

2022 Annual Report to the School Community

School Name: McClelland Secondary College (8835)



- 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 28 April 2023 at 10:30 AM by Amadeo Ferra (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 06 May 2023 at 02:27 PM by Patrick Lee (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

McClelland College is a secondary school in Frankston with approximately 1065 students. The school has 116.7 full-time equivalent staff, comprising the principal and 4.1 assistant principals, 78.6 teachers and 33 education support staff and we continue our commitment to ongoing improvement for the benefit of our students. The school vision is around every student accessing a personalised learning approach where their needs (literacy and numeracy standards) and wants (choice of elective subjects) are accommodated.

Our values of Community, Ownership and Growth, along with our philosophy of "Education by Design", continued to guide our work, our vision and the way in which we operated and responded to the constantly changing teaching and learning environment. We were able to continue to progress some minor building works and improvements to the facilities across the college.

In 2022, our focus was on embedding our Explicit Instructional Model and School Wide Positive Behaviour (SWPB) practices. A highlight of 2022 was some outstanding literacy NAPLAN data and our VCE Scores. Our VCE Median Study Score in 2022 was 30 (up from 29 for three consecutive years prior) – a result last achieved in 2012. These results also indicated considerably high value-adding.

In Term 4, the College underwent the School Review process that occurs every four years. This was an opportunity to celebrate the highlights over the past four years, including implementing the Explicit Instructional Model and SWPB, the College's 1:3 coaching model utilised with staff, and increased student outcomes and academic results. The School Review Panel also discussed and supported the writing of the School Strategic Plan that begins in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

McClelland College is proud of the learning success and growth of students in the 2022 academic year. There were a range of notable outcomes that reflected our continued effort to foster learning improvements. A considerable number of standardised and College-wide assessments reflect an improvement trajectory for which the College is proud.

For the first year, all NAPLAN testing was undertaken online and the Year 7 and 9 cohorts responded to this shift with some pleasing results. Of note, the relative growth from Year 7 to 9 for the Writing test was 66% in the Medium and High categories, with High growth being above the State average.

In 2022, the College achieved a median Study Score of 30 for the first time in ten years. This achievement is one which provides a great sense of pride for staff and students alike. A Median Study Score of 31 for English, was a further highlight for the VCE cohort of 2022 and reflects the hard work pertaining to literacy skill development that has been a school-wide focus for some years. In addition to this, 49% of students achieved an ATAR score of 70 or above providing a broad range of post-school pathways and further study options. DUX of the College, Rachel Huynh, achieved an impressive ATAR of 97.7.

The VCAL completion rates of 2022 were 100% - validating the success of the program and the ways in which students engaged with the vocational aspects of the course. The learning success for individual students was also reflected in the broad range of VET subjects completed and the post-school pathways of employment, apprenticeship and further study.

Students with a disability were supported through the development of Individual Education plans that helped to ensure learning goals were supported. A diverse and extensive series of intervention opportunities were afforded to students, in an effort to help consolidate learning, facilitate learning catch up and provide the requisite scaffolds to allow all students to achieve success.

Acceleration opportunities continued to extend the learning of students who performed at and above the expected level. These programs fostered skills and knowledge and allowed for learning growth across each of the year levels at the College. Academic, social and emotional programs contributed to the learning outcomes.

The College will continue to provide learning opportunities for all students that accords with their level. The Education by Design philosophy underpins the opportunities afforded to students and allows for the most targeted and tailored approach to foster the Personalised Learning approach.

Wellbeing

After extended periods of disruption to students' learning and time spent at school, the priority for the wellbeing team in 2022 was adaptability and mobilising supports for students. A key focus was to ensure that the Mental Health needs of students could be effectively supported in a climate where accessing external services was significantly impacted.

Throughout the year key partnerships were developed and expanded with local agencies and private clinicians, this increased onsite service delivery across the college. College partnerships flourished with: Private Psychologists, Headspace, Better Place and NDIS service providers.

In 2022, the Wellbeing department's individual face-to-face counselling support resumed and was accessed at an increased rate. Ongoing monitoring of vulnerable cohorts continued to ensure that relevant supports and check-ins were being actioned for our most at risk students (in line with the DET Students at Risk Planning Tool), additional measures were taken to increase the number of students accessing the Doctors In Schools Program. The college continued to provide support with food/care package deliveries and proactive communication with parents and the wider community.

