

2020 Annual Report to The School Community



School Name: Mullauna Secondary College (8744)



- 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 16 March 2021 at 12:06 PM by Barbara Laidlaw (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 16 March 2021 at 01:46 PM by April Walsh (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

Mullauna is a co-educational, year 7 – 12 secondary college located in Mitcham. The student enrolment in grew in 2020 with 511 students and a gender mix of slightly more boys than girls. There are 21% of students with English as a second language background and less than 1% of students from an ATSI background. Due to the COVID-19 restrictions of 2020, there were international students who were not able to gain re-entry into Australia in time for the start of the school year. The number of international students enrolled decreased to 12 students and two international students still living overseas, formally suspended their enrolments for 2020 and 2021.

The socio-economic profile of the school reflects a rating change from the medium range in 2019 to the low – medium band in 2020. Perhaps this change reflects a variation in the DET metrics as the Student Family Occupation and Education Index (SFOE) decreased to 0.30 in 2020 compared with 0.33 in 2019 and 0.41 in 2016. This steady trend of a decrease in the SFOE index should be expected to reflect a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community.

The college operates in two sub-schools – junior and senior. In the Junior School Mullauna has an engaging curriculum that includes core, electives and inter-disciplinary programs; Challenge at year 7 and year 8 and Skillz@Mullauna at year 9. Excel is a select entry program for high performing students that operates from years 7 to 10. The Senior School structure promotes the acceleration of year 10 students into VCE. Students undertake an academic VCE with access offered in VET subjects through the Mullum cluster. Thus all students have access to a successful future pathway. The college offers a long established International Students Program with homestay placements, specialist English language teachers and tutors in class time and after school.

In 2020 the college employed 50.9 equivalent full time staff: 30.9 teachers, 4 Leading Teachers, 2 Learning Specialists, 2.0 principal class and 12.0 education support staff

Framework for Improving Student Outcomes (FISO)

The world-wide COVID-19 pandemic in 2020 impacted significantly on the state of Victoria. Schools were required to be adaptable and to deliver their teaching and learning programs on campus and in a method that was described as 'remote and flexible learning'. The latter entailed the teaching the curriculum and assessing students' progress via on-line learning formats. Of necessity, decisions had to be made quickly and with a view to keeping students' contact with school as regular and routine as possible.

Teaching and Learning

Mullauna College evaluated student learning needs and used this to identify the most appropriate, accessible, common-sense and consistent measures for implementing remote learning. This included deciding upon the most suitable curriculum delivery platform for online learning. Professional learning was provided for staff in MS Teams, Zoom and Desmos. Mullauna College ran the timetable as published on Compass for all year levels. In this way there was no difference in students' schedules when they transitioned from remote to on campus learning.

Students were set tasks based on the planned curriculum, however, they were adapted to suit a remote learning situation. These tasks included direct teacher instruction as well as self-paced tasks. Teachers were advised that as a minimum, all classes were expected to have at least one face to face live meeting with their teacher each week. A Survey Monkey survey was sent to students and families and the program was reviewed after consideration of the feedback that had been provided.

- Parents and students commented on the time that it took students to complete work in remote learning.
- Students' workload across all subjects.

In response staff who were asked to allow catch up time in scheduled class time and not set homework for years 7 to 10 students, other than reading a novel.

As a school the meeting schedule was maintained using Zoom, thus staff were able to continue to collaborate across the school. The AIP actions relating to curriculum planning and assessment and building practice excellence were able to be actioned, however, the plans for professional learning communities – PLCs, had to be postponed. All professional learning centred on building staff capability in the delivery of remote teaching and learning. The college leadership was very intentional in ensuring that the impact of the increase in staff workload, which was caused by on-line learning, was minimised as far as possible.

Achievement

In the 2019 School Performance Report Mullauna’s overall performance was placed in the category of ‘Recharge’. This categorised the school’s performance and improvement as consistently strong over a three year period, but this was a decline compared with the highest level of ‘Influence’ attained by Mullauna in 2018. The 2020 performance was not available at the time of writing.

In 2020 the VCE results ranked Mullauna just below the state median for this year and but above the state median for the four year average 2017 - 2020. The Mean VCE study score was 28.0 and the college performed below the average for Similar Schools. 3.4% of subject study scores were over 40 and 44% of Study Scores were above 30. 9% of ATARs were over 90, 28% of ATARs over 80 and 51% of ATARs were over 70. The dux of the college achieved a score of 94.75 and two students were awarded the VCE Baccalaureate. Given the difficult year experienced by the year 12 cohort, the college is pleased that 98% of students satisfactorily completed their VCE. In 2020, 9% of year 12 students undertook at least one VET unit of competence, however, the completion of VET studies was lower in 2020 compared with previous years, with 79% of students satisfactorily completing their units of competence.

