

2021 Annual Report to The School Community



School Name: Marnebek School Cranbourne (5464)



- 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 2021 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 27 April 2022 at 02:55 PM by Jennifer Hamilton (Principal)

- This 2021 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 27 April 2022 at 08:38 PM by Ivana Mioni (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence 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.

How to read the Annual Report (continued)

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 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'Levels A to D' 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

Marnebek School is a dual campus Prep to Year 12 specialist school situated in Cranbourne East within the LGA of Casey. We cater for a diverse range of learners who are funded through the Program for Students with a Disability funding program, student eligibility criteria requires an IQ test below 70.

Our School vision focuses on the potential of all learners through providing an engaging and stimulating learning environment. Empowering our students to be active in their learning whilst building their social and emotional wellbeing is at the forefront of our teaching and learning programs.

Our school intent is an unrelenting focus on increasing students Literacy and Numeracy skills throughout our strategic plan. Our rationale is based on the schools self evaluation report which highlighted under the FISO area of Excellence in Teaching and Learning fell in the emerging category. We aim to build the capacity of our teachers to increase student skills in literacy and numeracy and access to improved communication.

Over the 4 year Strategic Plan our rationale is to focus on building staff capacity in high quality teaching for students with a range of disabilities, to set high expectations of professional teaching standards and to empower staff to be resilient employees, to own the professional responsibility of student learning and respectfully collaborate as colleagues to build a strong community and positive school culture.

School values are evident in all aspects of our school community, we strive for the values of Responsibility, Respect and Resilience to underpin learning, parent connections and community engagement.

Resilience we hold ourselves and each other to account within our school community. Respect we value others and accept everyone's differences across our school community. Responsibility we are honest, ethical and transparent throughout our school community.

Marnebek school community educators of 130 staff across a multi campus, the staffing profile consists of Executive Principal, 4 Assistant Principals overseeing 4 Learning Neighborhoods years levels Prep - 3, 4-6, 7 -9, 10-12. 4 Learning Specialists, 4 Leading Teachers, 50 x Full Time teaching Staff , 40 x Educational Support Staff, 10 x Allied Health, 11x Administrative staff, 2 x maintenance staff, 2x school nurse staff.

Framework for Improving Student Outcomes (FISO)

The 2021 focus for Improving student outcomes has centered on the significant Capital Works investment of \$38.85 million dollars. Upgrading the facilities with a long term vision for improved teaching and learning with state of the art facilities to cater for all students abilities and learning has provided a clear direction for our 2021 targets.

Our school targets based on the SSP and AIP align to the recalibrated DET initiatives as follows:

Marnebek will support the departmental priorities of 'Learning, catch up, and extension' through the increase in the positive endorsement in Leading Change.

Our curriculum emphasis focused on the implementation of a whole school tutoring program utilizing the Tutor Learning Initiative to ensure students have not experienced disadvantage from periods of disruption through remote and flexible learning & Covid restrictions. An increased emphasis was placed on communication throughout all classes using Augmented Communication Devices, supported by our Allied Health staff , Speech Pathologist, Occupational Health team to upskill all staff in the use of AAC for students.

Marnebek will support the departmental priorities of 'Happy, active and healthy kids' through increasing the percentage of students who meet their Personal and Social Capability goals

Our Mental Health Practitioner has focused on the engagement of students throughout the disruptions of Covid restrictions, student well being with a focus on secondary level students links directly into the AIP priority of happy, active, healthy kids. School Wide Positive Behaviour focus throughout 2021 has aligned to our House System with a point system, notification to parents through Compass and weekly school assembly recognizing student achievements.

Marnebek will support the departmental priorities of 'Connected schools' through focusing on student attendance data.

Our school curriculum throughout 2021 was reviewed to ensure core skill and best practice was focused on student point of need, with regular disruptions student learning in the areas of Literacy, Numeracy and Wellbeing became the key areas of curriculum development. Student pathways and Foundation VCAL skills remained a priority with school based skills, links to TAFE programs and supported work environments connecting pathways for 2021 graduating students.

