

2022 Annual Report to the School Community

School Name: Mill Park Secondary College (8775)



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

Attested on 26 April 2023 at 10:41 AM by Tim Natoli (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 09:26 AM by Kathy Filev (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Mill Park Secondary College's vision is to work in partnership with students, families and the community to maximise academic, social and emotional growth. Achievement and growth are supported through excellence in teaching and learning and building positive relationships. The school community works within an agreed set of school values: Respect, Responsibility, Achievement, and Enjoyment.

The school is a large, multi-campus secondary college with campuses located in Mill Park and Epping.

At the close of 2022 the school had an enrolment of 1167 students and approximately 121 teachers (full time equivalent).

Approximately one in four students at the school are born outside Australia and more than a third of the School's students have a language other than English nominated as the main language spoken by the family at home. Many of these students make up the 40 that are in the EAL (English as an Additional Language) program across the college.

Enrolments include a significant number of refugees, and 29 Koorie and Torres Strait Islander students. In 2022 the school's program for International Students decreased in its enrolment from approximately 30 students to 18. With the re-starting of international travel post covid we are seeing an increased interest in joining the school's International Program, as well as the English Language Centre which will recommence in 2023.

In 2022 the school undertook its four year school review. Led by Charmaine Taylor from Monash University, with challenge partners including two experienced principals from secondary schools as well as two school council members, the review provided a comprehensive picture of the school in terms of both student learning, student engagement and student well-being. The review was able to identify three core goals in these areas and developed clear targets and actions to work towards achieving them. The school review was a significant undertaking, but the process which involved a thorough analysis of the school's performance data, consultation with students, community members and staff, as well as classroom visits, has given the school confidence that it has a clear strategy for improvement going forwards.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students' performance against a range of learning outcomes in 2022 reinforced the findings of a number of areas of the school review which occurred mid-year. In particular it shows that our students are demonstrating strengths in the middle years in reading, however both their level of achievement and learning growth between Years 7 and 9 in numeracy are of concern. The review identified a number of actions to work towards its learning goal and work on this began in the latter half of 2022. The school was able to recruit additional staff, appointing a Learning Specialist in the area of numeracy specifically focused on the Middle Years Campus. The school has commenced work on a whole school approach to the teaching of numeracy and this has resulted in a change in direction for 2023.

A focus was placed on consistency of practice with all classes adopting the 4:1 model from years 7 to 9. This has allowed for a numeracy-specific session per week for all students as part of their Mathematics programs and initial feedback has been positive. The model for intervention and support was also adjusted for 2023 and there is now a Literacy Support and Numeracy Support elective available with multiple classes running at Year 9 for 2023. Finally, the decision was taken to discontinue the use of the 'Maths Pathways' tool at years 9 and 10 as it is not supporting the collaborative and consistent teacher directed focus that we are now looking to bring to our approach to numeracy and Mathematics. This is a significant shift for the school and initial feedback has been positive. The change of approach and resource is likely to be extended to years 7 and 8 in 2024.

At the senior end of the school our students' performance showed an increase of approximately 1 point in the average Victorian Certificate of Education (VCE) study score. This growth was also reflected in our average study scores for both VCE English and Further Mathematics which also increased by just over 1 point. As well as increased collaboration and consistency from staff, this outcome also reflects a clearer approach to the case management of a small number of students who moved to an unscored program at some point during their final year. By working with these students, not only are we able to assist them with their pathway, we have also been able to provide a more accurate reflection of our cohort's true performance in the VCE. There are clear targets in this area contained within our School Strategic Plan and these, alongside additional strategies and actions which have commenced in 2023 will be closely monitored going forwards.

Wellbeing

While our performance against the Student Attitude to School Survey factors of 'Sense of Connectedness' and 'Management of Bullying' that are measured in the Annual Report sit above both the state and similar schools average, the area of wellbeing remains to be of concern for the school and significant emphasis was placed on this during 2022. This included the running of proactive, specialised programs such as 'Mancave' and 'Flourish Girl' for our Middle Years students, as well as increasing the level of 'reactive' wellbeing support available to our students through the expansion of the Student Wellbeing Team.

Ultimately the disruption created during covid-19 continued to have an impact on our students in 2022 despite being free of lockdowns and remote learning. The School Strategic Plan set out clear areas of work to address our students' wellbeing needs and this work commenced during the second half of 2022, with a focus on implementation in 2023. By placing an emphasis on developing a positive climate for learning, the school has worked to increase the resources available to key staff such as Year Level Coordinators, to clarify and promote expected behaviours, and to ensure that students are 'ready to learn'. Developing staff capacity is important and all staff were able to undertake Berry Street Education Model training in Term 4 2022, and this training will continue in 2023 and beyond.

