

2023 Annual Report to the School Community

School Name: Melbourne Girls College (8819)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 01:08 PM by Tamara Stubleby (Principal)

- This 2023 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 16 April 2024 at 08:39 PM by Kristina Popova (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)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Melbourne Girls' College is a leader in innovative educational practice firmly grounded in our values of Excellence, Teamwork and Diversity. Our team of educators are committed, caring, and high performing professionals who make a positive difference to every student, every day. We stretch and challenge our students, encouraging them to take healthy risks in their learning and to be creative and solution-focused in their thinking. Our students are encouraged and expected to work respectfully and collaboratively with teachers and each other and to show the courage to pursue leadership opportunities and their dreams. Inclusive in their actions and enthused by diversity, our students are courageous upstanders and rightfully optimistic as they have discovered that there are unlimited possibilities for their futures.

Melbourne Girls' College was established in 1994 on the Birrarung (banks of the Yarra River) in Richmond, Victoria. It provides enrolment opportunities for local, wider-Melbourne and international students to study a guaranteed and viable curriculum at Years 7-9, followed by many Year 10, VCE, and VET subjects in the senior years. The Melbourne Girls' College values provide the foundations of our strong community and guide students to "Lead and Achieve". We value: Excellence - In our achievements and aspirations while always striving to give and be our best. Teamwork - Together, we know we can achieve so much more. We strongly believe that effective communication and the celebration of individuality within the team are crucial elements to developing an effective team-based and collaborative environment. Diversity - We are a richer community when we consider all perspectives and recognise and celebrate our differences. We challenge our students to think critically about their own beliefs and examine the world in fresh ways to promote creativity and innovation in an authentic, inclusive environment.

In 2023, the school's enrolment was 1410 with representation from diverse backgrounds including over 60 nationalities and a cohort of international students. Melbourne Girls' College has a low Student Family Occupation and Education index (SFOE) indicating a low level of social disadvantage for the student population. The staffing profile of Melbourne Girls' College is made up of a College Principal, 2 Assistant Principals, 7 Leading Teachers, 6 Learning Specialists, 89.94 Teachers, 30.61 Education Support staff, and a Business Manager. There were no Aboriginal and Torres Strait Islander staff at the College in 2023.

Our International Student Program continues to rebuild after the pandemic. We have the capacity to offer 65 positions of enrolment to full fee-paying international students through the Department of Education's International Student Program. In 2023, 18 full fee-paying international students were enrolled at MGC. In July 2023, our Assistant Principal attended and participated in an Department of Education organised recruitment visit to Vietnam and Cambodia to promote the MGC International Student Program.

The academic achievements of Melbourne Girls' College are strong and many of our students participate in the Student Excellence Program and the MGC Learning Extension and Advancement Program (LEAP). The curriculum at Melbourne Girls' College is designed to equip students with depth and breadth of knowledge, skills, and capabilities needed for success. Students are encouraged and challenged to strive for personal excellence, and we explicitly teach strategies, habits and dispositions that are deeply connected to a growth mindset. The school community takes pride in teaching students the transferable skills required to be global citizens and to challenge stereotypes, particularly in women's leadership, intercultural and ethical understandings, sustainability, and philanthropy.

While our academic achievements are a publicly recognised strength of Melbourne Girls' College, we are equally committed to the personal, social, and emotional wellbeing of our students. We recognise the intrinsic link between wellbeing and effective learning and have adopted a whole-school approach to wellbeing. The College prioritises and celebrates success and growth in the whole person and MGC has a strong focus on co-curricular endeavours, particularly in rowing, aerobics, dance, and other school sporting programs. The College invests in creative, and artistic endeavours and experiences for students, particularly in the performing and visual arts. In addition, MGC has a thriving Australian Airforce Cadets program. The sustainability collective and environment projects are well known in the local and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

We are very proud of our learning successes in 2023 and are motivated by the future opportunities for ongoing growth. In 2023 Melbourne Girls' College students achieved above state averages for student learning in all measures reported, as indicated in Table 1.1 and Table 1.2 below:

Table 1.1 MEASURE RESULT

Year 7-10 English and Mathematics Teacher Judgements	<ul style="list-style-type: none"> • 19-22% higher than state averages. • Well above similar schools' average for English. • Well above similar schools' average for Mathematics
NAPLAN (Students in Strong or Exceeding)	<ul style="list-style-type: none"> • More than 20% above state averages in Year 7 Reading and Numeracy. • Well above similar school's average in Year 7 Reading and Numeracy. • More than 25% above state averages in Year 9 Reading and Numeracy. • 11.7% above similar schools' average for Year 9 Reading. • 7.4% above similar schools' average for Year 9 Numeracy.

Overall, a combination of these factors, along with dedicated efforts from students, teachers, and our home school partnerships contribute to our English and Mathematics data surpassing state averages and similar schools. We drew upon experience both internally and across the Yarra Darebin Network to develop focus areas of problem solving, moderation, collaboration, and peer observation in Mathematics in particular. We provided extra resourcing to ensure consistency of experiences across all Mathematics classes, including a focus on intervention and extension strategies for students at their respective points of need. Three key members of our Mathematics Team undertook the Leading Mathematics Professional Learning Program through the Academy of Teaching and Leadership. This work supported our team to investigate, analyse and strengthen current approaches to Mathematics learning, teaching and leadership at the classroom, team, and college wide level. We continue to inform our practice by accessing and utilising available data sets that drive differentiation.

