

2022 Annual Report to the School Community

School Name: Monbulk College (8065)



- 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 27 March 2023 at 12:26 PM by Mark Quinlan (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 22 May 2023 at 03:13 PM by Colin May (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
-

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

School Vision and Values

Monbulk College empowers our students to be proud, resilient, aspirational, creative, and critical members of the local and global community. Monbulk College staff, students and community believe in:

Respect – treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.

Excellence – achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow ; Being a motivated, life-long learner and critical global citizen.

Responsibility – taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

School Size and Structure

Monbulk College has built an educational model around the stages of learning comprising Junior Years - Years 7 to 9 and and Senior School - Years 10 to 12. Within this model of education, we are better able to meet the holistic needs of our students. The staffing profile comprises approximately 45 staff, including 3 Principal Class, 3.5 Leading Teachers, 3 Learning Specialists and 36 teachers, 11 equivalent full time Education Support Staff and 1 Mental Health Practitioner.

Geographic Location

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community.

Social and Enrolment Characteristics

A total of 548 students were enrolled at this school in 2022, 1% were Aboriginal or Torres Strait Islanders and 0.2% of students had English as an additional language. Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index (0.3257) for Monbulk College indicates a low to medium level of social disadvantage.

Features of the College

The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students global exploration through travel to Japan and Europe, hosting students from sister schools, engaging in inter-school sport such as Volleyball or studying Instrumental Music. Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE), Head Start and the Victorian Certificate of Applied Learning (VCAL). Students can study Vocational Education and Training (VET) subjects within these certificates.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Monbulk College continued to focus on the priority goals of:

- Student learning - with an increased focus on numeracy. Our achievements and highlights were:
 - With all students returning to onsite learning, the teachers continued to focus on building literacy and numeracy skills. The development of the pedagogical practices to improve literacy and numeracy outcomes was discussed and trialed in our regular professional learning communities.
 - The percentage of students in the top two bands for Year 7 reading has improved from 28% to 35%
 - The percentage of students in the top two bands for Year 9 writing has improved from 8% to 10%
 - The percentage of students in the top two bands for Year 7 spelling has improved from 16% to 27% and for Year 9 spelling has improved from 8% to 10%
 - Students were targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS) and had Individual Education Plans (IEPs) developed and utilised throughout the year

- The College's small cohort of Program for Students with Disability (PSD) students are well supported and are making good progress, achieving all identified personal learning goals. Our students with a disability and additional learning needs each have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings
- With all VCE students returning to onsite learning for the full year, the college was able to offer additional support and various workshops. The percentage of students with 37+ scores was at approximately 10%
- Student wellbeing - Happy, Active and Healthy Kids. Our achievements and highlights were:
 - With all students returning to onsite learning, the expectation was all teachers would upload weekly lesson plans available on Compass for the students to access. The college re-introduced the "Ready To Learn" process for every classroom. The percentages of students with high expectations for success improved from 65% to 68% of positive responses.
 - The Wellbeing team and Year Level Team Leader Teams conducted, throughout the year, various workshops/assemblies/groups on building resilience. The percentage of students with normal or high resilience improved from 69% to 71%.
 - The Wellbeing and Team and the Year Level Team Leader Teams conducted throughout the year, various assemblies/group session on building a positive attitude towards attendance. The teams also met with individual families with a focus on engagement and attendance. The percentage of students with a positive attitude to school attendance improved from improved from 66% to 69%.
 - With all students returning to onsite learning, the focus of teachers and education support staff was to continue to build teacher student relationships in the classroom and within the school. The percentages of Year 7 students who believed their teacher was concerned about them rose from 27% to 46% of positive responses.
 - The staff, through classrooms/assemblies/workshops/presentations/group meetings, informed all students of the support that is available within the college. The percentages of Year 7 students who believed they have access to an advocate at Monbulk College, improved from 66% to 67% of positive responses.
 - The staff provided extra opportunities for students to participate in clubs, sports, music and extra-curricular activities. The percentages of Year 7 students who have a sense of connectedness to Monbulk College, improved from 57% to 62% of positive responses.

