2020 Annual Report to The School Community

School Name: Mornington Secondary College (8804)

Mornington Secondary College

- 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 30 April 2021 at 11:07 AM by Linda Stanton (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 30 April 2021 at 02:32 PM by Colin Mason (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

Mornington Secondary College is a government school located in South Eastern Victoria on the Bayside Peninsula; 70 km south of Melbourne CBD. The College is set on 26 hectares, with well-maintained grounds that include excellent athletic facilities including a three court basketball stadium and a 25 metre indoor swimming pool.

The student population is approximately 1600 from years 7-12. A small percentage of students are Aboriginal or Torres Strait Islanders. To further understand differences in culture all staff have completed the cultural understanding training (CUST). There are no overseas students, but there are a small percentage of students who have been identified as students with English as an additional language. To assist students from an EAL background a teacher has been employed to work with students by withdrawing them from class on a weekly basis to provide literacy skill development.

The College employed 142.92 fulltime equivalent staff. The breakdown included a Leadership team consisting of the Principal, 3.6 Assistant Principals, 12 Leading Teachers and 7 Learning Specialists. There is a mixture of highly experienced teachers and teachers with a few years experience. There is also a mix of experience and skill within the Teaching Support staff. The support staff include the Business Manager, Accountant, Office staff, Careers/Pathways staff, Specialist technicians, Maintenance staff and Student wellbeing. Student Wellbeing staff include the Doctor's In Schools staff (GP and Nurse), Psychologist, Mental Health Practitioner, 2 full time student wellbeing counsellors, Chaplain, School Nurse and Integration Aides.

In 2019 all members of the college community were asked to prioritise the values they believe to be the most important. All staff participated in the activity, whilst approximately 400 students completed an 'insight' survey on Compass. Parents were also invited to participate and many did. The three most important values identified were, Achievement, Respect and Community. They have replaced our STRIVE values, however, there is still a place for them moving forward. STRIVE is an acronym for Support students to achieve success, Teamwork, bring the school community together, Respect for all, Inspire minds, Value every opportunity and Endeavour to be the best you can. In the same year, staff at Mornington Secondary College developed the vision and mission. Our vision is, 'Mornington Secondary College is committed to creating happy, healthy and resilient young people who are respectful lifelong learners', whilst our mission is, 'Our learning community works collaboratively to build positive connections, achieve our best and value learning for life'.

The purpose of Mornington Secondary College is to provide a learning environment where all students can achieve success. All students can learn and will learn within a safe, positive environment. Our aim is for all students to be happy, healthy and resilient, where they are connected to the College and engaged in their learning.

All teachers are members of Professional Learning Teams (PLT) and each Learning Specialist is responsible for the planning and implementation of the Professional Learning Community (PLC). PLTs use action research to develop engaging curriculum and evidence based teaching and learning practices to ensure all students show learning growth. Professional Learning Teams share pedagogical expertise, reflect on teaching instruction and use various data sources to inform teaching practice. The College's Instructional Model (STAR) is embedded and all teachers are required to use the model when planning lessons to be used within the classroom. STAR is an acronym for 'S' start, 'T' teach, 'A' activity and 'R' recap.

The curriculum is divided into 10 Key Learning Areas (KLA). These are: English, Humanities, Mathematics, Science, Art, Technology, Health and Physical Education and Languages Other Than English, Food Studies and VCAL. Each KLA is coordinated by a staff member with a position of responsibility and time allowance. They manage a team of teachers to implement the Victorian curriculum at 7-10 and the VCE/VCAL study designs.

The college continues to run a one for one computer program, with all students routinely using computers throughout the day to support their learning. During lockdown, students and staff continued to teach and learn using Microsoft

Teams.

A new timetable structure was established for the beginning of the 2020 school year, ensuring all students received 300 minutes of instruction each day. All students have 4 X 75 minute periods with 2 half hour breaks. The new timetable provided a breadth of subjects at Year 7 and 8 and a depth of subjects beginning at Year 9. Students at Year 9 completed a semester of History and a semester of Geography. At Year 10, students selected Science and Humanities based subjects for either a semester or for the entire year, depending on their future pathway. Subjects at Year 9 and 10 became stand-alone subjects, with only students within that year level in these subjects. Prior to 2020, Year 9 and 10 students were in classes together. Students at Year 10 were also offered the opportunity to enrol in a Year 11 subject using rigorous criteria and an application process.

To limit the number of disruptions for our senior students, an assessment block appeared in their timetable twice per week. This time was used to complete SACs, hold year level assemblies, pathway interviews and provide other information sharing.

At Year 12, students also participated in Tutorial classes. This time was used to meet with their assigned tutorial teacher and to complete subject specific work, similar to a flipped classroom approach. Classroom teachers provided instructions for work to be completed independently for each subject. Often the instructions would be to use 'Edrolo' and to complete work directly in this online platform. The Tutorial teachers supervised students working independently as well as speaking with students to ensure they were keeping up to date with their work.

A Year 12 study centre was developed within an existing building to promote an adult learning environment. Students formed part of the working party to furnish the building and new furniture was purchased. The furniture is flexible to enable students to work collaboratively and also independently.