In 2023, we continued to see large numbers of our Year 7 and 8 students undertaking the Department of Education, Student Excellence Program, specifically the High Abilities Enrichment Program in both English and Mathematics. This is based on NAPLAN and PAT testing results and students were provided the opportunity to join in state programs working with students across all secondary schools to further enhance their literacy and numeracy capabilities.

The College was able to cohesively embed both the Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) programs that focus specifically on supporting students to catch up with their learning. Students were identified from NAPLAN data and individual PAT testing, and this extra support enables students to work with tutors to catch up on the interruption to learning experienced in the years of the pandemic.

Our Victorian Senior Secondary Certificates are consistently above the state and similar schools' averages. Very pleasingly, our VCE mean Study Score average improved on the 2022 school year.

Table 1.2 MEASURE RESULT VCE

Measure	Result
Mean Study Score	32.8
Median Study Score	33
VCE Percentage of 40+ scores	14.8%
ATAR above 99	4
ATAR above 90	31.82%
ATAR above 80	55.22%

We are immensely proud of the programs we offer students that support, challenge and extend all our learners. We encourage students to challenge themselves by providing many opportunities for extension studies both within and outside the classroom. We have an ongoing focus on VCE initiatives to support our senior students. Trial exam and revision lectures are completed at key times of the year under exam conditions that mirror the experience in the formal VCAA process. To support this work, a VCE Data Reflection process is implemented for all VCE staff to reflect on the outcomes of the previous year and explore improvement teaching strategies for the following year. Our emphasis on creating a senior school timetable based on student interests aligns with increased counselling and pathways resourcing, contributing to senior students excelling in their studies.

In 2023, we continued to focus on student learning, specifically in the development of a consistent whole school guaranteed and viable curriculum. This is critical because it supports student success, teacher effectiveness, equity and access, accountability, and continuous improvement. By providing a structured and well-designed plan of instruction, we enhanced learning outcomes, promoted equity, and ensure that all students have access to high-quality educational experiences. This work will continue into 2024 and beyond.

Wellbeing

The wellbeing of our students remains top priority and justifies the staff capacity building and professional learning in strengths-based wellbeing approach. Our 2023 Attitudes to School Survey data indicated that our students' Sense of Connectedness (53.4%) and Management of Bullying (54.6%) results are higher than Similar Schools and the State average. MGC has continued to invest additional resources to ensure comprehensive support for all students. In 2023 we restructured our Student Engagement and Wellbeing teams to include additional support. Each sub-school now consists of two-Year Level Leaders at each level, a Student Engagement and Wellbeing Leader (Leading Teacher), as well as an Education Support Attendance Officer. The sub-school teams are supported by an Inclusion Leader, Student Engagement and Wellbeing Leader with a focus on a whole-school Wellbeing Framework, a Wellbeing team, and Careers and Pathways.

Throughout the year, our Student Leadership Team organised various whole-school events aimed at promoting wellbeing and celebrating diversity. These initiatives included Harmony Day Assembly, International Women's Day, IDAHOBIT, RU OK? Day, and Wear it Purple Day. In addition, a range of clubs ran alongside the curricular and extracurricular programs to support shared interest as well as connection across year levels. This includes Chess, STEAM, Diversity, Philanthropy, Environment and Sustainability Club and Philosophy Club, to name a few.

The MGC Wellbeing Team plays a pivotal role in managing students with heightened risk levels within the college. Their extensive expertise enables the implementation of tailored supports and capacity-building measures through our Year Level and Student Engagement and Wellbeing Team (SEWT). This includes providing professional learning opportunities such as Youth Mental Health First Aid Training for our SEWT members and adopting tiered approaches to address the needs of at-risk students. Consequently, there has been a marked improvement in the flow of information and data analysis among relevant teams, ensuring a more targeted and effective response.

Continuous professional learning remains a cornerstone of our approach, with staff offered training in self-care, mindfulness, and supporting students with specific needs. After the success of 2022, we continued the Multimodal Approach to Preventing Suicide in Schools (MAPSS) for Year 10 students in 2023. Our Wellbeing program across 7-10 aimed to equip students with coping skills and resilience-building strategies in the face of adversity, as well as being responsive to needs that arose throughout the year.

Our commitment to supporting parents and carers in the realm of wellbeing is exemplified through partnerships with organisations such as the Melbourne Family Relationship Centre and Mental Health Education Victoria, offering programs like the Tuning into Teens Program and Youth Mental Health First Aid. We also organised a range of online and face-to-face sessions, covering topics such as supporting young people with: Sleep routines, Positive Peer Relationships, Human Sexuality and Protective Safety. Additionally, we have continued our commitment and investment to SchoolTV, an online platform providing families with expert information and practical support strategies.

Transition support remains a priority, with robust program in place across all year levels to facilitate smooth transitions for students. This includes comprehensive data sharing processes and formal handover procedures between staff members, ensuring continuity of support and guidance for each student. For our incoming Year 7 students, it also involves visiting feeder Primary Schools and running PAT testing before they officially start at MGC.