In 2020 Years 7 – 10 student learning outcomes remained strong with performances significantly above the state average for government schools. Within the Victorian Curriculum Mullauna performed notably above the level of Similar Schools in Maths and on par with Similar Schools in English.

NAPLAN tests were not conducted in Victoria in 2020.

Engagement

Student attendance at Mullauna has improved steadily. In 2020 the average number of day’s absence was 9.9 days per student, which was significantly better than the state average and the rate for Similar Schools. In 2020 there were far fewer family vacations taken during the school term which may have contributed to the improvement in the average number of absence days across the college. In 2020, 7% (approx. 35 students) of the total enrolment had 30+ days’ absence and the average rate of student absences can be particularly amplified by the number of students with long-term absences such as ‘school refusers’ and students with chronic illness. These long-term absent students receive ongoing support from the college. Improvement in student attendance with appropriate targeted actions is a focus within the Strategic Plan. The college set a target of 90% minimum attendance for all year levels and in 2020 this target was exceeded in all year levels.

The college actively implements strategies to monitor and reduce student absences. An SMS message is sent to the parents of absent students after recess each day. Year Level Coordinators directly manage students arriving late to school, monitor student attendance daily, follow up frequent student absences with families and conduct home visits and wellbeing checks for children who are school refusers. VCE students require a medical certificate to have an absence approved for days when assessment outcomes are scheduled. During remote learning, student attendance was very closely monitored and the regular phone calls from staff ensured that such a high percentage of students stayed connected with their studies.

The student retention rate for the percentage of students remaining at Mullauna from year 7 to year 10 improved in 2020 with a rating of 80.4%. The rate is well above the median for all state schools and well above that for Similar Schools. In 2020 the number of students exiting in years 10 to 12 to engage in further studies and full time employment was below the rating for Similar Schools and below the state average. An analysis of this data reveals that

the students 13.2% of students not in full time study, went on to part-time employment, deferred their studies, took a gap year, travelled or could not be contacted (destination unknown) by the college.

Improving Student Engagement is a focus for the college. In the challenges of 2020, the college continued to strengthen student connectedness on campus and in remote learning. Teachers delivered a comprehensive co-curricular program that provided opportunities for students to participate in sport, music, leadership, camps, and community service. In term 4, despite the COVID-19 restrictions, it was a priority to ensure that the new 2021 year 7s could participate in Orientation Day and the program was a great success.

Wellbeing

Health Wellbeing and Engagement

From the very first discussions regarding ‘remote and flexible learning’ the college approached all decisions and strategies through the lens of student and staff wellbeing.

A program that focussed on supporting all students and staff was implemented from the first week of the first lockdown. Procedures were implemented by Student Health and Wellbeing Team to maintain contact with students identified as ‘at risk’ or needing extra support. All Mullauna staff were allocated a group of students whom they were to monitor, and to make weekly then fortnightly wellbeing check-in phone calls. Compass Chronicles were set up for classroom teachers to monitor positive engagement of students as well as engagement concerns. Additionally, all staff were allocated to members of the Leadership Team for weekly wellbeing regular checks. In this way the leadership team was able to accurately monitor how staff were going in terms of delivering their remote teaching, workload and wellbeing.

Students’ reactions to learning remotely was mixed. A number of students who had been disengaged connected strongly with the learning in some classes. When asked, these students said they liked being able to ask questions of the teacher without other students hearing. Some students did not engage well with the remote learning experience as demonstrated by not interacting on Zoom and/or not submitting Learning Tasks. The feedback from the Mullauna parents was extremely positive in terms of the wellbeing support their child was receiving and the quality of teaching and learning that their children’s teachers were delivering under extreme and unusual circumstances.

Throughout the difficulties and demands of 2020, parent endorsement of the college’s practices was very gratifying. Parents rated Mullauna well above the state average with 83.6% positive responses in General School Satisfaction. Additionally, in such a challenging year, the School Staff Survey has shown an improvement in Positive School Climate with 66.6% positive responses which is above that for state secondary colleges.

The college did not participate in the annual Student Attitudes to School Survey during remote learning.

Financial performance and position

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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised.

