

# 2020 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](http://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 29 March 2021 at 08:26 PM by Jennifer Hamilton (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.

Attested on 30 March 2021 at 08:38 PM by Ivana Mioni (School Council President)

# How to read the Annual Report

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## 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.

### 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. 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.

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## 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.

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## 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).

## How to read the Annual Report (continued)

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### 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.

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### 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 a disability 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 within the LGA of Casey. Our current enrolment of 367 students across multiple campuses ensures we cater for students a diverse range of learners eligible for funding under the category of Intellectual Disability through the Program for Students with a Disability funding.

Marnebek School visions is to provide a stimulating and engaging environment, which enables students to embrace learning and achieve their full potential. We do this by building their social, emotional and physical well-being; empowering students to become active and valued members of their community.

Our school values highlight a supportive learning community where everyone is encouraged to be responsible, respectful and resilient. We enable students to become active in their learning by participating in engaging programs that prepare them for the future.

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.

Our workforce composition and staffing consists of the following: Full time Principal Class - 4, Full time leading teachers - 4, Part time leading teacher -1, Full time Learning Specialist - 3, Full Time teachers - 45 Part Time teachers - 4, Full Time Educational Support staff - 29, Part time Educational support staff - 31, 1 ATSI full time teacher. To further support student learning along with the complex needs of students disabilities we have a large Allied Health team consisting of several professional disciplines. 2 Full Time Speech Pathologists, 2 Full Time Occupational Therapists, 1 Full Time Social Workers, 1 Psychologist and 1 Allied Health Team leader. A focus on increasing allied health professional support in 2021 will see an increase of an extra staff member in each professional discipline. 2021 - 2 Target Funded initiative Teachers linked to STEM and Music and increase in full time education support staff.

### Framework for Improving Student Outcomes (FISO)

Marnebek School's strategic intent is an unrelenting focus on improving student literacy and numeracy outcomes. During 2020 our school calibrated to Remote and Flexible learning due to the Covid 19 pandemic. The switch to Remote & Flexible Learning highlighted the importance of up-skilling in the use of Information Communication Technology for students, teachers and families; we created multi modal ways of engaging in the curriculum during remote learning, providing of devices to families who required them and hard packs for those unable to access digital content; maintaining contact with families became a vital professional requirement for staff to continue the focus on educational program and ensure the health and wellbeing of all students was being preserved during the remote period.

Whilst calibrating to Remote and Flexible Learning was a challenge our school community embraced the opportunity to focus on the core skills for students, engage families in their child's learning and support teachers to work remotely. To ensure the continuity of learning a connection for all we quickly introduced and calibrated to the use of WebEx and Microsoft Teams to maintain the social interaction for students and staff and provided access to these platforms for families to continue the regular Student Support Group meetings. The use of SeeSaw as an additional platform also enabled parents , carers and students to submit work tasks alongside communicating directly with staff. The DET recommendations and emphasis on Literacy and Numeracy skills for all students enabled our school to maintain key elements of our 2019 targets; with clear guidelines to staff we were able to continue our improvement targets; build teacher capacity and enhance parent and community engagement in learning.

### Achievement

Marnebek School's student achievement in 2020 was impacted due to Covid 19 and remote and flexible learning. Student growth in literacy and numeracy was a focus along with connection to teachers through remote and flexible learning. Students remained connected through on line learning and quickly calibrated to using several learning platforms such as Webex, MicroSoft Teams and Seesaw. Our Annual Implementation Plan focus for 2020 to improve literacy outcomes for students was partially met with the continual shift to Remote and Flexible Learning building staff capacity in ICT platforms and how to teach remotely became a focus. Teachers developed strong connections in Remote Learning Communities and utilized the schools Professional Learning Communities model to support each other, professional dialogue and a focus on moderation of student work was a focus.

