFOE. The College employed 163 staff including a Principal and four Assistant Principals, 110 teachers and 50 Education Support Staff. No staff identified as ATSI. The College continued to auspice the Melton Flexible Learning Option, CaLM and FLIP located on a second campus in Kurunjang. The College continued implementation of the new School Strategic Plan developed from the 2021 School Review. The College vision, "A flourishing learning community achieving high levels of academic growth and bright futures for every student" continued to guide the College along with its STARR Values; Success, Team Work, Ambition, Respect and Responsibility. As a result of the global pandemic the College adopted the Department of Education statewide improvement goal: "Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO". The strategies included Learning, catch-up and extension, Happy, active and healthy kids, and Connected schools. The percentage endorsement of staff for School Climate was twelve percentage points below the state average, and the percentage of parent satisfaction measured through the annual Parent Opinion Survey was within five percentage points of the state average.

Progress towards strategic goals, student outcomes and student engagement

Learning

All the actions were delivered or partially delivered across the two Key Improvement Strategies for 2022. Most students responded well to the transition back to face-to-face learning. Many students demonstrated a range of achievement and growth levels that emerged in the transition. Strategic work focused on developing and maintaining strong learning routines at school to support effective transition back to pre-pandemic learning. Selected students benefitted from the continuation of tutoring through the Tutor Learning Initiative. Teacher judgement of student achievement in English and Mathematics saw the percentage of students at or above age expected standards four percentage points higher than last year. In NAPLAN Numeracy, there was a decrease in the four-year average in Year 7 and in Year 9. Learning gain from Year 7 to 9 was not able to be measured this year as the growth data for this cohort (2020 data) was not collected due to the COVID pandemic. There was a decline in the VCE study score mean in 2022, and the four-year average remained slightly below similar schools. This remains the same number of percentage points behind the state average as in 2021. The impact of the pandemic was noticeable for our senior students in an overall decline in completion rates and engagement in senior certificate courses, particularly applied learning programs that had a duration across multiple years. Many students were supported through the Program for Students with Disability and continued to make satisfactory progress meeting the goals of their modified Individual Education Plans.

Wellbeing

Health and wellbeing support were prioritised for staff, students and families. Staff supported students and families through the STARR Connect structure and Wellbeing Team. Mental health assessments continued and a focus on counselling and referrals to external agencies were prioritized. In addition staff wellbeing programs and initiatives were increased and a mental health check-in-chain continued. Continuation of Berry Street training and practices supported staff to increase their capacity to support students sustain face-to-face learning successfully. Students received programs on cyber-bullying and safe use of social media. Student perception relating to sense of connectedness to school decreased compared to last year, as did the state average. Student sense of managing bullying declined by three percentage points, however it is notable that the state average declined by five percentage points.

Engagement

The College prioritised strategies to support an increase in face-to-face student engagement. Support was provided in a tiered approach through classroom and STARR Connect (home group) teachers and attendance officers. Class Reviews were introduced across the College, which provided opportunity for all students to dialogue with their teachers about their learning. Classes set and monitored goals and strategies through the implementation of the Class Reviews, ensuring each learning environment was best-tailored to the needs of the students in each group. The data indicates that absence rates were similar to previous years across all groups, except for a proportion of students who previously had strong attendance, struggling to return after the pandemic. Retention shows there was a decline in the percentage of students exiting to further training or employment. The impact of the pandemic on mobility, employment and training opportunities undoubtedly continues to be a factor in this data.

Financial performance

Melton Secondary College met all of its financial commitments in 2022 in the context of an increasing enrolment and expanding programs. Cash income was allocated towards salary and repaid through the reconciliation of the Student Resource Package. This resulted in a managed deficit. The College received \$2,361,033 through equity funding. These funds were directed towards salaries, teacher release, consultancy and professional learning to support the School Strategic Plan. The school held funds on behalf of network programs including the Flexible Learning Options program based at Melton Secondary College, and while interest was gained from investments, the school was unable to spend these funds. In 2022, \$639,194 was spent towards replacement/leasing maintenance of equipment/furniture and \$320,652 towards maintenance of buildings and grounds.

For more detailed information regarding our school please visit our website at
<https://www.meltonsc.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 1398 students were enrolled at this school in 2022, 753 female and 645 male.

