

2022 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 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 24 March 2023 at 02:40 PM by Susi Allen (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 April 2023 at 12:02 PM by Dani Morris (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 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

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

Mallacoota P – 12 College is situated in the small vibrant community of Mallacoota in Victoria's Far East and provides education for children from prep through to Year 12. With a total student enrolment of 115 students, our staff consists of 21 teachers (several part time), 12 education support staff and 3 wellbeing staff. We also have 2 administrative staff, 1 assistant principal and an acting principal. The school's socio-economic profile, based on families' occupation and education is considered in the low-medium band. The Mallacoota P – 12 College vision is to be a happy learning community where students can achieve their full potential in a unique social and natural environment. We aim, to provide students with the best possible foundation in life through a well-rounded education. Supporting this vision are three core values:
Respecting, Learning and Striving.

When respecting we:

- Take care of ourselves and others
- Communicate in a kind, inclusive and considerate way
- Follow instructions/directions and use our own initiative
- Take care of equipment and belongings.

When learning we:

- participate in school programs to the best of our ability
- ask for help when needed
- are actively involved in our own teaching and learning

When striving we:

- encourage and support others when we can
- challenge and trust ourselves to have a go
- are problem solvers
- celebrate our success with others
- promote and use sustainable practises

Mallacoota P – 12 College is committed to a whole school approach to the evidence-based social and emotional learning curriculum, resilience, rights and respectful relationships in conjunction with the School Wide Positive Behaviour Support framework.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school offered all students in Years Prep to 10 a comprehensive education reflecting the Victorian Curriculum framework, with specialist programs in visual arts, music, physical education, and a language other than English program (French). We also offered a diversity of programs at the senior levels, including Victorian Certificate of Education (VCE) and VCAL (Victorian Certificate of Applied Learning) enabling the school to meet the needs of individual students. In 2022, we had 100% of students satisfactorily complete their VCE.

Improving student learning outcomes in literacy and supporting each student at their point of need continued to be a focus and was supported by a specialist literacy teacher via the Tutor Learning Initiative and the employment of an occupational therapist. Our literacy results for NAPLAN indicate growth in Reading, particularly for our students in Years 3 and 7, as shown in the table below.

NAPALN Reading: Percentage of students in the top three bands

	Year 3	Year 7
2022	80%	91%
4-year average	71%	76%
Similar schools average	70%	47%
State average	77%	55%

Throughout the year, a professional learning community (PLC) approach was introduced and trialled to develop a collaborative, whole school approach to the collection, review and analysis of student learning data and to strengthen team practice and protocols of good PLC practice with the aim of building the capacity of teachers to accurately assess student learning to inform their planning for differentiated learning.

Wellbeing

In the context of the challenges and unsettling events over the past two years Mallacoota P – 12 College considered student wellbeing as a priority. The employment of a wellbeing officer was a key strategy to support students' wellbeing and mental health as well as mobilising available resources through strengthening partnerships with community organisations such as the RFDS outreach centre for bushfire impacted communities. A wellbeing team was maintained and met regularly throughout the year to identify at risk students and provide targeted support at point of need in a timely manner.

The school continued to implement the Resilience, Rights and Respectful Relationships (RRRR) curriculum and School Wide Positive Behaviour Support (SWPBS) framework into school policies and programs and develop knowledge and understanding around the importance emotional literacy skills play in student learning while maintaining the intent of providing every student with a well-rounded education, including:

- the skills and knowledge to develop and maintain respectful relationships.
- the desire to engage with their learning.
- the confidence to be challenged and to seek support when needed.
- the ability to connect with the wider community through school supported programs, in traditional, new and innovative ways.
- the resilience to cope when challenges are presented.
- the ability to adapt to change.
- a willingness to learn from mistakes.

Our data from the Attitudes to School Survey (AtoSS) indicates that these programs are having a positive impact on our students' overall experiences at school. While we are committed to the continual improvement of our students' Wellbeing, the table below shows positive trends in student endorsement for Sense of connectedness and Management of Bullying.