In alignment with the goals of the College, wellbeing referral processes were revised and proactive wellbeing supports incorporated into the documentation. Wellbeing supports and interventions were aligned through the development and implementation of a Student Support Program Matrix. The matrix was designed to produce a recommendation bank based on the presenting learning, wellbeing and engagement needs of an individual student. Thus ensuring that appropriate referrals and support could be put in place and students progress monitored. As part of the matrix development, several support plans were refined/created including:

- Behaviour Support Plans
- Safety Plans
- Return to School Support Plans
- Engagement Plans

Additional interventions and resourcing were put into the College's re-engagement programs. In 2022 the programs focused on upskilling students in the areas of emotional regulation, peer connection and behaviour. Attitude to school data showed that students' sense of connectedness to the college increased from previous years.

During 2022 the college activated plans to focus on proactive wellbeing initiatives; key stakeholders participated in the Berry Street Trauma Training and the facilitator training for the ALIVE program. In 2023 the wellbeing team will continue to prioritise improving student engagement and wellbeing. proactive initiatives will focus on upskilling staff, whole school and cohort specific interventions and parent/community support.

Engagement

During 2022, student engagement was identified as a priority as we welcomed students back from the extended lockdowns of the previous year.

The Engagement Learning Specialist was able to expand her portfolio, focusing on both school policies and procedures, while at the same time initiating a number of proactive initiatives and measures. One example of this is the Student Engagement Support Plan which seeks to determine reasons for student engagement before suggesting strategies for both teachers and students to remedy the disengagement therefore improving attendance.

Through a combination of both staff professional learning and McClelland's 1-3 coaching model, School Wide Positive Behaviour strategies were embedded into teacher pedagogy as one means to address student engagement within the classroom. These will be enhanced through the school's engagement with the Berry Street model in 2023 to further enhance positive relationships between students and staff.

Student retention from Years 7-10 also rose to 76.6%, a marked increase on the four year rolling average of 71.6%, and only .5 of a percent off similar schools which sit at 77.1%.

Attendance data demonstrated that students from 7-12 were missing an average of 32.4 days per year, an increase of four percentage points on the four year rolling average, and 3.1% higher than that recorded by similar schools. To address this trend, an Attendance School Improvement Team (SIT) was formed with the goal of ensuring that school processes to address absences are uniform across each of the year levels. The work of the Attendance SIT will continue into 2023 to ensure an improvement in attendance school wide.

Other highlights from the school year

In 2022 we were fortunate enough to offer a broad selection of excursions and camps to our students which were taken up with gusto given the limitations Covid placed on these events in the year prior. Students accessed camps including snow camps (overnight stays being at our Mahaika campus), surf camp and Rubicon camp to name a few.

We take pride in our Immersion Week which includes a number of activities within the College and excursions to the local community. We value student transitions and put many resources into ensuring our new Year 7s are inducted thoroughly into the College.

2022 saw the second year the Year 12 Valedictory was held onsite at the College with a blended approach allowing our students to attend in person and parents and carers to experience the evening virtually. The College values of Community, Ownership and Growth were enshrined in the evening with students taking an active role in the planning and presentation of the evening, as well as being recognised for displaying these important qualities.

Senior school formal is a constant on the events calendar but 2022 saw Year 10s having an extraordinary formal. Student voice and agency shone here and the student-led initiative occurred as a way to provide the extra curricular opportunity to a cohort that had been adversely affected by covid restrictions and extra-curricular opportunities. A strong turn-out showed the importance of this evening and opportunity to meet and celebrate in this way for those students.

We had showcase events in VCAL as well as in The Arts where students had the opportunity to show their impressive practical and applied skills. Project Direct resumed and audiences were treated to a series of student-created, student-directed and student-performed plays.

McClelland's partnership with St Kilda Football Club endured, being strengthened by two leadership days. The school Leadership Team as well as the student leaders were invited to attend their grounds and listen to St Kilda senior leaders within the club speak to us about various important topics including leadership, strong teams and performance. Our partnership with Experian and ABCN also provided ongoing opportunities for our students and staff alike.

Finally, the College underwent our 4 year Review process and we were able to celebrate some real progress and many achievements that were made across the 4 year period. We were able to share our successes with a panel and importantly look to the future and begin the work of building on our solid foundations and setting goals for the next 4 years, with ongoing improvement being paramount.