Achievement

All students at Marnebek School are funded under the program for Students with a disability. Student achievement in 2021 was again impacted due to Covid 19 and remote and flexible learning, however with the deep learning and dedication from staff we continued to focus on the core elements of growth in Literacy and Numeracy. Our Annual Implementation Plan targets for 2021 aligned to the priorities of Learning Catch Up and Extension through a narrow focused approach to teaching and learning. Throughout 2021 staff in Professional Learning Teams collaboratively designed targeted learning aimed to support student's growth in speaking and listening and number. Staff professional development aligned to best practice and a whole school approach to the gradual release pedagogical model enabled a focus on student point of need. An emphasis on the key skills of explicit teaching aligned to the High Impact Teaching Strategies also enabled teachers to target the individual and specific needs of students learning. The Tutor learning Initiative also provided an opportunity to further embed and focus on student core learning skills. The tutor program targeted the early year's learners from Prep – Year 2. The implementation of this initiative required a restructure of our current staffing model, creating an opportunity to upskill educational support staff familiar with the students alongside teachers returning from leave. The success of the Tutor learning initiative has been evident with increased student engagement, positive parent feedback and staff collaboration.

Engagement

Throughout 2021 whilst alongside the challenges of Covid, school engagement and student connectedness were encouraged through multiple means. Students and families were offered multiple means of connection with the school such as the facilitation of SSG meetings online, digital open nights and parent information sessions related to the school facility upgrades. Whole school focus with an emphasis on a positive culture were highlighted through programs such as; 'it's not okay to be away'; introduction of student lead goals into the assessment schedule/reporting process; an increase in the use of the school's social media accounts and a focus on a consistent message for reducing school absence rates. To support student engagements, teachers focused on collaborative planning through PLC's linked to student led goals for learning. Teachers developed strong links with parents particularly evident in remote learning through the use of Webex, Seesaw and Compass. Increased parent connection saw parents actively participating in their child's learning. Student led goal setting developed an increase in attendance of students at SSG meetings across all areas of the school. Teachers actively follow up all student absences with dedicated Wellbeing staff and Leading teachers providing support with long-term absences. Student absence data has remained relatively high throughout 2021; The impact of the pandemic for many students has been challenging however overall students have reengaged with school with a renewed manner, as active participants in their learning goals students have increased in their daily routines and learning outcomes.

Wellbeing

During 2021 we were fortunate to employ a mental health practitioner to compliment our allied health team in supporting student well being across the school. Expertise in student wellbeing and mental health programs linked students and families to services and support. An increase in support throughout 2021 was evident whilst navigating through the complexities of Covid, many students and families required ongoing check ins, support at home and connection to services whilst isolating and quarantine times. School Wide Positive Behavior and Respectful relationships programs continued throughout 2021 with an emphasis on student wellbeing. SWPBS rewards system linked to the whole school House points has been a highlight, students are awarded points relating to respectful engagement with peers; examples of pride in their school and environment. A weekly school assembly provides the opportunity for students to display talents, show leadership and encourage a positive school culture. Teachers through focused PLC planning have provided students with opportunities to actively participate in their learning, express ideas and opinions to influence the path of their health, wellbeing and learning and understand and implement the personal and social capabilities curriculum with fidelity.

Finance performance and position

The 2021 financial performance indicates a healthy surplus, factors contributing to this include; the forth coming Capital Works Project school council have agreed retain monies for new resources, furniture and landscaping. Other factors include the complexities of Covid have seen the inability for the school to attend external excursions, camps and need for resources. Staffing shifts have highlighted an increase in graduate teachers employed along with a shortage in teachers. Funding Initiatives to support student learning such as Tutor Learning Initiative, Postive Start Program and Wellbeing programs are a priority, complex staffing throughout 2021 whilst ensuring staff with the expertise to support students with complex learning needs has been a major factor in retaining this funding.

For more detailed information regarding our school please visit our website at
<https://www.marnebek.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 362 students were enrolled at this school in 2021, 110 female and 252 male.

30 percent of students had English as an additional language and 2 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).

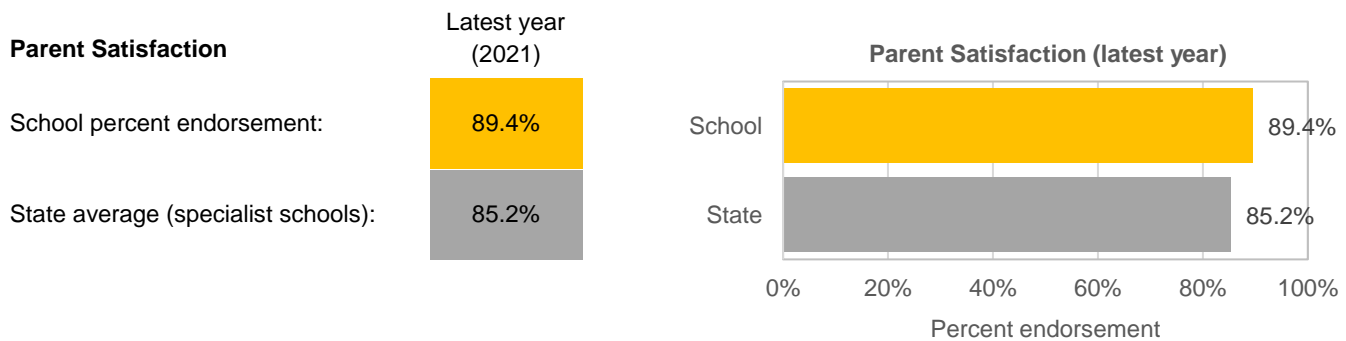
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