Engagement

Student engagement as measured by average absences per student remains a concern. Built into this high rate of absence is the impact of illness (including covid) which had an impact on the state during 2022. Unfortunately, as well as these 'one off' absences, the school's data also includes a small number of students with very high rates of absence. These students represent some of the most vulnerable cohorts in the state including Koorie students and students involved in Youth Justice, and strategies to support these students commenced in 2022 and continue into 2023.

The trial of a hybrid remote 'reconnection' program with specific students who had long-term absences in 2022 led to the introduction of an 'Outreach and Engagement' Year Level Coordinator in 2023 and the early feedback from this work has been positive. During 2022 the school also applied a case management and monitoring approach in partnership with the school's Koorie Education Support Officer (KESO) to support our first nations students and this work has been continued into 2023. During the second half of 2022, the school researched the Hands-On Learning program as an option to be offered on-site at the Middle years Campus to re-connect students to school who have been identified as showing low engagement. This program has commenced in 2023. It is anticipated that actions such as the Middle Years Curriculum Review and improved pathways advice and support across the school will also support increased engagement from 7 - 12. Work on both these strategies which have been identified in the school Strategic Plan commenced in 2022.

Other highlights from the school year

Our school came to the end of 2022 with a clear sense of direction following our school review, and confidence that it has the right plan to support improvement in student outcomes going forwards. It has been able to develop a leadership structure which provides an increased level of support for this work to occur in 2023 and while there were challenges, the school has maintained stability for our school community in a year where there have been significant workforce shortages. This required patience, persistence and flexibility from staff right across the college.

The Senior Secondary Reforms created major changes for schools in 2022 with the introduction of the VCE Vocational Major commencing in 2023. An extensive amount of work was completed by the school to ensure that our programs the VCE VM are coherent, of a high quality and truly in the spirit of the reforms. We are proud of the offering that we have for our students in 2023 as a result of these efforts.

In 2022 our school come back to many of the things that had made it a special place pre-covid. This includes a wide range of camps and excursions, the performance of two school productions and a range of other performances, exhibitions and activities that are integral to the life of our school. It also allowed us to have parents and carers back on site and this was an important step for the college in rebuilding our home / school partnership. The school undertook a significant amount of work to run a number of key information nights to support our students and families. It also went through an extensive process of consultation and reflection to review its online platform and identify the best tool to support us in connecting with student and families. As a result of this work the school made the decision to shift from Sentral, to the Compass Education portal, and the implementation of this commenced in term 4, 2022 and is ongoing.

Finally, during 2022 the school was able to secure the funding and tender arrangements for the construction of the \$12.6m Performing Arts Centre. This is a highlight as it has been long overdue and will be a significant asset for the college.

Financial performance

The financial summary for Mill Park Secondary College year ended 2022 concluded with an overall operating surplus of \$809,881. Surplus funds will be used to support the achievement of educational outcomes and operational needs of the school, consistent with Department Policies, School Council approvals and the intent/purposes for which funding was provided or raised. During 2022, the College received \$356,096 in fees for the Overseas Students Program. The College claimed School's Targeted Funding \$48,511 for VET materials reimbursement. Mill Park Secondary College was successful in their application for a grant of \$50,000 to install shade sails at both campuses and a further \$10,000 for the Queen's Jubilee Plant a Tree Grant.

School Council approved a number of projects across the College in 2022 and have authorised a commitment of \$500,000 additional funds be available to support the Performing Arts Centre Project. The College computer services were 9 years old and required upgrading, a cost of \$95,000 per campus. Council also approved the purchase of audio equipment for the senior campus gymnasium for \$29,000. The College continues to fund the BYOD (Bring Your Own Device) Program, which was implemented in 2015 with a positive response.

College Equity funding was used to enhance staff capacity via coaching, increased wellbeing support for students, interventions for students in the areas of Literacy and Numeracy, an expanded level of support for students and staff through our Leadership Profile and an increased number of options for students through the funding of a wide range of programs at VCE.

Expenditure in 'property services' was undertaken for general maintenance, building works, and annual services. There has been a focus on installing outdoor seating around the grounds of the senior campus, creating inviting spaces for students. There has been various upgrades and maintenance carried out during the year across the College – windows have been replaced in C02, outdoor table tennis tables were purchased - for each campus A considerable portion of our budget continues to be expended on furniture and equipment, heating and cooling to provide students with access to the latest learning tools and inviting learning spaces.