Attitudes to School Survey: Percentage of positive responses

Factor	Years 4-6		Years 7-10	
	2022	4-year average	2022	4-year average
Sense of Connectedness	65%	56%	54%	45%
Management of Bullying	59%	53%	61%	53%

Engagement

As part of Mallacoota P – 12 College strategic plan goal to improve student engagement and attendance the school focussed on whole school approaches such as school wide positive behaviour support and individual student strategies, such as student support groups and behaviour support plans.

The school monitored attendance data to identify students in Years 7 to 10 who were at risk of disengaging from school and leaving school early. This early identification provided the wellbeing team with the opportunity to implement a range of interventions and supports to ensure the students maintained their engagement and connection with education before the critical transition to senior secondary years.

The school continued to focus on student transitions to support student engagement, both from kindergarten to the first year of school, from primary to secondary, and from secondary to tertiary or employment.

Other highlights from the school year

As part of Mallacoota P – 12 College strategic plan goal to improve student engagement and attendance our school participated in a range of extra-curricular activities through incursions, camps and community events.

We were lucky to have visits from the Victorian Space Science Education Centre visit, Gippsland Tech mobile program exploring digital art and animation, and the Melbourne Museum Dinosaur to offer and engage students in the STEM based learning experiences.

In term 2 Year 9 students attended the Snowy School for Student Leadership for the whole term and worked on their Community Learning Project focussing on a town mural and investigation of school uniform options. Years 7 – 10 students attended the Science, Technology, Engineering, Arts and Mathematics (STEAM) camp in Melbourne.

At the end of the year the school organised an extensive Arts Fest program of events to celebrate the arts including inviting other network schools to come and enjoy the activities and create more opportunities for our students to connect with other young people outside of Mallacoota. Other community based events included the Year 5/6 class market day and Swifts-Coota Cup

Students competed at State Athletics Championships, State Cross Country, State Surfing Championships, regional and inter-school Volleyball Competition as well as school swimming lessons/carnivals and cross country/athletics.

Financial performance

Mallacoota P – 12 College continues to be financially secure, carrying a surplus in our annual SRP and maintaining healthy bank balances. Our financial commitment summary provides details on committed funds and planned projects.

In 2022, the school purchased a new school car and school bus, funds for this had been saved over a number of years and allocated to this upgrade to assets.

An infrastructure projects of car park redesign was supported financially with landscaping and additional fencing. We also supplemented the VSBA led science classroom and administration upgrade by resourcing furniture and materials to fit out the new spaces and improve the teaching and learning environment.

The total funds available to the school at the end of 2022 and its overall financial position remains strong and allows the school to fund future improvement projects. We continue to commit funds to undertake maintenance and upgrade works such as roof repairs, outdoor sport court improvement.

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 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 115 students were enrolled at this school in 2022, 59 female and 56 male.

NDP 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).

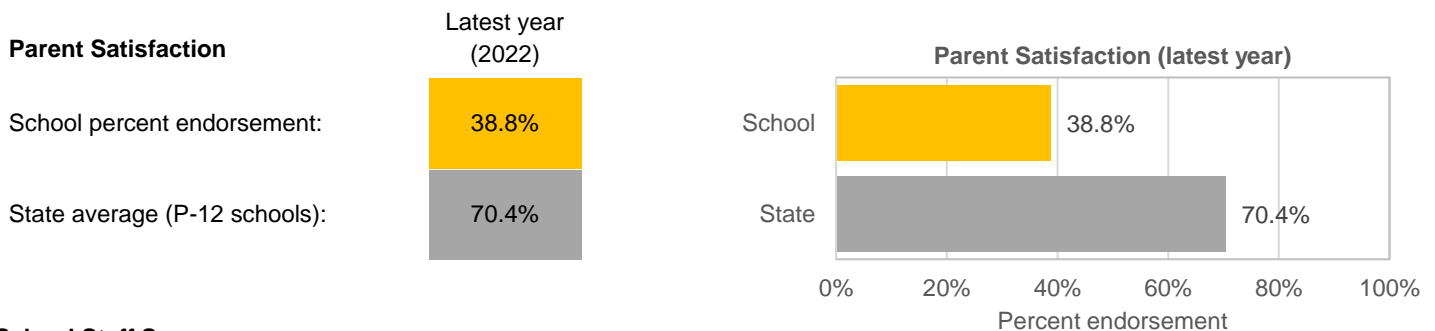
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