Looking ahead to 2024, we are excited to be introducing The Resilience Project across the school to support our Wellbeing Program. We are dedicated to refining the MGC Student Engagement and Wellbeing Framework, anchored in restorative practices and proactive interventions. We are committed to mobilising resources effectively to address the wellbeing and mental health needs of all students, particularly those who are most vulnerable.

Engagement

Enrolments are stable, with a waiting list of students out of zone. Tours continue to be at capacity and in popular demand, running almost weekly in Semester One. Students remaining at the school from Years 7 to 10 was 74%, higher than the State average of 72.6% and 5.3% lower than Similar Schools. A small number of students exited at the end of Year 8 to accept enrolment positions at Select Entry Schools and a number of Year 10 students exited because they were awarded scholarships in Independent Schools. A "Transition Coordinator" Position of Responsibility (POR) is being investigated, to engage more deeply with our primary schools to further promote MGC and make stronger connections earlier.

MGC's completion rates of 99.5% continues to be both above the State average of 96.6% and Similar Schools average 98.3%. Our 2023 graduate destination data is a highlight with 98.98% of students having received a tertiary offer through VTAC, with 26.9% receiving more than one offer. Of the 98.98% who received an offer, 65.48% of these received their first preference. Our Careers and Pathways team continue to support all students, but in particular our senior students by providing an essential service and comprehensive guidance that encompasses their interests, skills, and aspirations. They personalise advice, enables students to feel empowered and to make informed decisions that align with their goals and values.

Attendance has always been a key pillar of the college, and we share expectations explicitly about this at all parent information evenings, promote it on the school website and via other means of communication. Attendance was regularly discussed in Student Engagement and Wellbeing meetings, with student attendance tracked weekly and shared with Year Level Leaders. Overall student absence data continues to be positively lower than the State and Similar Schools averages. Attendance rates at all year levels ranged from 88% to 91% with Year 8 at 88% and Year 12 at 91%. This indicated that overall, our students remained engaged, and staff were

able to support students with clear expectations and processes to effectively ensure students attended classes at a consistently high rate. The importance of our home-school partnerships enables us to have ongoing success in supporting students who are at risk. The introduction of Attendance Officers in each sub school (Year 7-8, 9-10 and 11-12) has strengthened family communication and supported the opportunity for Year Level Wellbeing Teams to quickly identify patterns of concern and implement strategies and supports in a more efficient and timely manner. However, not unlike the State and Similar Schools averages, students are absent for more days since COVID lockdowns. MGC is working hard to improve this data, with the introduction of a Student and Wellbeing Learning Teacher in 2023. This leader is working alongside the Student Engagement and Wellbeing Leaders (SEWLs) at 7-8, 9-10 and 11-12, to update our Wellbeing Program, implement the Wellbeing Program at the senior years, and create a 7-12 Home Group Framework. This has included analysing Student Attitudes to School data and gathering additional student feedback through student surveys and focus groups. Staff capacity continues to develop in the area of data literacy to enable staff to interact with this data accurately and then work collaboratively to build a Wellbeing Curriculum Scope and Sequence. Staff and the Leadership Team also began professional learning on The Resilience Project, after this was investigated and identified as having a framework and foundation of best practice evidence and learning resources relevant and appropriate for our Wellbeing Framework.

Year 7, 11 and 12 students have the strongest school attendance at 90%-91%. Strong attendance among senior students requires a combination of strategies and actions that address the causes of absenteeism while fostering a positive and supportive school environment. We have established clear and consistent attendance policies and expectations at Years 11 and 12, including consequences for excessive absences. We clearly communicate these policies to students and families at the beginning of the school year and reinforce them regularly. We used attendance data to identify students who may be at risk and intervened early. Our home-school partnerships are crucial and fundamental for creating a supportive and nurturing learning environment that fosters excellence, personal growth, and overall well-being for students. By working together, we are able to ensure that every young person receives the support and guidance they need to thrive. Through our parent information nights, welcome events, professional learning opportunities, open nights, MGC Parents' Association, membership on School Council, Parent Teacher Interviews and school productions, we are able to make connections, develop consistent language and work collectively to support students in the very best way.

Student connection at MGC is paramount for creating a positive and supportive learning environment. Our extracurricular program is crucial in facilitating connections by bringing students together based on shared interests, goals, and passions. When students feel connected to their peers, teachers, and the college community, they are more likely to feel a sense of belonging and commitment. This sense of belonging is a powerful motivator for academic engagement and overall well-being. Additionally, strong social connections contribute to a positive school culture where students feel safe, supported, and valued. Extracurricular activities provide structured opportunities for students to interact outside of the classroom, fostering collaboration, teamwork, and empathy. Student connections at school can have a profound impact on mental health and academic success. Research has shown that students who feel socially connected are less likely to experience feelings of loneliness, anxiety, or depression. They are also more resilient in the face of academic challenges and more likely to seek help when needed. Fostering student connections at MGC through extracurricular programs is essential for creating a supportive and inclusive learning environment where all students can thrive. These connections not only enhance the overall school experience but also contribute to students' social, emotional, and academic development. The success and participation rates of our Rowing, Aerobics, Dance, Cadets and Instrumental Programs are consistently strong and are supported heavily by active student participation in debating, student leadership, interschool sports, various lunchtime clubs and teams across the college.