Framework for Improving Student Outcomes (FISO)

Mornington Secondary College was in the third year of the Strategic Plan. The goals for the life of the plan are:

1.	To increase the cognitive challenge and learning growth of all students
2.	To instil a culture of high expectations for all members of the school community
3.	To enhance the wellbeing and resilience of all students.

To support our work in these areas, the 2020 Annual Implementation Plan (AIP) was developed focussing on the Framework for Improving Student Outcomes priority areas - Excellence in Teaching and Learning, Professional Leadership and Positive Climate for Learning. Each area is identified in the Framework for Improving Student Outcomes (FISO) model as an improvement initiative. Included in these priority areas are Dimensions and the College focussed on the following:

1. Evaluating impact on learning
2. Building leadership teams
3. Empowering students and building school pride
4. Setting expectations and promoting inclusion
5. Health and wellbeing

Despite the year of remote learning, the College was able to meet many of the Key Improvement Strategies (KIS) outlined in the AIP. This was due to the hard work and dedication of the staff at Mornington Secondary College. Once their confidence grew with the use of Microsoft Teams, their work in this space continued, although slightly modified.

The first KIS was to 'build the effectiveness of PLTs, using action research to focus on continuous learning growth for all students'. The dimensions 'Building Leadership Teams' and 'Evaluating impact on learning' were addressed within this KIS. Mornington Secondary College was scheduled to join the PLC initiative in 2020, however, this was postponed due to COVID-19.

During 2020, teaching staff relied heavily on each other for support. Our meeting schedule for remote learning mirrored the meeting schedule for on-site. Staff attended their scheduled PLT meetings regularly, during Term 1 in person and then from lockdown, Microsoft Teams was used and continued to be used during Term 4, even though we were back on site. The Learning Specialists met with the Assistant Principal to strategically plan the agenda's for each meeting.

Despite the year that was in 2020, the Mornington Secondary College community completed all surveys, including the staff opinion survey, attitudes to school survey and the parent opinion survey. The staff opinion survey showed staff were 'trusting in their colleagues' and 'teacher collaboration'. The percentages for each element was higher than in 2019. The results show the KIS of 'build the effectiveness of PLTs, using action research to focus on continuous learning growth for all students' had been met. Staff collaboration was valued, they relied on each other for the sharing of ideas and instructional support, particularly during remote learning. Staff worked together sharing techniques and different digital platforms to present online lessons to engage students. Data was used regularly, including PAT results, Supplementary School Level report, PIVOT and teacher assessments. For the first time, staff looked closely at the PAT data stanines and began to develop student learning profiles for all Year 7 students. The staff opinion survey had also increased in the areas of 'instructional leadership', 'academic emphasis', 'collective efficacy', 'plan differentiated learning activities', 'understand formative assessment', 'understand how to analyse data', and 'professional learning through peer observation'. These were the elements of the FISO model the college selected to show it had been successful.

Another success indicator was 'the mean study score for all VCE studies is above 26.5 by 2020'. The College achieved a mean study score of 27.3.

Learning Specialists continued their work within their PLTs by joining classes on Microsoft Teams. They asked teaching staff to add them to their class list so they could observe the teaching even during remote and then provided feedback to the teacher after the class. The observations made by the Learning Specialists focussed on the area agreed upon by the teacher and the Learning Specialist.

NAPLAN was listed as a success indicator in the 2020 AIP. As it was not able to take place, there is no data for this indicator. The college did begin working with students in Year 9, 2020 who had scored just below the top 2 bands in Literacy and Numeracy at Year 7, 2018. This work was not able to be continued due to remote learning.

The KIS to address the second strategic goal was, 'Provide increased opportunities for student voice and agency'. This strategy supported the FISO dimension of 'Empowering students and building school pride'. The PIVOT student perception survey was introduced for the first time in 2020 and it was a year where student voice and agency became more important than ever. Mornington Secondary College became stronger as a community. We were all learning together and we all showed our vulnerable side. Questions were asked of students and staff that had not been asked before. Ideas and strategies were explored together with the one end in mind and that was to ensure teaching and learning could continue despite being in a remote setting. A true example of student agency was when the decision to continue with Year 12 SACs. The staff believed and were confident in their use of Microsoft Teams so a team was generated with the entire Year 12 student cohort and staff. All entered the team at a time agreed upon to run a practice SAC. Instructions to students were given, questions were asked, problems were solved. The SAC timetable established for Year 12 students at the beginning of the year continued, despite being online.

During remote learning, student leadership/voice also adapted to the new environment by utilizing Microsoft Teams in order to increase opportunities for students to participate in decision making.
The achievements of our student leaders included:
* College captains maintained their connection to the rest of the student leadership group, (Captains' Council) by regular meetings via Teams
* Posting student leadership structure on college website
• Organised for student feedback on remote learning during student leader meetings via Teams
• Organised the production of video motivational messages which were posted via Compass to all students
• Organised year level captains to produce year level encouragement videos which were posted on Compass
• Organised for the production of Year 12 student farewell messages video which was shown at Year 12 farewell day

• 		Organised for the production of a narrated virtual tour video of the Year 12 Student Study Centre to be posted on college website
• 		2020 college captains organized the selection process for the 2021 college captains
• 		2020 college captains organized a handover meeting with 2021 captains inclusive of process for the selection of 2021 year level captains prior to the end of 2020.