Financial performance

2022 was a very successful year for McClelland College, both academically and financially. We finished the year with a \$749,950 surplus, \$285,984 which was from 2021. Much of this surplus is the result of a national staff shortage and McClelland College being unable to fill a number of roles. Our spending on School Local Payroll had an increase of 41% as a result which is not visible in the SRP reconciliation but rather the cash spending.

We have experienced a substantial decrease in funds received from families due to the new parent payment plan policy. For example in 2019 we received 72.5% of the essential educational items compared to 14% in 2022.

Much of the equity funding was spent in the Welling space, enabling the college to run programs such as Outreach, Hands on Learning, FL@M and staffing Wellbeing. All of these programs run at capacity and are an integral part of either re-engaging students or keeping them at school.

A number of areas around the college were refurbished with funding coming both from State Government grants and contributions from the college. Resulting in an improvement in learning areas for our students.

For more detailed information regarding our school please visit our website at
<https://www.mcclellandcollege.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 1078 students were enrolled at this school in 2022, 544 female and 534 male.

3 percent of students had English as an additional language and 3 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).

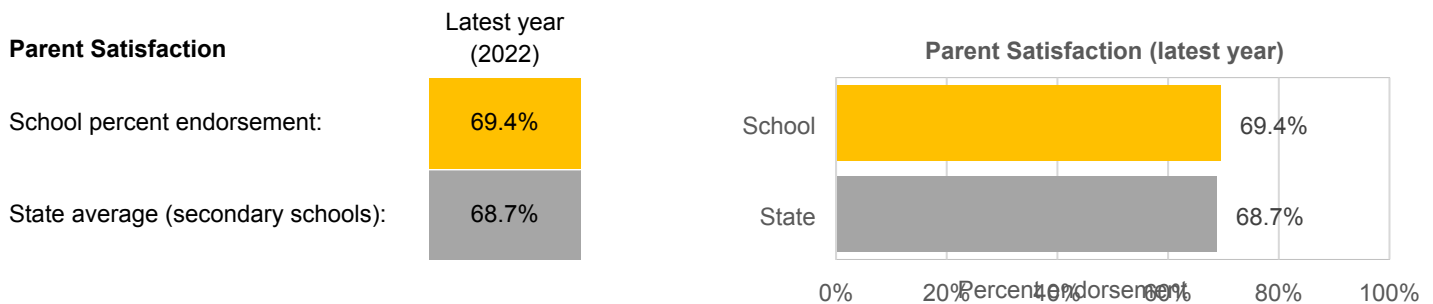
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

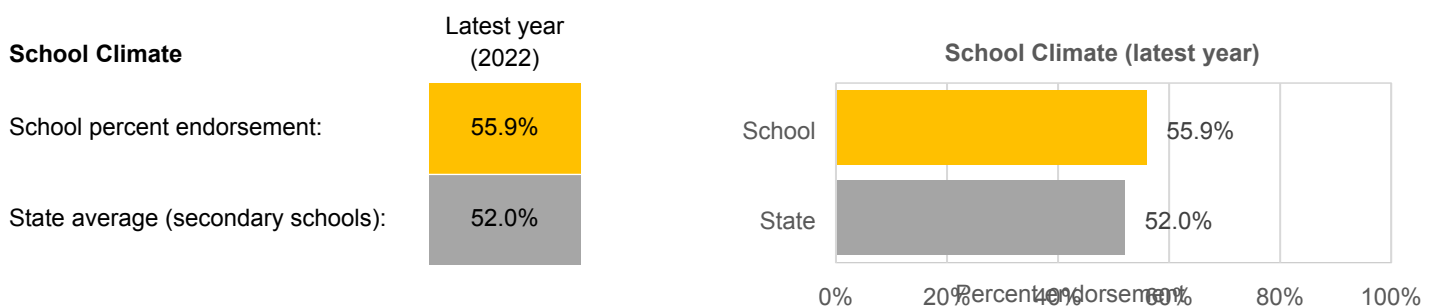


School Staff Survey

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:

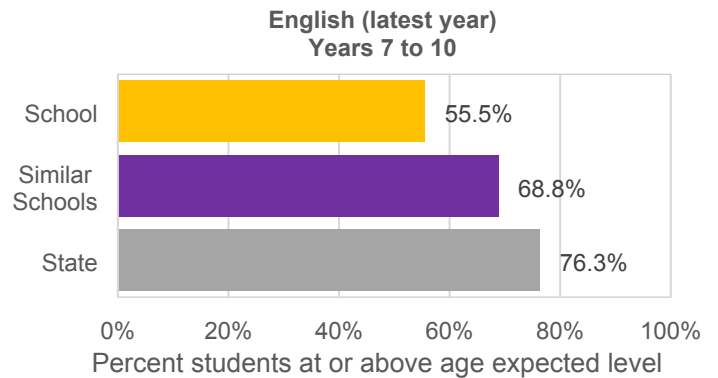
55.5%

Similar Schools average:

68.8%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

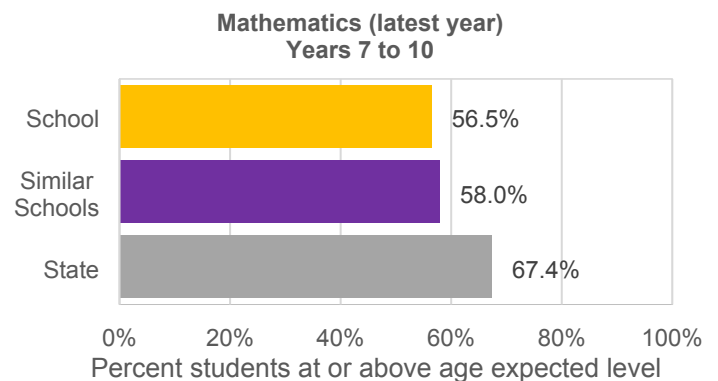
56.5%

Similar Schools average:

58.0%

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.

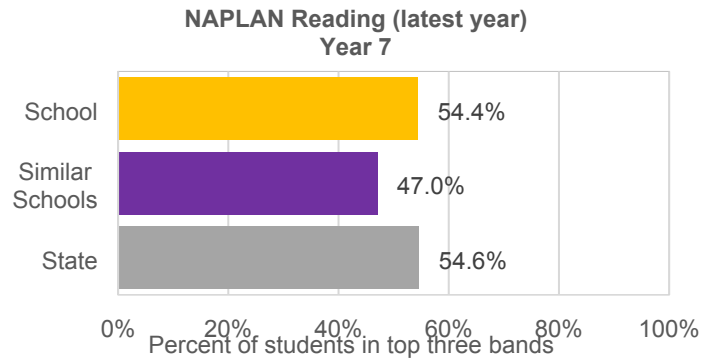
NAPLAN

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.

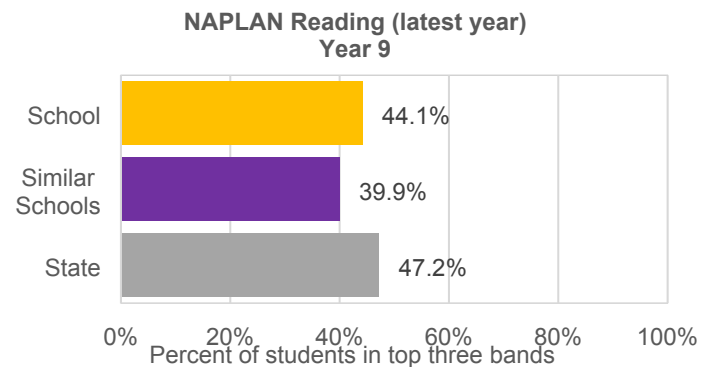
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.4%	50.2%
Similar Schools average:	47.0%	48.7%
State average:	54.6%	55.3%



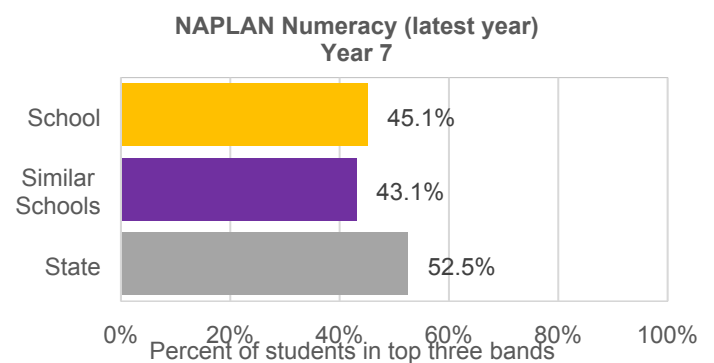
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	41.5%
Similar Schools average:	39.9%	39.0%
State average:	47.2%	46.0%



