

2020 Annual Report to The School Community



School Name: **Mallacoota P-12 College (3515)**



- 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 2020 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 11 June 2021 at 09:53 AM by Richard Emonson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Mallacoota P-12 College serves a small vibrant community in Victoria's Far East. Our purpose is to maintain a happy learning community where students from Foundation to Year 12 can achieve their full potential in a unique social and natural environment. Our SFOE (Student Family Occupation and Educational Index) was confirmed at 0.3225. Our College staff in 2020 was made up of a full time Principal and 16 teaching positions, including an Assistant Principal who teaches 0.4 (junior maths) and a primary Maths Specialist at 0.5. We also had 11 Education Support Staff, a College Nurse at 0.5, and a full time Social Worker during the second half of 2020 equalling 29.28 full time equivalent positions. We had 142 students involved in three Early Years learning areas, Years 5 to 10 as a Middle School, and Years 10 to 12 in our Later Years VCE, VET and VCAL programs.

In 2020 the college operation and programs were severely impacted upon by both the bushfires during the summer holidays and also the COVID lockdown. Through the unprecedented and difficult time, the college attempted to, within the constraints imposed, maintain its focus on meeting the learning needs of students whilst also monitoring student achievement. The School Wide Positive Behaviour matrix continued to be developed and implemented across the college along with the implementation of the Respectful Relationships curriculum. A major focus of the professional learning was on implementing our Values and our curriculum delivery and pedagogy. We continued to develop our Teaching Coaching program using DET agreed Teaching Framework and coaching model. Building classroom capacity and practice and the implementation of the Victorian Curriculum F-10 remain high on the college priorities. Students who require additional assistance across all year levels were identified and supported through individual learning plans and specialist ES support. The college has a broad model of Victorian Curriculum delivery from Foundation to Year 10. In the primary years, students are introduced to a range of programs in art, music, library skills and physical education which are delivered by specialist teachers. Our college and community are proud to provide a personalised pathway for all students. The college is continuing to offer our VCE program, supported by virtual platforms like Edrolo and the Maths Pathway program and our expanding VET and VCAL Programs since 2016, for our later year students.

Framework for Improving Student Outcomes (FISO)

Mallacoota P-12 College continued to focus on its four year targets of improved academic achievement for all students and improved wellbeing and engagement of all students. Both these goals were affected not only by the impact of the bushfires during the summer period but also by the impact of COVID on the college operation. There was limited opportunity for the staff of the college to interact on a professional basis and hence limited learning opportunities for the staff to focus on the yearly targets. Many of the colleges twelve month targets and improvements direction as specified in the 2020 Annual Implementation Plan were not accessible due to the impact of COVID and remote learning altering the regular DET administered assessments such as NAPLAN. Teachers instead focussed on their internal assessments to inform their teaching and formal assessments.

During COVID: Students were taught remotely by their class teacher using a variety of tools including Webex, Google Docs, books and paper. Staff professional development in the use of new technology and teaching methodology was a by-product of the times. In some instances students did not thrive in a remote learning environment and were provided with alternate educational program opportunities.

A major focus during this time was on students' ability to manage their own learning. Students were required to develop an understanding of what they were learning; what success looked like and; how to judge their progress. As with all learning, this was achieved through the ongoing and positive work undertaken by the staff on a daily basis. They provided positive teaching and learning experiences with the support of families during the lockdown period to seek a conducive learning environment at home.

The percentage endorsement of parent satisfaction with the College was not available during 2020, the state average figure being 75.8%. The College staff survey in 2020 indicated a positive endorsement of school climate of 66.5%

which was slightly higher than the state figure of 64.1%.

Achievement

Due to a number of the normal Statewide assessment measures not taking places in 2020 due to COVID the following are the only available achievement measures: Please refer to the data provided by the Department in the following pages under the heading of achievement.

The main areas of success for the College were:

- That teacher judgements of students in Foundation to Year 6 working at or above expected level in English and Mathematics were at a higher level than similar schools and also the state average.
- Teacher judgement for English in Years 7-10 were maintained at the state averages and higher than similar schools. The Mathematics results were, however not in a range of the similar schools or state.
- The VCE average study score for the year was above both the state and similar schools (30.1% school. 28.8% state) with 100% of student successfully completing VCE and VCAL.