The School's bank accounts were managed effectively, interest earned, commission, and other locally raised funds were used to supplement the overall budget. The College will continue to allocate funding for our Strategic Goals and Priorities, while continually working to provide a productive learning environment for all students.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 1186 students were enrolled at this school in 2022, 583 female and 603 male.

36 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

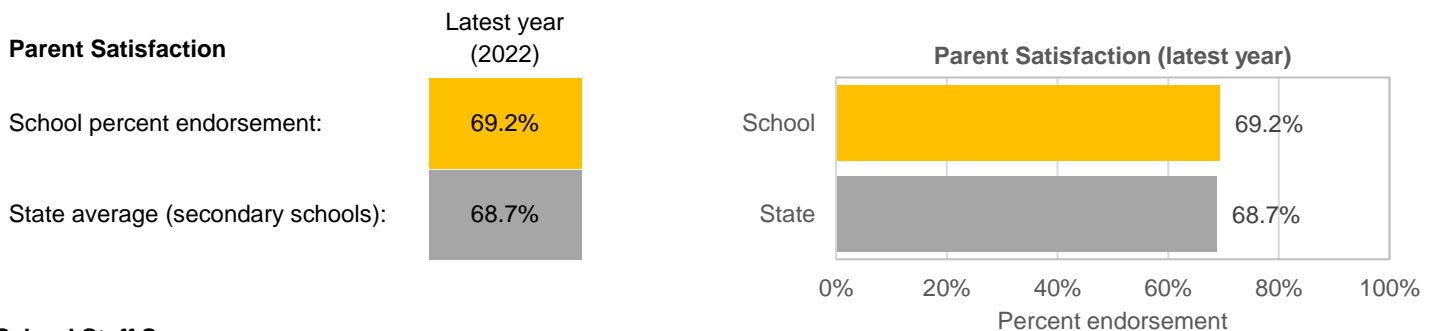
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

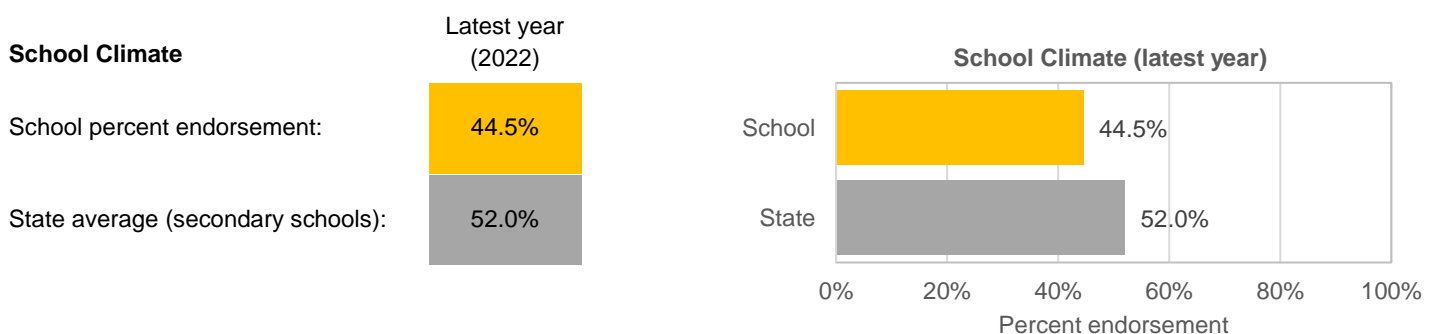


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

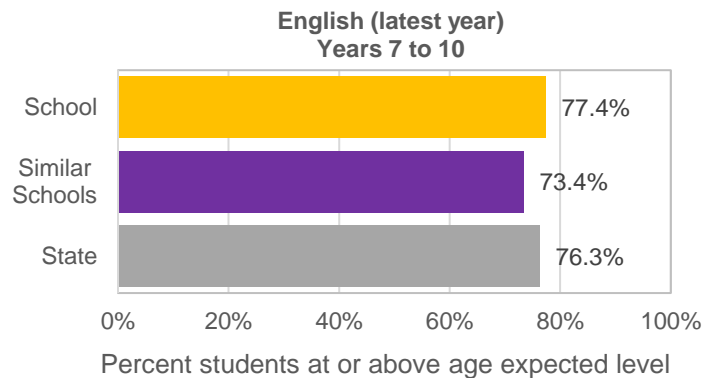
77.4%

Similar Schools average:

73.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

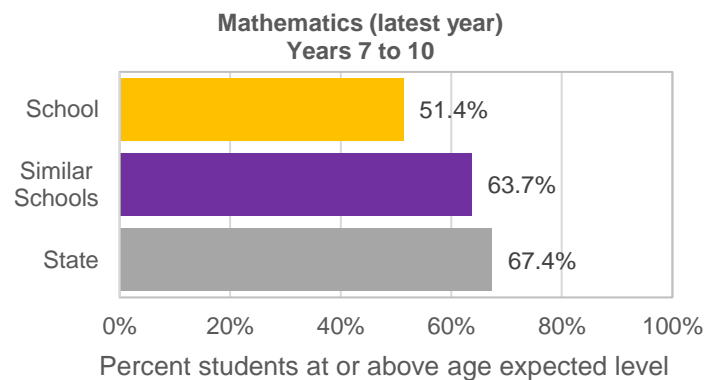
51.4%

Similar Schools average:

63.7%

State average:

67.4%



LEARNING (continued)

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

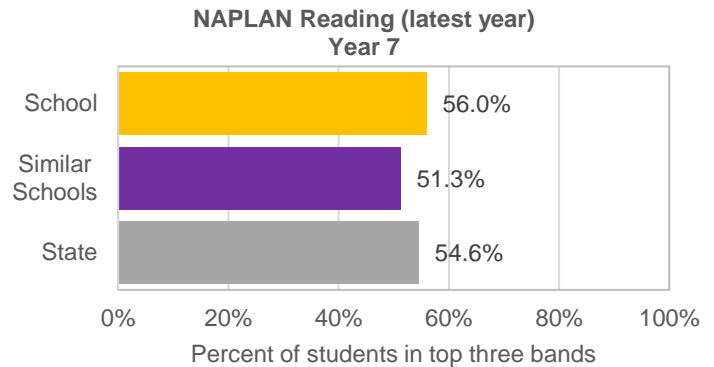
NAPLAN

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

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

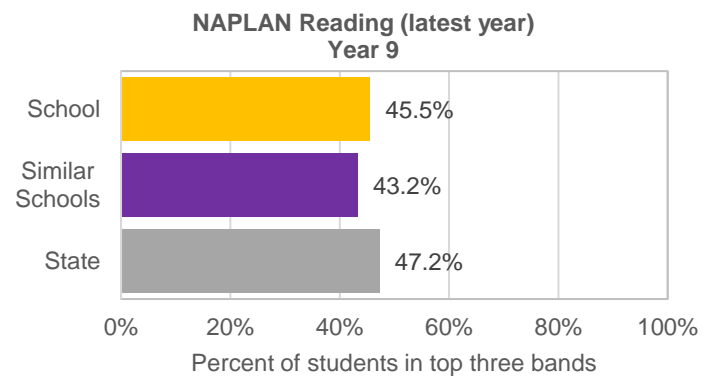
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.0%	58.5%
Similar Schools average:	51.3%	52.8%
State average:	54.6%	55.3%



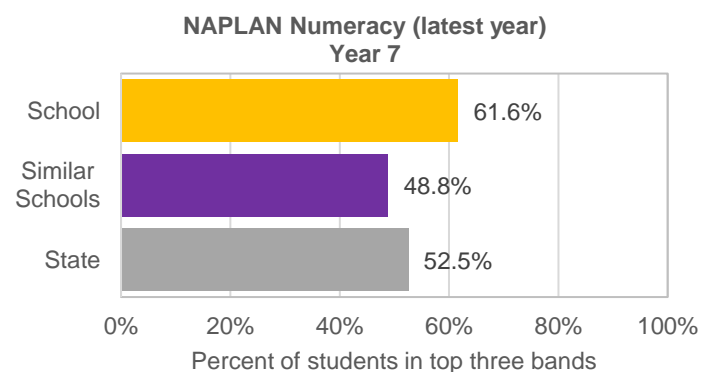
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	44.4%
Similar Schools average:	43.2%	41.5%
State average:	47.2%	46.0%