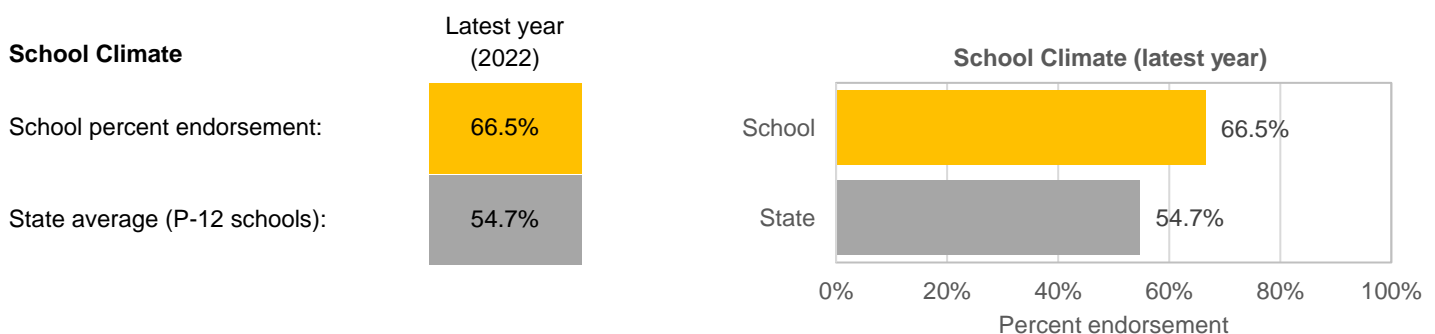


School Staff Survey

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.



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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

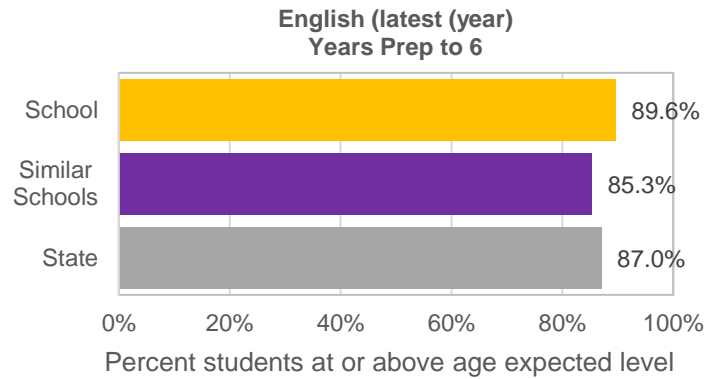
89.6%

Similar Schools average:

85.3%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

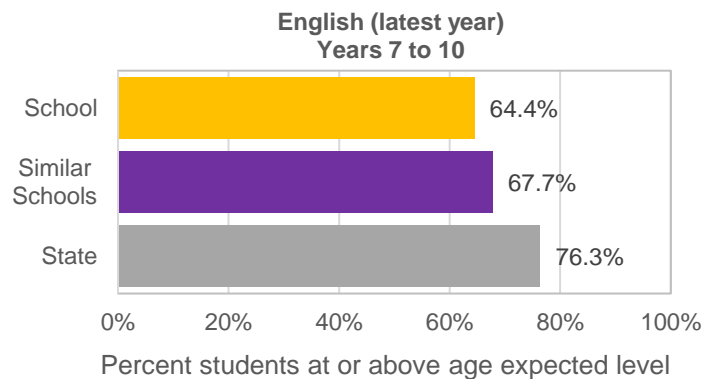
64.4%

Similar Schools average:

67.7%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

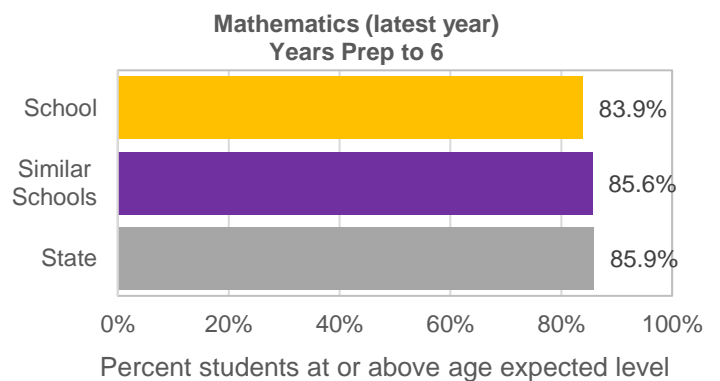
83.9%

Similar Schools average:

85.6%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

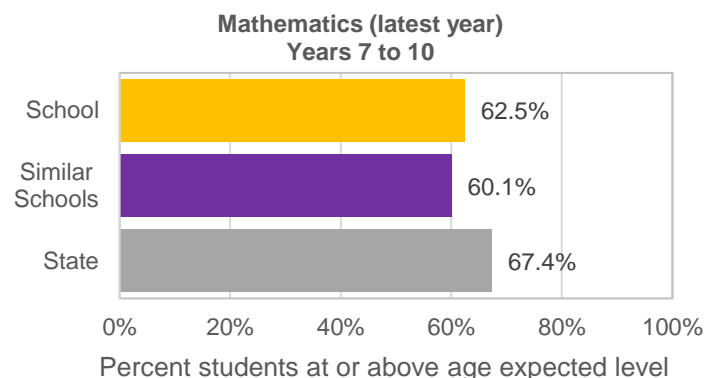
62.5%

Similar Schools average:

60.1%

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.

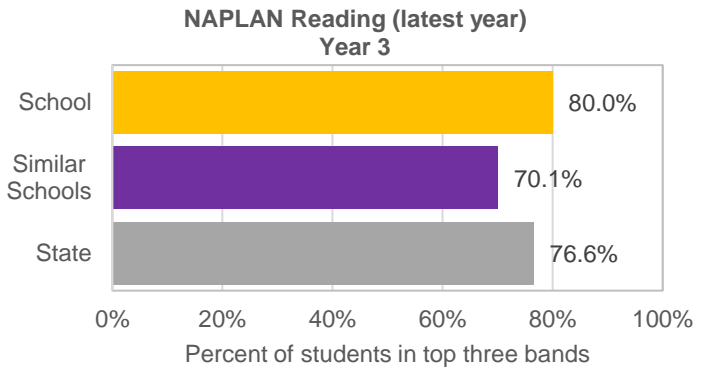
NAPLAN

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.

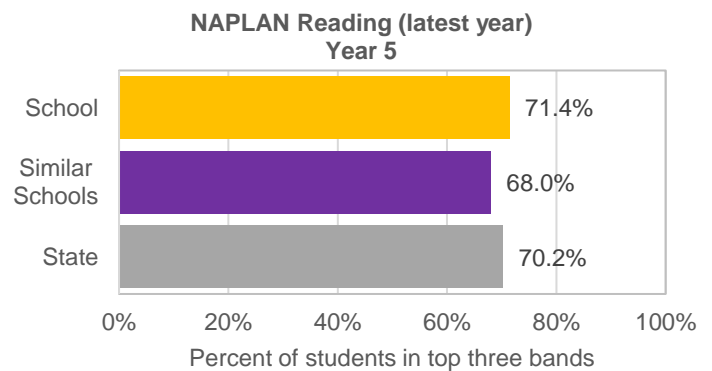
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	71.4%
Similar Schools average:	70.1%	72.6%
State average:	76.6%	76.6%



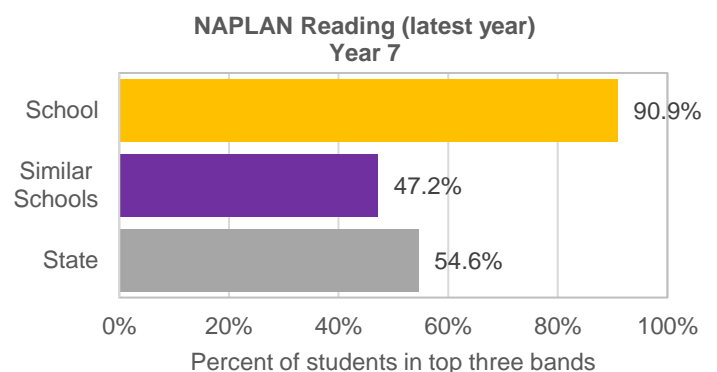
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	79.3%
Similar Schools average:	68.0%	66.2%
State average:	70.2%	69.5%