Engagement

The 2020 attendance data included students being marked as present whilst undertaking learning from home. Bearing this in mind, the school continued to maintain a positive downwards trend for student absences in relation to previous years reducing the number of days away from school. The Foundation to Year 6 average was 16 days absences which was only slightly higher than the like school comparisons but still marginally higher than the state figure. The Year 7-10 number (average) of absences were much lower than both the similar school and state but the overall college average was only marginally higher than both the state and similar school at 17.6%. It is to be noted that the average figures for schools were higher in both similar schools and the state during 2020. In general the attendance rate across all levels of the college was above 90% except for Year 7 and 8 who were at 89% and 90 % respectively. The college follows up absences through phone calls and has expanded its use of UeducateUs to track student absences and to notify parents. As familiarity increases with the use of this program parents will be able to notify the college of impending absences and also validate absences as they occur on a daily basis. The higher absences rates for the college when compared to similar school and also state figures could be partially accounted for by the distance parents have to travel for appointments, swimming, sporting activities and medical appointments which means parents are required to take the students out of school on a more regular basis and for longer time periods.

The college retention rate for students who remain at the school from Year 7-10 is only at 63% which is significantly lower than similar school and state figures of 73.5% and 72.5% respectively. Various factors could be attributed to the lower figure for 2020 including the movement of families after the bushfires and during and after the COVID lockdown periods.

Of particular note is that the colleges exit data is extremely good, in that 100% of students can be tracked and traced into either full time employment or further education through the department's process after leaving school. This percentage is much higher than both the state and similar schools figures and underlines the positive education environment that is provided by the college at the senior levels.

Wellbeing

The college during 2020 continued to work on and implement its Respectful Relationship Framework and also School Wide Positive Behaviour Matrix. Unfortunately COVID limited the staff's capacity to undertake professional development in these areas and also the ability to further develop and implement aspects of the program that were

planned for the year. Student Wellbeing and engagement continued to be a major focus for the college with the SWBPSs matrix providing a clear and concise framework for all students in the college. Whilst the college is still emerging from the impacts of 2020 bushfires, COVID restrictions continued to be felt throughout the college in a variety of ways including student engagement and wellbeing and staff and community morale. This continues to be of paramount interest for all the staff at the college moving forward. The college continues to provide a variety of support services to the students including a full time Social Worker, School Nurse, Headspace and programs being provided by Bushfire Recovery Victoria.

The data sets available for 2020 indicate that the sense of connectedness four year average for the college is still well below the state and similar schools levels. The figure for the primary sector is relatively higher when compared to the 7-10 percentage. This is an area for further exploration in 2021.

The management of bullying data for the college was not available in 2020. The Year 4-6 percentage endorsement for the management of bullying for similar schools and the state are 81.3% and 78.0% respectively. The percentage enforcement figure for Year 7-12 for similar schools and the state is 64.0% and 60.3%. The Attitude to School Survey in 2020 was optional for schools and advice has been received that this data is a guide only and should be viewed with caution and not to be relied upon. It should also be noted that with all of the 2020 data care should be taken when interpreting the college results due to different data collection methods and also participation rates.

Financial performance and position

The college maintained its financial surplus during the 2020 year. This was achieved through the careful management of both the financial and Human resources of the college and additional funding received. Through the School Pride program the college has been able to access upgrades to the Secondary Science classroom, administration area, roof and carpets along with the regeneration of the carpark. Substantial donations were provided to the college after the bushfires through a number of agencies which has seen the building of the RAGE cage area and the provision of a Social Worker for the college along with extra resources in the classrooms such as the NUDEL cart. Bushfire maintenance funding has helped maintain the grounds of the college in an excellent and safe condition for the students.

For more detailed information regarding our school please visit our website at
<http://www.mallp12.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.

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 142 students were enrolled at this school in 2020, 85 female and 57 male.