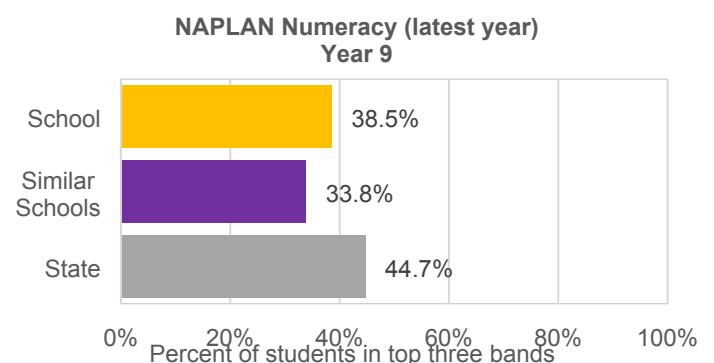
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.1%	45.0%
Similar Schools average:	43.1%	46.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.5%	37.0%
Similar Schools average:	33.8%	36.3%
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)

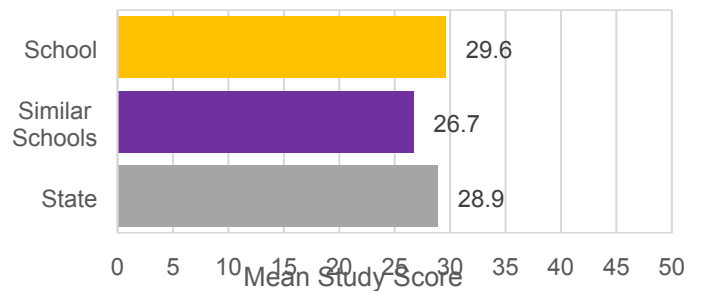
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	29.6	29.2
Similar Schools average:	26.7	26.7
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

100%

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

46%

VET units of competence satisfactorily completed in 2022:

79%

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

81%

WELLBEING

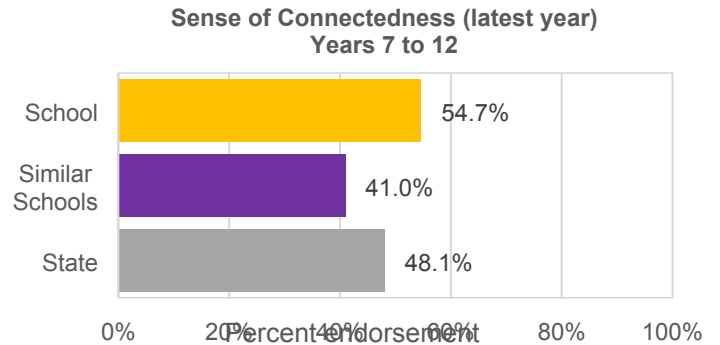
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	54.7%	47.0%
Similar Schools average:	41.0%	47.1%
State average:	48.1%	52.5%

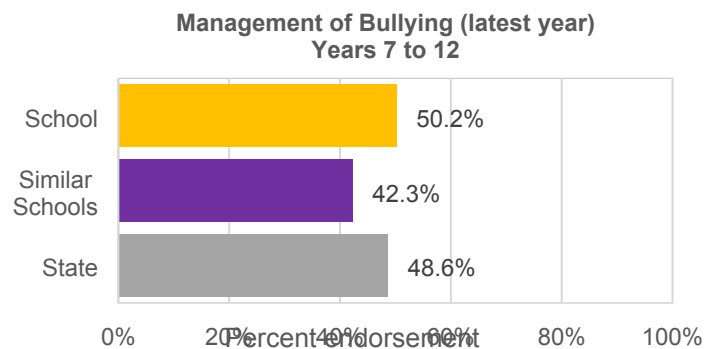


Student Attitudes to School – Management of Bullying

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:	50.2%	48.4%
Similar Schools average:	42.3%	49.6%
State average:	48.6%	54.0%



