

2020 Annual Report to The School Community



School Name: Maryborough Education Centre (8845)



Learning for Life

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2021 at 10:33 AM by David Sutton (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 31 March 2021 at 06:39 PM by Paul Rumpff (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Maryborough Education Centre's vision is to be an inclusive, connected, and flourishing learning community. Its values are Aspiration, Kindness and Respect. Maryborough Education Centre (MEC) is a Prep-12 and Special School serving the families of Central Goldfields Shire which, is recognised as one of the most disadvantaged local government areas (LGA) in Victoria and is in the bottom 10% of LGAs in the nation in terms of socio-economic disadvantage. The school caters for students from P to 12 together with Special school students. The facilities include a Performing Arts Theatre, Gymnasium, modern library, a Trades Skills Centre and extensive ovals. Significant work has been undertaken over 2020 to continue the development of the school's buildings and grounds. The current enrolment is 1030 students with 120 of these students funded under the Program for Students with a Disability (PSD). The school experienced an enrolment decline each year for a decade until enrolments started to slowly increase from 2018. The school continued to grow in 2020 with an influx of students in Years 8-10. The school's Student Family Occupation Education (SFOE) index has slightly declined over the last few years. Our SFOE in 2020 was 0.5809 for the mainstream campus and 0.7014 for the Specialist campus. The staffing profile of MEC includes a Principal, four Assistant Principals, 71.42 full-time equivalent teachers including 6.0 leading teachers, 4.0 Learning Specialists, 6.0 EFT Para-Professionals (including 5.0 Teach for Australia staff), 32.36 full-time equivalent Education Support (ES) staff, 28.03 full-time equivalent Teacher Assistants, 1.0 ICT Traineeship, 0.80 ICT TSSP and a qualified school nurse. The school also has a doctor and nurse practitioner one day per week under the Doctors in Secondary Schools program. The school expanded on its partnership with Teach for Australia and this year employed 5 associates who have all excelled in their roles. The School Staff Survey for 2020 places the school in the top 60% of schools for staff endorsement of school climate. The school provides an approved curriculum based upon the Victorian F-10 curriculum, along with VCE, VET and VCAL senior programs. Individual Education Plans (IEPs) identify the learning for several vulnerable cohorts of students including Special School students, PSD funded students, students with Aboriginal or Torres Strait Islander heritage, students in Out of Home Care and students deemed by staff as needing extra support. Over 2020, we successfully embedded the Middle Years Literacy and Numeracy Support (MYLNS) program with the employment of a 1.0 literacy teacher and a 0.4 numeracy teacher. All students who participate in this program also have IEPs. These goals guide teachers in the planning and delivery of individualised programs for these students. The school has embraced the Berry Street Education Model with the majority of staff having completed the four-day training in the program. An area of school wide focus has been the implementation of the Respectful Relationships program.

Framework for Improving Student Outcomes (FISO)

Maryborough Education Centre (MEC) focused on the following FISO improvement initiatives dimensions in 2020:

- Building Practice Excellence
- Curriculum Planning and Assessment
- Setting Expectations and Promoting Inclusion
- Vision Values and Culture

MEC has made solid progress over the last 12 months notwithstanding the challenges posed by the COVID pandemic. The school responded purposefully and quickly to the changing circumstances caused by the pandemic. We successfully distributed a large number of devices to students, and we were praised by families for the manner in which we shared information and set up remote learning in a short time frame.

The school continues to pursue the improvement of developing and embedding a relentless focus on teaching and learning, as determined from the 2018 school review. The school continues to be engaged with and accepting of the School Strategic Plan's goals as developed from this review's findings. Professional Learning Communities (PLCs) were unable to function at the same level due to the changed circumstances, but staff continued to meet together online in teams to discuss student learning and wellbeing. The Curriculum, Teaching and Learning Team has developed in confidence and efficacy and has become an influential within the school. The four learning specialists form a key part of this team and they have provided feedback to individual staff and been key agents in establishing more consistent practice across classrooms. In our switch to remote and flexible learning this team provided leadership

and focus at a time when the school and the community were in 'unknown territory'. We have had a settled Executive team for five years and this team has operated with high levels of trust, role clarity and professionalism. The school has a dedicated and settled school council who remained engaged in the vision setting and creation of the school's strategic direction.