Wellbeing

In 2022, Monbulk College continued to focus on the priority goals of:

- Student wellbeing - Happy, Active and Healthy Kids. Our achievements and highlights were:
 - With all students returning to onsite learning, we focused on building the wellbeing team across the school. We increased time fractions for Mental Health Practitioner and Student Wellbeing Coordinator.
 - The college continued to access the regional nurse program two days a week and introduced a Yarra Ranges funded counsellor to improve education in the areas of drugs and alcohol.
 - The various teams continually informed students, through posters/assemblies/classrooms, where students could access help. The percentage of students who found it easy or very easy to seek help, improved from 32% to 46%
 - The Wellbeing and Year Level Teams worked with various students/classes/year levels with a focus on building relationships. The percentage of students with good or very good peer relationships was at 72% in 2022
 - The Wellbeing Team re-introduced the use of foodbank to provide healthy food snacks throughout the day for all students. This is extremely popular for our students.
 - Our students had full access to support programs throughout the school day. External agencies were organised to provide additional support.
 - Regular wellbeing intake meetings facilitated by senior staff and wellbeing team
 - Weekly support form School Support Services (SSS)
 - Seminars and workshops organised for students and/or staff. For example, vaping, harm minimisation, consent, cyber-safety, gender identity, dealing with trauma students and anxiety to name a few
 - Student wellbeing team have conducted various focus groups and small group counselling sessions to better support our students.

Engagement

In 2022, Monbulk College continued to focus on student engagement. Our achievement and highlights were:

- Year 7 camp - successfully conducted a Year 7 camp with a focus on building relationships, building resilience and self-confidence, teamwork and character building within Year 7.
- Year 8 camp - successfully conducted a Year 8 camp with a focus on building relationships, building resilience and self-confidence, teamwork and character building within Year 8.
- Continued access to the "School for Student Leadership (SSL) program - The School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. Our college sent 6 students and have focused on their challenging project of developing an indigenous mural within the school. This project is not completed at this stage.
- Year 10 High Ropes activities excursion
- Partnership with the Yarra Ranges TECH school to conduct various STEM projects for Years 7 to 9
- Return to incursions, excursions, whole school sport carnival days, sports competitions (School Sport Victoria and Sporting Association special competitions)
- Return to student organised clubs. For example - we can't sit straight group, chess club, dungeons and dragons, music bands to name a few
- Attendance is a key indicator of students' engagement with the school and with their learning. Specific re-engagement programs for individual students are utilised.
- The percentage of students with a positive attitude to school attendance improved from improved from 66% to 69%.
- Re-engagement of Monbulk Student Voice (MSV) to enable students to organise special events and give feedback to school council on various non-operational matters
- An analysis of student attendance showed that 2% of students had zero absences but 33% of students had 30 plus days absent.

Financial performance

Monbulk College maintained a sound financial position throughout 2022. The 2020 to 2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. In 2022, the College building program continued and was completed at the end of the year. The College looks forward to the completion of Stage 3B of the Building Program in 2023, with the completion of the bus road and renovation of the theatre. Much of the College's funds were committed to projects such as classroom furniture and equipment for the new classrooms, MYLNS/Tutoring teacher funding is provided in the cash grant, and the College engages with a range of MOU's to support student engagement (MDLC, Box Hill TAFE, CFA). Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers. of support. The effective use of the school's resources for 2022 was reflected in two main components; the use of allocated SRP funding and locally raised funds. With the new facilities, additional expenditure was required to ensure that classrooms and study spaces were adequately resourced. Acquisition of subject-specific learning materials, additional furniture and provision of technology infrastructure across the College was extensive.

For more detailed information regarding our school please visit our website at

<https://www.monbulkcol.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 548 students were enrolled at this school in 2022, 250 female and 298 male.

2 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).

