

2022 Annual Report to the School Community

School Name: Melbourne High School (8025)



- 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 12 March 2023 at 12:06 PM by Anthony Mordini (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 14 March 2023 at 07:08 AM by Henry McLaughlin (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

Melbourne High School (MHS) is located in South Yarra. It is within the City of Stonnington.

Melbourne High School traces its history back to 1854 and the establishment of the National Model School. In 1905, Melbourne High School became the Continuation School and was proclaimed the first state secondary school in Victoria.

The school grounds include four main buildings. The Twenties Building includes classrooms, staff rooms and a multi-purpose hall. The Nineties Building includes the school gym, pool, music department and classrooms. The Round Building comprises classrooms, staff offices and the Facilities Manager's office. The Arts Building consists of specialty arts studios, including a darkroom and theatre performance space. Additionally, the school has sporting grounds including an oval, basketball court, two netball/tennis courts, a hockey field (with attached stands and kiosk). The school had 1369 students in 2022, with approximately 340 students in each year level. The Student Family Occupation (SFO) category was 0.1732. The 2022 MHS staffing profile included a Principal, three Assistant Principals, eight Leading Teachers and five Learning Specialists, 107 Teaching Staff (EFT) and 16.6 Educational Support Staff (including a school nurse, and Mental Health Practitioner). Additionally, the school employs coaches and instrumental music teachers who support MHS's extensive co-curricular and extracurricular program.

Melbourne High School provides an approved curriculum for selective-entry, high-ability students. The school provides academic mentoring, has developed several programs to enhance wellbeing and provides an extracurricular program to support the diversity of its student cohort. MHS also has an outdoor education facility at Millgrove (63km east of Melbourne) that includes a dormitory, kitchen, ropes course and ovals.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the School undertook its 4 yearly review. The School had set a goal in its previous review to develop all students as 21st Century learners. The panel found the goal was met with both targets met.

The panel found that most classrooms observed demonstrated high levels of student engagement. Teacher planning was evident and a positive relationship between students and teachers was observed. Classrooms were observed as well managed learning environments in which there were high levels of student output and work quality. There was however, an inconsistent approach to differentiation (that is, teaching to individual student levels and needs); and at the whole school level, the delivery of a consistent pedagogical model was not observed. This will become a focus of the next strategic plan and associated annual implementation plans.

Wellbeing

The wellbeing goal of the previous Strategic Plan was to strengthen wellbeing for all students. The 2022 Review Panel found the goal was partially met with two targets met and one partially met. Covid disruptions were noted as possible reasons for the inability to meet targets, however, overall, the school has tracked positively towards its goals with the introduction of a clinically-focused case management model identified as a strength and asset to the way in which student wellbeing is being managed and supported. MHS has also begun to train key staff in Mental Health First Aid and the whole school is being professionally developed in the Berry Street Education Model to inform staff (Education Support and teaching) members' engagement with students and families, and to help inform teachers' pedagogical and pastoral care practices.

Engagement

MHS continues to consider improving resilience a priority. It was a particular area of focus during the period of remote teaching and learning. Throughout this challenging time, the school implemented techniques to systematically screen student wellbeing and engagement and implement interventions to assist students who were displaying lower levels of resilience and engagement with their studies and peers. In particular, the school implemented weekly student self-reported wellbeing checks, which were monitored by the Form Teachers, Student Learning Coordinators (Year Level Coordinators), and Wellbeing Team. The procedures for these checks involved immediate follow-up of students who had failed to submit their self-report and linking students to the relevant support structures within the school. Student forums and staff interviews indicate that the interventions had a successful impact on the wellbeing of students.

The school also implemented targeted interventions to assist with disengaged students to support them in developing resilience. In 2021 the school introduced a circus arts program to students who had been identified as particularly disengaged (often as a result of ASD). This program was effective in building students' self-efficacy, wellbeing, and connection to the school.

The Student Representative Council established a student wellbeing portfolio and the team worked in partnership with the Wellbeing Team to inform interventions and proactive strategies such as RUOK Day and GLBTIQ+ events to improve engagement and create a more inclusive school community.