At the beginning of term 4 2020, teachers returned to onsite learning; Professional Learning Communities returned to ensuring all student achievements in curriculum areas were evaluated , data was used to diagnose students requiring catch up with a focus on providing high quality transitional data for the school Head Start program and transition to new classes.

Teachers utilised the Seesaw application to provide remote learning programs predominantly focused on English/Literacy and Mathematics as well as providing learning activities related to specialist curriculum areas. Students were set tasks that they were able to complete at their own pace.

Remote Learning/Digital Learning Planning Template was developed and distributed to teachers with a focus on student learning activities, evidence of learning that they predicted would be returned via Seesaw platform and student Individual Learning Plans goals/curriculum links. Through the daily communication logs staff were able to recognize gaps in learning and adjust tasks to student needs. Teachers were encouraged to work collaboratively by sharing relevant learning activities through the library feature on the Seesaw platform.

Teachers implemented use of Microsoft Teams and WebEx Teams to provide increased interactivity and virtual classroom experience for classes/students where applicable and appropriate during Remote Learning Conditions. The whole-school practice during Remote Learning Conditions was for teachers to contact parents/carer of students and students (where appropriate/possible) on a daily basis, to provide support and advice on student learning and well-being.

Throughout 2020 the curriculum team revised the Curriculum Framework Policy to identify next steps in learning, especially in the areas of English, Numeracy and STEM/Inquiry. Work started with Assistant Principal for Curriculum and Learning Specialists.

During the Professional Learning Culture process teachers started the journey of developing consistent knowledge and implementation of literacy and numeracy programs across the school to target the individual student learning needs using the Clinical Teaching Cycle model for Semester Two 2020 in understanding the structure and sequence of teaching topics. With a focus in this area improved Staff opinion survey in the area of teaching and learning shifted from 57% staff positive in 2019 to 69% of staff in 2020.

## Engagement

Marnebek Schools engagement in learning is underpinned through high expectations on student learning. A commitment to an instructional model consistent throughout the school was a target in the 2020 Annual Implementation Plan. The shift to remote and flexible learning increased the need to focus on , communication expectations, implement the Compass communication platform, Webex Teams, Microsoft teams and the use of Seesaw . Direct communication to families resulted in an increase in student engagement throughout remote and flexible learning, students were able to access learning, engage with teachers and their peers.

Throughout 2020 teacher capacity to embed Personal and Social capabilities into their planning became a key driver of student engagement in learning; the Respectful Relationship curriculum and targeted teaching through the use of such as Zones of Regulation and School Wide Positive Behaviour ensured students, parents and staff remained connected and engaged in learning.

Remote Learning Teams (RLTs) for all staff were established to assist teachers and educational support staff in establishing a viable and targeted curriculum. The key areas of focus across Teaching and Learning were English/Literacy and Mathematics. Remote Learning Programs were provided for students via Seesaw application to ensure the preservation of English/Literacy and Mathematics skills. Specialist programs were also provided via the Seesaw platform to continue to provide learning opportunities across the breadth of curriculum areas.

Senior programs (VCAL, SPEC and Duke of Edinburgh) and upper Middle school were also transferred to delivery via the Seesaw application, as well as Microsoft Teams, in the interest of continuation of learning within these programs. Students were provided with relevant Information Communication Technology equipment to take home along

with hard copy learning materials which provided further support to students and families during remote and flexible learning. Student engagement and sense of connection to school was highlighted in the 2020 Attitudes to Schools survey data. Results from our school's survey in the areas of social engagement and the students sense of school connection increased from 74% in 2019 to 84% in 2020.

### Wellbeing

An Allied Health referral system specific to remote learning conditions was established in order to provide families with support and advice regarding student engagement, learning and wellbeing from members of our Allied Health team, including Speech Pathologists, Occupational Therapists, Social Worker, Psychologist and Clinical Services Leader. In order to support staff wellbeing, 'Wellbeing Wednesday' sessions were introduced where staff joined in a variety of activities via WebEx Teams as an opportunities to communicate with colleagues, engage in stress-relieving, fun activities to improve morale.

