

2020 Annual Report to The School Community



School Name: Mentone Girls Secondary College (8030)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 07:11 PM by Linda Brown (Principal)

The 2020 Annual Report to the school community:

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

Attested on 27 April 2021 at 07:36 PM by Rachael Angus (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

The Vision of the College is that Mentone Girls' Secondary College students, through courage and work, develop compassion and tolerance in a dynamic learning environment, enabling them to make a fulfilling contribution in local and global communities.

Mentone Girls' Secondary College values:

- the development of the whole person and resources a broad range of curricular and co-curricular programs.
- Student Leadership, Agency and Voice.
- Diversity.
- Teacher collaboration.
- Personal best.
- The delivery of a challenging curriculum.
- School pride and student well-being.
- The benefits that STEAM education can bring to girls education.

Mentone Girls Secondary College was founded in 1955 and is located in the City of Kingston in the south-eastern suburbs of Melbourne, approximately 22 kilometres from the Melbourne Central Business District. The school facilities include a STEAM Centre, Performing Arts and Media Centres, a Middle School Wing, Junior Learning Centre, a VCE Study Centre and a Library.

The grounds include basketball and netball courts, an oval comprising of a running track, high jump, long jump, and triple jump pits, and soccer and football goals. The College also has a double gymnasium. The College hires these facilities out to community and sporting groups and place a priority on promoting girls and women's sport.

The school provides a curriculum based on the Victorian Curriculum frameworks. Students attending the college travelled from over 40 different suburbs as MGSC is the only government girls' school in the South-Eastern Suburbs. In 2020 there were 1096 students enrolled at the college from years 7 to 12. The College offers a VCE program with access to VET subjects through the local LLEN. Twelve percent of students had English as an additional language and there were no Aboriginal or Torres Strait Islander students.

The college's socio-economic band value is "low" meaning that the most families have reasonable incomes and levels of education. The staffing profile of Mentone Girls' Secondary College for 2020 included one Principal and one Assistant Principal. The usual number of Assistant Principals for a college of this size is two, however, due to the disruption caused by the Covid-19 pandemic the college chose not to advertise the second position in 2020, and instead distributed the role of the second Assistant Principal between the Principal and the Assistant Principal. There were 74.8 full time equivalent teachers, and 21.6 full time equivalent Education Support (ES) staff.

There were 34 International Students enrolled in the College. This was lower than the previous year due to international students being unable to travel to Australia because of the Covid-19 pandemic. The College offers specialist programs such as instrumental music and band forms.

The Victorian School of Languages have a significant presence in the college using over 40 rooms on Saturday mornings.

Framework for Improving Student Outcomes (FISO)

The College selected the following FISO Dimensions and Key Improvement Strategies for 2020:

Goal 1 - Improve Student Learning Outcomes - Embed whole school curriculum planning and assessment approaches by teachers, leaders, and students.

Goal 2 - Increase Student Engagement - Activate student voice and agency to establish authentic learning partnerships.

A key focus for teachers was to differentiate the curriculum to enable all students to be extended and to achieve their personal best. Domain and Collegiate Teams developed strategies to reduce the variation in curriculum delivery and content between classes. The College incorporated its own Instructional Model known as the FIDE Instructional Model, High Impact Teaching Strategies, Differentiation, and Literacy & Numeracy Strategies into the curriculum design and documentation.

Two Enhancement classes were offered in Years 7 & 8 in 2020 (two at each year level) and included classes in Maths, Science, English and Humanities. A Personal Learning Program formed part of the compulsory curriculum for students in years 7-10. The Personal Learning Program is a complementary program to the Health Education and Careers Programs at the College and has a well-being and resilience focus.

Because of the Covid-19 restrictions, staff and students worked from home for a significant part of the year. Teachers and Educational Support Staff communicated and collaborated using WebEx and adjusted their curriculum to suit an online learning environment.

The online classes were conducted using Google Suite, specifically, Google Meets for online face-to-face interactions and Google Classroom for the delivery of content and assessment. The high level of skill and collegiality amongst staff that resulted from this abrupt change in educational delivery was commendable.

As the school closures continued throughout the year, the college increased its focus on student and staff wellbeing. Wellness classes were incorporated into the class schedule to allow students and staff to reduce the pace of lessons.

Whilst the onsite Student Leadership meetings and events were limited, there was a variety of online activities that were organised by the Student Leaders. This led to an increased focus on student agency and voice in the college. The fortnightly newsletter was full to the brim with examples.