NDP percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

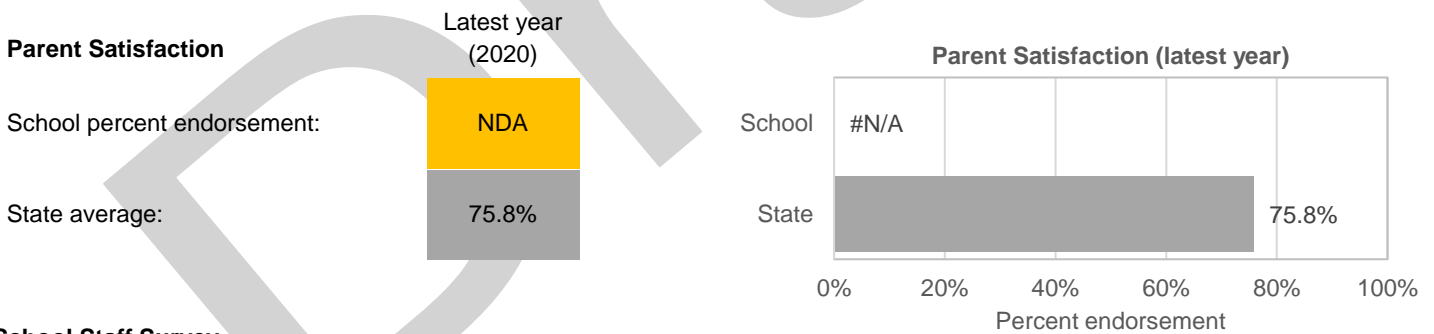
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

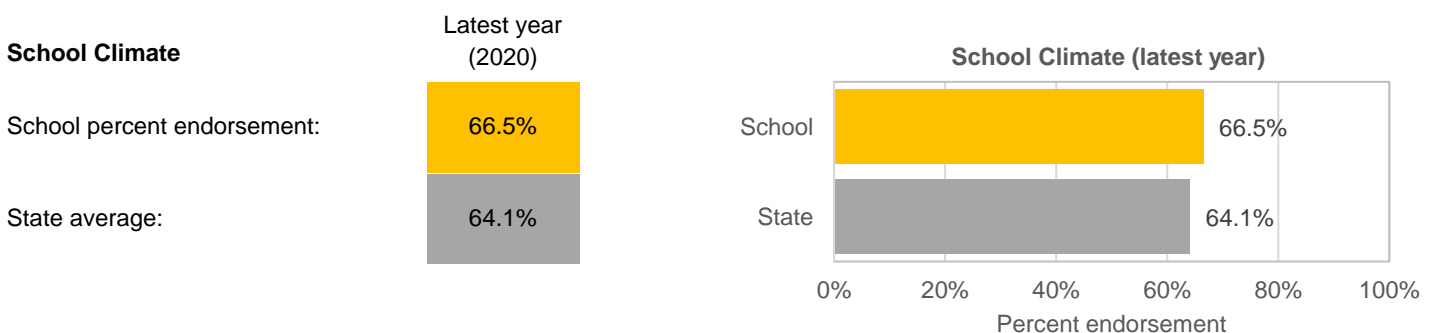


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

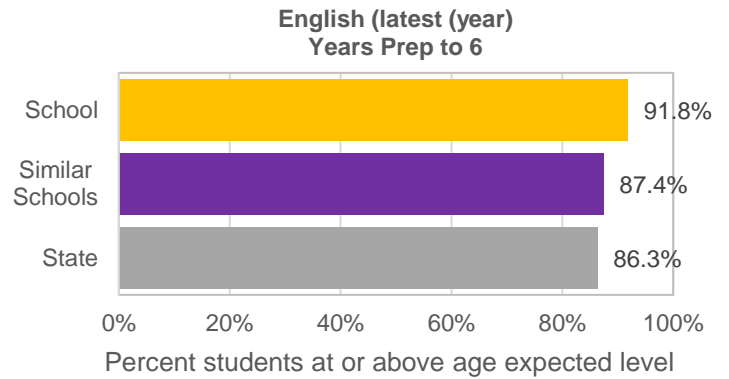
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

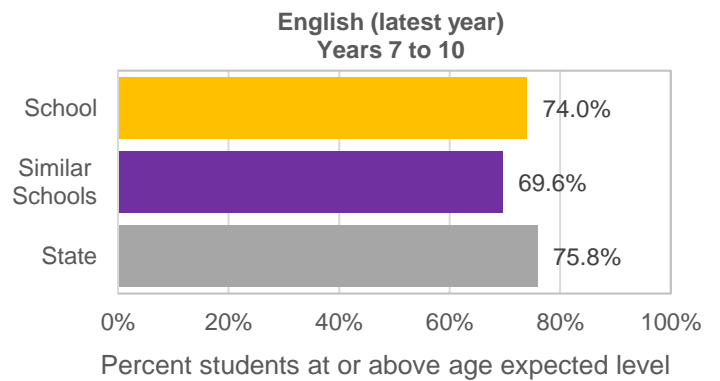
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	91.8%
Similar Schools average:	87.4%
State average:	86.3%