ENGAGEMENT

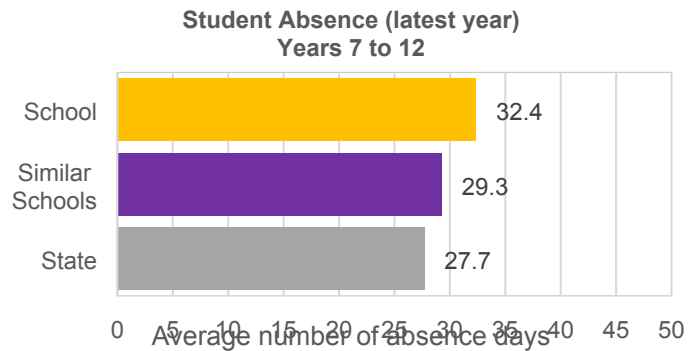
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	32.4	28.4
Similar Schools average:	29.3	23.4
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.

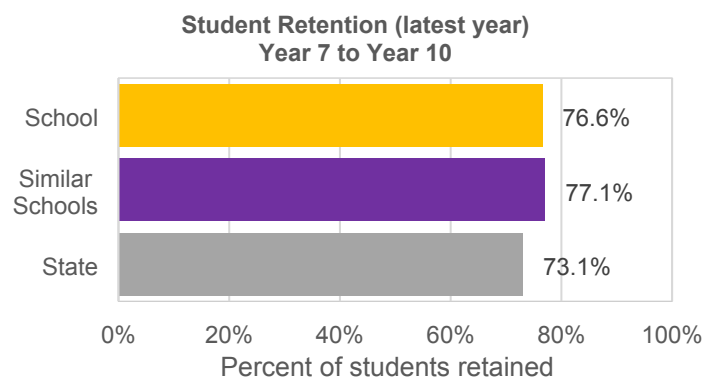
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	82%	80%	83%	88%	89%

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:	76.6%	71.6%
Similar Schools average:	77.1%	75.9%
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.

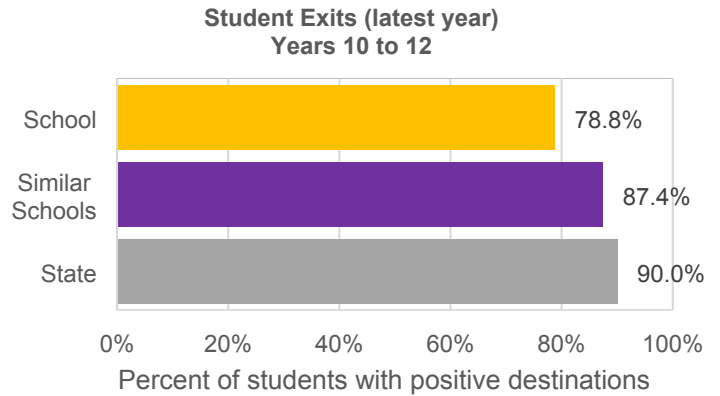
Students exiting to further studies or full-time employment

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:	78.8%	80.7%
Similar Schools average:	87.4%	87.6%
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	\$12,732,816
Government Provided DET Grants	\$2,177,399
Government Grants Commonwealth	\$91,379
Government Grants State	\$17,910
Revenue Other	\$149,389
Locally Raised Funds	\$723,973
Capital Grants	\$0
Total Operating Revenue	\$15,892,866

Equity ¹	Actual
Equity (Social Disadvantage)	\$971,578
Equity (Catch Up)	\$82,460
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,054,038

Expenditure	Actual
Student Resource Package ²	\$11,981,506
Adjustments	\$0
Books & Publications	\$59
Camps/Excursions/Activities	\$307,732
Communication Costs	\$35,616
Consumables	\$322,299
Miscellaneous Expense ³	\$185,195
Professional Development	\$381,044
Equipment/Maintenance/Hire	\$393,092
Property Services	\$412,349
Salaries & Allowances ⁴	\$528,211
Support Services	\$59,430
Trading & Fundraising	\$231,607
Motor Vehicle Expenses	\$45,203
Travel & Subsistence	\$2,638
Utilities	\$118,695
Total Operating Expenditure	\$15,004,675
Net Operating Surplus/-Deficit	\$888,191
Asset Acquisitions	\$130,771

- (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	\$3,350,506
Official Account	\$85,042
Other Accounts	\$1,107,726
Total Funds Available	\$4,543,274

Financial Commitments	Actual
Operating Reserve	\$446,146
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$7,250
School Based Programs	\$2,131,256
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$730,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,413,252

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.