Achievement

The targets for Improving Student Learning Outcomes were partially met as the goals were measured by NAPLAN which did not take place. Similarly, adjustments were made to the scoring of VCE results making the target of maintaining the VCE English scores of 37 or above to 15% difficult to compare with previous years. However, the percentage of scores of 37 or more was 16% compared to similar schools which was 14%. The target of improving teacher collaboration was met as the teachers collaborated with their collegiate teams continually throughout the year (whether onsite or offsite) using WebEx.

Whilst the Covid-19 restrictions led to a disruption to the onsite learning program, the collaborative teamwork conducted online using Webex Teams and Webex Meetings has resulted in strengthening the use of the MGSC Curriculum Template for curriculum documentation.

The course planning, documentation and review of curriculum has been the glue that has resulted in a high level of teacher self and team efficacy. There has been a fair and equitable distribution of workload as a result of staff not being able to meet onsite.

Engagement

The target of improving student voice and agency, stimulating learning, effective teacher time, self-regulation (student), goal setting, and self confidence in the teaching & learning program, Year Level programs and through the student leadership program were partially met as staff and students were online for a significant part of the year due to the Covid-19 Pandemic.

The target of improving staff confidence in the area of literacy and numeracy, HITS, and differentiation was partially met as NAPLAN could not take place in 2020 due to staff and students working remotely for a significant part of the

year.

The target of improving the perception of parents in relation to the teachers having high expectations for success, stimulating learning and student motivation and support was also partially met due to staff and students working from home.

The course documentation incorporated student voice, agency and catered for differentiation and HITS. The SRC and the Student Leadership Team have initiated theme days and there was a focus on engagement and group work in online classes. Whilst it was difficult to have Year Level Assemblies, there are year level activities that brought together the students so that they could retain their collective identity. There was a high praise from parents of the students in relation to our focus on engaging learning activities and checking in on students in relation to their mental health and wellbeing.

The Student Leaders continued to have a presence online with their Year Levels, or in the case of the School Captains and the SRC Captain, they continued to lead their peers through wellbeing initiatives and the sharing of information. Student Voice was very strong through our school newsletter and the innovation in classrooms showcased the connections between students and teachers.

There was a sense of unity that was strengthened amongst students and staff as they continue to build on their group identity through the periods of remote learning and onsite learning. There was a tangible sense that students feeling connected to the College and the College Community.

Our school's percentage of students with 20 or more absence days was 12% compared with 17% for similar schools, even during remote learning.

Wellbeing

Due to the impact of Covid-19, there was a change in focus to incorporating wellbeing/wellness session into the Year 7 to Year 10 program. It was recognised that students and staff were working very hard and that over time they experienced fatigue. Therefore, once per fortnight each teacher would allocate one period to a wellness session for each class where students would have a break from their online classes and focus on an area such as their mental or physical wellbeing.

The Parent Opinion Survey revealed that 85% of parents of parents felt that their child was connected to school and felt accepted by peers, enjoyed their learning and that the school gave their child opportunities to participate in school activities. The Parent Opinion further revealed that over 80% or more of parents felt that the school promoted positive behaviour and had a respect for diversity. 93% of parents were satisfied with the school overall.

The Student Attitude to School Survey results revealed that the 71% or more of the students were happy to be at school and liked the school.

Financial performance and position

By the conclusion of 2020, the SRP credit budget was in deficit by \$638,617, this included a carried over deficit from 2019 of \$295,163. The deficit was expected and allowances made for it in the College Council ratified 2020 cash budget.

The staffing for our International Student Program is paid through the credit budget, and as we receive the funding from the International division of DET in cash, these funds are transferred to the credit budget to pay for this program's teaching staff. This was \$307,016 for 2020 and \$295,163 in 2019.

In addition, an outstanding 2019 claim for Short Term Leave Replacement of \$36,438, was used to balance out the

remaining deficit. This funding is given by DET to partially pay for staff, who replace permanent staff using their Long Service Leave entitlement.

In 2020 we celebrated the culmination of years of careful financial management with the redevelopment of our STEAM Centre. The project provides state of the art facilities for students in their pursuit of STEAM studies.

DET provided a \$51,000 grant for providing lockable mobile phone storage, in response to the introduced ban on student use of phones at school.

The \$53,847 Equity funding received, was used on additional staffing hours; allowing specific, targeted teaching for the relevant students.