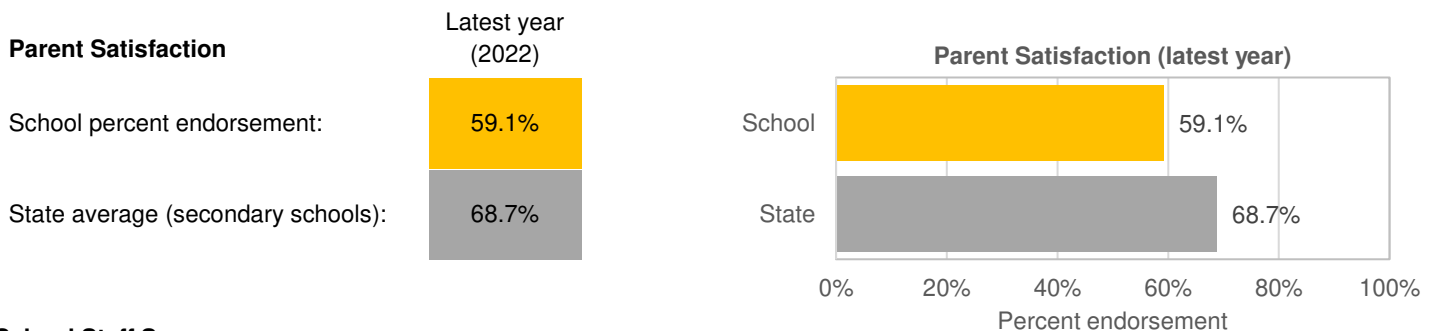
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

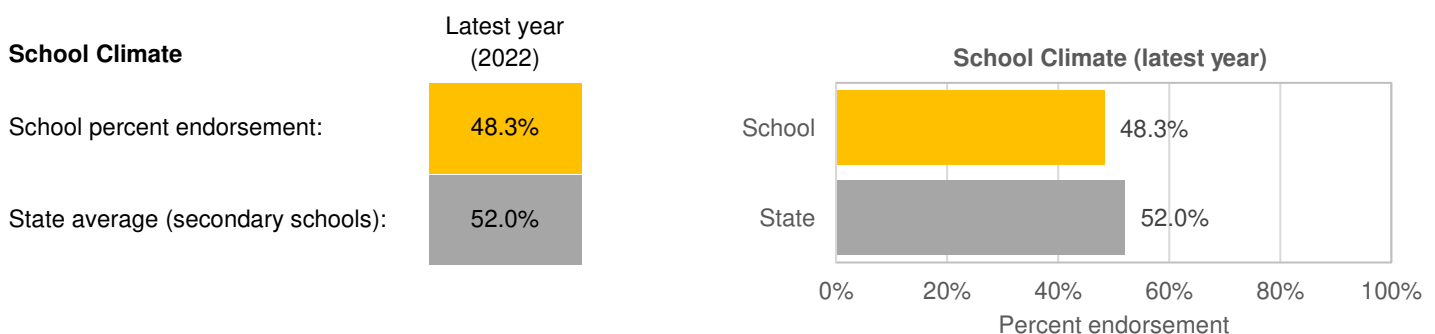


School Staff Survey

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.



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:

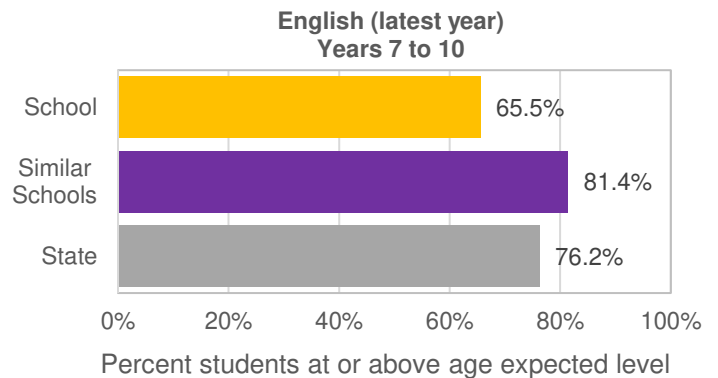
65.5%

Similar Schools average:

81.4%

State average:

76.2%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

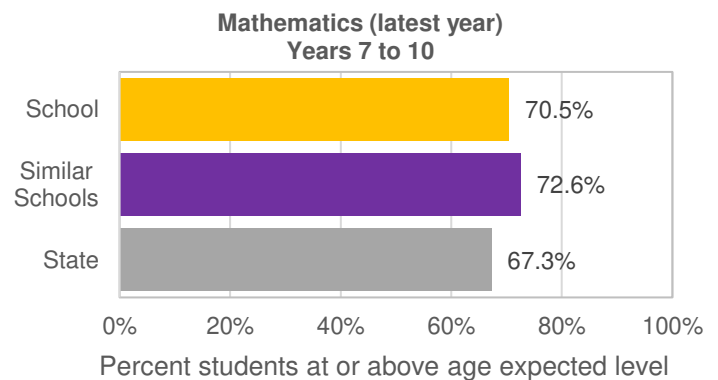
70.5%

Similar Schools average:

72.6%

State average:

67.3%



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.