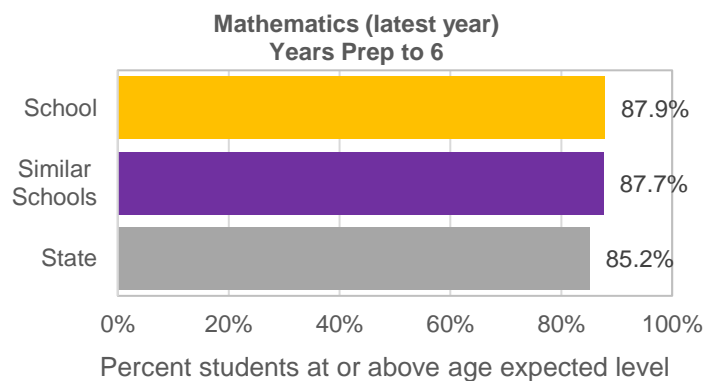
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	74.0%
Similar Schools average:	69.6%
State average:	75.8%



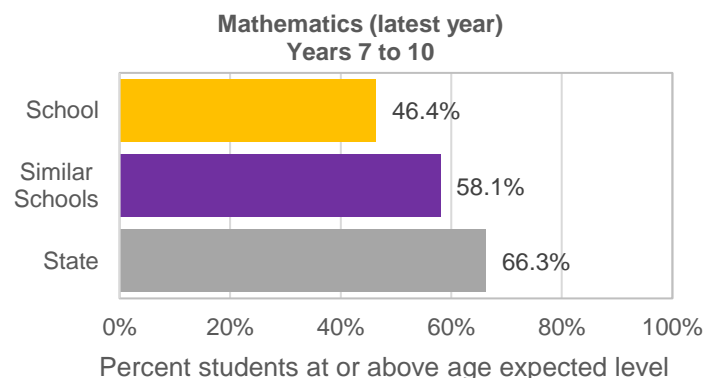
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	87.9%
Similar Schools average:	87.7%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	46.4%
Similar Schools average:	58.1%
State average:	66.3%



ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

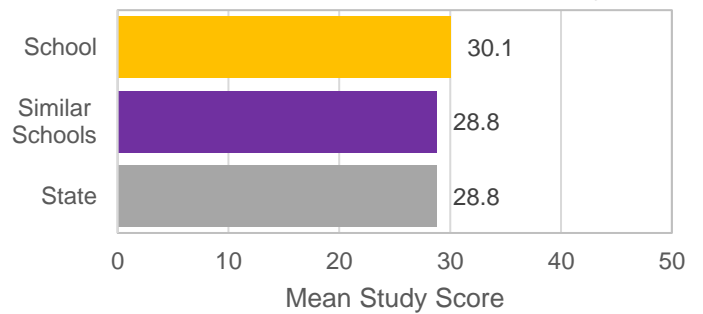
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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 (2020)	4-year average
School mean study score	30.1	29.3
Similar Schools average:	28.8	28.3
State average:	28.8	28.8

Victorian Certificate of Education (latest year)



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

69%

VET units of competence satisfactorily completed in 2020:

84%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

100%

ENGAGEMENT

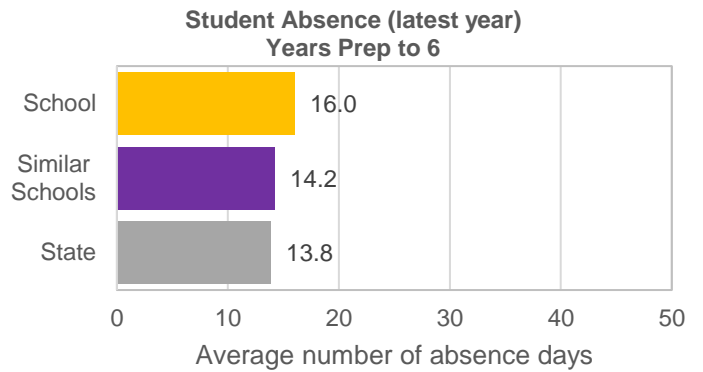
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