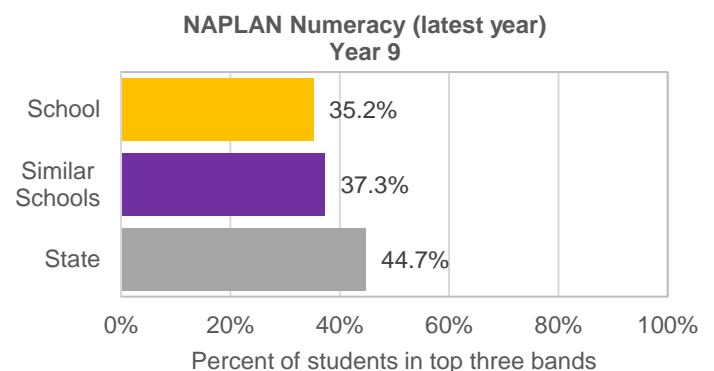
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.6%	59.2%
Similar Schools average:	48.8%	51.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.2%	38.2%
Similar Schools average:	37.3%	39.3%
State average:	44.7%	45.6%



LEARNING (continued)

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

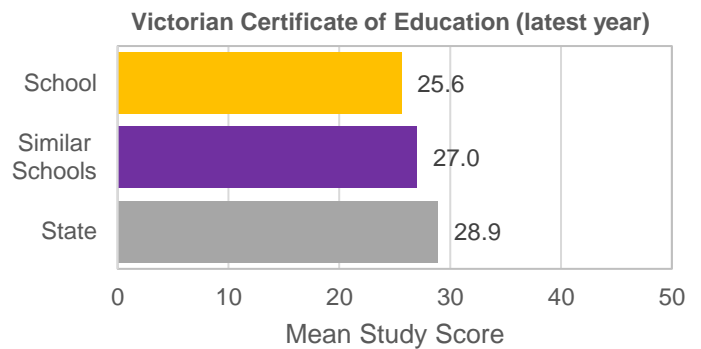
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.6	25.0
Similar Schools average:	27.0	27.1
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

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

30%

VET units of competence satisfactorily completed in 2022:

69%

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

85%

WELLBEING

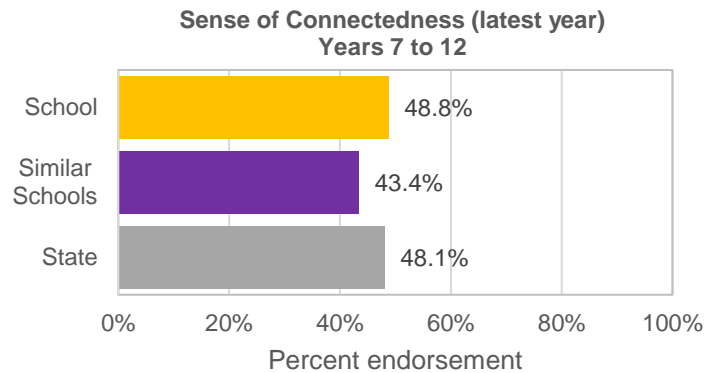
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	48.8%	50.5%
Similar Schools average:	43.4%	49.5%
State average:	48.1%	52.5%

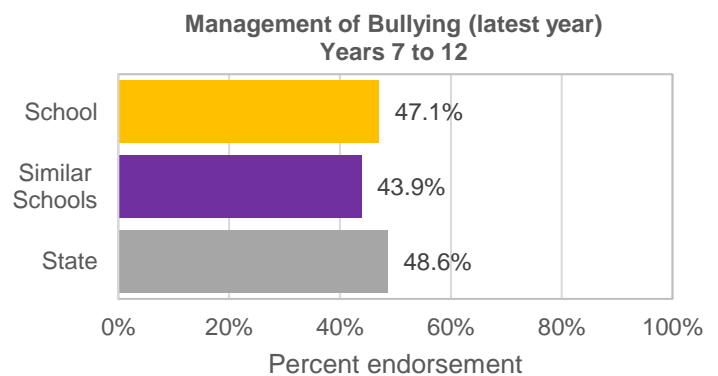


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	47.1%	51.2%
Similar Schools average:	43.9%	51.2%
State average:	48.6%	54.0%



ENGAGEMENT

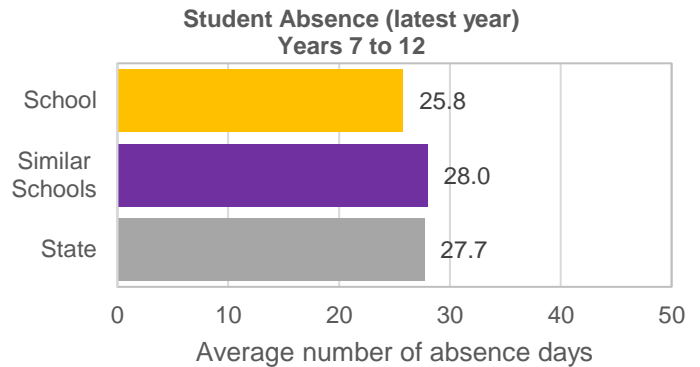
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	25.8	22.3
Similar Schools average:	28.0	22.6
State average:	27.7	21.8