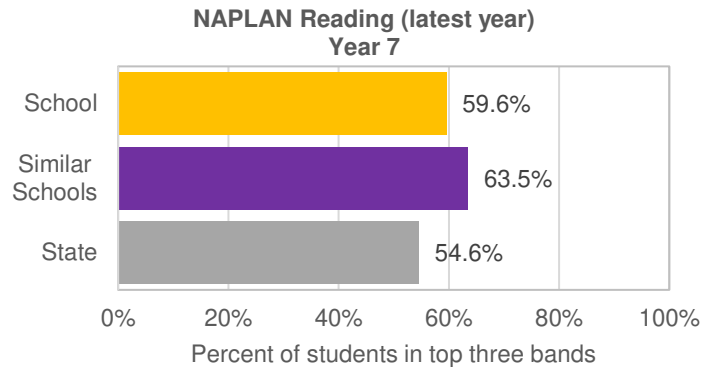
NAPLAN

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.

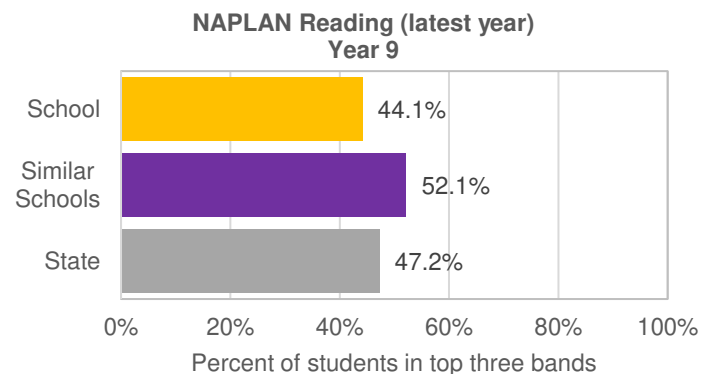
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.6%	56.9%
Similar Schools average:	63.5%	63.1%
State average:	54.6%	55.3%



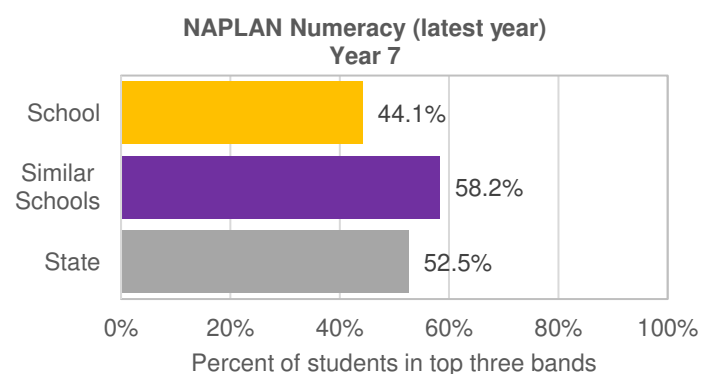
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	46.2%
Similar Schools average:	52.1%	50.2%
State average:	47.2%	46.0%



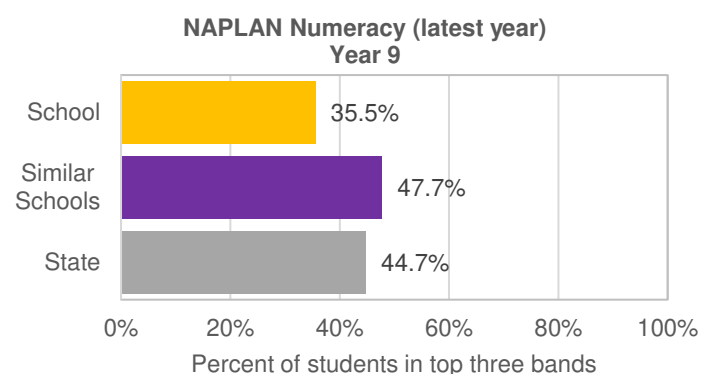
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	51.3%
Similar Schools average:	58.2%	60.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.5%	42.1%
Similar Schools average:	47.7%	48.6%
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.*

