

2022 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 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 09 May 2023 at 09:16 PM by Jennifer Hamilton (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 12 May 2023 at 02:26 PM by Donna Hogg (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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Learning

- 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 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 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 staff profile of 130 staff consists of 50 teachers including 4 Learning Specialists, 4 Leading Teachers, 4 Assistant Principals overseeing 4 Learning Neighbourhood's. 50 Educational Support staff provide student support to each classroom, a further 30 educational support staff consist of Student Services staff including Speech Pathologists, Occupational Therapists, Physiotherapists, Psychologist, Mental Health Practitioner and Administration staff.

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 outlined in our school vision and mission statements to ensure all students achieve their full potential, embrace their learning and empower them to be active members of the community. Our staff are active learners, continually engaging in professional development and work together to build their capacity to improve student skills in literacy, numeracy, social skills and wellbeing.

Over the schools Strategic Plan our rationale and focus is on high quality teaching for students with a range of disabilities, high expectations of professional teaching standards and building a strong and positive school community and culture.

Our School values are evident in all aspects of our school community, values of Responsibility, Respect and Resilience 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022, as a school we continued to focus on student learning - with an increased focus on numeracy. We have achieved a deeper understanding of teaching phonics and numeracy. In Term 3, all teachers, speech therapists and Educational Support staff undertook professional development in phonics program, 'Read, Write Inc.' The Learning Specialists worked together as a collective team to develop a clear plan for successful implementation. This included a scope and sequence and an assessment schedule throughout term 2 2023. The implementation of Phonics across all year levels enhanced explicit teaching to improve student literacy outcomes and embed practical skill development for all students.

Our curriculum team (AP, Learning Specialists, Curriculum Coordinators) developed the English & Numeracy Scope & Sequence Planner. Throughout 2022 we were able to target student's point of need in the Tutor Learning Initiative in Learning Neighbourhood one targetting students in the Year 1 and 2 classes.

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 devices improving communication and social engagement for all students. To further enhance students personal and social capabilities the Learn to Play was implemented in 2022 with the Prep classes. Learn to Play is led by our Occupational Therapists and Speech Pathologists who build the capacity of teachers and educational support staff to deliver this program during recess, lunch and class lessons.

Throughout 2022 Student pathways and Foundation VCAL skills remained a priority with school based skills, links to TAFE programs and supported work environments connecting pathways for 2022 graduating students. Planning for the Victorian Pathway Certificate began in early 2022, prior to implementation in 2023 with staff attending Professional Development. Coordination and consultation from the newly appointed VPC coordinator, Senior Pathways team, and Leadership. It was decided that the students would enroll in the following scope and sequence to successfully achieve a full VPC certificate:

To complement the VPC planning for VET began in late term 3 with the organisation of the Parks and Gardens Certificate II as well as the Warehousing and Make n Bake programs. Senior Students not enrolled into these programs could choose VET programs at Foundation Learning Centre, Hallam Senior College, Box Hill TAFE, and Chisholm TAFE to access courses better suited to their

interests. We also had some students attending the New Horizons TAFE course and 9 students completing their White Card Certificate. The smooth transition from VCAL to VPC is a credit to the teachers and their dedication to improving student outcomes and opportunities with a focus on post-school options.

Wellbeing

School Wide Positive Behavior and Respectful relationships programs continued throughout 2022 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.

Our Mental Health Practitioner has supported secondary level students with wellbeing support, increased support to re-engage long term absences linked directly into the AIP priority of happy, active, healthy kids. Our leadership focus has been to support the departmental priorities of 'Connected schools' through focusing on student attendance data. Part of our student attendance data action plan was creating a 'follow up process'. This process involves follow up from teachers, Leading Teachers and Assistant Principal, according to the circumstance. This wellbeing approach allowed us to understand why students are away and how we could re-engage back into school. Another strategy was the inclusion of the weekly 'Never Been Away' attendance wheel at whole school assemblies. Students with high attendance were rewarded with their name on the wheel and a chance to receive a voucher. This created hype amongst students and encouraged others to do the same.

Throughout 2022 we introduced the Prevent Teach Reinforce (PTR) model. PTR is an individualised functional behaviour assessment intervention which follows these steps: Initiating the process, Assessment, Intervention, Coaching and Monitoring. PTR will continue to be a focus in 2023 as we aim to increase the capacity of staff ensure they support student wellbeing and engagement in learning.