The results of the Attitudes to School Survey certainly convey the College was successful in achieving this KIS of 'Provide increased opportunities for student voice and agency'. The elements 'Student voice and agency' and 'stimulated learning' had improved since 2019.

The third KIS was in 2 parts. The first was, 'Through school–wide consultation create a graduate profile for a Mornington SC student and develop practices that work towards the realisation of that vision' whilst the second part was, 'Refine the protocols for respectful relationships and positive behaviour for learning'. Both strategies supported the 'Setting expectations and promoting inclusion' and 'Health and Wellbeing' dimensions of the FISO model. They were only partially completed during 2020, due to lockdown. More work needs to be done in this area in the future.

Achievement

The student achievement goals and outcomes for 2020 were: 'The mean score for all VCE studies is above 26.5 by 2020' and the NAPLAN results would show, 'More than 18% of Year 9 students are in the top two Bands for Reading; More than 18% of Year 9 students are in the top two Bands for Writing; and More than 20% of Year 9 students are in the top two Bands for Numeracy. More than 71% medium or high Reading growth from Year 7 to Year 9. More than 71% medium or high Writing growth from Year 7 to Year 9. More than 70% medium or high Numeracy growth from Year 7 to Year 9'.
NAPLAN did not take place in 2020, therefore cannot be used as a success indicator. The mean study score for VCE subjects in 2020 was 27.3. This exceeded our goal and achievement was made. 99% of VCE students completed their course satisfactorily, whilst 97% of students studying VCAL completed the school year.

A target for 2020 was to improve staff capacity in planning for differentiated instruction, understanding formative assessment and understanding how to analyse data. The goal was to have a greater than 55% positive endorsement of these areas as per the staff opinion survey. This was achieved in all areas.

As mentioned previously, the teaching staff at Mornington Secondary College worked together in a collaborative manner sharing ideas and teaching each other different skills and techniques. This was essential, particularly during the lockdown period. The timetable for students from Yr 7-12 remained the same for each term. Despite lockdown, all students participated and engaged in learning within all Key Learning Areas. Microsoft Teams was used extensively, as was Compass and OneNote. Student voice was vital in reflecting and monitoring our online existence. Staff relied heavily on leadership and each other. They certainly understood the importance of the student being at the centre of all decisions.

VCE SACs were conducted using remote online learning procedures to enable subject programs to continue, including the establishment of a new policy in relation to authentication procedures for assessments completed online. Performance Tasks (Years 7-10) continued and were reported on in both Semester 1 and Semester 2. Some subjects (such as practical subjects) were highly innovative in their methods of measuring achievement of students in their subjects. Full PAT testing was completed as planned to provide data to teaching staff so they could use this as formative assessment.

Progress checks were reworked at the end of Term 3 to identify students for intervention in preparation for the return to onsite teaching in Term 4. Once back on site, a Literacy Intervention program for Years 7-9 for 1:1 Reading Coaching was implemented. This was in response to a DET priority. Students were identified by their English teachers and small

group work began with students to give them a chance of catching up on the skills they could not master during remote learning.

Students identified as being on the Program for Students with Disabilities (PSD) were assigned an Integration Aide during remote learning. The Integration Aides became part of the Microsoft Team classroom so they were able to listen to the teacher instructions and also assist the students within the online learning environment. Student Support Group meetings continued online and for some students, their timetable was reduced focussing on Literacy and Numeracy skill development and their Individual Learning Plans were modified. Some students preferred online learning to face to face.

 There were many highlights across the 2020 year. They include:
* All subjects continued throughout 2020 during remote teaching with a normal timetable structure
* PAT data was used for staff to get to know their students they were teaching in 2020. This enabled staff to tailor their teaching to the students in their class.
* Staff undertook and provided extensive ICT professional learning to enhance teaching and learning in the online environment.
* Increase in staff collaboration through online sharing platforms such as Office 365.
* Introduction of different learning platforms such as Edrolo, Literacy Planet and further use of Essential Assessment to enhance student learning.
* Greater consistency of lesson plans using the College instructional model (STAR) published to students, parents and staff.
* Assessment blocks implemented.
* To support feedback to parents, parent teacher interviews were conducted online
* Year 12 Tutorials implemented and allocated a teacher mentor for both onsite and remote learning.
* Course Counselling for Year 9 and Year 10 students took place online for 2020, including a tailored interview with a staff member aligned to their intended future pathway. Multiple data sources were
  used to support the holistic picture of the student.
* Implementation of the DET High Ability program.
* Use of achievement data for students to be accepted into Advanced English and/or maths (Yr 8-10) for 2021 and Accelerated VCE subjects.
* Interviewing students who were in the above programs to have discussions around their learning progress.