Other highlights from the school year

Throughout the 2023 school year, there were many events and activities that engaged students and fostered a sense of community. The unveiling of our 415-seat performing arts theatre at the beginning of the year signified not only a celebration of artistic expression but also a commitment to nurturing talent and fostering creativity and the arts within our community. Beyond the auditorium, the facility boasts instrumental music rooms and a new careers and pathway centre which serves as another forum for mentorship to help individuals navigate their professional endeavours. Highlights include:

Year Level Camps: These provided students with opportunities for outdoor learning, team building, and personal growth in various natural settings.

Grease School Production: The school's rendition of the classic musical "Grease" showcased the talents of students in acting, singing, and dancing, captivating audiences with its energy and flair.

Pedal Power Cinema: This innovative event combined physical activity with entertainment, allowing students to generate electricity by pedaling stationary bikes to power a cinema screening, promoting sustainability and healthy living.

Harmony Day: Celebrated diversity and inclusivity within the school community, promoting cultural understanding and unity through various activities and performances.

Wear it Purple Day: Raised awareness and support for LGBTQ+ youth, fostering a safe and inclusive environment where students could express themselves freely.

Presentation Evening: Recognised academic achievements, extracurricular accomplishments, and contributions to the school community, honouring students' hard work and dedication throughout the year.

Wellbeing Weeks: Focused on promoting mental health and well-being, providing resources, workshops, and activities aimed at supporting students' holistic development.

IDOHOBIT: Raised awareness about issues faced by the LGBTQ+ community and promoted acceptance and respect for individuals of all gender identities and sexual orientations.

Book Week: Celebrated the joy of reading and literature through themed activities, author visits, and book-related competitions, encouraging a love for reading among students.

Technology Week: Explored advancements in technology through workshops, demonstrations, and interactive sessions, inspiring students to explore STEM fields and digital literacy.

Art and Media Exhibition: Showcased students' creativity and artistic talents through a display of artworks, photographs, films, and multimedia projects, celebrating self-expression and creativity.

Dance and Aerobic Presentation Nights: Provided a platform for students to showcase their dance skills and fitness achievements, promoting physical activity and creativity in movement.

Interschool Debating: Interschool debating provides students with an excellent platform to hone their public speaking, critical thinking, and persuasion skills.

Mock Interviews: Provides an opportunity for students to develop employment ability skills and receive feedback to assist in job readiness. Lego League and

STEAM Club: The Lego League encourages students to design, build, and program robots to complete specific tasks, fostering an interest in robotics and engineering.

International Women's Day: This is a global celebration of the social, economic, cultural, and political achievements of women.

Head of School Girls: It is the pinnacle event of the schoolgirl rowing season in Victoria. The event attracts schoolgirl rowers from year 8 through to year 12.

Seasons of Excellence: Representation at regional, state, and national level in Rowing, Aerobics, Dance and numerous interschool sporting teams.

Top Arts: Features the most exceptional work from students who completed the VCE study designs of Art Making and Exhibiting and Art Creative Practice in 2023: Alex Saveski, *Primitive skin*, *Girl Box*, Gwyneth Op't Hoog, *A sleeping Venus*, Julia Wang, *In an Ancient Forest of Hundred-Year-Old Trees*.

Model United Nations: It is a simulation helping students them to learn more about the principles of the UN and how it functions. These events and activities enriched the school experience, creating lasting memories and nurturing various aspects of students' personal and academic growth.

Financial performance

The financial performance and position in 2023 resulted in a surplus of \$4,664,516. It must be noted that the significant increase from 2022 to 2023 was primarily due to carry forward staffing SRP surplus of \$3,335,664, which was acquired over many years to support future initiatives (student and staff wellbeing, inclusion, numeracy, literacy, professional learning, smaller classes, asset replacement and future capital projects). In 2022 an expenditure adjustment was made to recognise the building of the performing arts centre as a capital asset acquisition.

International student funding increased in 2023 in comparison to 2022. The international program is expected to continue to expand in 2024. The operating income in 2023 which was \$23,446,435 as opposed to \$21,401,033 in 2022. The difference here was primarily due to an increase in the locally raised funds and the salary component of the SRP. Locally raised funds increased by 33% from 2022 from \$2,432,881 to \$3,252,450. This increase was due to a rise in activities and additional enrolments relating to co-curricular programs (rowing, aerobics, dance extension, cadets and instrumental music). All locally raised funds account for more than 13% of income in 2023.

This continued support allows for the college to offer the best facilities, resources and programs for our students.

Mental Health funding was utilised to employ a fulltime wellbeing coordinator to support students with mental health issues and funding towards a Youth Mental Health workshop at MGC to support families. The Tier 2 Disability Inclusion funding supported more students with disability assigning existing staff to inclusive educational duties who support students with disability in the classroom. Expenditure increases from 2022 to 2023 include equipment and maintenance, books and publications, professional development, support services, camps, excursions, fundraisers, travel, and SRP salaries.

MGC financially performed extraordinarily well in spite of all the challenges such as workforce challenges throughout 2023, changes to the parent payment policy and continuing impact of EBA implementation of TIL.