Melbourne High School has a dedicated attendance officer and a case management system. We have high class attendance and monitor it daily. At fortnightly case management meetings, any students with engagement and / or attendance issues are addressed and appropriate interventions put in place and subsequently monitored.

Other highlights from the school year

In student, staff and parent forums the co-curricular program has been identified as a highly valued and key aspect of the student experience at MHS. Programs have included a wide range of sporting and fitness groups, Air Force and Army Cadets, the Millgrove Outdoor Education Centre programs, a variety of musical groups, high-level school musicals and plays, and over 40 student interest groups that were documented in the MHS 2022 Unicorn publication (Annual School Magazine). Many of the co-curricular activities were student initiated and run. Whole school events such as the Swimming Carnival, Athletics Carnival, House Chorals, Cross Country and Speech Night demonstrated the amazing skills and talents of our student cohort. MHS has also continued to nurture significant partnerships such as the Five Highs Cricket Carnival, the North Sydney Boys' High exchange and in 2022, the launch of an inter-school collaboration as part of the Centre for Higher Education Studies (CHES). The foundation partners being MHS, the MacRobertson Girls' High School, Melbourne Girls' College, Prahran High School and Richmond High School. CHES will offer high-ability students to undertake a first year university subject as part of their VCE.

The traditions of MHS were also demonstrated by the involvement of MHS Old Boys returning to assist with co-curricular and extra-curricular activities such as the Junior Leadership Program, MHS's Entrepreneurship Club, and holiday academic enrichment programs.

The co-curricular opportunities and extracurricular opportunities afforded to students were seen by staff, students and families as a valuable adjunct to MHS's academic program and providing long-term benefits to students' personal development and readiness for the world of work, future community service, further education and engagement with family and peers.

Financial performance

Melbourne High School has recorded an operating surplus which includes donations to the Building and Library Funds.

MHS is extremely appreciative for the community's generous donations and contributions. In particular, the generous support of the Melbourne High School Foundation Ltd. and parent groups including Friends of Music, the Rowing Fraternity and the Parents and Friends Association Inc. These resources have contributed to the provision of many student programs throughout the course of 2022.

Additional revenue has been obtained through the hire of school facilities, particularly the pool, hockey field and oval. In 2022 the user groups included: Water Polo Victoria, Melbourne University Water Polo, Chinese Culture School, Exaudi Youth Choir and South Yarra Netball Club.

For more detailed information regarding our school please visit our website at www.mhs.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 1371 students were enrolled at this school in 2022, 0 female and 1371 male.

63 percent of students had English as an additional language and 0 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).

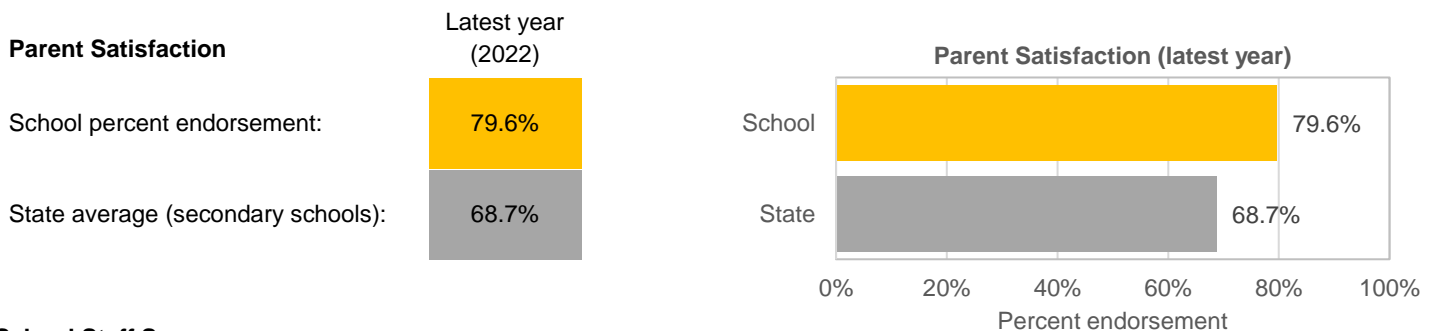
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