Moving forward the plan is to resume the identification of students from 2019 NAPLAN who were just below the top 2 bands in Literacy and Numeracy to be mentored by a Leading Teacher or Principal Class member. The students identified for Literacy Intervention in 2020, who were well below standard in Reading will be invited to a Language Enhancement class in lieu of studying a second language in Year 7 and Year 8. The class will be capped at 15 students to provide differentiated instruction and personalised learning. The NAPLAN goals outlined previously will also be a focus.

Engagement

A goal of Mornington Secondary College is to reduce the number of student absences and increase the retention rates by reducing the number of students applying for school exemptions. The College has high expectations of their students and staff. Students are to be on time to class, prepared for class and be engaged in their learning. The college has employed 2 Attendance Officers and their role was to monitor student attendance on a daily basis. If a student was absent in the morning, an automated text message would be generated from Compass at 11am. Parents would be alerted and would be asked to respond via Compass, a return text message or phone call. During remote learning, the Attendance Officers monitored attendance in all classes and continued to alert parents and the Year Level Coordinators of any absences. The college recognised some students during remote learning took on the role of 'carer', so often could not attend scheduled classes, but would at some stage during the day access the work via Microsoft Teams, Compass or OneNote and communicate with their teachers sometime during the day, therefore attendance of each class, at each year level was varied.

The work of students was closely scrutinised. Staff would often say they have given more student feedback this year than ever before. Student engagement and connectedness was a high priority amongst staff, therefore the goal for

most staff was to develop online units of work that were interactive and fun. Staff recognised the importance of connecting with all of their students during remote learning. When they were not able to do this, they attempted to contact families and alerted the Year Level Coordinators of their concerns. Some students embraced online learning, whilst others disengaged.

For some students, particularly at Year 10 and Year 11 found the return to onsite learning challenging in Term 4. The college saw an increase in the number of students applying for exemptions, preferring to enrol in TAFE or enter the workforce. Interviews with the Careers/Pathways team always took place to ensure all students were making informed decisions.

The students and parents were asked about high expectations the college had in relation to student success withn their respective surveys during 2020 and both groups of the community believed the college had high expectations. When comparing the results from both surveys from those of 2019, there was a significant improvement in this area during 2020. 'Student engagement is the key to learning' was an element within the staff opinion survey that had also shown improvement from 2019. Student absences had significantly decreased compared with the 2019. Based on this data, the engagement goals and outcomes have been achieved.

There were many highlights across the 2020 year. They include:

* In Remote Learning – School went to face to face teaching with regular class continuing and not project based learning.
* In COVID - Each student in year 12 had a mentor (Tutorial teacher) who contacted the students once a week to have a face to face call to ensure the school was aware of their individual challenges
  and how we could support them. Tutors assisted with linking students with the right support – Wellbeing/pathway etc.
* YLC followed school attendance policy procedures in regards to student follow up
* Regular parent phone calls for students who missed classes or parents who emailed distressed with how to cope with on line learning.
* Increased student YL team building/re-engagement programs once back onsite - eg BBQ, back to school – flashback party etc.
* Year 12 – Communication to student and family regarding the VCE school attendance policy (90%) and the student/family requirements to supply medicals for absences. Followed up with any students
  who missed a day without a medical.
* Attendance redemption classes at Year 12 – showed the importance of meeting attendance or students were required to complete missed time in their own time.
* Flexible attendance process when in remote to allow students to engage in class at times that work with their individual needs.
* Increasing hours for VCE days to support student ability to meet SAC. Days extended to 5pm 2 x days a week.
* Major up-skilling of students working online, to give students the confidence to engage in class.
* Group online YLC meeting for year 11 and 12 to have an open discussion on online SAC processes including a 'trial run' on SAC. Helping students engage in the test aspect of their studies.
* Major upskilling of staff in ICT that continued throughout COVID to support staff to keep engaging students in a variety of activities.
* Mentoring program for At Risk Students
* Lockdown Legends Years 7-9 for students making positive progress during remote learning
* Celebration of attendance at assemblies
* Decorating the locker bays to welcome back students
* Wellbeing activities to support student return to school – each KLA had a focus at 7-9 including an online presentation
* Decorated the Learning Centre to welcome back students after COVID.
* Year 7 Transition Program #2 to assist in students connectedness to the school.
* Alternative timetables for those that needed it.
* Attendance officer support with keeping track and updating attendance – including patterns of single period absences.
* Regular team meetings with Assistant Principal to support engagement of At Risk kids
* MSC Olympics where student and their families involved themselves in house team events

* Technical support for families – laptops, dongles and support when there were hiccups
* PE – STRAVA community (online activities) to engage class vs class and student competition in completing the most kilometres per week (6 week program)

Moving forward the plan is to extend the Year 7 transition program to include a full week activity at the start of the year. Refine the attendance procedure for Year 7 –10. Continue the celebration of attendance at assemblies. Continue with our termly events for the Year levels and continue regular communication and parent meetings with students at risk.