We are hopeful we can continue to perform well in 2024 and cope with other challenges such as the department's decision that all surplus funds that is not expended by 2025 will be withdrawn from our accumulated surplus. Future college projects may be impacted or withdrawn due to this new department directive.

Overall MGC managed the finances in line with DET internal control processes and policies and the College is fortunate to have the support of Council, Parents and Staff, ensuring student learning and wellbeing is at the forefront of our financial decisions.

For more detailed information regarding our school please visit our website at
<https://mgc.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 1410 students were enrolled at this school in 2023, 1408 female and 0 male.

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

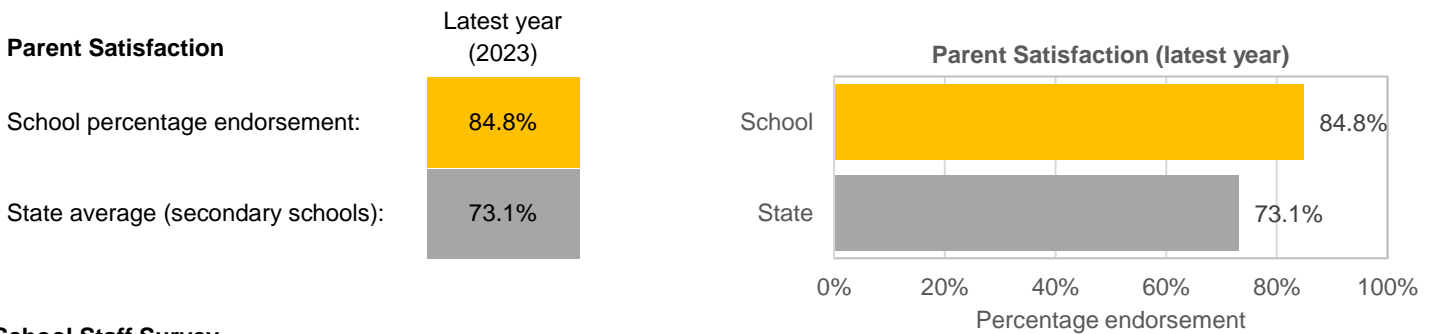
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

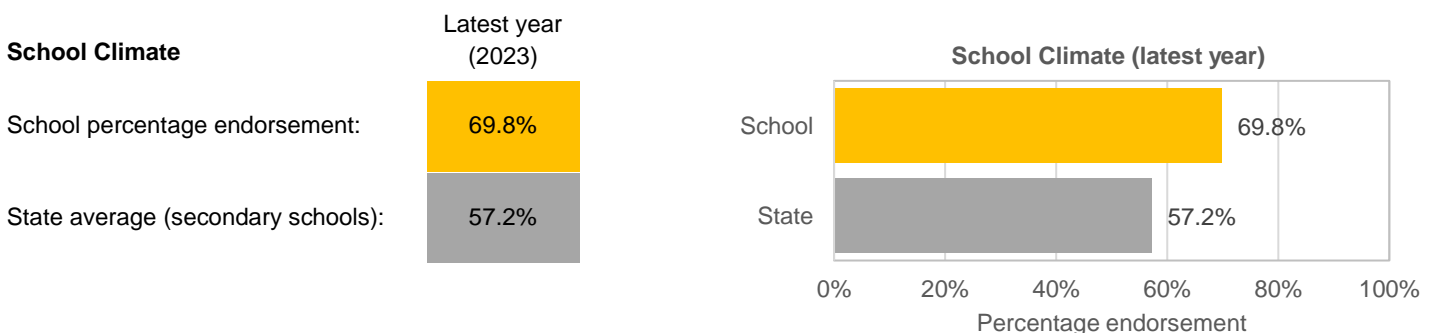


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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 against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

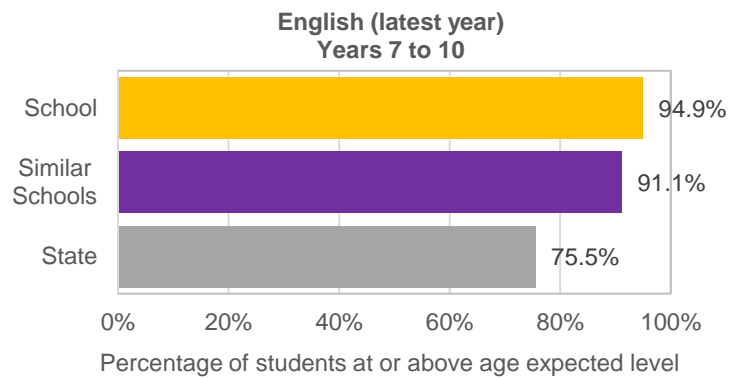
94.9%

Similar Schools average:

91.1%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

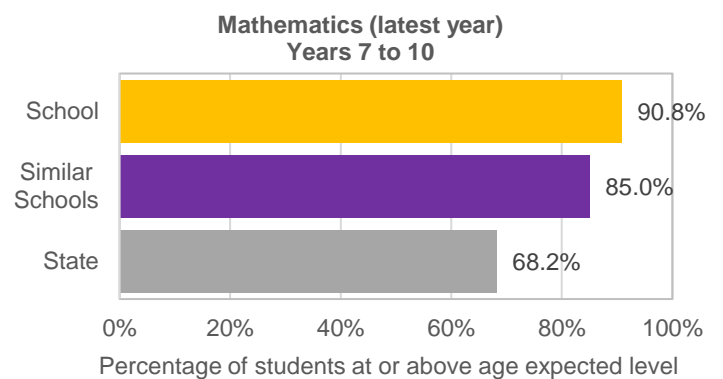
90.8%

Similar Schools average:

85.0%

State average:

68.2%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

90.1%

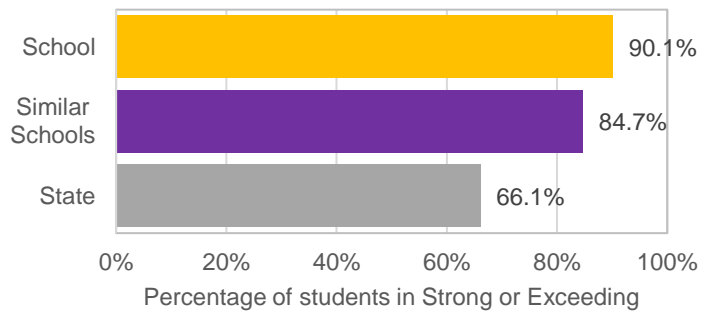
Similar Schools average:

84.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

90.9%

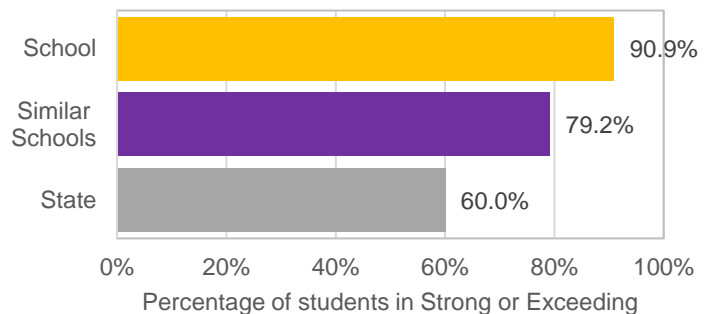
Similar Schools average:

79.2%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

87.6%

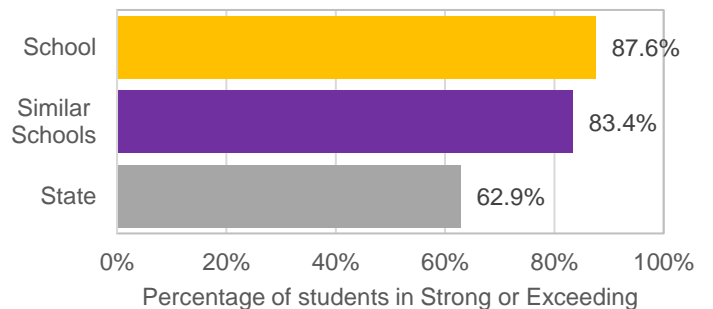
Similar Schools average:

83.4%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

87.3%

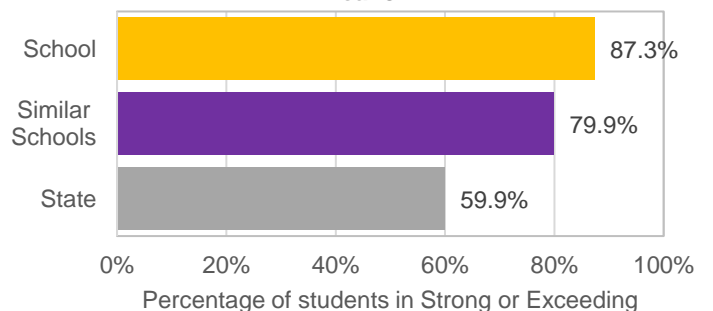
Similar Schools average:

79.9%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

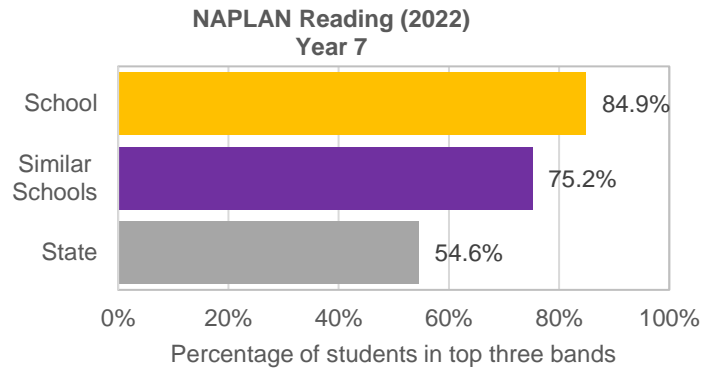
84.9%

Similar Schools average:

75.2%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

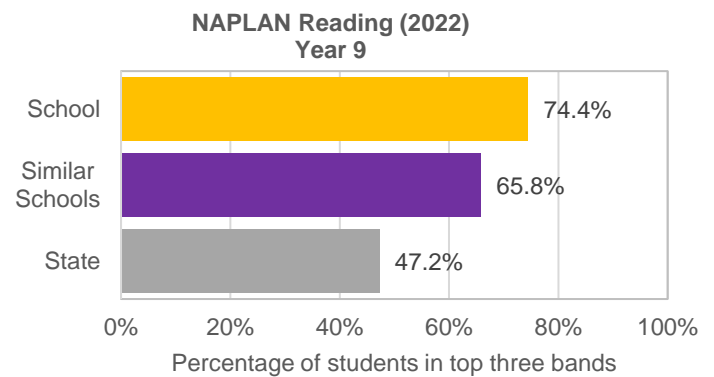
74.4%

Similar Schools average:

65.8%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

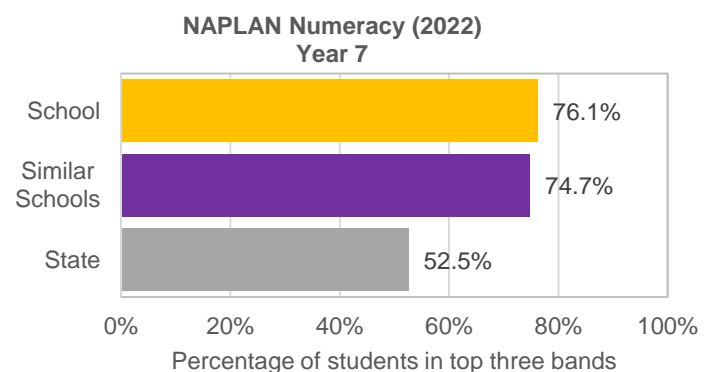
76.1%

Similar Schools average:

74.7%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

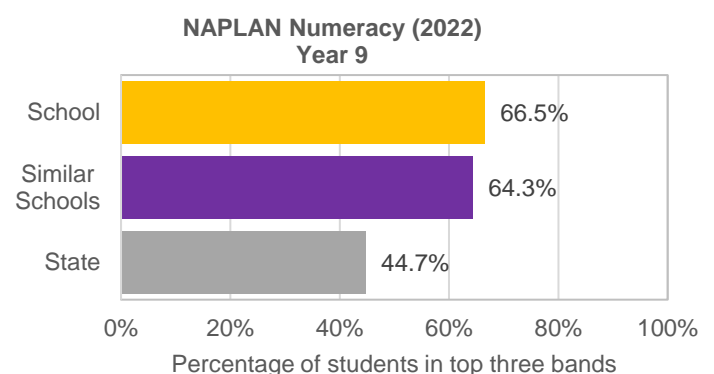
66.5%

Similar Schools average:

64.3%

State average:

44.7%



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 Senior Secondary Certificate

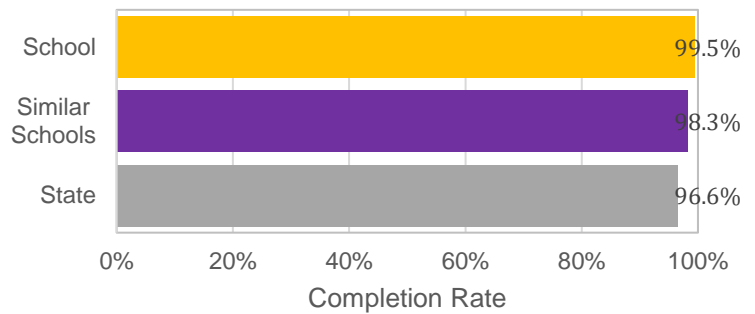
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	99.5%	99.6%
Similar Schools completion rate:	98.3%	98.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

32.8

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

7%

Percentage VET units of competence satisfactorily completed in 2023:

92%

WELLBEING

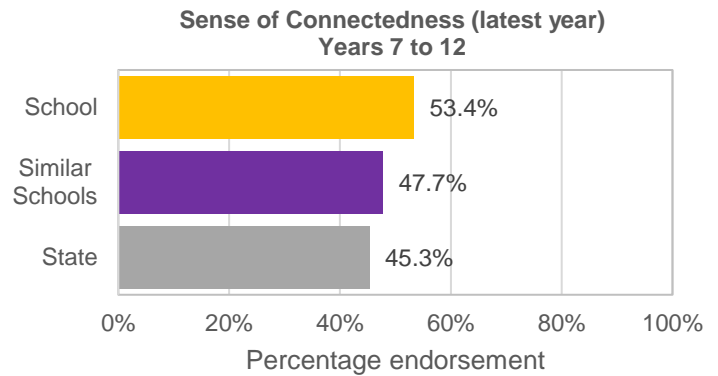
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	53.4%	58.6%
Similar Schools average:	47.7%	52.0%
State average:	45.3%	49.9%

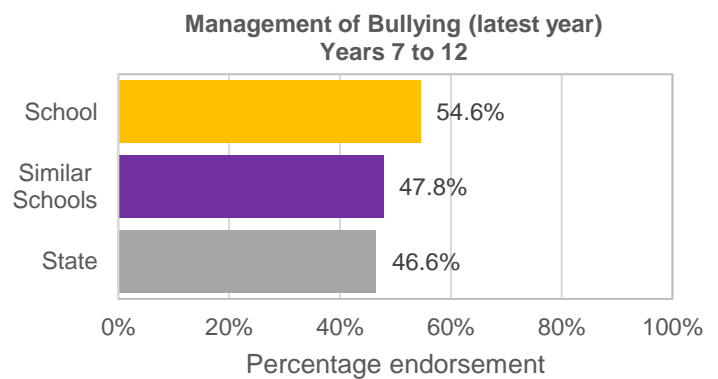


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	54.6%	60.9%
Similar Schools average:	47.8%	52.3%
State average:	46.6%	51.0%