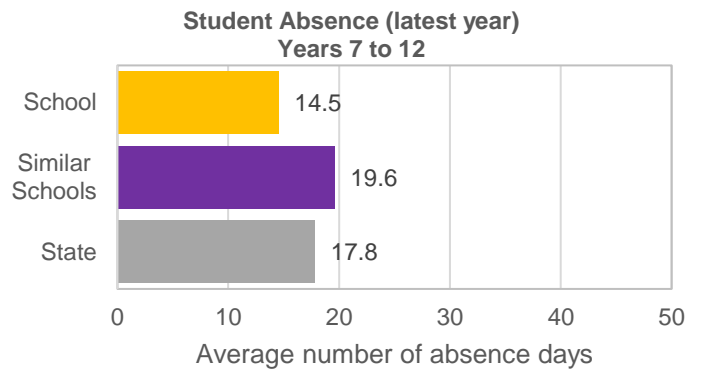
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.0	17.6
Similar Schools average:	14.2	15.6
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	14.5	18.9
Similar Schools average:	19.6	20.4
State average:	17.8	19.2



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	95%	92%	90%	92%	91%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	89%	88%	95%	90%	96%	96%	

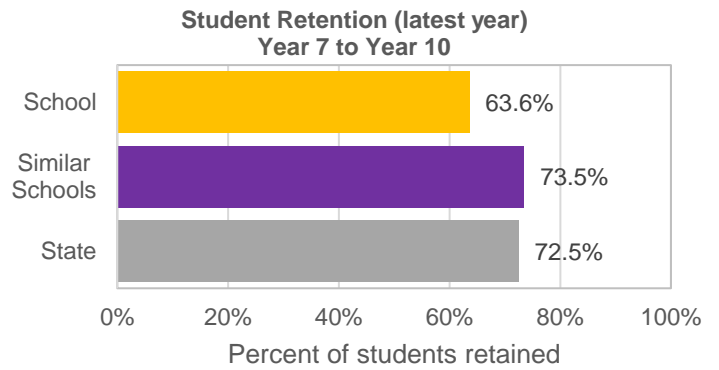
ENGAGEMENT (continued)

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 (2020)	4-year average
School percent of students retained:	63.6%	72.5%
Similar Schools average:	73.5%	73.2%
State average:	72.5%	72.9%



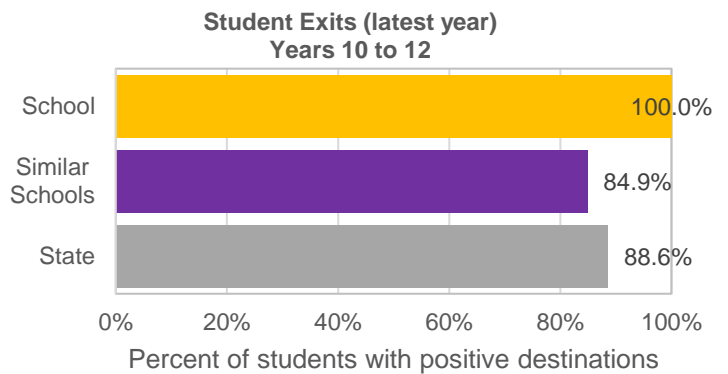
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	78.9%
Similar Schools average:	84.9%	84.9%
State average:	88.6%	89.1%



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.

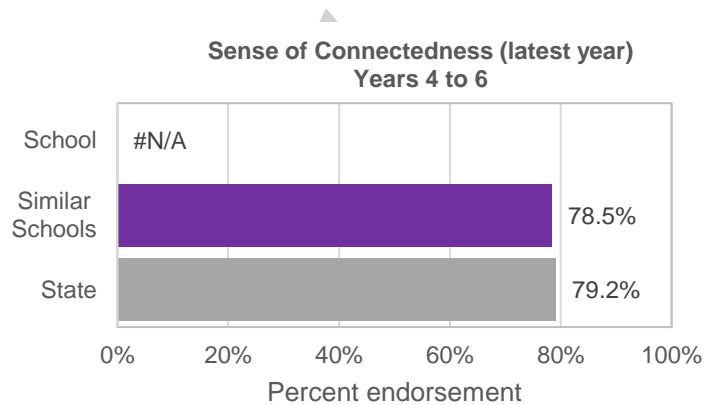
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