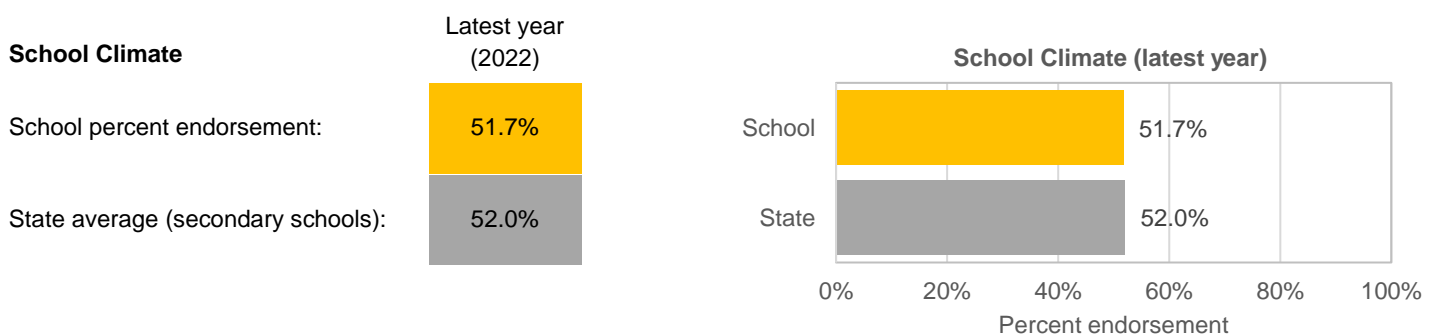


School Staff Survey

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:

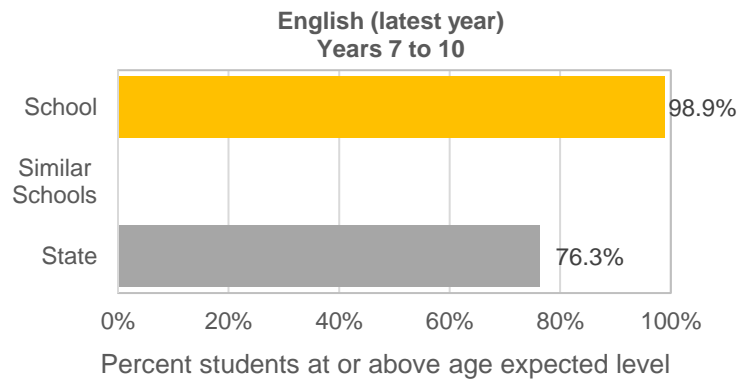
98.9%

Similar Schools average:

NDA

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

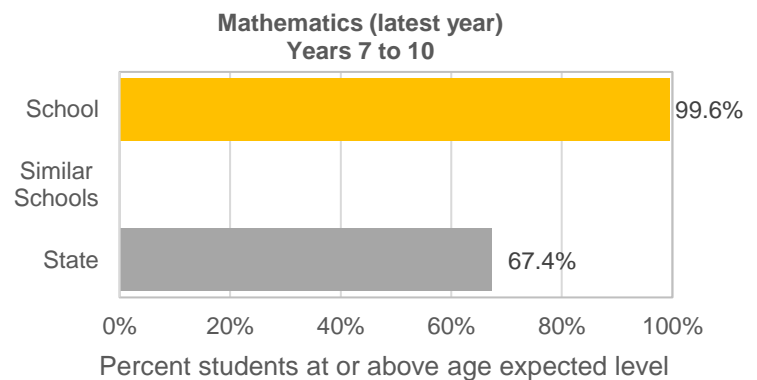
99.6%

Similar Schools average:

NDA

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.