For more detailed information regarding our school please visit our website at
<https://mgsc.vic.edu.au/>

Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1096 students were enrolled at this school in 2020, 1096 female and 0 male.

12 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

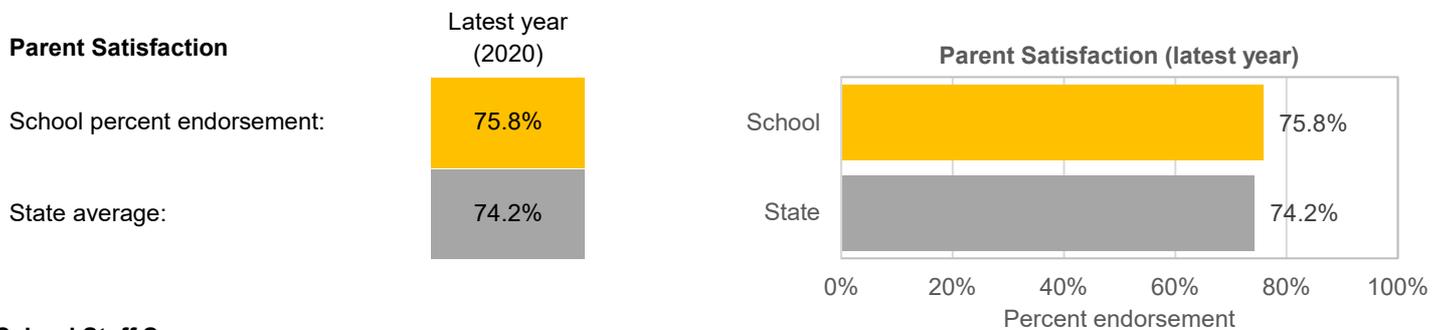
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

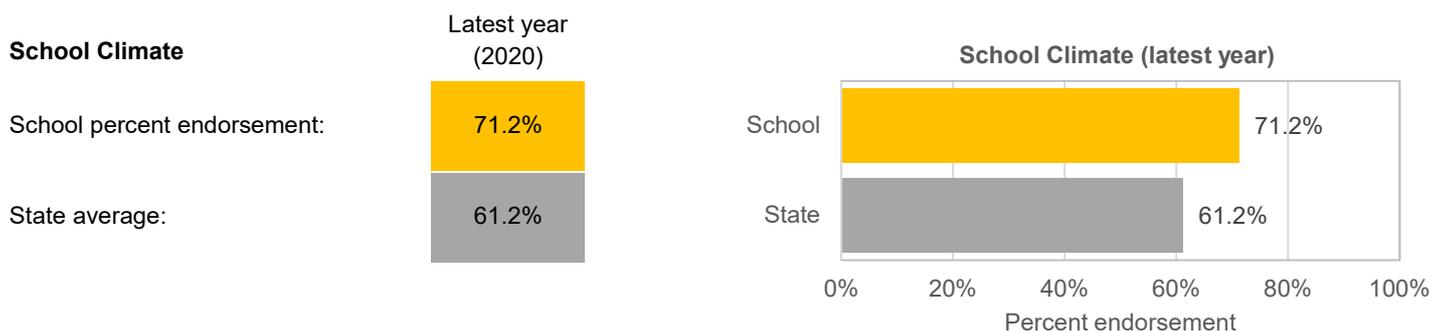


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

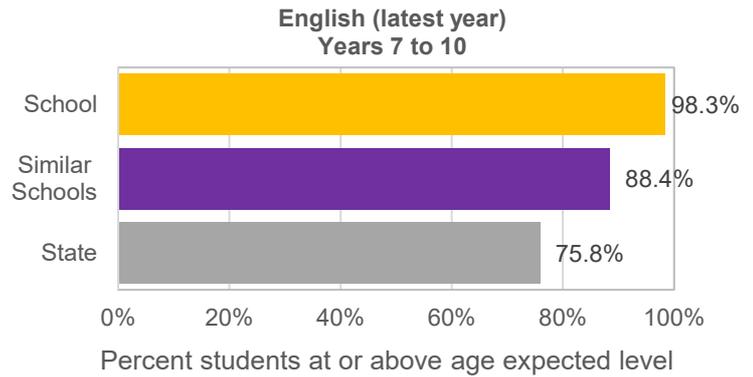
98.3%

Similar Schools average:

88.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

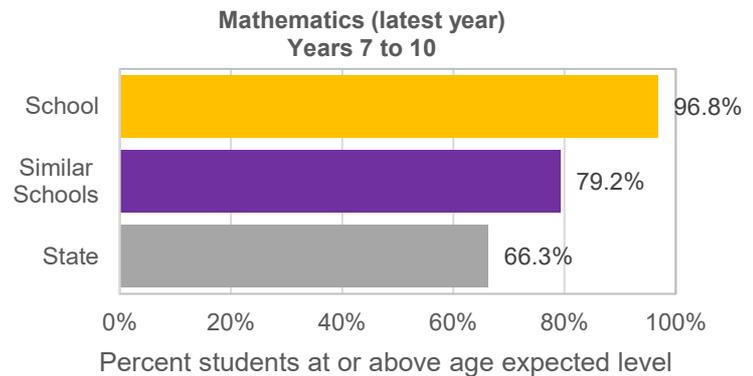
96.8%

Similar Schools average:

79.2%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

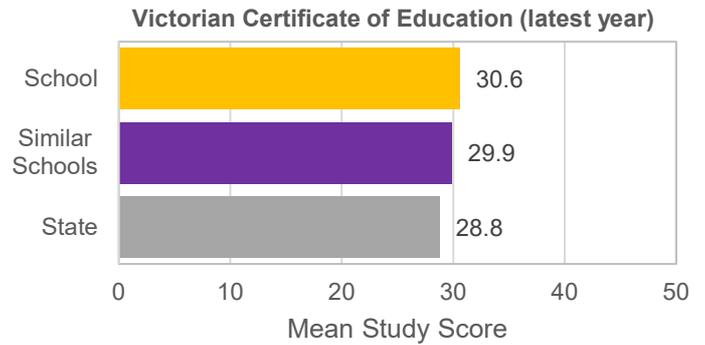
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	30.6	30.9
Similar Schools average:	29.9	29.8
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

3%

VET units of competence satisfactorily completed in 2020:

88%

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

NDA

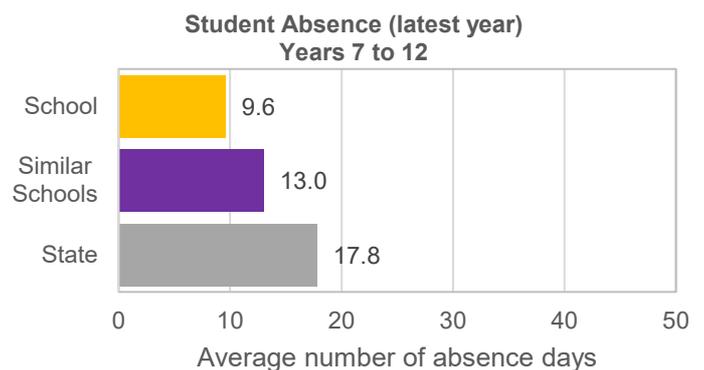
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.6	13.4
Similar Schools average:	13.0	15.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

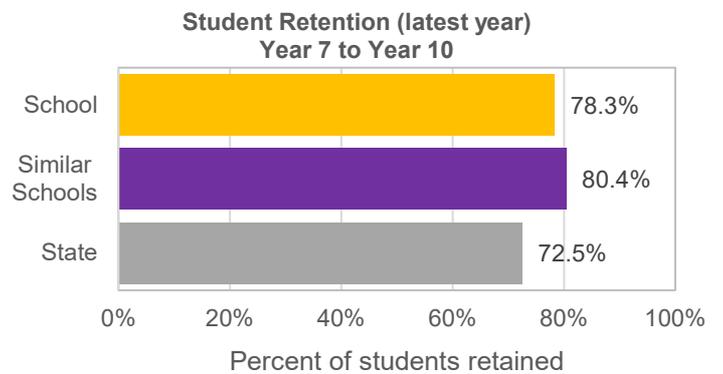
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	94%	94%	95%	96%	96%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	78.3%	76.4%
Similar Schools average:	80.4%	80.7%
State average:	72.5%	72.9%