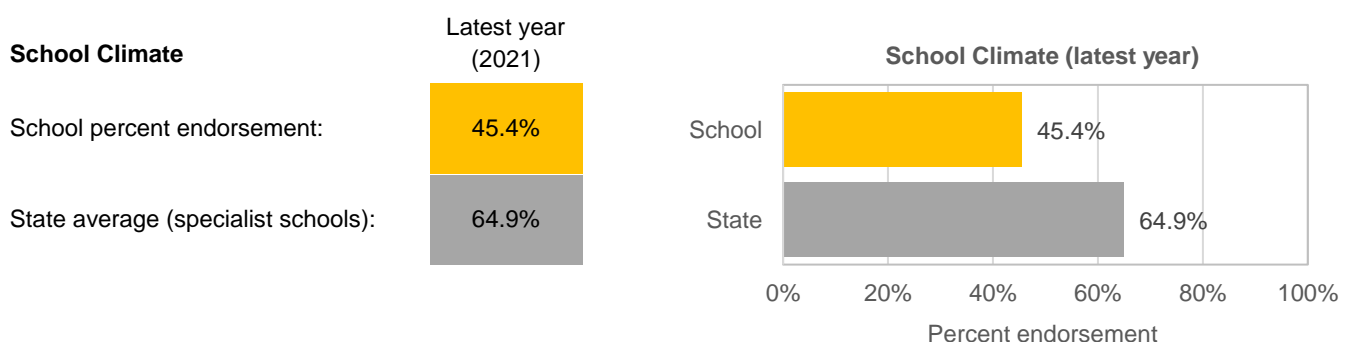


School Staff Survey

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.



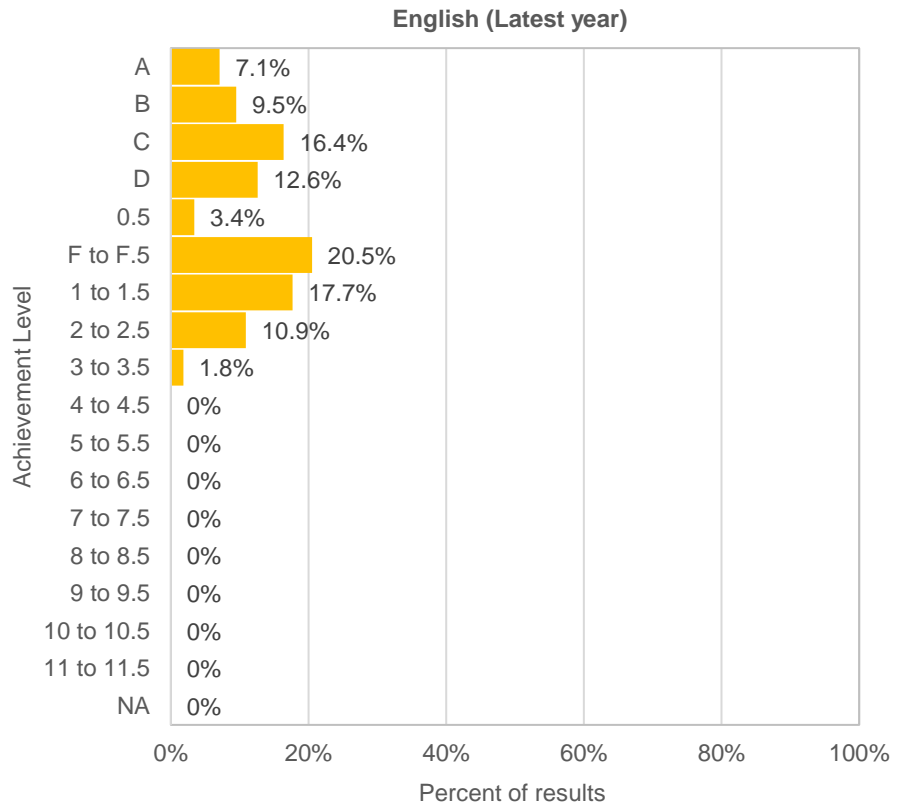
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