26 percent of students had English as an additional language and 5 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).

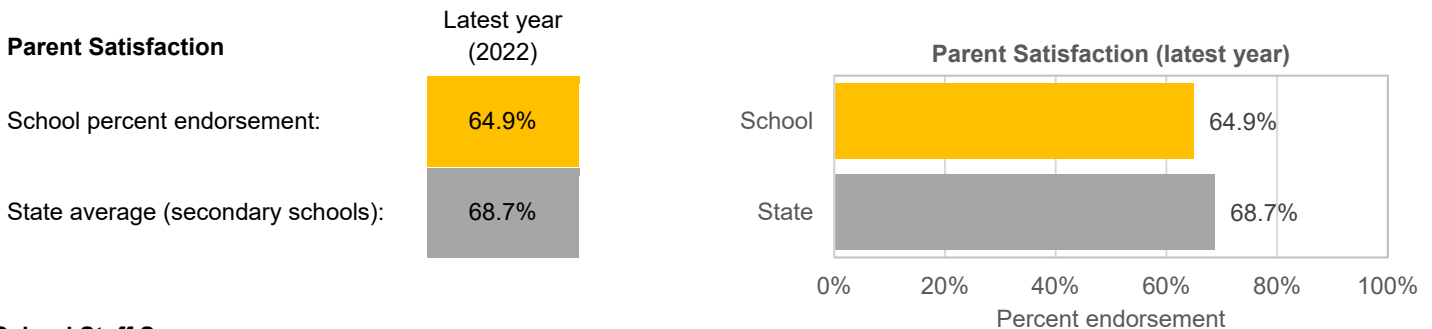
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

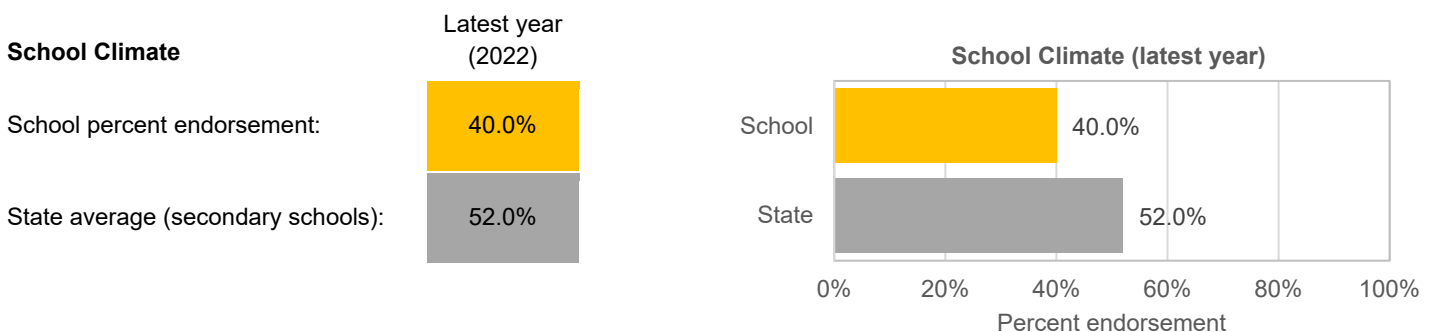


School Staff Survey

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.



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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

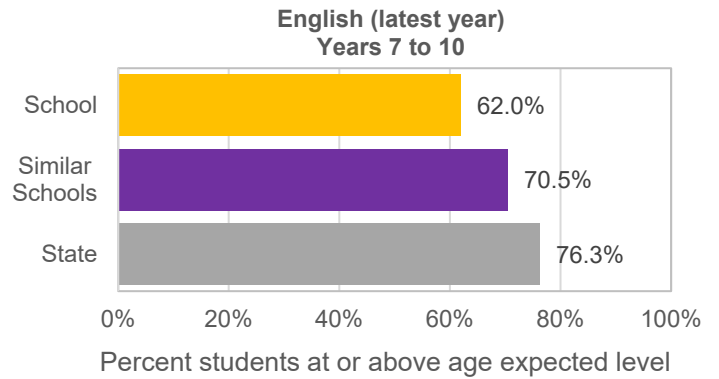
62.0%

Similar Schools average:

70.5%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

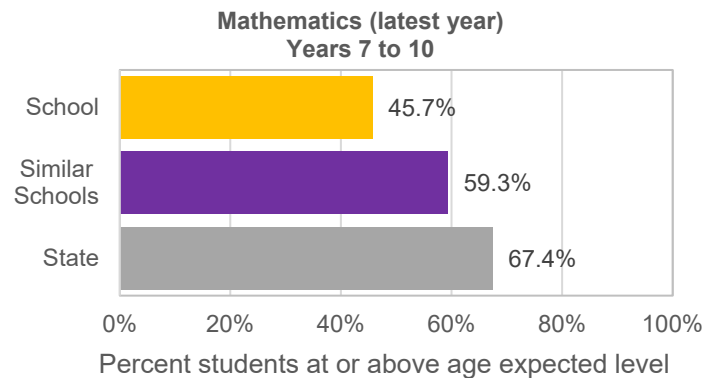
45.7%

Similar Schools average:

59.3%

State average:

67.4%



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.

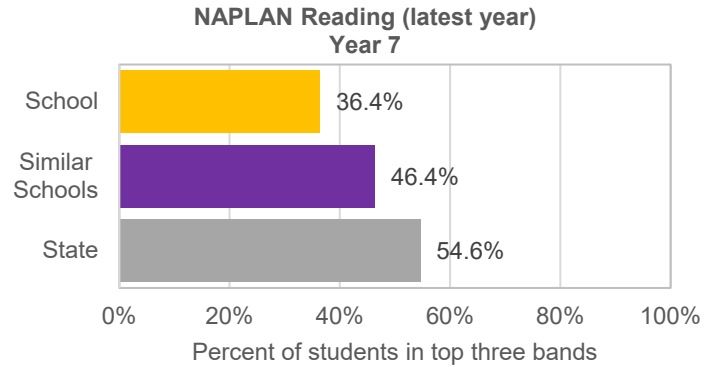
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

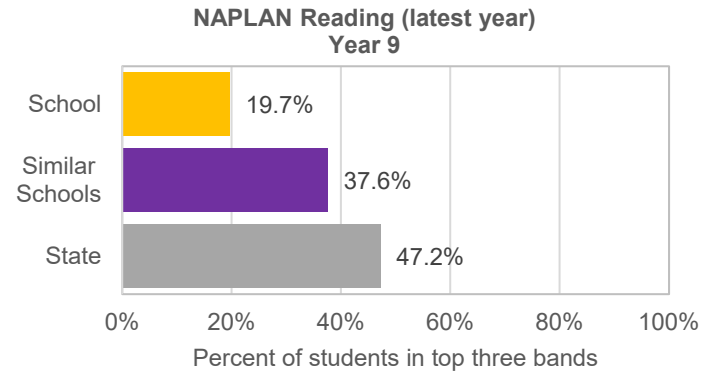
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	38.3%
Similar Schools average:	46.4%	47.2%
State average:	54.6%	55.3%



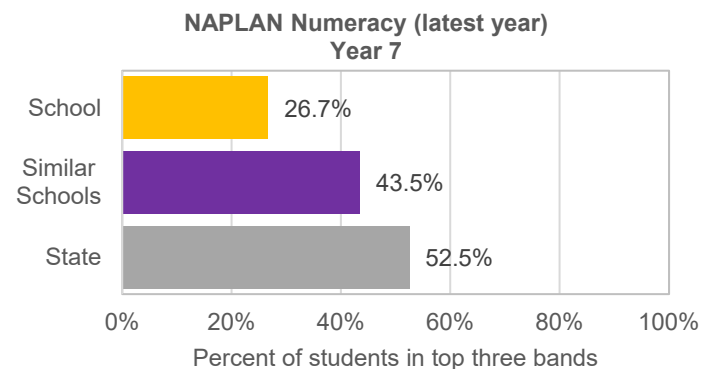
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	19.7%	28.6%
Similar Schools average:	37.6%	37.3%
State average:	47.2%	46.0%