The Mullauna College Total Operating Revenue for 2020 was \$6,463,255 and the Total Operating Expenditure was \$6,838,964. The Net Operating Deficit of \$375,709 was inflated during the year as the college had medically vulnerable staff members who were exempted from working on campus for extended periods of time. When learning resumed on campus, Casual Relief Teachers (CRTs) were required to be employed to cover these classes as the staff members continued to work remotely.

Due to the circumstances of 2020, the SRP deficit will not be offset from funds received through the International Students Program nor the hire of school facilities, other than the monthly rent from the crèche proprietor. In the past,

through prudent financial management the college has been able to use reserves to maintain a strong financial position. The aftermath of the COVID-19 year in 2020 and 2021 will impact on the financial operations of the college.

For more detailed information regarding our school please visit our website at
<http://mullauna.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 511 students were enrolled at this school in 2020, 235 female and 276 male.

21 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.

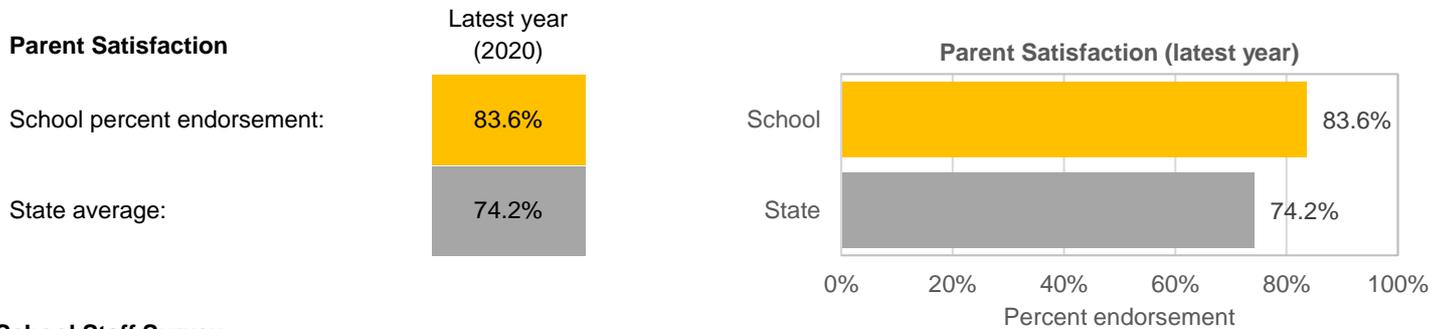
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

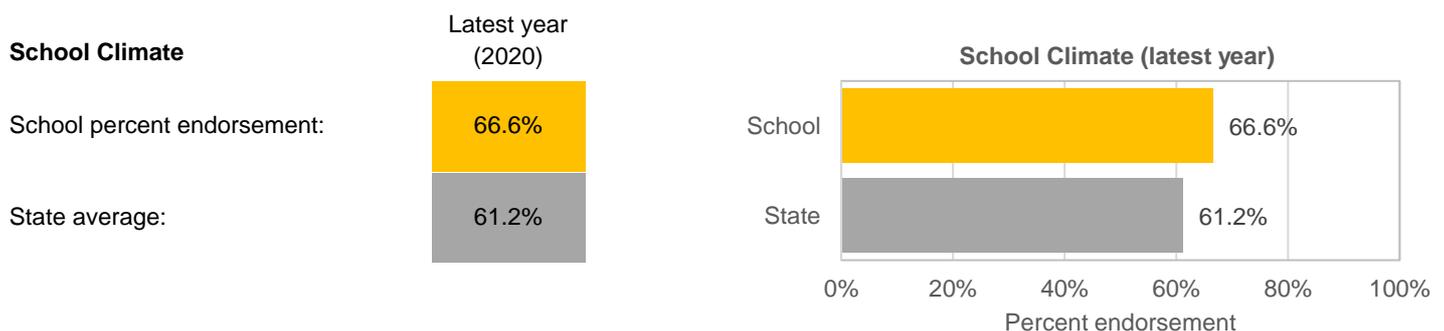


School Staff Survey

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:

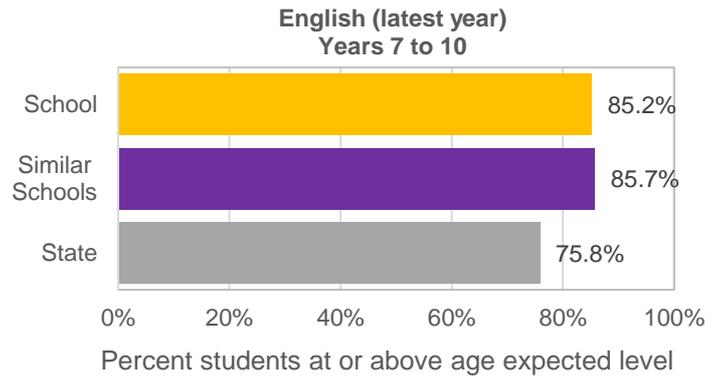
85.2%

Similar Schools average:

85.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

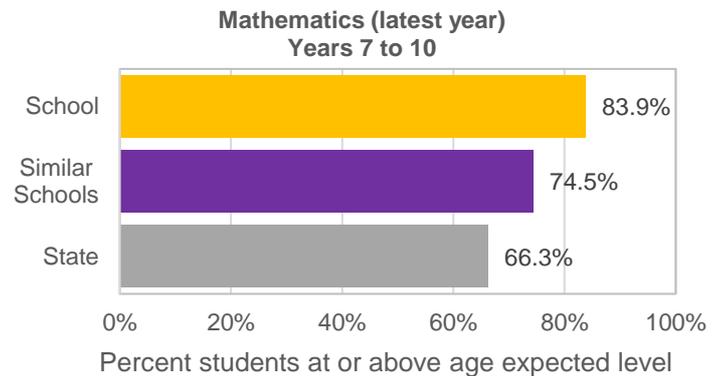
83.9%

Similar Schools average:

74.5%

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.

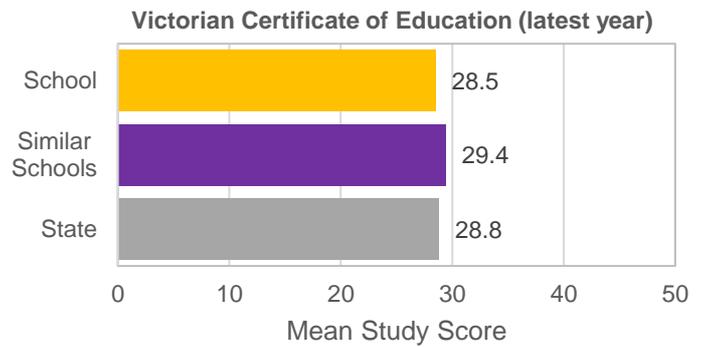
ACHIEVEMENT (continued)

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	28.5	29.8
Similar Schools average:	29.4	29.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

9%

VET units of competence satisfactorily completed in 2020:

79%

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

NDA

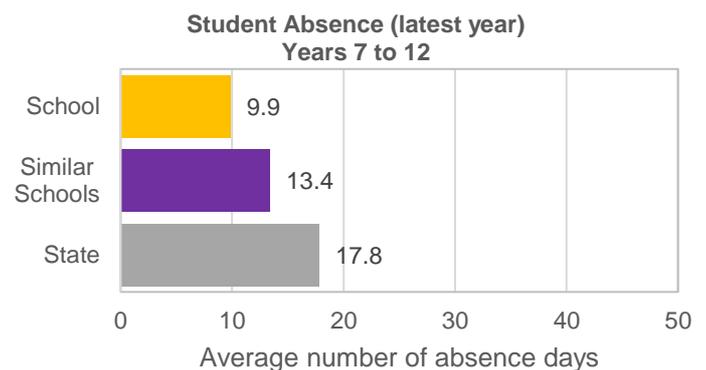
ENGAGEMENT

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:	9.9	15.3
Similar Schools average:	13.4	16.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

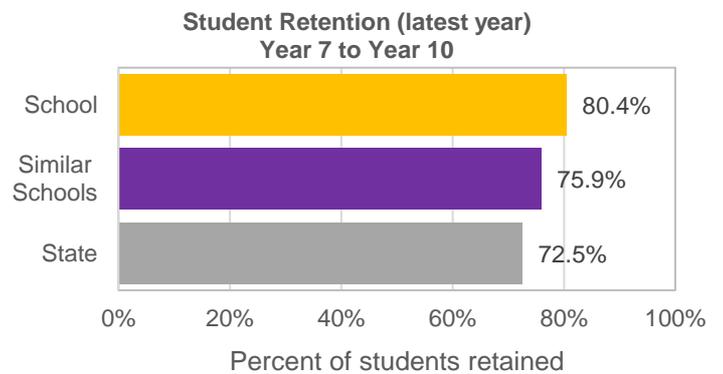
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	94%	94%	94%	96%	95%

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:	80.4%	73.3%
Similar Schools average:	75.9%	75.9%
State average:	72.5%	72.9%