We were able to modify and cater for vulnerable students who experienced extremely challenging times through the isolation period. By providing onsite learning conditions for students we were also able to provide opportunities for staff to come on site who were seeking opportunities to interact in a face to face capacity, to provide wellbeing supports for students and family members.

The focus heading into remote learning was improving communication and engagement with families, parents and carers through a variety of digital technologies to provide supports to families during remote learning.

- Daily check in with students, families and cares by teachers and ES staff.
- Health and Wellbeing day/afternoons (students, Staff, Parents)
- At risk students identified early directed to allied health through Compass chronic.
- NDIS providers contacted to look at various types of assistance/support networks
- Liaising with department to help support vulnerable students
- Timetable created for explicit speech/OT therapy
- Onsite programs provided with appropriate staffing
- Staffing timetable created for consistency
- Flexibility of engagement
- Digital assembly & weekly challenges
- Facebook created providing a platform that allowed parents to share and connect with the school in an informal environment.

### Financial performance and position

With much of 2020 a year where remote learning took place, staff and students were unable to access the school. Budgets, expenditure, grants and funding was minimal. The school finances indicate a significant surplus due to the challenges of 2020, to address this significant recruitment has taken place. Recruitment such as :- Increase Leadership at Principal Class level, Increased Allied Health and professional services to support student well being along with Targeted Initiatives such as Literacy, Specialist areas and Tutor Learning will be implemented. Equity funding surplus will be utilised to support student learning and well being across the school, addressing the DET areas of Learning Catch up and Extension alongside happy healthy and Active students will be a major focus. Significant funding will also be aligned to support the \$38 million Capital Works Upgrade for both New Holland Dve and Corrigan's Road Campuses.

**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 339 students were enrolled at this school in 2020, 103 female and 236 male.

23 percent of students had English as an additional language and 3 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.

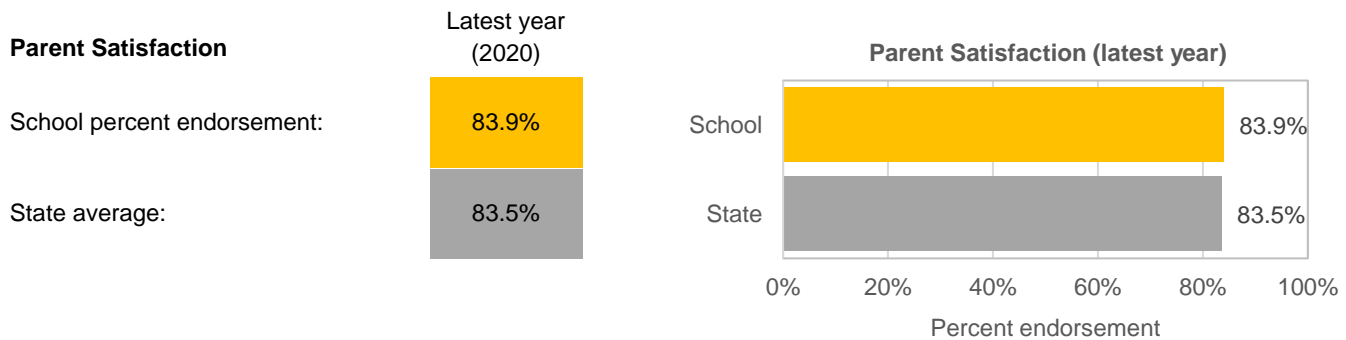
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