Wellbeing

The health and wellbeing of all students was number one priority particularly during remote learning. It was extremely important every single student was accounted for. Student absences were closely monitored as mentioned previously, not only for classroom engagement but for student wellbeing. The student wellbeing team continued to make contact with students they were working with prior to lockdown via telephone or Microsoft Teams and also made contact with students identified as potential risk. The Year Level Coordinators and Team Leaders made regular contact with students/families if students were absent on Microsoft Teams during remote learning. For some students, they were asked to come onsite to complete their studies.

To create a work/life balance during remote learning, students and staff were invited to join the STRAVA club. The students are very familiar with social/sporting clubs at school, so an invitation to the STRAVA club was not unusual. The goal behind the STRAVA club was to engage as many students as possible. The club was an 'extracurricular event' that took place over a term. Challenges would be set, such as, the best dance move with your family, or how many sit ups you can do etc. and post videos of their involvement on Microsoft Teams. They were fun activities students and families could do in their homes, whilst earning points for their college house.

Towards the end of the first lockdown period, the students and staff were exhausted. It was essential the leadership team acknowledged this and put supports in place to ensure students and staff stayed motivated and engaged. 'My Day My Choice' was conceived to allow everyone to take a breath and have the opportunity to complete or prepare work. One day was scheduled during the term where no new work was delivered in the remote classroom. The day was designed for students to finish off performance tasks, complete essays, read their novel or anything else they needed to do. Staff used the day to prepare lessons, assess student work or contact individual students for 1:1 conversations. The recommendation for this day was also to go for a walk at lunchtime, or do something not related to school work. Staff, students and families appreciated this day. A 'My Day My Choice' day was also scheduled in Term 3 during the second lockdown.

The attitudes to school survey indicated students felt more connected to the college in 2020 and they felt the college was managing bullying well.

There were many highlights across the 2020 year. They include:
* Healthy active program during lock down (Activity Matrix:Strava)
* Use of msTeams during lockdown
* Wellbeing checkups with students through lockdown
* Wellbeing staff contacted every year 12 student through lockdown
* Targeted interventions by coordination teams, both during remote and back at school.
* Development of SWPBS team and implementation of revised data tracking to provide clearer information around problematic behavior.
* Development and implementation of positive behavior tracking
* Constant communication with school community via compass throughout lockdown and the return to face to face teaching. (Principal)
* Year 12 graduation conducted with social distancing.
* Other return to school activities (BBQ's etc)
* Tutorial systems: tutor/mentor teacher
* Development of the Year 12 study Centre
* Use of My day My Choice to help students with load during remote

* GAT staffing – All Principal class members, senior student management teams and well being staff where present with the students before and after the GAT to support our students.
* Clubs and activities continued through remote (where possible)
* Clubs active on student return.
* Camps and excursions resumed as quickly as possible upon return and COVID safe.
* Strength program began for students in the Junior school
* Wellbeing staff visiting classrooms on return from lockdown
* Athletics and Swimming carnivals took place prior to lockdown
* College was sensitive to student needs on return from remote: relaxing of some rules (eg: uniform)
* Development of Vision and values and introduction to school community (Respect Achievement community)
* Students negative with managing bullying is reducing (trend data)
* Students struggled with social interactions after remote learning so the College took strong action against students who behaved in an anti-social manner

Moving forward the Wellbeing staff will meet with every year 12 students to discuss their aspirations, their lifestyle choices and their current wellbeing. The STRIVE culture club/merit awards system will be re-introduced to encourage high achievement and good study habits, whilst SWPBS will be embedded to focus on the positive behaviour of students and replace negative behaviours. More staff will be trained in 'Trauma Informed Practice', 'Respectful Relationships', ' Restorative Practice' and Berry Street training. SWPBS renamed Positive behaviours will be embedded into the culture of Mornington Secondary College. Sexuality and Consent Education will be a focus at all year levels.

Financial performance and position

2020 year saw many challenges for us, with COVID presenting obstacles that we needed to overcome.

We finished the year with a surplus, which was not what our budget predicted. Comparing 2020 to 2019, the main factors for this were,
•	significantly decreased local payroll costs, (down $400K) not as many Casual staff needed as staff worked mostly form home,
•	decrease costs in consumables (down $84K), nearly 2 terms of remote learning
•	decreased costs in Professional Development as most were offered on line or postponed (down $25K)

It should be also noted that revenue was also down
•	Reduced income from external hirers, eg canteen lease, sporting clubs using our facilities and our swimming pool, commissions,
•	Reduced income and expense for student based activities such as excursions, camps, deb balls, etc
•	Interest income significantly reduced (down $40K)
•	Significant amount of refunds to parents for curriculum consumables and activities due to remote learning

We ensured that all our buildings and facilities were maintained as per our maintenance schedule.
We received extra funding via the supplementary mobile phone grant ($137K) and via a Commonwealth grant ($20K) which was used to construct new locker bay facilities and modify existing locker bay, additional security cameras, mini lockers to house mobile phones. In addition, we received a grant to facilitate our PAT testing (4K).