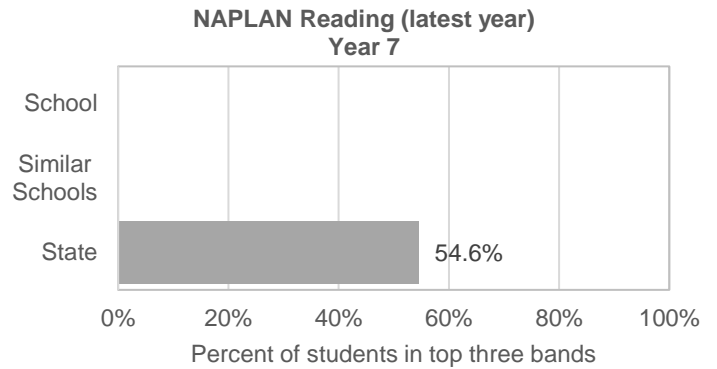
NAPLAN

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.

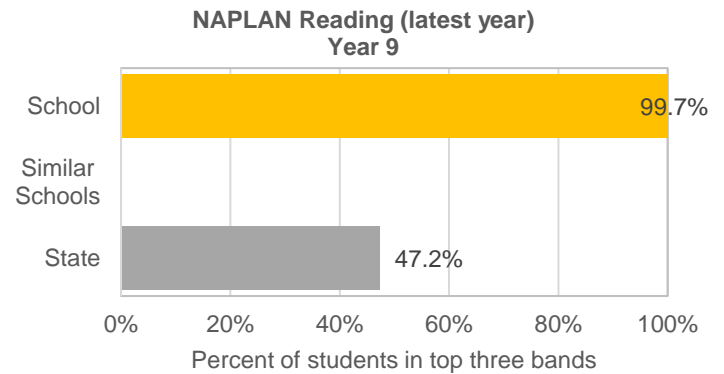
Reading Year 7

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



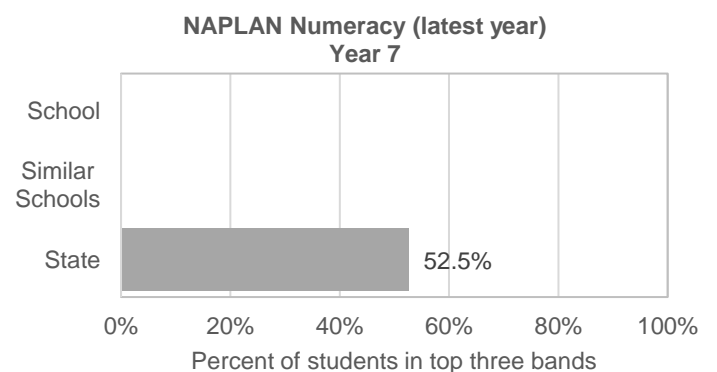
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	99.7%	99.3%
Similar Schools average:	NDA	NDA
State average:	47.2%	46.0%



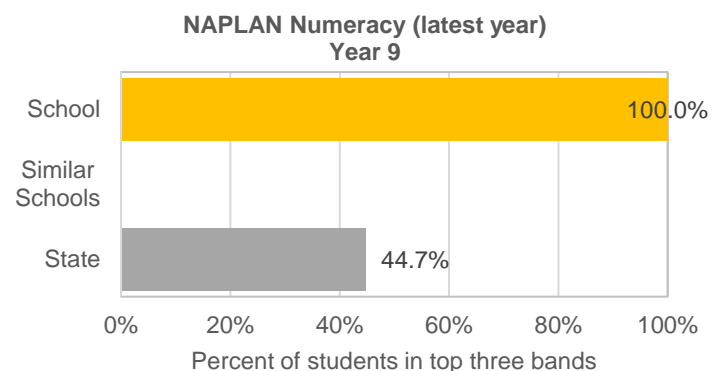
Numeracy Year 7

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



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	NDA	NDA
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.*