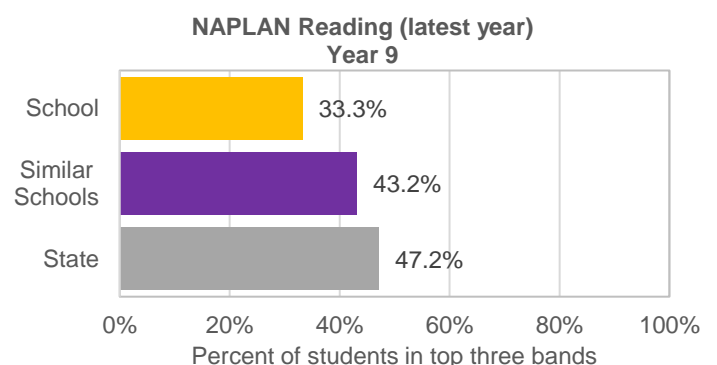
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.9%	76.2%
Similar Schools average:	47.2%	52.0%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	33.3%
Similar Schools average:	43.2%	43.2%
State average:	47.2%	46.0%



LEARNING (continued)

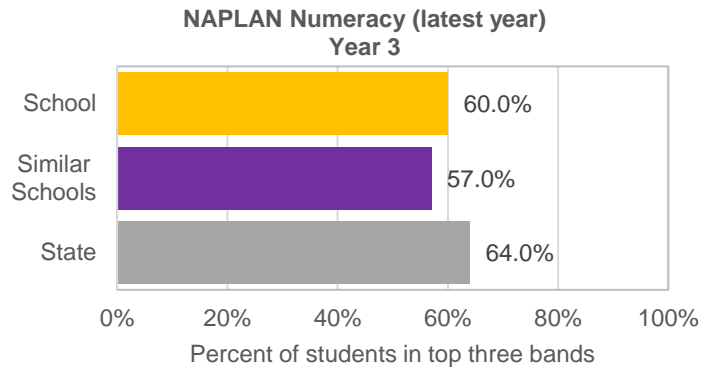
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Numeracy
Year 3**

School percent of students in top three bands:

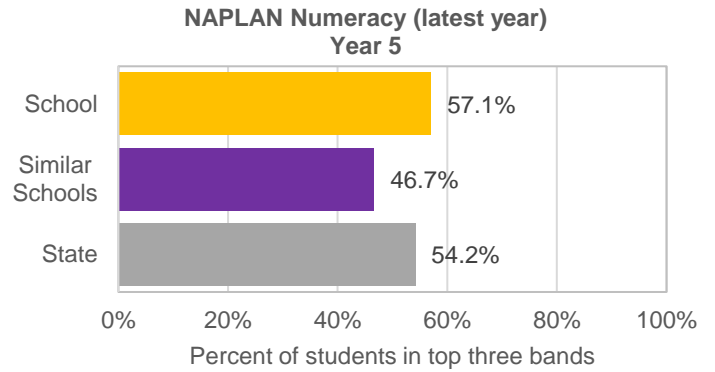
	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	67.9%
Similar Schools average:	57.0%	62.4%
State average:	64.0%	66.6%



**Numeracy
Year 5**

School percent of students in top three bands:

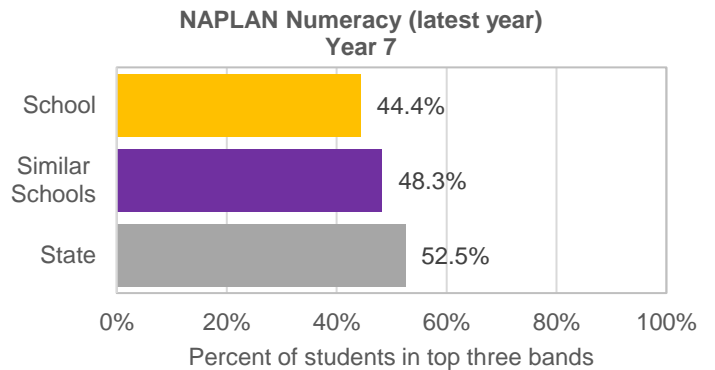
	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	56.7%
Similar Schools average:	46.7%	53.1%
State average:	54.2%	58.8%