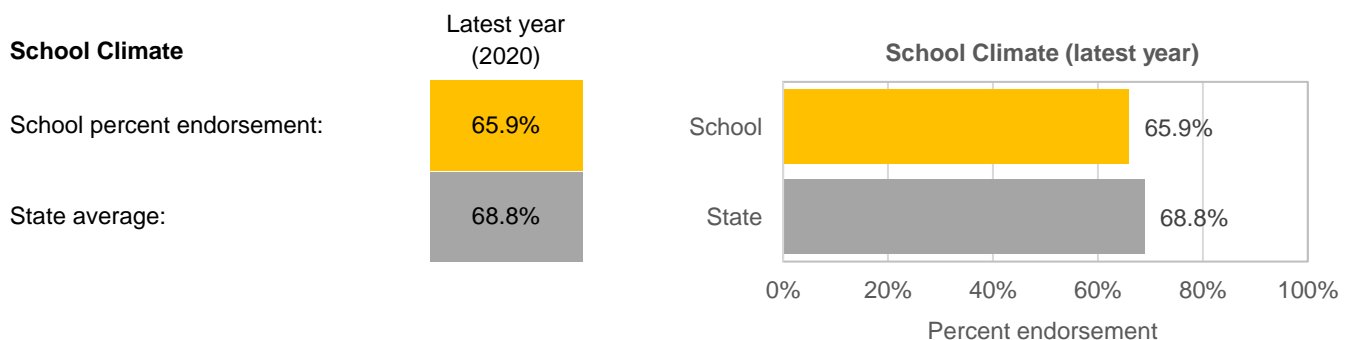


### School Staff Survey

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.





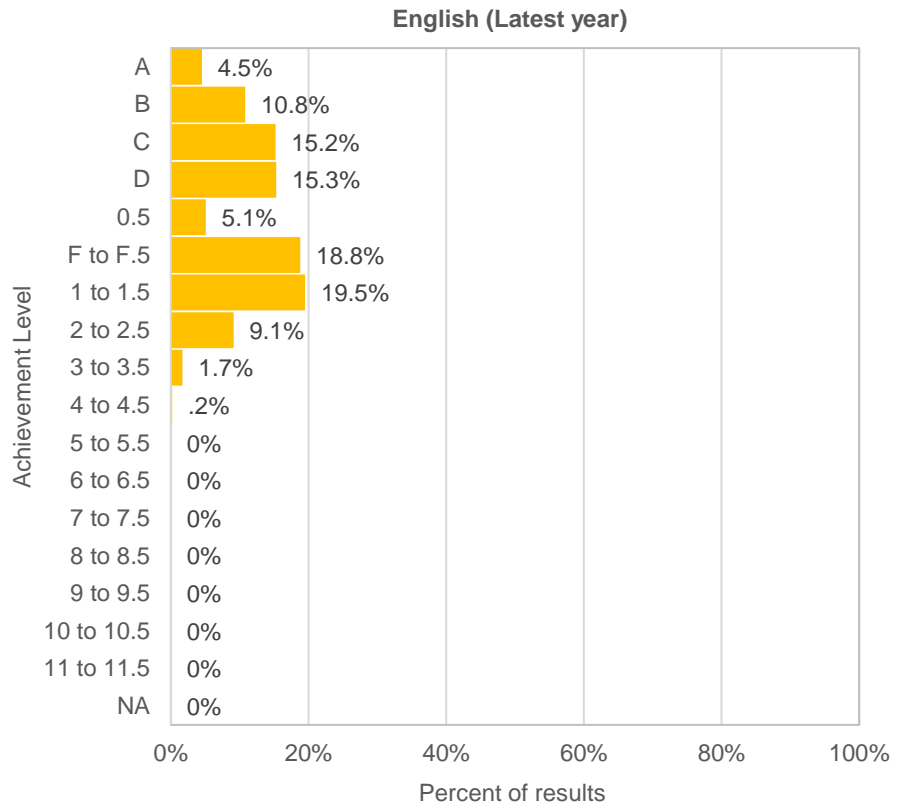
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