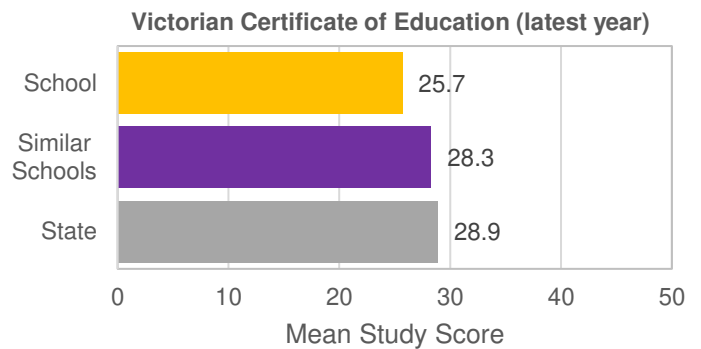
Victorian Certificate of Education (VCE)

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	25.7	26.8
Similar Schools average:	28.3	28.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

94%

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

33%

VET units of competence satisfactorily completed in 2022:

73%

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

81%

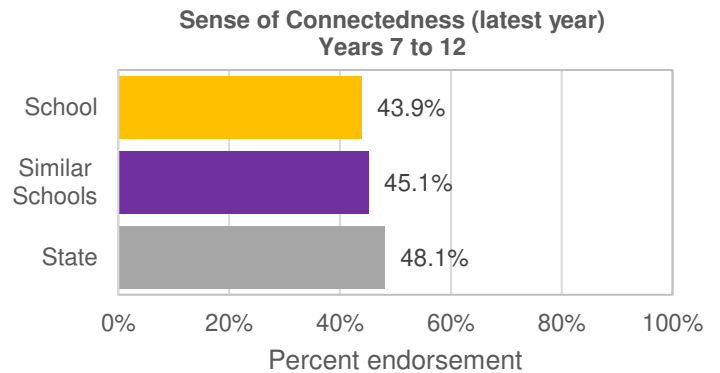
WELLBEING

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).

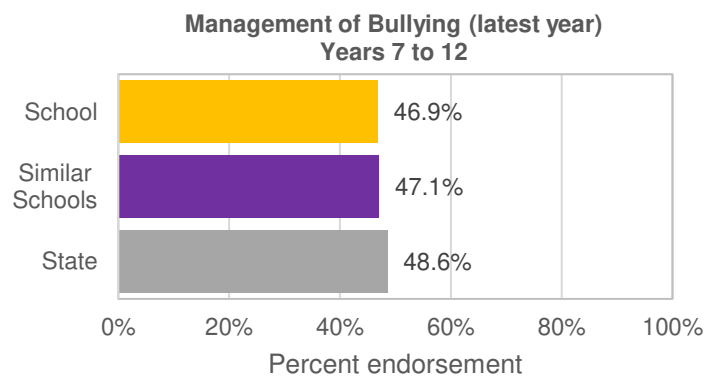
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	43.9%	45.1%
Similar Schools average:	45.1%	50.2%
State average:	48.1%	52.5%



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:	46.9%	48.3%
Similar Schools average:	47.1%	53.1%
State average:	48.6%	54.0%



ENGAGEMENT

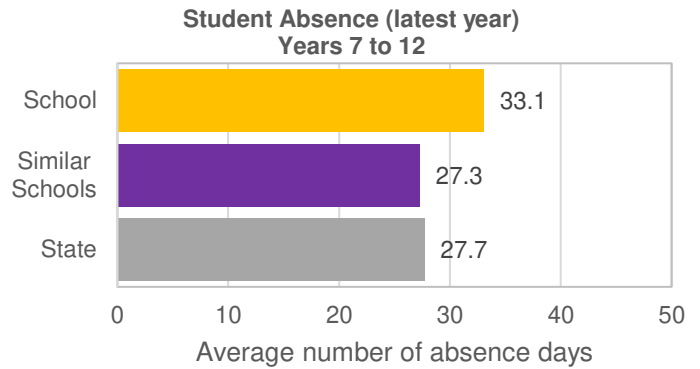
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	33.1	25.8
Similar Schools average:	27.3	20.9
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.

