

2023 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 \(VIT\)](#)
- 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 14 May 2024 at 06:05 PM by Kathryn Sobey (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 15 May 2024 at 08:46 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)
- 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

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 2023 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

2023 saw a revitalized emphasis on refining our instructional model, ensuring that every lesson delivered aligns with the diverse learning needs of our students. Investment in staff development yielded promising results, with a noticeable increase in staff retention rates and the emergence of strong leaders within our faculty.

Our commitment to academic excellence was evident in an increase in our three-year trend in NAPLAN reading scores, reflecting the efficacy of our targeted interventions. A concerted effort to enhance math practices in the classroom ensured that each student received instruction tailored to their individual needs, fostering a supportive learning environment where all students can thrive.

Furthermore, our school-wide focus on writing bore fruit, with improvements observed in both the quantity and quality of student writing across all year levels. Through these collective efforts, we continue to empower our students with the essential skills and knowledge they need to succeed in their academic pursuits and beyond.

Wellbeing

Student wellbeing remains at the forefront of our priorities. All students have Individual Education Plans, empowering them to set and achieve their own goals in collaboration with their families and teachers, fostering a sense of ownership and agency in their educational journey.

To further bolster our support infrastructure, we expanded our Wellbeing and Inclusion teams, enhancing our capacity to provide comprehensive support to an even greater number of students. Additionally, our revamped Social Emotional Learning Program introduced Morning Circles each morning, providing students with a dedicated space to connect, share, and foster a sense of belonging within our school community. Through these initiatives, we remain steadfast in our commitment to nurturing the holistic development and wellbeing of every student at Melton SC.

Engagement

In 2023, participation surged on the School Performance report measures, signaling a heightened level of engagement and involvement within our school community. Additionally, our scores on "school climate" on the attitudes to school survey showed improvement, reflecting a positive shift in the overall perception of our school environment.

Our Rugby Academy program celebrated its third year, with Rugby Academy students embarking on their senior years of the program. This milestone underscores our commitment to providing enriching opportunities for our students to excel both academically and athletically.

Moreover, we introduced our Coming of Age Program for Year 9 students, a significant milestone in their academic journey. This program culminated in a special ceremony where students were presented with their blazers, symbolizing their transition into the senior school and marking the beginning of a new chapter in their educational experience.

Financial performance

Melton Secondary College met all of its financial commitments in 2023 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 surplus. The College received \$2,584,082 through equity funding. These funds were directed towards salaries, teacher release, consultancy and professional learning to support the School Strategic Plan. Along with supporting our 1:1 iPad program for our year 7-9 cohorts 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 2023, \$608,652 was spent towards replacement/leasing maintenance of equipment/furniture and \$473,864 towards maintenance of buildings and grounds. 2023 saw an introduction of greener spaces for students within the yard and a change to the aesthetic, creating a calming space within the grounds. Funds have been carried over for future courtyard works and canteen spaces for our students to enjoy.

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 1438 students were enrolled at this school in 2023, 736 female and 696 male.

25 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).

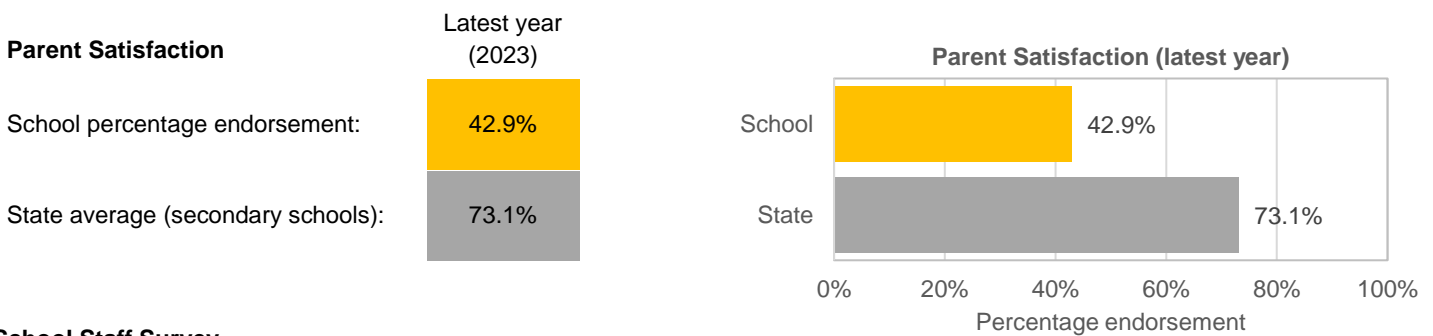
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