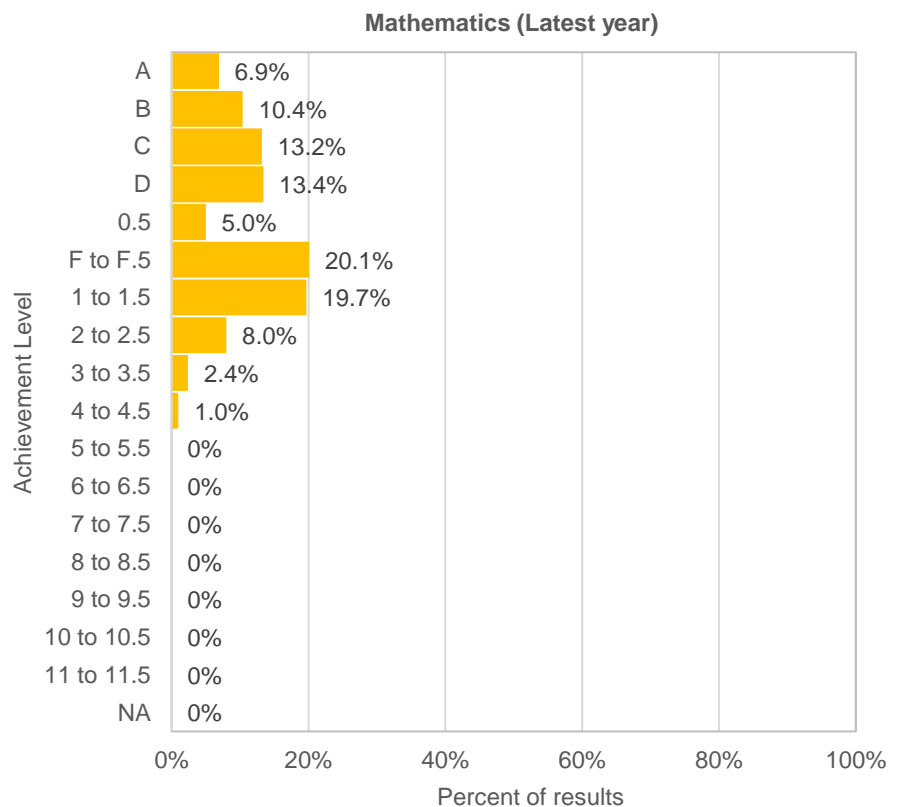
#### English

Achievement Level	Latest year (2020)
A	4.5%
B	10.8%
C	15.2%
D	15.3%
0.5	5.1%
F to F.5	18.8%
1 to 1.5	19.5%
2 to 2.5	9.1%
3 to 3.5	1.7%
4 to 4.5	0.2%
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 (2020)
A	6.9%
B	10.4%
C	13.2%
D	13.4%
0.5	5.0%
F to F.5	20.1%
1 to 1.5	19.7%
2 to 2.5	8.0%
3 to 3.5	2.4%
4 to 4.5	1.0%
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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	23.6	26.8	28.1	25.6	26.1

### 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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	82.6%	95.3%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,449,117
Government Provided DET Grants	\$1,545,977
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$20,306
Locally Raised Funds	\$65,553
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$15,080,953</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$224,697
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$224,697</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,671,313
Adjustments	NDA
Books & Publications	\$334
Camps/Excursions/Activities	\$6,635
Communication Costs	\$13,011
Consumables	\$162,881
Miscellaneous Expense <sup>3</sup>	\$41,431
Professional Development	\$29,515
Equipment/Maintenance/Hire	\$223,024
Property Services	\$296,415
Salaries & Allowances <sup>4</sup>	\$7,679
Support Services	\$448,264
Trading & Fundraising	\$11,963
Motor Vehicle Expenses	\$5,956
Travel & Subsistence	NDA
Utilities	\$74,407
<b>Total Operating Expenditure</b>	<b>\$11,992,828</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,088,125</b>
<b>Asset Acquisitions</b>	<b>\$28,426</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$707,781
Official Account	\$32,119
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$739,900</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$176,182
Other Recurrent Expenditure	\$9,551
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$92,615
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$730,349</b>

*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.*