



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

background on the school and an overview of the previous calendar year.

structure, social characteristics, enrolment characteristics, and special programs.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary



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



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.



LEARNING

Key: *Similar Schools* ¶



LEARNING (continued)

Key:



WELLBEING

Key: μ6LPLODU 6FKRROV↑ DUH D JURXS RI 9LFWRULDQ JRYHUQPHQW VFKRROV WKDW
VFKRRO↑V VRFLRHFRQRPLF EDFNJURXQG RI ~~English Speaking students from the island~~ I QRQ
location of the school.



ENGAGEMENT (continued)

Key: μ 6LPLODU 6FKRROV \uparrow DUH D JURXS RI 9LFWRULDQ JRYHUQPHQW **Account for** WKD W
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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%