Our equity funding ($481K) was used
•	To provide clubs and squads for students – eg breakfast club, recipe for success, sporting clubs, college sports,
•	To support students in the areas of Welfare, EAL, Chaplaincy, AFL trainees working with the Sports and PE faculties
•	To support professional development of teaching staff

We also received funding for a full time mental health practitioner, 2 full time and 2 part time Careers and Pathways practitioners, Doctors in schools and our MYLNS teachers.

Our current contracts/ agreements include our photocopiers and franking machine. Our Notebook programs ended in 2020.

For more detailed information regarding our school please visit our website at
https://www.mornsc.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 1640 students were enrolled at this school in 2020, 745 female and 895 male.

3 percent of students had English as an additional language and 1 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.
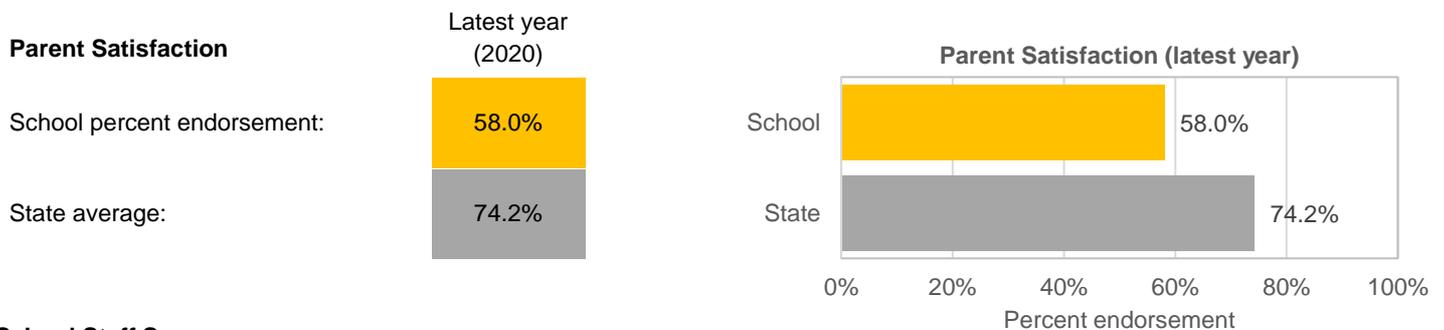
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	58.0%
State average:	74.2%

Parent Satisfaction (latest year)

School	58.0%
State	74.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	52.8%
State average:	61.2%

School Climate (latest year)

School	52.8%
State	61.2%

Percent endorsement
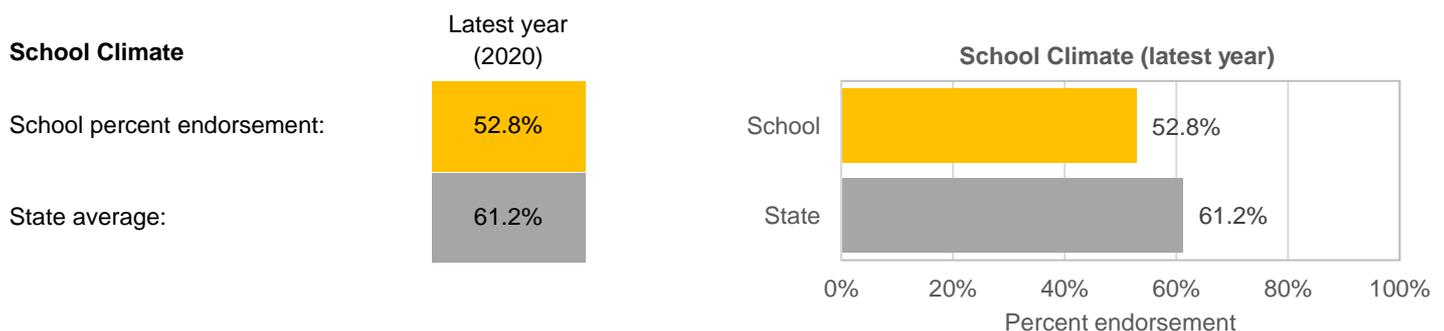
ACHIEVEMENT

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:	88.1%
Similar Schools average:	81.0%
State average:	75.8%

English (latest year)
Years 7 to 10

School	88.1%
Similar Schools	81.0%
State	75.8%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
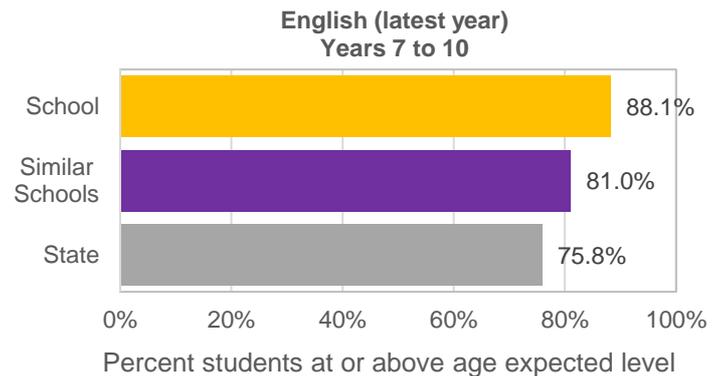
Mathematics **Years 7 to 10**	Latest year (2020)
School percent of students at or above age expected standards:	74.7%
Similar Schools average:	72.6%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