Engagement

Students and families were offered multiple means of connection with the school such as the facilitation of SSG meetings, 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 engagement teachers focused on collaborative planning through Professional Learning Communities linked to student led goals for learning.

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.

As a school community and whilst re-calibrating through a Major Capital Works Project it was challenging to embrace community events within the school. Whilst this was challenging we ensured a year 11/12 formal was held, year 12 students had a formal Graduation ceremony; our families, parents and students also completed the year with a Christmas concert which was well attended. With the completion of the Capital Works Project our priority will be to increase community engagement across both campuses.

Other highlights from the school year

The 2022 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 2022 AIP targets. Throughout 2022 Stage One of the construction required our school community to co-locate our Year 5 and 6 students at Cranbourne PS and Year 10 to 12 students at Cranbourne West SC. VRQA registration was required for our school community along with the co-located schools, staff students

and families were provided with clear communication throughout the year, our school community remained connected throughout the year via regular staff meetings, weekly online assemblies and Assistant Principals and Leading Teachers assigned to each location. Throughout the year our school community developed deep connections with Cranbourne PS and Cranbourne West SC communities, intergrating into their communities and developing deep professional and collegiate connections. Camps and excursions throughout 2022 were recalibrated, Blackwood Camp, Bike camps and excursions linked to curriculum outcomes enabled students to experience a wide range of extra curricular activities. Friday Sport and connections with Specialist Schools through Basketball, Football, Netball and Softball ensured students consistently engaged in healthy and active learning outcomes.

Financial performance

The overall school financial performance shows a continued healthy surplus as at the end of 2022. This has been bought about due to an number of factors that includes the Capital Works Program at both campuses (money retained for additional complementary works including landscaping, additional furniture, fencing, teaching and allied health resources); the ongoing complexities post-COVID for camps and excursions and significant change in teacher class employment (move away from experienced teachers to graduate teachers due to the staff shortage) with a shortage in teachers. Funding Initiatives to support student learning including as Tutor Learning Initiative, Positive Start Program, Active Schools, Mental Health Practitioner; Jobs, Skills & Pathway Co-ordination, Sporting Schools Grant and Establishment Grant for Outside School Hours Care were received during the 2022 year.

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 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 389 students were enrolled at this school in 2022, 118 female and 271 male.

34 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).

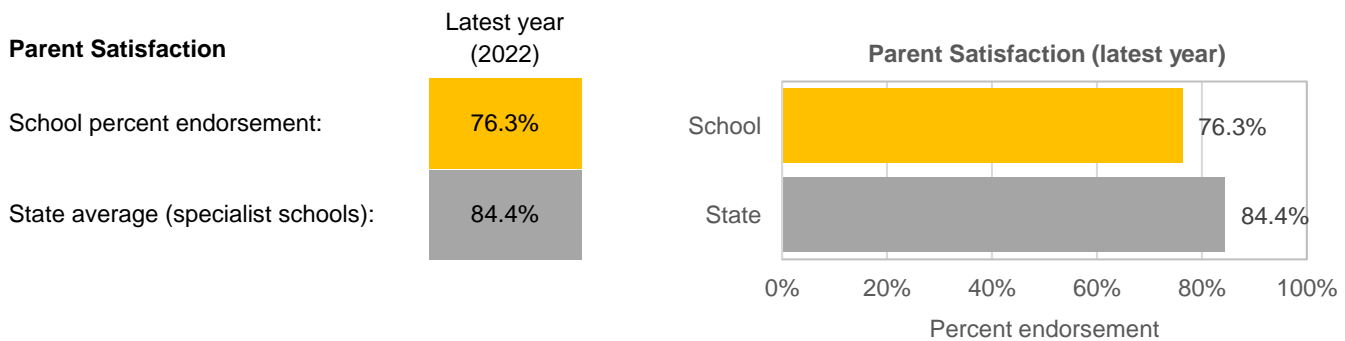
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