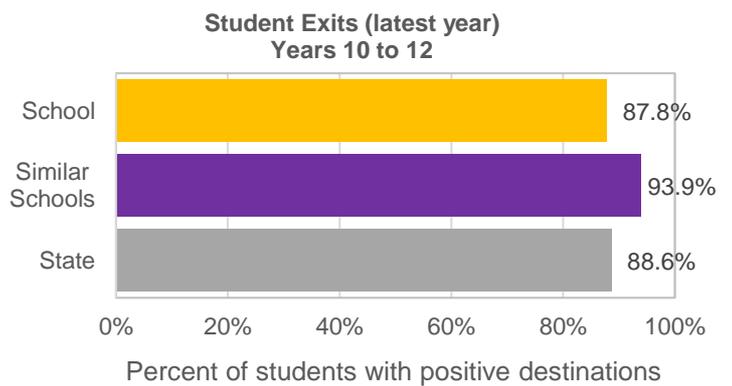
Students exiting to further studies or full-time employment

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:	87.8%	91.4%
Similar Schools average:	93.9%	94.4%
State average:	88.6%	89.1%



WELLBEING

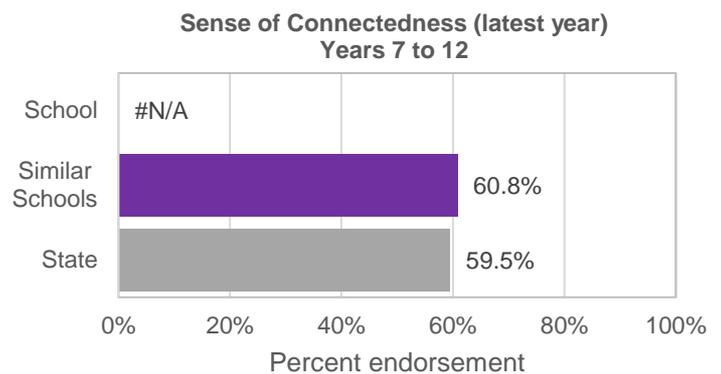
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	57.9%
Similar Schools average:	60.8%	55.1%
State average:	59.5%	55.3%



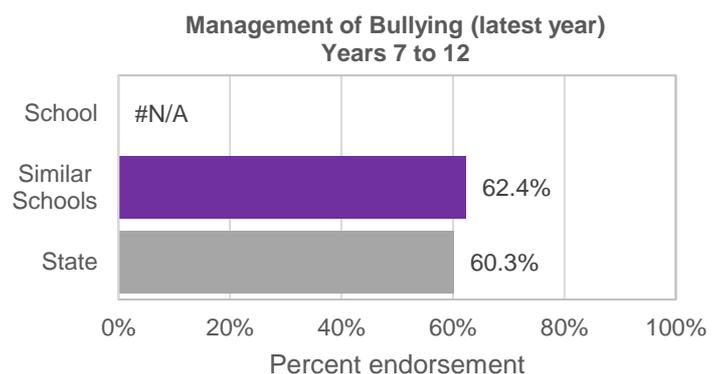
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	61.3%
Similar Schools average:	62.4%	57.9%
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	\$5,271,176
Government Provided DET Grants	\$668,600
Government Grants Commonwealth	\$5,836
Government Grants State	\$8,841
Revenue Other	\$52,556
Locally Raised Funds	\$456,245
Capital Grants	NDA
Total Operating Revenue	\$6,463,255

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,772
Equity (Catch Up)	\$25,864
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$68,635

Expenditure	Actual
Student Resource Package ²	\$5,503,277
Adjustments	NDA
Books & Publications	\$5,343
Camps/Excursions/Activities	\$114,236
Communication Costs	\$15,096
Consumables	\$81,826
Miscellaneous Expense ³	\$70,687
Professional Development	\$16,596
Equipment/Maintenance/Hire	\$105,584
Property Services	\$578,479
Salaries & Allowances ⁴	\$121,911
Support Services	\$139,985
Trading & Fundraising	\$5,447
Motor Vehicle Expenses	\$7,617
Travel & Subsistence	NDA
Utilities	\$72,882
Total Operating Expenditure	\$6,838,964
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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	\$1,131,590
Official Account	\$43,751
Other Accounts	\$1,056
Total Funds Available	\$1,176,398

Financial Commitments	Actual
Operating Reserve	\$133,866
Other Recurrent Expenditure	\$22,205
Provision Accounts	NDA
Funds Received in Advance	\$401,991
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$255,818
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$155,000
Maintenance - Buildings/Grounds < 12 months	\$107,518
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,176,398

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.