**Numeracy
Year 7**

School percent of students in top three bands:

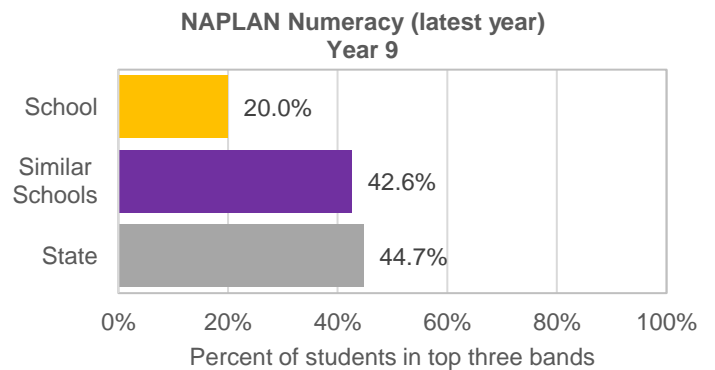
	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	42.1%
Similar Schools average:	48.3%	54.6%
State average:	52.5%	54.8%



**Numeracy
Year 9**

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.0%	23.5%
Similar Schools average:	42.6%	44.9%
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.*

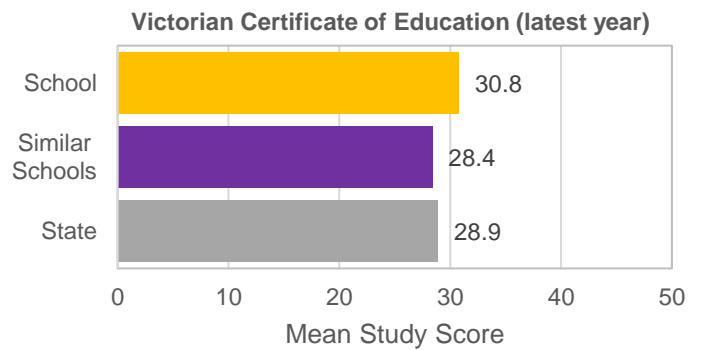
Victorian Certificate of Education (VCE)

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	30.8	30.6
Similar Schools average:	28.4	28.6
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:

100%

VET units of competence satisfactorily completed in 2022:

85%

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

100%

WELLBEING

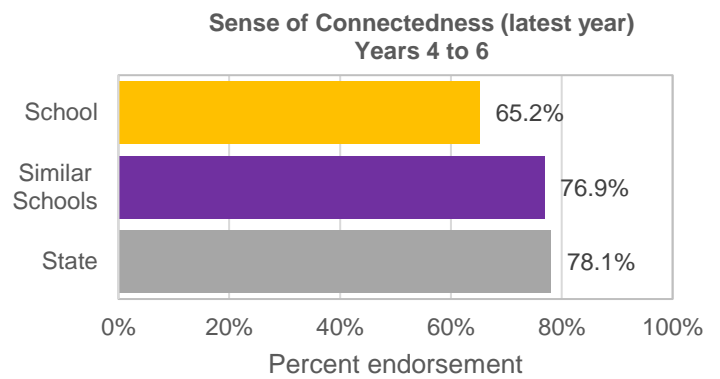
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

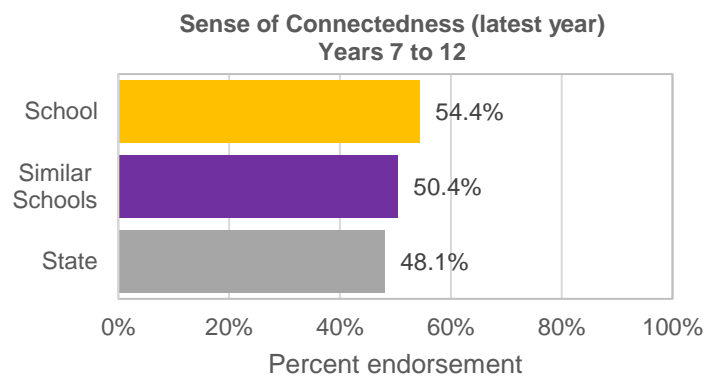
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	65.2%	55.6%
Similar Schools average:	76.9%	77.7%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.4%	44.6%
Similar Schools average:	50.4%	53.7%
State average:	48.1%	52.5%