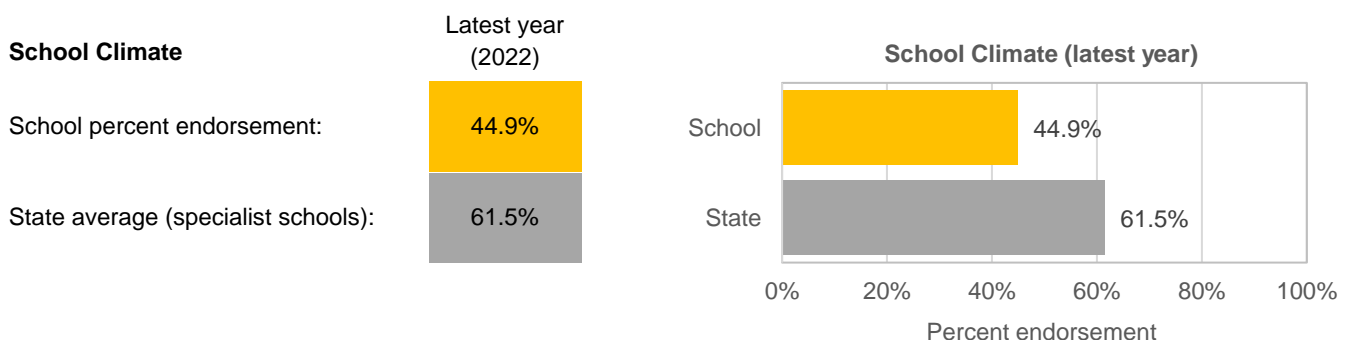


School Staff Survey

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.