ENGAGEMENT

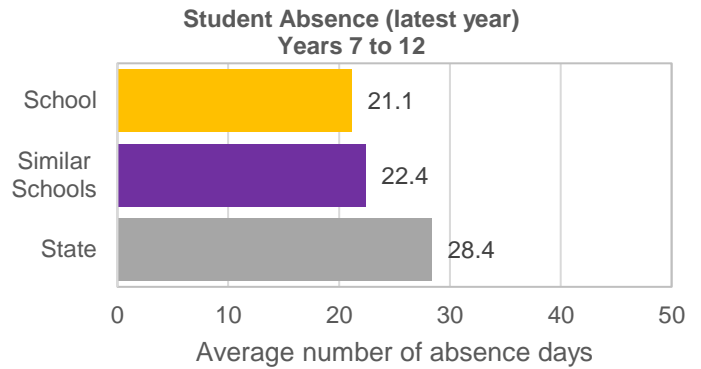
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.1	15.9
Similar Schools average:	22.4	17.9
State average:	28.4	23.8



Attendance Rate (latest year)

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

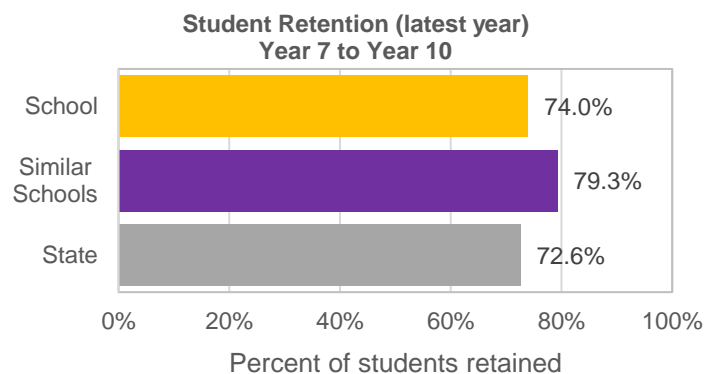
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	90%	89%	89%	88%	90%	91%

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 (2023)	4-year average
School percent of students retained:	74.0%	79.1%
Similar Schools average:	79.3%	80.9%
State average:	72.6%	73.8%



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.*

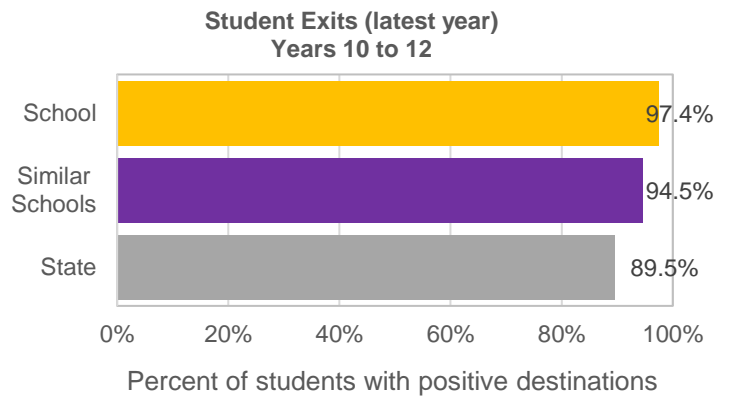
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	97.4%	98.1%
Similar Schools average:	94.5%	95.6%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$18,125,465
Government Provided DET Grants	\$1,696,479
Government Grants Commonwealth	\$18,301
Government Grants State	\$13,352
Revenue Other	\$340,389
Locally Raised Funds	\$3,252,450
Capital Grants	\$0
Total Operating Revenue	\$23,446,435

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,668
Equity (Catch Up)	\$4,798
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$54,466

Expenditure	Actual
Student Resource Package ²	\$14,701,167
Adjustments	\$0
Books & Publications	\$21,024
Camps/Excursions/Activities	\$913,821
Communication Costs	\$40,432
Consumables	\$328,002
Miscellaneous Expense ³	\$172,009
Professional Development	\$148,907
Equipment/Maintenance/Hire	\$429,917
Property Services	\$336,628
Salaries & Allowances ⁴	\$0
Support Services	\$1,522,332
Trading & Fundraising	\$40,882
Motor Vehicle Expenses	\$1,793
Travel & Subsistence	\$5,917
Utilities	\$119,088
Total Operating Expenditure	\$18,781,919
Net Operating Surplus/-Deficit	\$4,664,516
Asset Acquisitions	\$372,893

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$7,066,080
Official Account	\$796,812
Other Accounts	\$568,590
Total Funds Available	\$8,431,481

Financial Commitments	Actual
Operating Reserve	\$636,136
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,498,087
School Based Programs	\$1,273,559
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$634,715
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$1,014,639
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$3,107,186
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$8,364,322

All funds received from the Department of Education, 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.