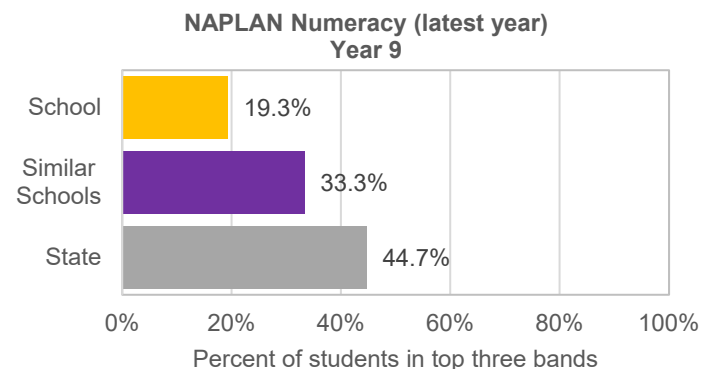
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.7%	31.1%
Similar Schools average:	43.5%	46.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	19.3%	25.6%
Similar Schools average:	33.3%	35.6%
State average:	44.7%	45.6%



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.*

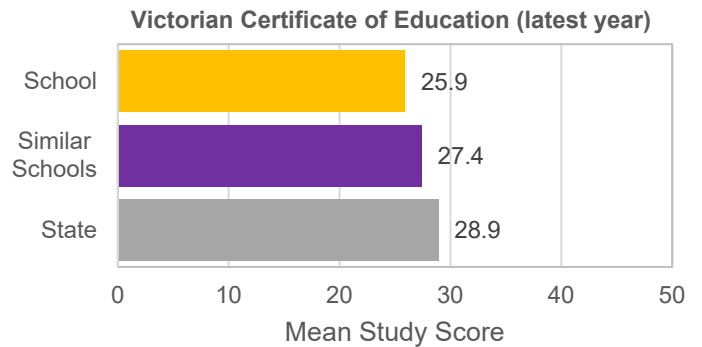
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	25.9	26.6
Similar Schools average:	27.4	27.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

42%

VET units of competence satisfactorily completed in 2022:

61%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

72%

WELLBEING

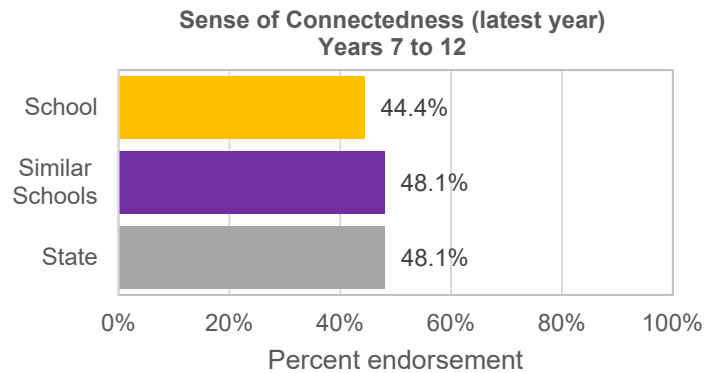
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	44.4%	49.5%
Similar Schools average:	48.1%	52.2%
State average:	48.1%	52.5%

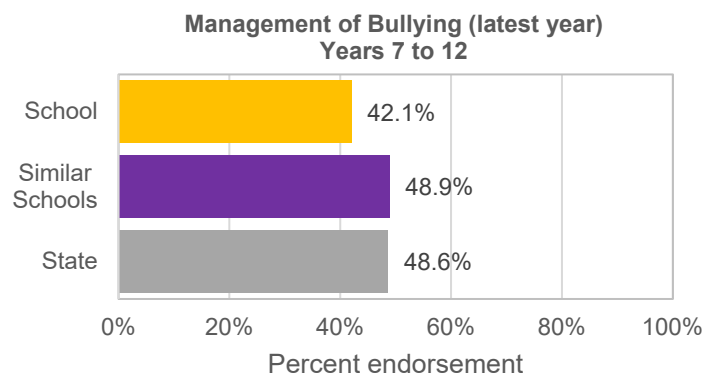


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.1%	45.9%
Similar Schools average:	48.9%	53.5%
State average:	48.6%	54.0%