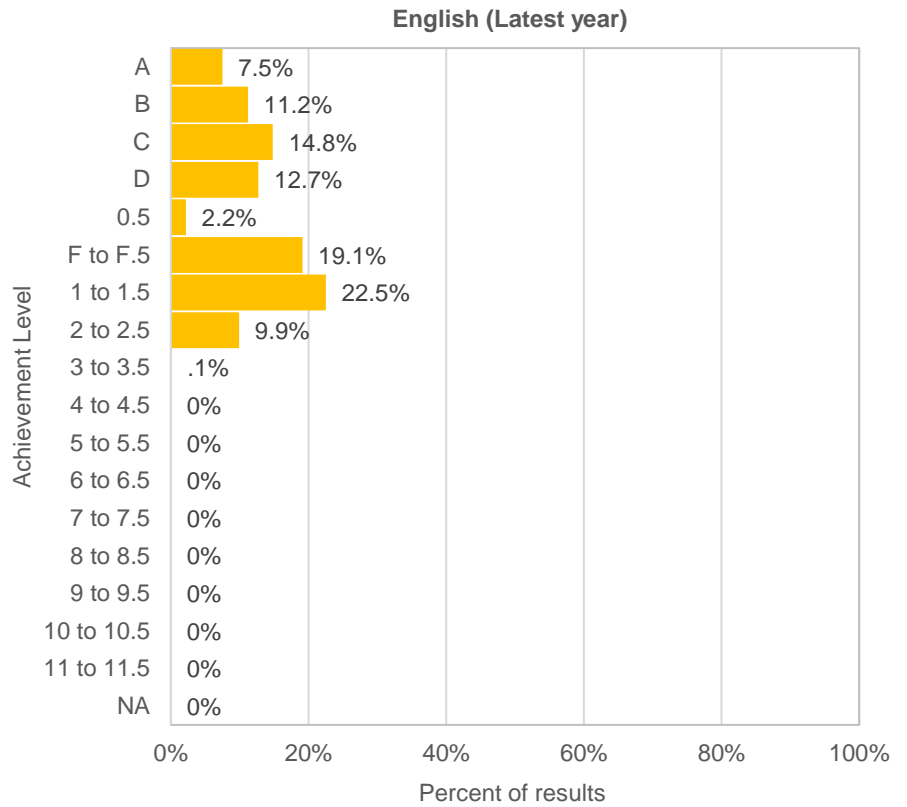
LEARNING

Teacher Judgement of student achievement

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

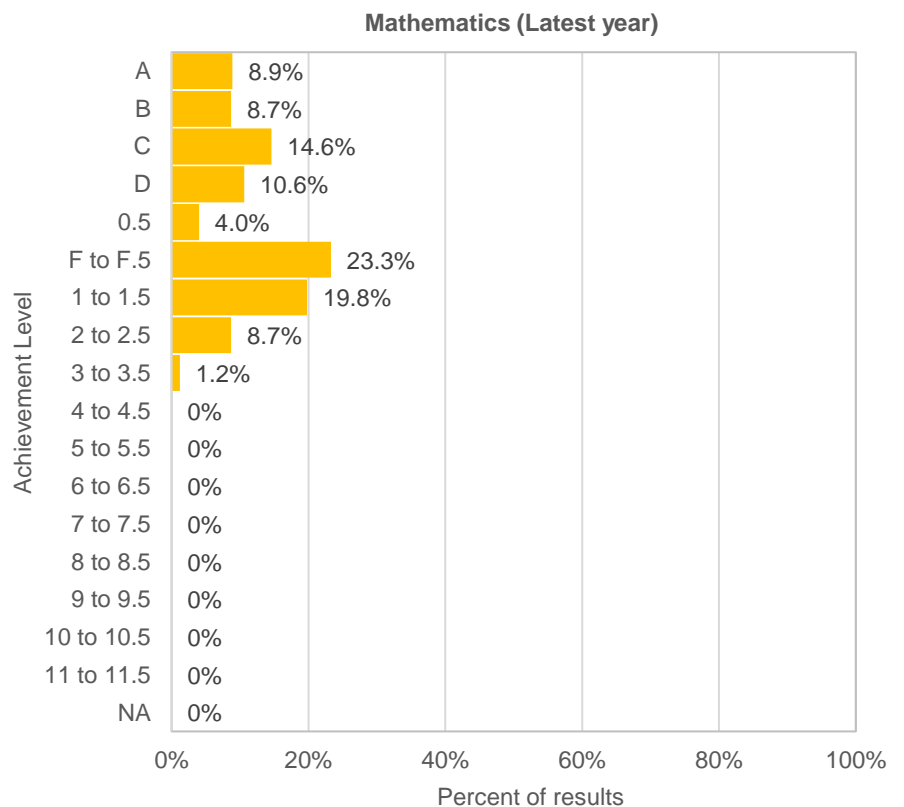
English

Achievement Level	Latest year (2022)
A	7.5%
B	11.2%
C	14.8%
D	12.7%
0.5	2.2%
F to F.5	19.1%
1 to 1.5	22.5%
2 to 2.5	9.9%
3 to 3.5	0.1%
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 (2022)
A	8.9%
B	8.7%
C	14.6%
D	10.6%
0.5	4.0%
F to F.5	23.3%
1 to 1.5	19.8%
2 to 2.5	8.7%
3 to 3.5	1.2%
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



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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	28.1	25.6	32.9	45.9	33.6

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%	82.6%	100.0%	100.0%	94.8%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$19,061,713
Government Provided DET Grants	\$1,986,459
Government Grants Commonwealth	\$0
Government Grants State	\$48,056
Revenue Other	\$31,281
Locally Raised Funds	\$86,394
Capital Grants	\$0
Total Operating Revenue	\$21,213,903

Equity ¹	Actual
Equity (Social Disadvantage)	\$188,465
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$188,465

Expenditure	Actual
Student Resource Package ²	\$11,227,930
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$103,752
Communication Costs	\$7,638
Consumables	\$198,958
Miscellaneous Expense ³	\$124,609
Professional Development	\$78,726
Equipment/Maintenance/Hire	\$207,788
Property Services	\$145,223
Salaries & Allowances ⁴	\$27,008
Support Services	\$1,226,730
Trading & Fundraising	\$10,065
Motor Vehicle Expenses	\$13,241
Travel & Subsistence	\$0
Utilities	\$81,442
Total Operating Expenditure	\$13,453,110
Net Operating Surplus/-Deficit	\$7,760,793
Asset Acquisitions	\$20,007

- (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	\$837,310
Official Account	\$78,980
Other Accounts	\$0
Total Funds Available	\$916,290

Financial Commitments	Actual
Operating Reserve	\$351,679
Other Recurrent Expenditure	\$12,999
Provision Accounts	\$0
Funds Received in Advance	\$70,275
School Based Programs	\$125,542
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,914
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$150,000
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	\$915,409

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.