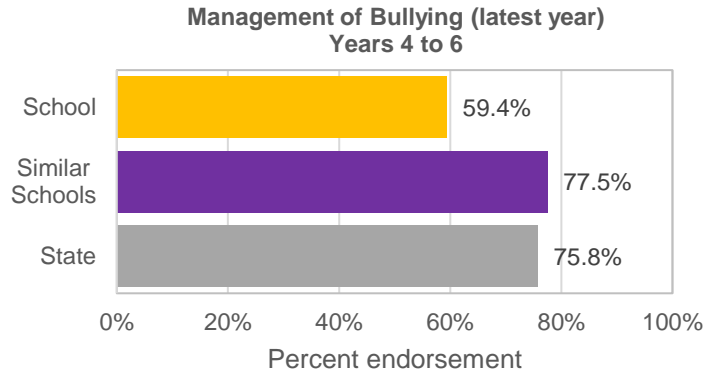
WELLBEING (continued)

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).

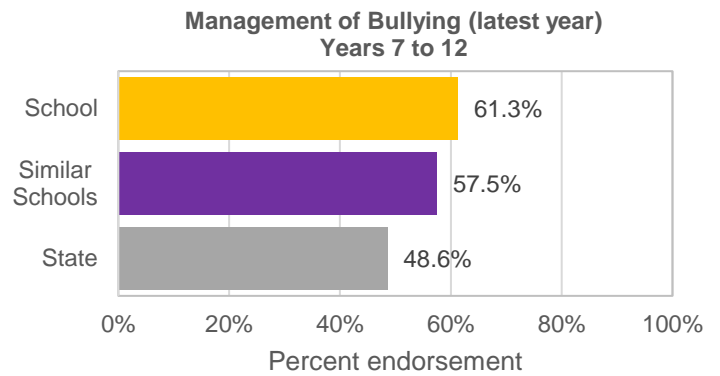
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	59.4%	53.2%
Similar Schools average:	77.5%	79.7%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	61.3%	53.2%
Similar Schools average:	57.5%	61.6%
State average:	48.6%	54.0%



ENGAGEMENT

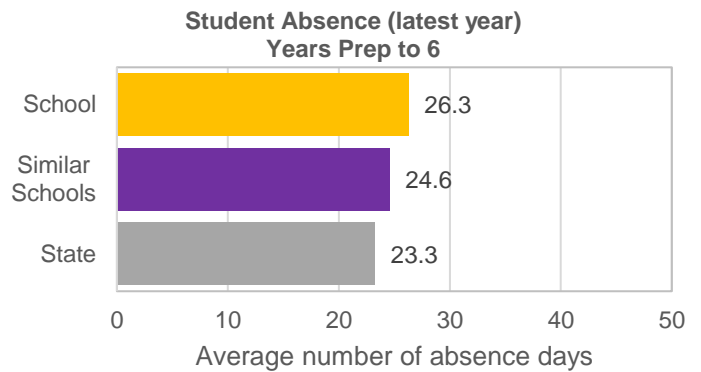
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

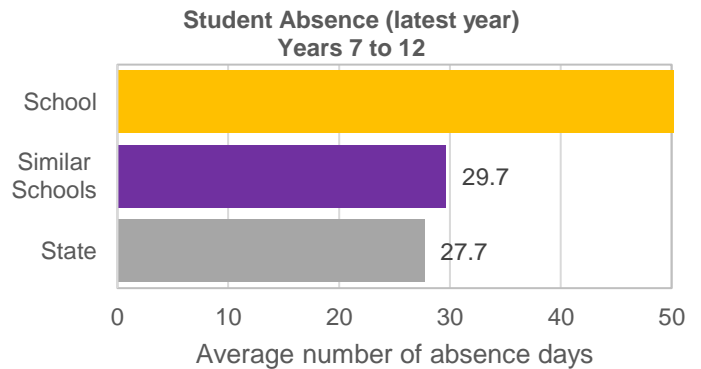
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.3	20.1
Similar Schools average:	24.6	17.9
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	50.9	27.6
Similar Schools average:	29.7	23.0
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	92%	86%	86%	89%	88%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	78%	74%	69%	62%	84%	84%	