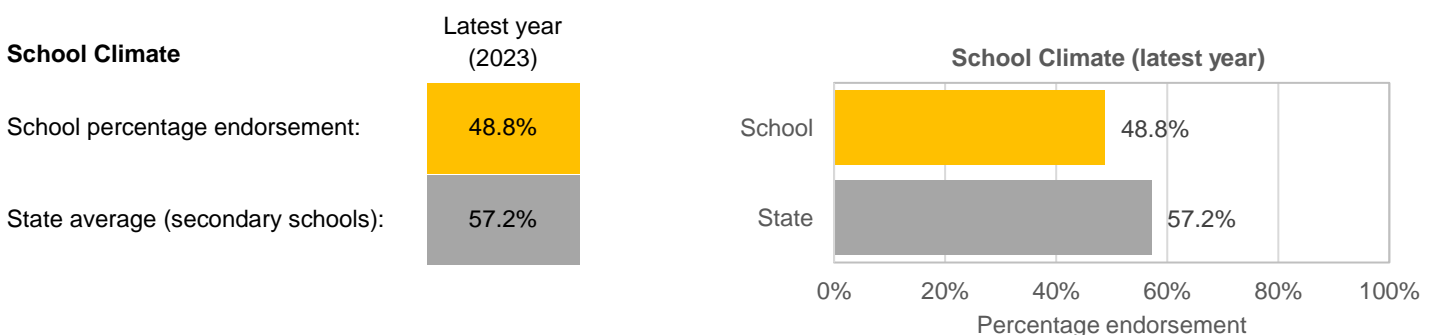


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2023)

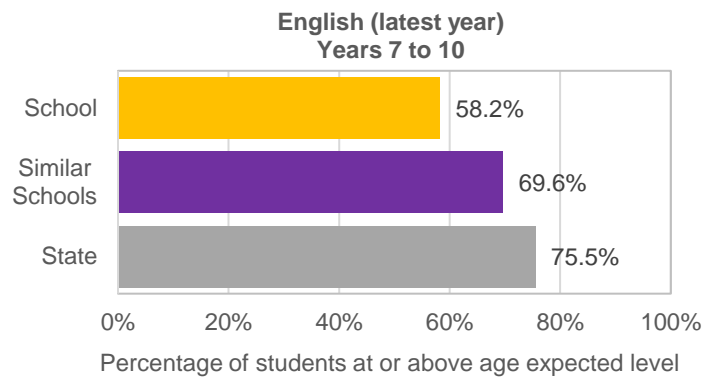
58.2%

Similar Schools average:

69.6%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

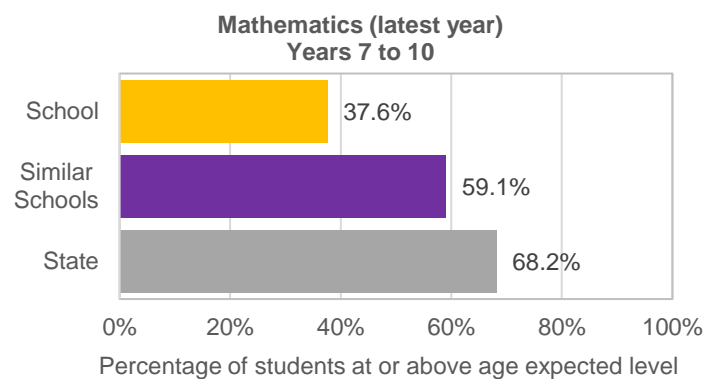
37.6%

Similar Schools average:

59.1%

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:

48.2%

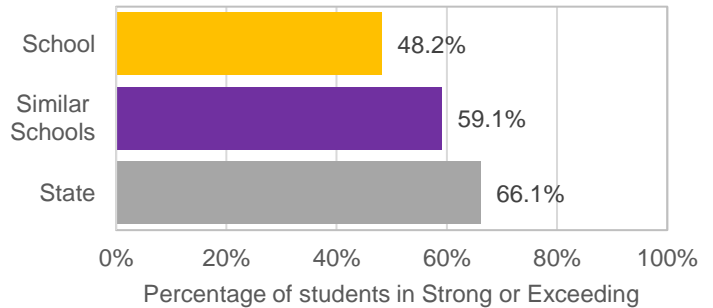
Similar Schools average:

59.1%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

42.4%

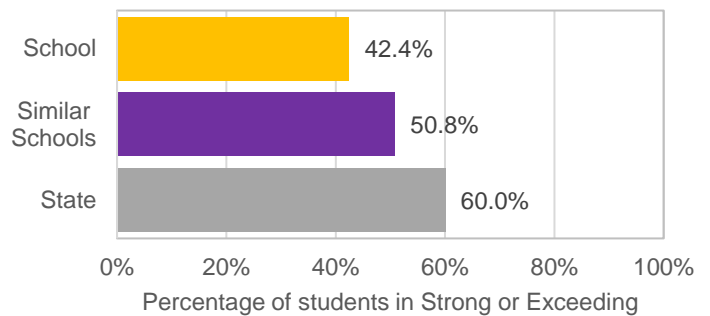
Similar Schools average:

50.8%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.7%

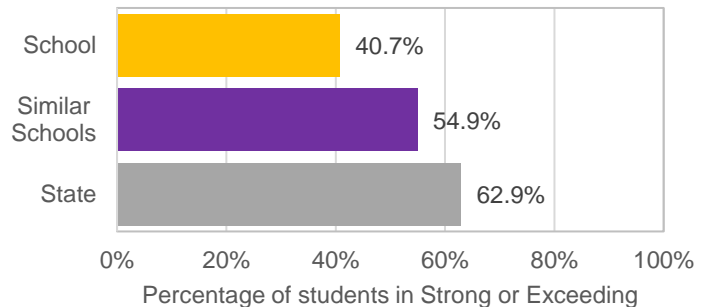
Similar Schools average:

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:

35.6%

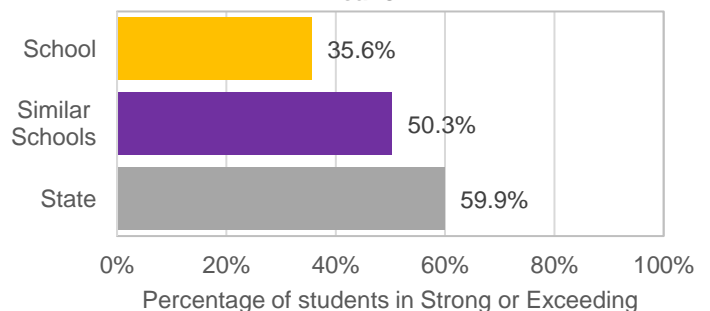
Similar Schools average:

50.3%

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:

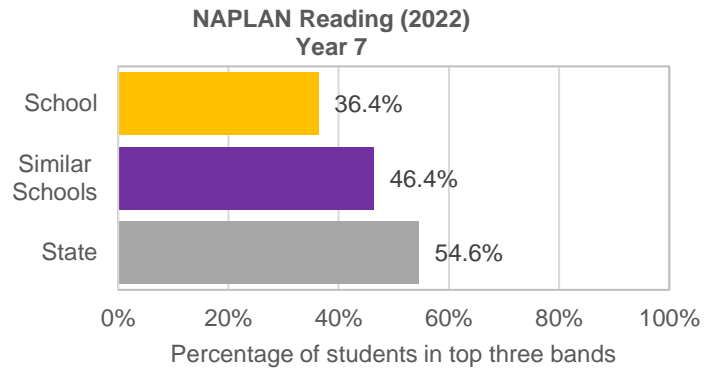
36.4%

Similar Schools average:

46.4%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

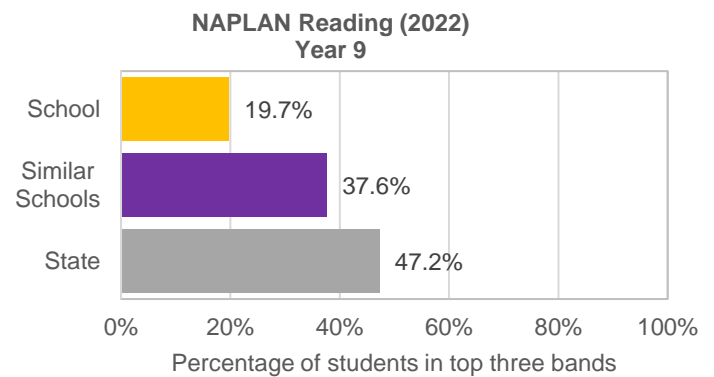
19.7%

Similar Schools average:

37.6%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

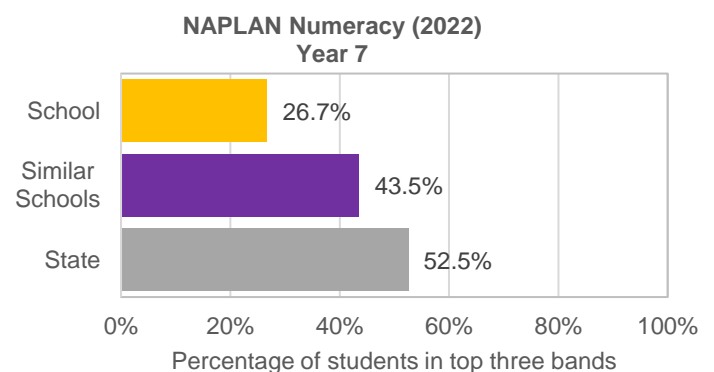
26.7%

Similar Schools average:

43.5%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

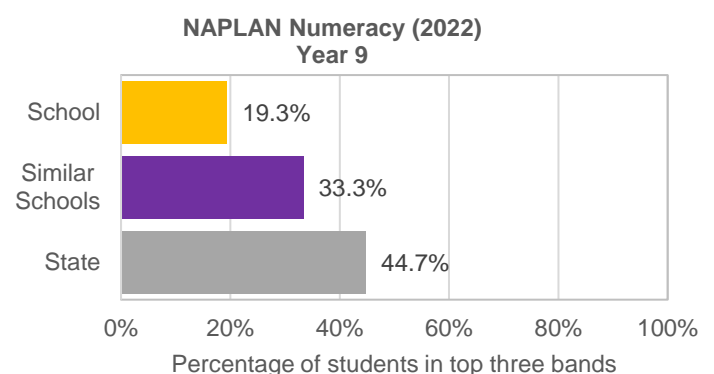
19.3%

Similar Schools average:

33.3%

State average:

44.7%



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

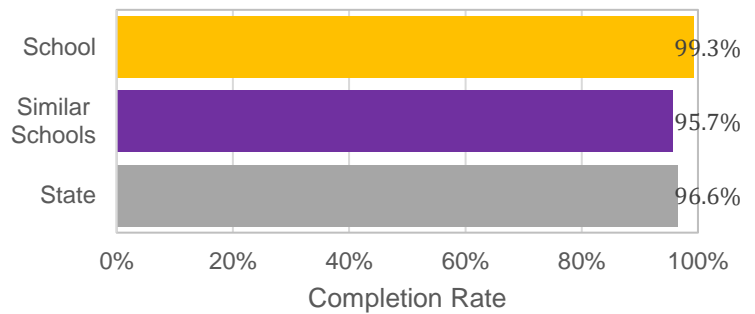
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.3%	94.7%
Similar Schools completion rate:	95.7%	96.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.2

Number of students awarded the VCE Vocational Major

34

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:

38%

Percentage VET units of competence satisfactorily completed in 2023:

77%

WELLBEING

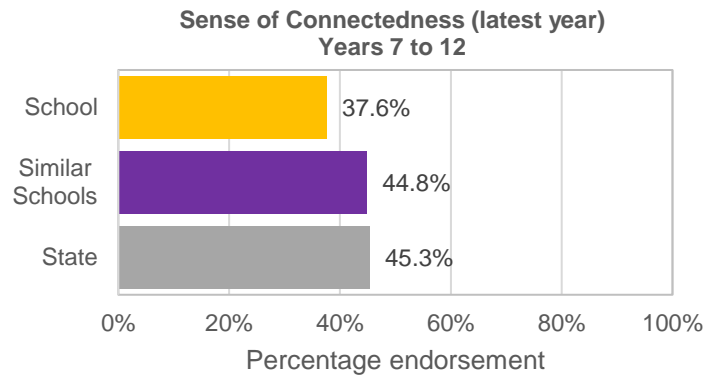
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	37.6%	46.3%
Similar Schools average:	44.8%	49.7%
State average:	45.3%	49.9%

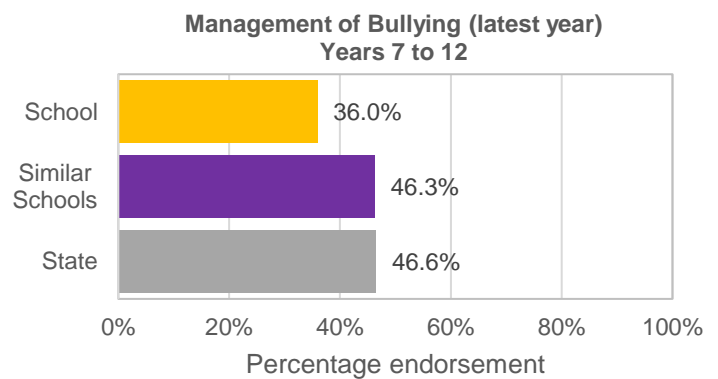


Student Attitudes to School – Management of Bullying

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:	36.0%	43.2%
Similar Schools average:	46.3%	50.8%
State average:	46.6%	51.0%