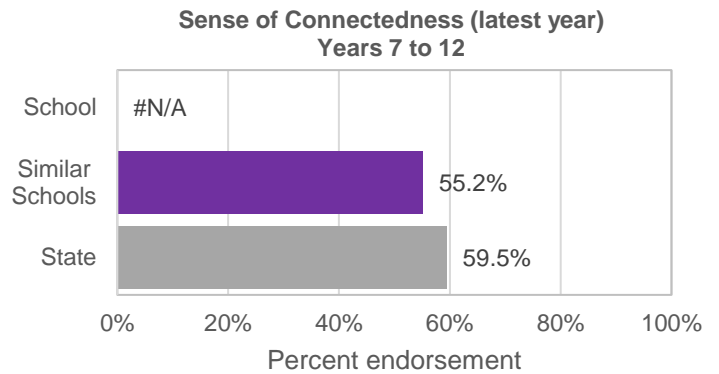
	Latest year (2020)	4-year average
School percent endorsement:	NDA	51.3%
Similar Schools average:	78.5%	79.5%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	35.5%
Similar Schools average:	55.2%	55.7%
State average:	59.5%	55.3%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

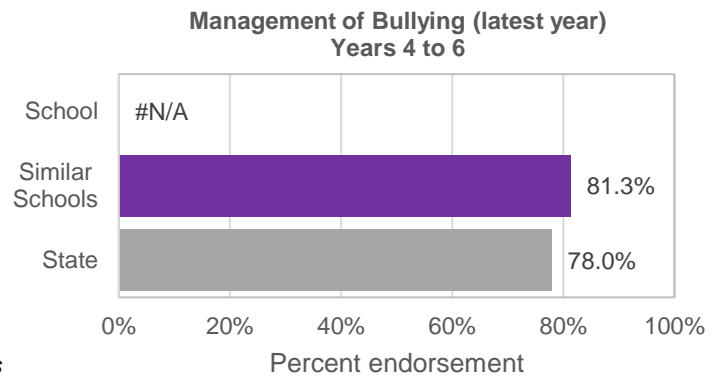
WELLBEING (continued)

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).

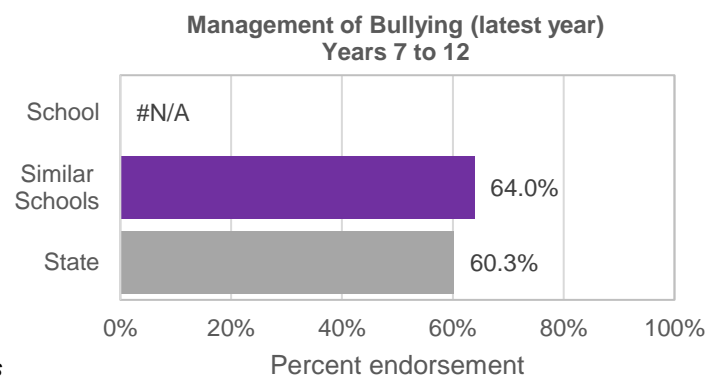
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	54.7%
Similar Schools average:	81.3%	80.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	50.6%
Similar Schools average:	64.0%	62.4%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,564,930
Government Provided DET Grants	\$695,566
Government Grants Commonwealth	NDA
Government Grants State	\$10,306
Revenue Other	\$18,295
Locally Raised Funds	\$460,231
Capital Grants	NDA
Total Operating Revenue	\$3,749,329

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,691
Equity (Catch Up)	\$2,249
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$16,940

Expenditure	Actual
Student Resource Package ²	\$2,436,797
Adjustments	NDA
Books & Publications	\$1,142
Camps/Excursions/Activities	\$8,014
Communication Costs	\$11,541
Consumables	\$84,451
Miscellaneous Expense ³	\$27,892
Professional Development	\$1,457
Equipment/Maintenance/Hire	\$59,807
Property Services	\$54,706
Salaries & Allowances ⁴	\$229,629
Support Services	\$18,643
Trading & Fundraising	\$17,435
Motor Vehicle Expenses	\$10,194
Travel & Subsistence	\$1,580
Utilities	\$22,088
Total Operating Expenditure	\$2,985,376
Net Operating Surplus/-Deficit	\$763,953
Asset Acquisitions	\$145,766

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$723,225
Official Account	\$14,443
Other Accounts	NDA
Total Funds Available	\$737,669

Financial Commitments	Actual
Operating Reserve	\$85,815
Other Recurrent Expenditure	\$12,844
Provision Accounts	\$10,995
Funds Received in Advance	\$74,452
School Based Programs	\$148,200
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$115,771
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$448,077

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.