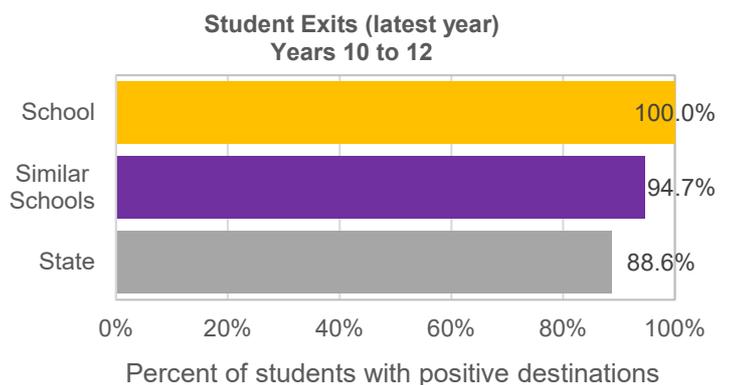
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.9%
Similar Schools average:	94.7%	95.0%
State average:	88.6%	89.1%



WELLBEING

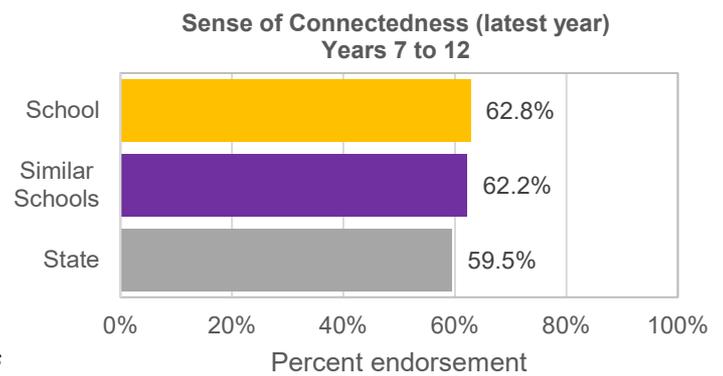
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	62.8%	55.8%
Similar Schools average:	62.2%	57.2%
State average:	59.5%	55.3%



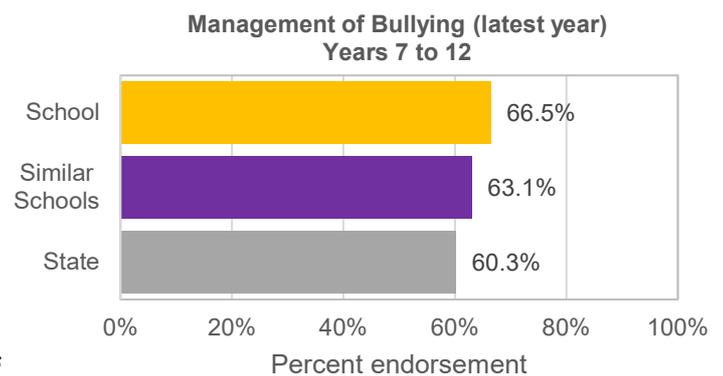
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	66.5%	60.8%
Similar Schools average:	63.1%	59.7%
State average:	60.3%	57.9%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$10,249,276
Government Provided DET Grants	\$946,376
Government Grants Commonwealth	\$15,593
Government Grants State	\$29,769
Revenue Other	\$46,472
Locally Raised Funds	\$1,288,020
Capital Grants	NDA
Total Operating Revenue	\$12,575,507

Equity ¹	Actual
Equity (Social Disadvantage)	\$44,176
Equity (Catch Up)	\$9,671
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$53,847

Expenditure	Actual
Student Resource Package ²	\$10,330,703
Adjustments	NDA
Books & Publications	\$16,334
Camps/Excursions/Activities	\$243,579
Communication Costs	\$38,836
Consumables	\$216,156
Miscellaneous Expense ³	\$54,597
Professional Development	\$28,649
Equipment/Maintenance/Hire	\$213,932
Property Services	\$406,447
Salaries & Allowances ⁴	\$129,611
Support Services	\$108,569
Trading & Fundraising	\$43,344
Motor Vehicle Expenses	\$2,650
Travel & Subsistence	\$1,206
Utilities	\$102,277
Total Operating Expenditure	\$11,936,890
Net Operating Surplus/-Deficit	\$638,617
Asset Acquisitions	\$1,958,949

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,608,588
Official Account	\$28,045
Other Accounts	\$55,007
Total Funds Available	\$2,691,640

Financial Commitments	Actual
Operating Reserve	\$233,609
Other Recurrent Expenditure	\$300,710
Provision Accounts	NDA
Funds Received in Advance	\$413,383
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$59,533
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$218,119
Capital - Buildings/Grounds < 12 months	\$700,000
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,675,354

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.