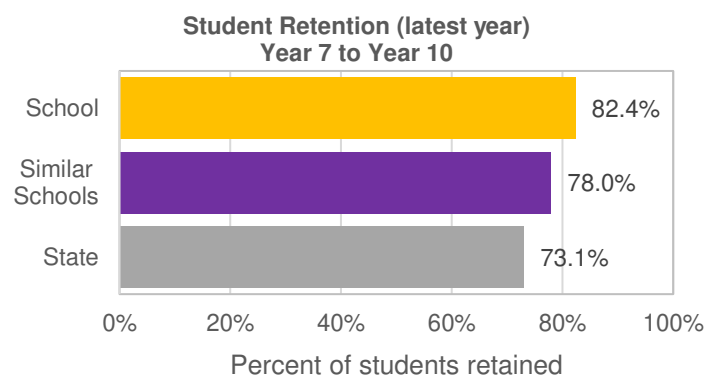
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	85%	82%	80%	83%	84%

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:	82.4%	81.0%
Similar Schools average:	78.0%	77.3%
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.

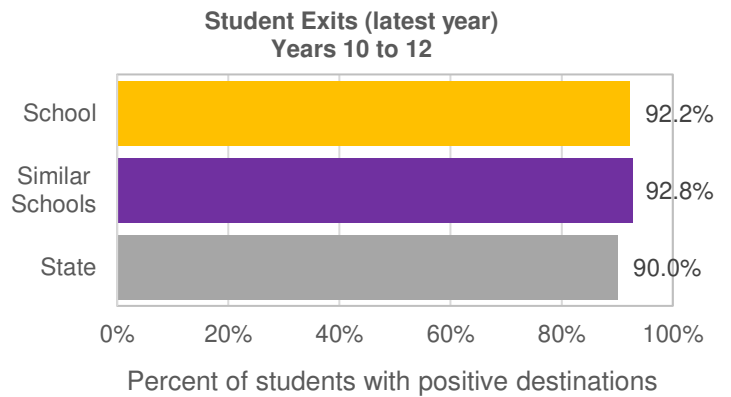
Students exiting to further studies or full-time employment

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:	92.2%	93.1%
Similar Schools average:	92.8%	92.5%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,657,522
Government Provided DET Grants	\$1,036,968
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$32,396
Locally Raised Funds	\$525,009
Capital Grants	\$0
Total Operating Revenue	\$8,251,896

Equity ¹	Actual
Equity (Social Disadvantage)	\$54,777
Equity (Catch Up)	\$32,748
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$87,525

Expenditure	Actual
Student Resource Package ²	\$6,238,286
Adjustments	\$0
Books & Publications	\$1,044
Camps/Excursions/Activities	\$131,716
Communication Costs	\$16,138
Consumables	\$177,466
Miscellaneous Expense ³	\$102,994
Professional Development	\$18,881
Equipment/Maintenance/Hire	\$172,645
Property Services	\$287,492
Salaries & Allowances ⁴	\$284,124
Support Services	\$92,991
Trading & Fundraising	\$116,469
Motor Vehicle Expenses	\$6,593
Travel & Subsistence	\$0
Utilities	\$111,732
Total Operating Expenditure	\$7,758,571
Net Operating Surplus/-Deficit	\$493,325
Asset Acquisitions	\$37,066

- (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 03 Mar 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	\$1,085,173
Official Account	\$26,577
Other Accounts	\$12,500
Total Funds Available	\$1,124,250

Financial Commitments	Actual
Operating Reserve	\$222,421
Other Recurrent Expenditure	\$692
Provision Accounts	\$0
Funds Received in Advance	\$119,200
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$525,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$127,450
Asset/Equipment Replacement > 12 months	\$85,000
Capital - Buildings/Grounds > 12 months	\$65,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,344,763

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.