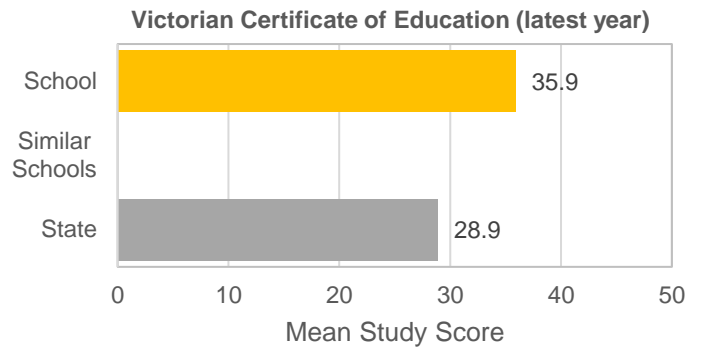
Victorian Certificate of Education (VCE)

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	35.9	36.1
Similar Schools average:	NDA	NDA
State average:	28.9	28.9



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:

4%

VET units of competence satisfactorily completed in 2022:

99%

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

NDA

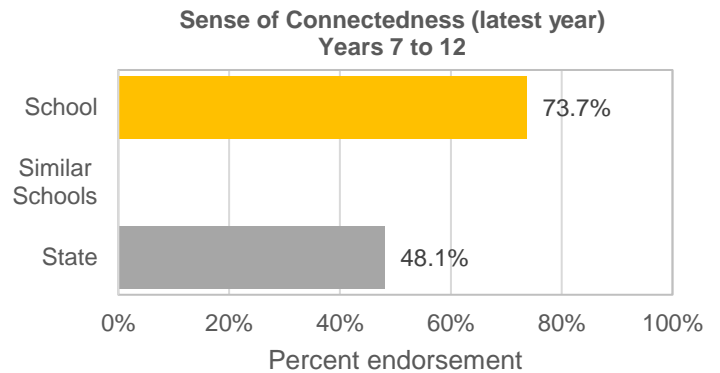
WELLBEING

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).

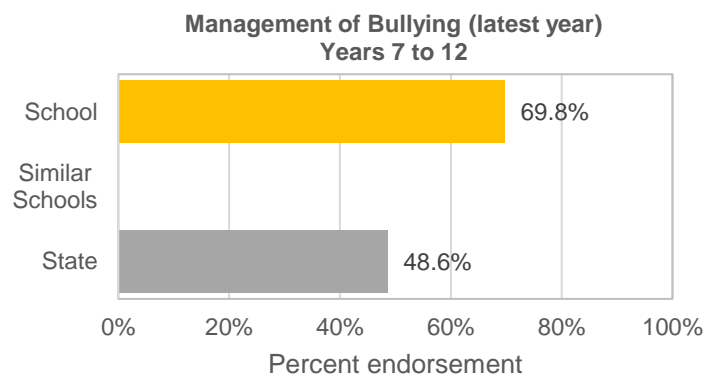
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	73.7%	75.9%
Similar Schools average:	NDA	NDA
State average:	48.1%	52.5%



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:	69.8%	74.4%
Similar Schools average:	NDA	NDA
State average:	48.6%	54.0%



ENGAGEMENT

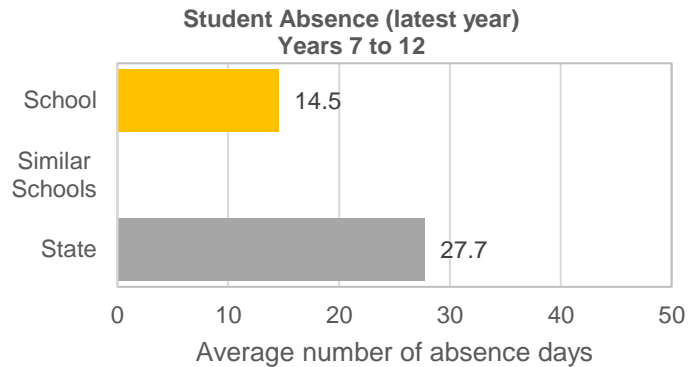
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.5	10.7
Similar Schools average:	NDA	NDA
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.