School	74.7%
Similar Schools	72.6%
State	66.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
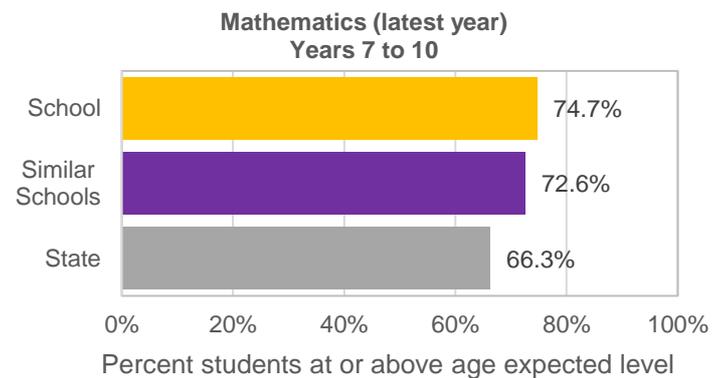
NAPLAN

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	27.3	26.7
Similar Schools average:	28.0	28.0
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

School	27.3
Similar Schools	28.0
State	28.8

Mean Study Score
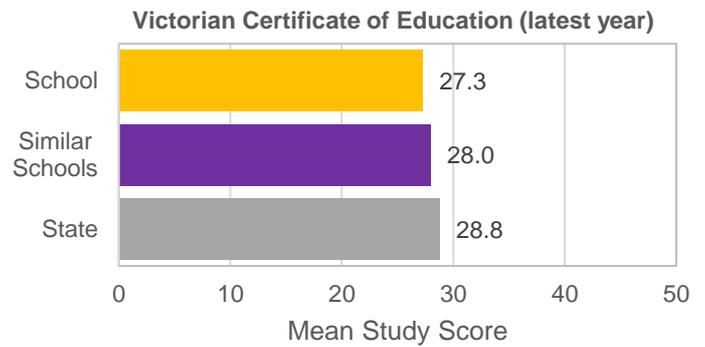
|	
Students in 2020 who satisfactorily completed their VCE:	99%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	25%
VET units of competence satisfactorily completed in 2020:	58%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	97%

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:	18.1	20.5
Similar Schools average:	16.2	18.7
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	18.1
Similar Schools	16.2
State	17.8

Average number of absence days
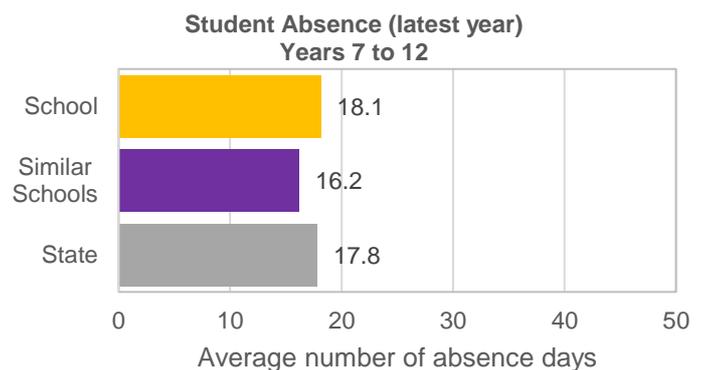
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	90%	89%	90%	91%	94%

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:	77.7%	78.0%
Similar Schools average:	78.9%	78.6%
State average:	72.5%	72.9%

**Student Retention (latest year)
Year 7 to Year 10**

School 77.7%
Similar Schools 78.9%
State 72.5%

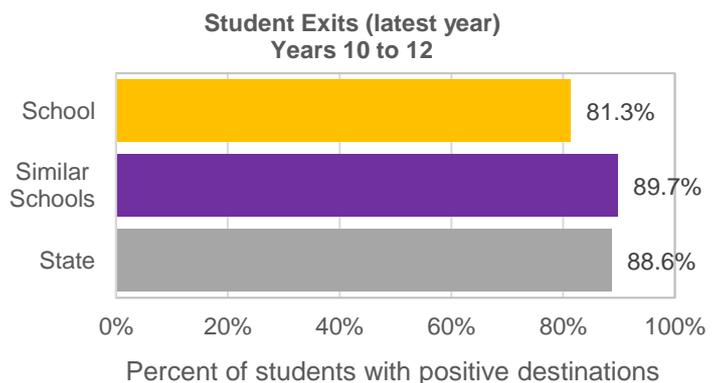0% 20% 40% 60% 80% 100%

Percent of students retained
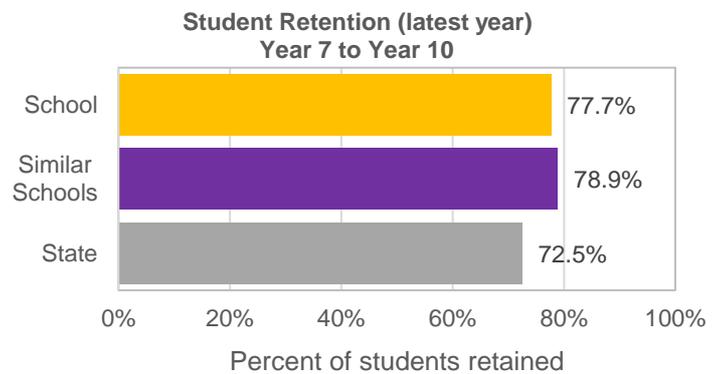
Students exiting to further studies or full-time employment