Attendance Rate (latest year)

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

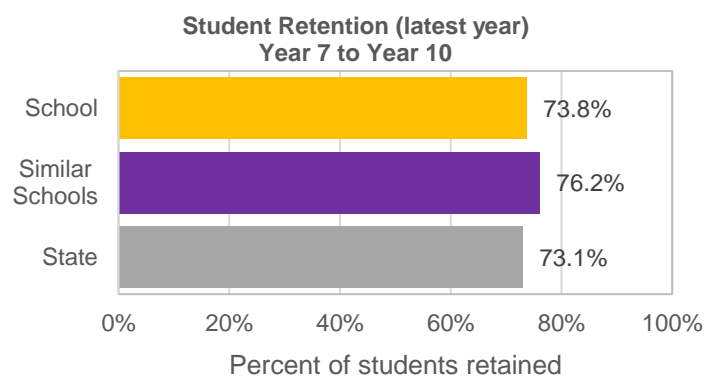
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	87%	84%	86%	88%	89%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	73.8%	75.2%
Similar Schools average:	76.2%	76.2%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

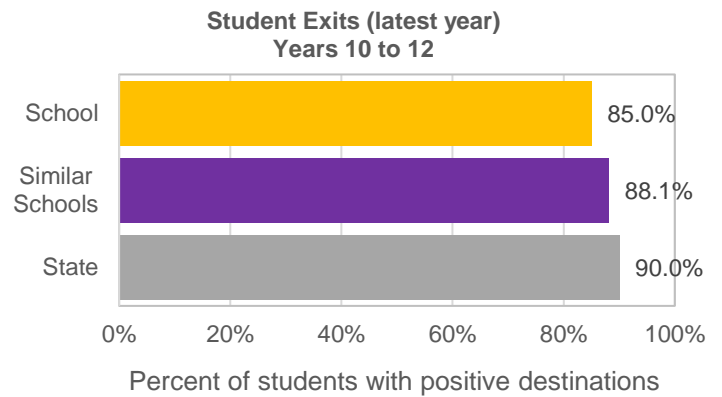
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	85.0%	87.5%
Similar Schools average:	88.1%	88.6%
State average:	90.0%	



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,714,211
Government Provided DET Grants	\$2,580,516
Government Grants Commonwealth	\$17,204
Government Grants State	\$16,353
Revenue Other	\$91,041
Locally Raised Funds	\$546,681
Capital Grants	\$0
Total Operating Revenue	\$16,966,005

Equity ¹	Actual
Equity (Social Disadvantage)	\$740,960
Equity (Catch Up)	\$79,044
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$820,004

Expenditure	Actual
Student Resource Package ²	\$13,690,148
Adjustments	\$0
Books & Publications	\$22,309
Camps/Excursions/Activities	\$209,690
Communication Costs	\$37,521
Consumables	\$377,717
Miscellaneous Expense ³	\$58,510
Professional Development	\$65,063
Equipment/Maintenance/Hire	\$240,091
Property Services	\$267,967
Salaries & Allowances ⁴	\$550,413
Support Services	\$410,252
Trading & Fundraising	\$20,298
Motor Vehicle Expenses	\$4,856
Travel & Subsistence	\$41
Utilities	\$201,247
Total Operating Expenditure	\$16,156,124
Net Operating Surplus/-Deficit	\$809,881
Asset Acquisitions	\$318,402

- (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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$5,202,735
Official Account	\$48,855
Other Accounts	\$0
Total Funds Available	\$5,251,590

Financial Commitments	Actual
Operating Reserve	\$374,863
Other Recurrent Expenditure	\$7,683
Provision Accounts	\$13,000
Funds Received in Advance	\$245,219
School Based Programs	\$513,036
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,772
Repayable to the Department	\$277,171
Asset/Equipment Replacement < 12 months	\$350,000
Capital - Buildings/Grounds < 12 months	\$661,300
Maintenance - Buildings/Grounds < 12 months	\$569,169
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$1,500,000
Total Financial Commitments	\$4,521,213

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.