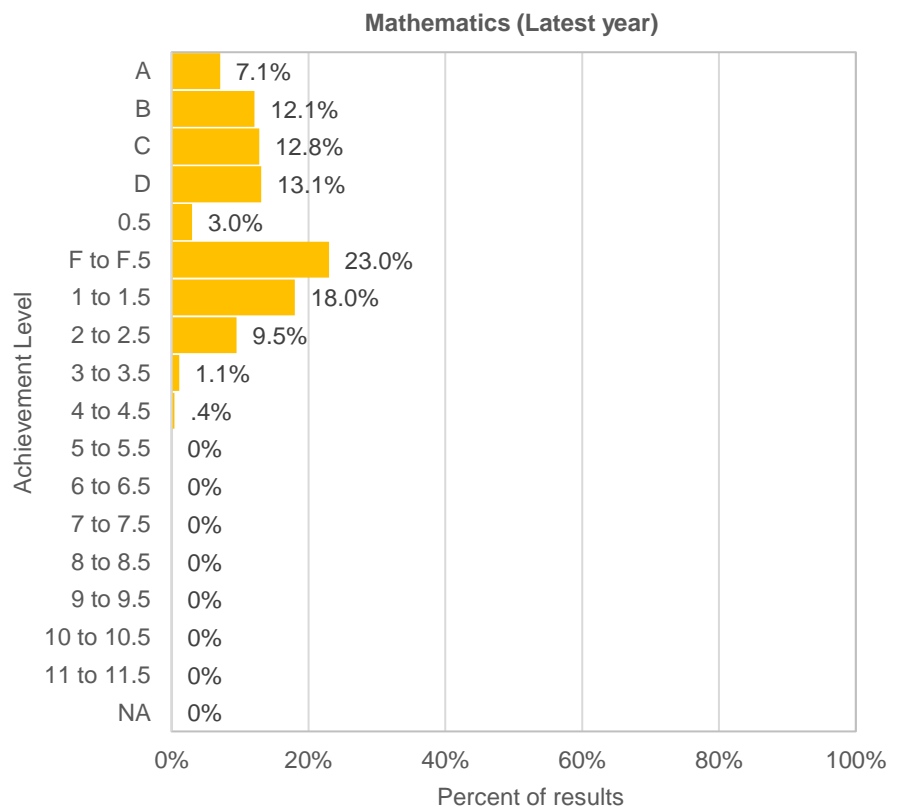
English

Achievement Level	Latest year (2021)
A	7.1%
B	9.5%
C	16.4%
D	12.6%
0.5	3.4%
F to F.5	20.5%
1 to 1.5	17.7%
2 to 2.5	10.9%
3 to 3.5	1.8%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	7.1%
B	12.1%
C	12.8%
D	13.1%
0.5	3.0%
F to F.5	23.0%
1 to 1.5	18.0%
2 to 2.5	9.5%
3 to 3.5	1.1%
4 to 4.5	0.4%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

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 data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	26.8	28.1	25.6	32.9	28.5

Students exiting to further studies or full-time employment

Percentage of students 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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	100.0%	82.6%	100.0%	94.6%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$14,761,156
Government Provided DET Grants	\$3,191,568
Government Grants Commonwealth	\$7,500
Government Grants State	\$36,949
Revenue Other	\$25,549
Locally Raised Funds	\$30,768
Capital Grants	\$0
Total Operating Revenue	\$18,053,490

Equity ¹	Actual
Equity (Social Disadvantage)	\$223,393
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$223,393

Expenditure	Actual
Student Resource Package ²	\$11,393,598
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$36,576
Communication Costs	\$19,257
Consumables	\$175,692
Miscellaneous Expense ³	\$1,400,635
Professional Development	\$107,125
Equipment/Maintenance/Hire	\$217,285
Property Services	\$114,064
Salaries & Allowances ⁴	\$0
Support Services	\$638,221
Trading & Fundraising	\$4,071
Motor Vehicle Expenses	\$5,905
Travel & Subsistence	\$72
Utilities	\$73,021
Total Operating Expenditure	\$14,185,523
Net Operating Surplus/-Deficit	\$3,867,967
Asset Acquisitions	\$296,747

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$728,599
Official Account	\$283,733
Other Accounts	\$0
Total Funds Available	\$1,012,332

Financial Commitments	Actual
Operating Reserve	\$453,397
Other Recurrent Expenditure	\$7,973
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$294,663
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,684
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,364,717

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.