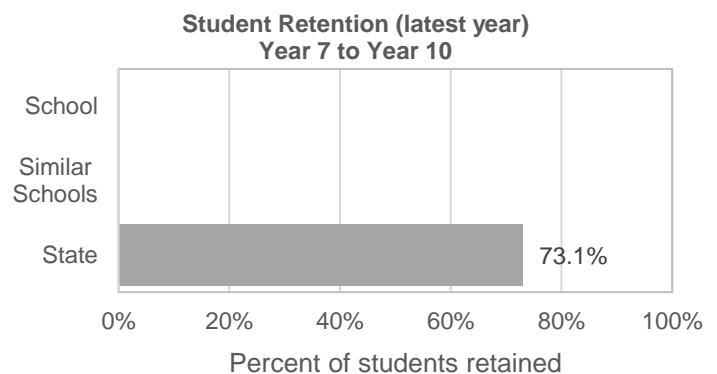
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	95%	92%	92%	92%

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:	NDA	NDA
Similar Schools average:	NDA	NDA
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.

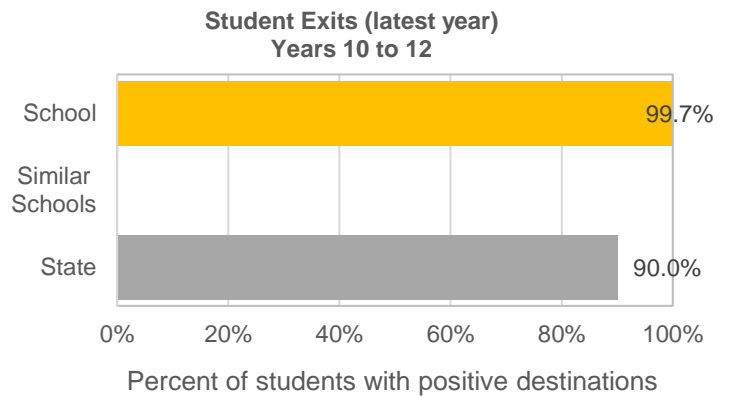
Students exiting to further studies or full-time employment

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:	99.7%	99.6%
Similar Schools average:	NDA	NDA
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	\$13,997,115
Government Provided DET Grants	\$1,252,648
Government Grants Commonwealth	\$23,095
Government Grants State	\$27,553
Revenue Other	\$192,364
Locally Raised Funds	\$4,916,101
Capital Grants	\$0
Total Operating Revenue	\$20,408,875

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,413
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,413

Expenditure	Actual
Student Resource Package ²	\$13,478,933
Adjustments	(\$4,731)
Books & Publications	\$16,125
Camps/Excursions/Activities	\$340,955
Communication Costs	\$28,820
Consumables	\$496,809
Miscellaneous Expense ³	\$278,170
Professional Development	\$61,696
Equipment/Maintenance/Hire	\$875,370
Property Services	\$818,052
Salaries & Allowances ⁴	\$1,284,157
Support Services	\$527,921
Trading & Fundraising	\$31,607
Motor Vehicle Expenses	\$44,334
Travel & Subsistence	\$3,263
Utilities	\$372,982
Total Operating Expenditure	\$18,654,464
Net Operating Surplus/-Deficit	\$1,754,411
Asset Acquisitions	\$564,620

- (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 24 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	\$940,033
Official Account	\$184,322
Other Accounts	\$1,617,637
Total Funds Available	\$2,741,992

Financial Commitments	Actual
Operating Reserve	\$747,181
Other Recurrent Expenditure	\$0
Provision Accounts	\$157,313
Funds Received in Advance	\$169,321
School Based Programs	\$592,792
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$2,758
Funds for Committees/Shared Arrangements	\$521,746
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,741
Capital - Buildings/Grounds < 12 months	\$1,111,075
Maintenance - Buildings/Grounds < 12 months	\$172,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,488,926

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.