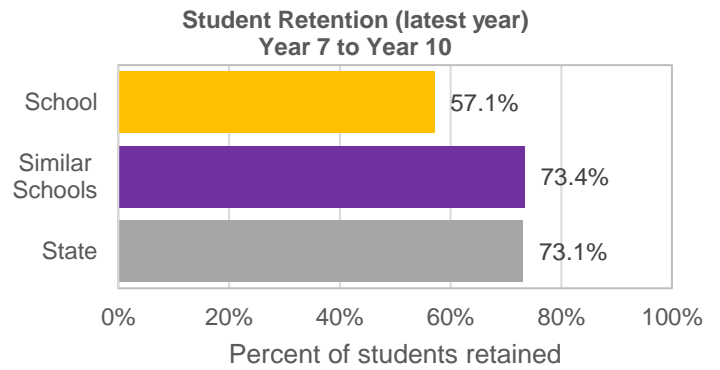
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	57.1%	65.0%
Similar Schools average:	73.4%	73.7%
State average:	73.1%	73.0%



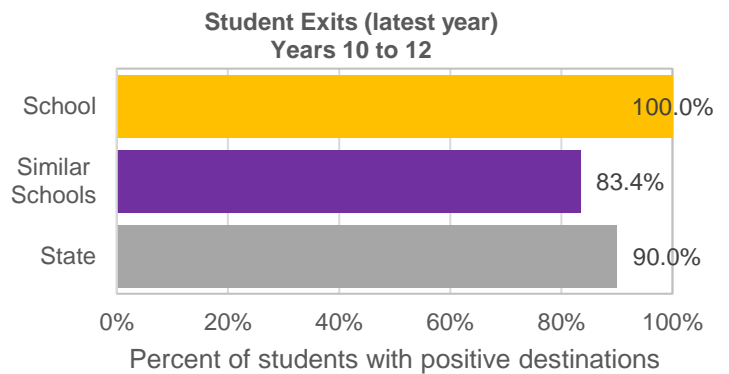
Students exiting to further studies or full-time employment

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:	100.0%	92.9%
Similar Schools average:	83.4%	84.9%
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	\$2,530,462
Government Provided DET Grants	\$622,719
Government Grants Commonwealth	\$0
Government Grants State	(\$250)
Revenue Other	\$51,552
Locally Raised Funds	\$131,077
Capital Grants	\$0
Total Operating Revenue	\$3,335,560

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,488
Equity (Catch Up)	\$5,890
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,378

Expenditure	Actual
Student Resource Package ²	\$2,165,344
Adjustments	\$0
Books & Publications	\$615
Camps/Excursions/Activities	\$26,003
Communication Costs	\$9,033
Consumables	\$87,222
Miscellaneous Expense ³	\$61,411
Professional Development	\$3,082
Equipment/Maintenance/Hire	\$140,714
Property Services	\$116,831
Salaries & Allowances ⁴	\$216,282
Support Services	\$39,260
Trading & Fundraising	\$16,656
Motor Vehicle Expenses	\$23,366
Travel & Subsistence	\$2,725
Utilities	\$29,143
Total Operating Expenditure	\$2,937,688
Net Operating Surplus/-Deficit	\$397,872
Asset Acquisitions	\$195,874

- (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	\$677,070
Official Account	\$91,898
Other Accounts	\$0
Total Funds Available	\$768,969

Financial Commitments	Actual
Operating Reserve	\$117,891
Other Recurrent Expenditure	\$30,980
Provision Accounts	\$2,000
Funds Received in Advance	\$134,919
School Based Programs	\$22,240
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,421
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$354,450

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.