ENGAGEMENT

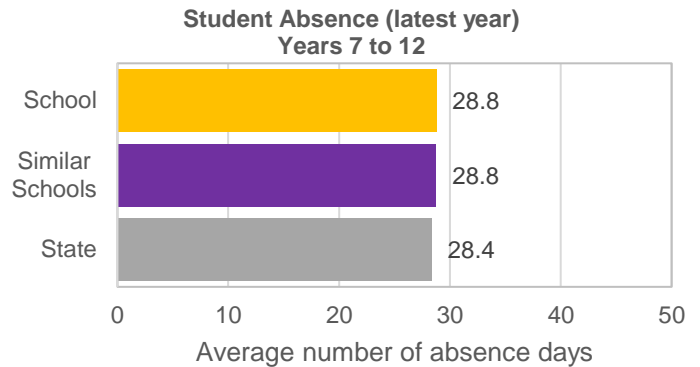
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.8	22.7
Similar Schools average:	28.8	23.7
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.

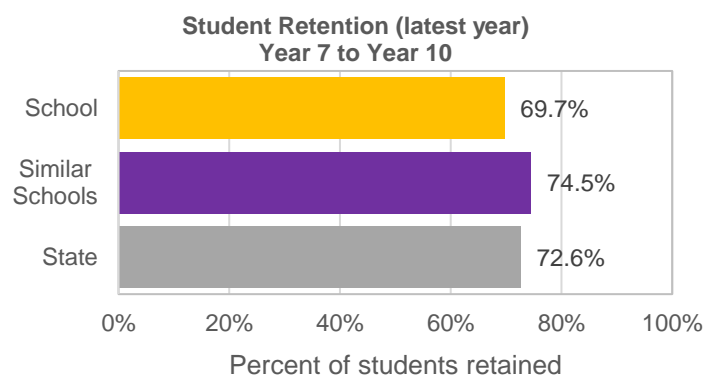
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	85%	84%	85%	90%	89%

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:	69.7%	75.4%
Similar Schools average:	74.5%	75.8%
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.

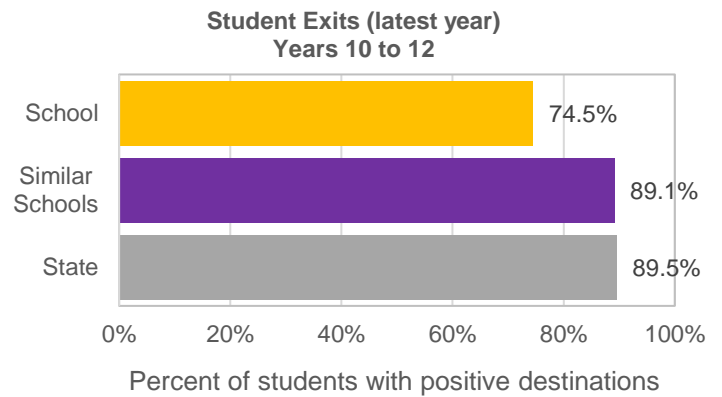
Students exiting to further studies or full-time employment

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:	74.5%	74.4%
Similar Schools average:	89.1%	89.6%
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	\$18,734,236
Government Provided DET Grants	\$3,565,728
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$1,313,461
Locally Raised Funds	\$415,694
Capital Grants	\$0
Total Operating Revenue	\$24,038,919

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,333,978
Equity (Catch Up)	\$224,074
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,558,052

Expenditure	Actual
Student Resource Package ²	\$17,201,531
Adjustments	\$0
Books & Publications	\$12,867
Camps/Excursions/Activities	\$174,757
Communication Costs	\$38,089
Consumables	\$278,480
Miscellaneous Expense ³	\$209,063
Professional Development	\$197,077
Equipment/Maintenance/Hire	\$608,652
Property Services	\$473,864
Salaries & Allowances ⁴	\$541,762
Support Services	\$1,413,413
Trading & Fundraising	\$30,709
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$182,778
Total Operating Expenditure	\$21,363,043
Net Operating Surplus/-Deficit	\$2,675,876
Asset Acquisitions	\$163,682

- (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	\$4,447,066
Official Account	\$1,042,099
Other Accounts	\$0
Total Funds Available	\$5,489,165

Financial Commitments	Actual
Operating Reserve	\$631,063
Other Recurrent Expenditure	\$7,779
Provision Accounts	\$0
Funds Received in Advance	\$697,776
School Based Programs	\$472,651
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$605,978
Repayable to the Department	\$2,157,804
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$516,114
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,489,165

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.