ENGAGEMENT

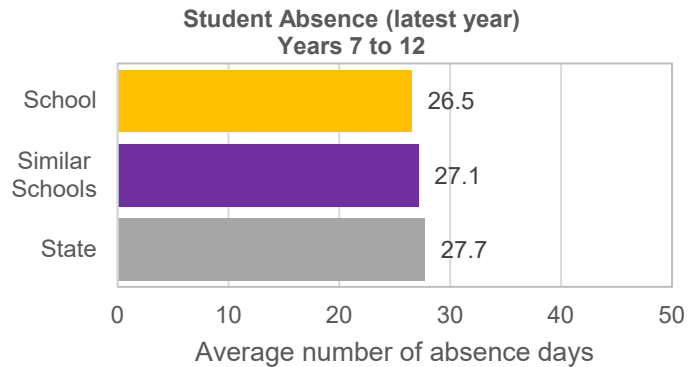
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	26.5	19.7
Similar Schools average:	27.1	21.7
State average:	27.7	21.8



Attendance Rate (latest year)

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

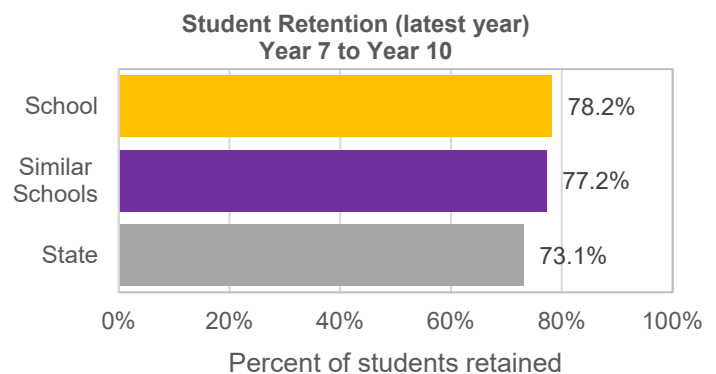
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	85%	84%	87%	89%	90%

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 (2022)	4-year average
School percent of students retained:	78.2%	76.3%
Similar Schools average:	77.2%	76.1%
State average:	73.1%	73.0%



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.

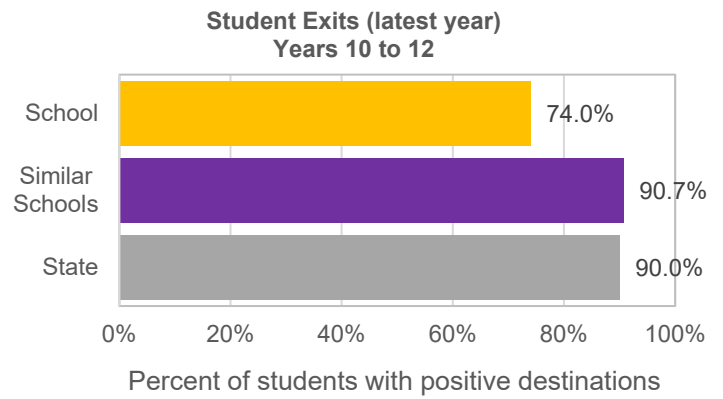
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	74.0%	75.2%
Similar Schools average:	90.7%	89.7%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$16,941,662
Government Provided DET Grants	\$2,423,210
Government Grants Commonwealth	\$0
Government Grants State	\$44,800
Revenue Other	\$1,527,207
Locally Raised Funds	\$231,899
Capital Grants	\$0
Total Operating Revenue	\$21,168,777

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,159,477
Equity (Catch Up)	\$201,556
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,361,033

Expenditure	Actual
Student Resource Package ²	\$16,710,563
Adjustments	\$0
Books & Publications	\$13,946
Camps/Excursions/Activities	\$212,791
Communication Costs	\$39,173
Consumables	\$211,542
Miscellaneous Expense ³	\$803,382
Professional Development	\$198,599
Equipment/Maintenance/Hire	\$639,194
Property Services	\$256,312
Salaries & Allowances ⁴	\$532,614
Support Services	\$1,016,286
Trading & Fundraising	\$35,619
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$164,050
Total Operating Expenditure	\$20,834,071
Net Operating Surplus/-Deficit	\$334,706
Asset Acquisitions	\$38,440

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$3,561,447
Official Account	\$811,048
Other Accounts	\$0
Total Funds Available	\$4,372,495

Financial Commitments	Actual
Operating Reserve	\$654,198
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$644,671
School Based Programs	\$376,045
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$601,127
Repayable to the Department	\$1,800,000
Asset/Equipment Replacement < 12 months	\$230,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$320,652
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,026,693

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.