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:	81.3%	81.6%
Similar Schools average:	89.7%	89.3%
State average:	88.6%	89.1%

**Student Exits (latest year)
Years 10 to 12**

School 81.3%
Similar Schools 89.7%
State 88.6%

0% 20% 40% 60% 80% 100%

Percent of students with positive destinations

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:	57.1%	50.8%
Similar Schools average:	60.3%	54.9%
State average:	59.5%	55.3%
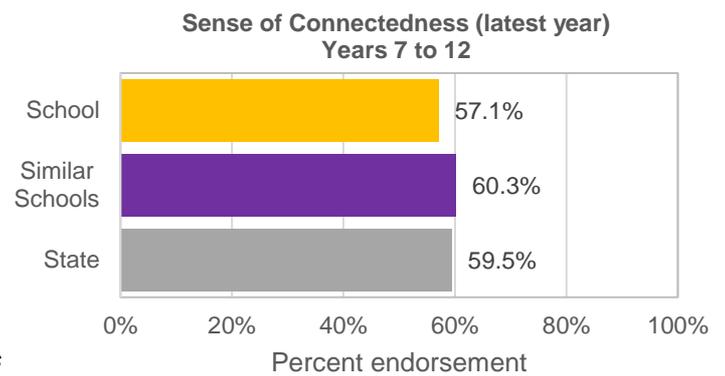
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

	Percent endorsement
School	57.1%
Similar Schools	60.3%
State	59.5%

Student Attitudes to School – Management of Bullying

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

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

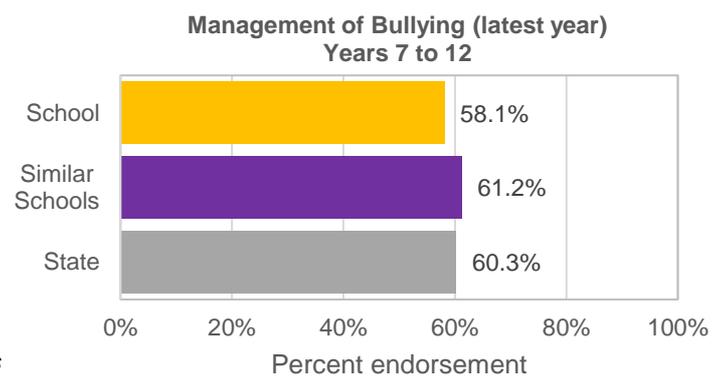| **Management of Bullying Years 7 to 12**	Latest year (2020)	4-year average
School percent endorsement:	58.1%	52.8%
Similar Schools average:	61.2%	58.7%
State average:	60.3%	57.9%

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.

Management of Bullying (latest year) Years 7 to 12

	Percent endorsement
School	58.1%
Similar Schools	61.2%
State	60.3%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$15,558,971
Government Provided DET Grants	$2,148,407
Government Grants Commonwealth	$41,797
Government Grants State	$24,920
Revenue Other	$66,673
Locally Raised Funds	$803,834
Capital Grants	NDA
Total Operating Revenue	**$18,644,604**

Equity [1]	Actual
Equity (Social Disadvantage)	$412,583
Equity (Catch Up)	$68,482
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$481,065**

Expenditure	Actual
Student Resource Package [2]	$15,709,285
Adjustments	NDA
Books & Publications	$251
Camps/Excursions/Activities	$145,665
Communication Costs	$25,865
Consumables	$373,105
Miscellaneous Expense [3]	$107,966
Professional Development	$43,563
Equipment/Maintenance/Hire	$270,451
Property Services	$456,282
Salaries & Allowances [4]	$638,992
Support Services	$263,858
Trading & Fundraising	$83,497
Motor Vehicle Expenses	$17,561
Travel & Subsistence	$35
Utilities	$246,082
Total Operating Expenditure	**$18,382,458**
Net Operating Surplus/-Deficit	**$262,146**
Asset Acquisitions	**$187,826**

(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	$1,228,354
Official Account	$615,933
Other Accounts	$24,764
Total Funds Available	**$1,869,051**

Financial Commitments	Actual
Operating Reserve	$385,837
Other Recurrent Expenditure	$2,435
Provision Accounts	$7,944
Funds Received in Advance	$620,757
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	$24,764
Funds for Committees/Shared Arrangements	$320,335
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$75,000
Capital - Buildings/Grounds < 12 months	$75,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	$275,000
Capital - Buildings/Grounds > 12 months	$150,000
Maintenance - Buildings/Grounds > 12 months	$317,815
Total Financial Commitments	**$2,254,889**

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.