Achievement

Due to the COVID Pandemic, NAPLAN was not held and during our remote and flexible learning there was a strong focus on student wellbeing. Student mid-year reports on achievement were curtailed due to remote learning. OnDemand was unable to be completed due to it being inaccessible off site. Our year 12 data was a particular highlight including:

- the median study score has increased by 4 in 3 years
- 33 students received an ATAR (completed scored VCE)
- 6% of students received an ATAR over 90 (2 of 33)
- 9% of students received an ATAR over 80 (3 of 33)
- 24% of students received an ATAR over 70 (8 of 33)

(biggest improvement as only 10% received over 70 in 2019)

- 2 students scored a study score >40
- 31 students submitted VTAC applications for tertiary courses
- 90% of these students received a 1st round offer (28 of 31)
- 46% of students who received an offer got their 1st preference (13 of 28 students)
- 100% of our top 10 students received an offer for their 1st or 2nd preference.

Engagement

The work on student attendance had to be placed on hold due to the pandemic. During the remote and flexible learning all teachers worked hard to engage students. However, the success of this was varied. Some students found it difficult to remain engaged on the online environment while a smaller number flourished. We have created a responsibility positions titled Remote and Flexible Learning Coordinator to implement a remote learning system for those who require it.

A community of practice with other schools in the Central Goldfields Shire is developing a shire wide approach to improving school attendance and this will be rolled out in 2021. The school continues to work positively with all students and their families to achieve a positive outcome for all students.

The school continued to refine the use of the Xuno Student Management Tool in documenting the support given to students on both their learning and relationship challenges. During remote learning the use of Xuno became particularly important as all staff monitored student engagement and achievement using this platform. The analysis and review of individual and cohort data forms a standing item on weekly unit meetings and planning for individual students through individual education plans and behaviour plans has improved. This has strengthened our practice and assisted with a more coordinated and coherent set of practices to support all students. The bulk of students are in the class on time ready for learning at the beginning of the day and for each lesson throughout the day.

Wellbeing

During the pandemic, the health and wellbeing of students and staff became the priority. All staff were in regular contact with families and recording any concerns on XUNO. The student services team were central to the school's effort in monitoring student wellbeing. Department personnel were deployed to all schools to ensure consistent monitoring and intervention was in place across the system. Our student services team did an excellent job in monitoring and responding to areas of need. The school's wellbeing team has been enhanced by the appointment of a mental health practitioner and a family liaison officer. The wellbeing team plays a key role in improving our whole school approach to student wellbeing. Staff wellbeing was also a priority. Executive team members each had a team of staff on whom they would check in with regularly. Our staff opinion survey data reflects an improved measure in the overall school climate area.

During the pandemic, the Doctors in Secondary Schools Program and the nurse practitioner delivered telehealth

sessions providing an invaluable resource to our students. The Child Safety Committee has worked to further embed the necessary requirements as listed in the Child Safe Standards and continues to lead the development of Child Safe policies, guidelines, and practices throughout the school community. This included the creation of protocols for online learning to support student safety during remote learning.

MEC has as a priority the continued provision and development of an agreed approach to student safety and wellbeing. Data on behaviour incidents continues to be collected and analysed and used to refine strategies and implement researched-based practices.

Financial performance and position

Maryborough Education Centre completed the 2020 school year with surpluses in the cash (increased from 2019) and credit (decreased significantly from 2019) budgets. The Covid 19 circumstances in relation to remote learning and lockdown made it difficult for staff to spend their budget allocations, to attend professional learning face-to-face and have the opportunity to trial new resources. This also impacted planned capital works projects in relation to the All Abilities Track and significant investment in playground redevelopments. Equity funds continued to be spent on projects designed to improve student outcomes and to develop school pride. These additional funds were used to further enhance our Levelled Literacy resources, expand the P-8 reading program with additional reading books provided for the improvement of our high-quality classroom libraries in all classes P-6. The school continued to invest heavily in salaries to provide access to all programs for students. We have allocated our surplus cash funds to complete those landscaping projects we could not achieve in 2020 to ensure their completion in 2021.

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 981 students were enrolled at this school in 2020, 474 female and 507 male.

1 percent of students had English as an additional language and 6 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.

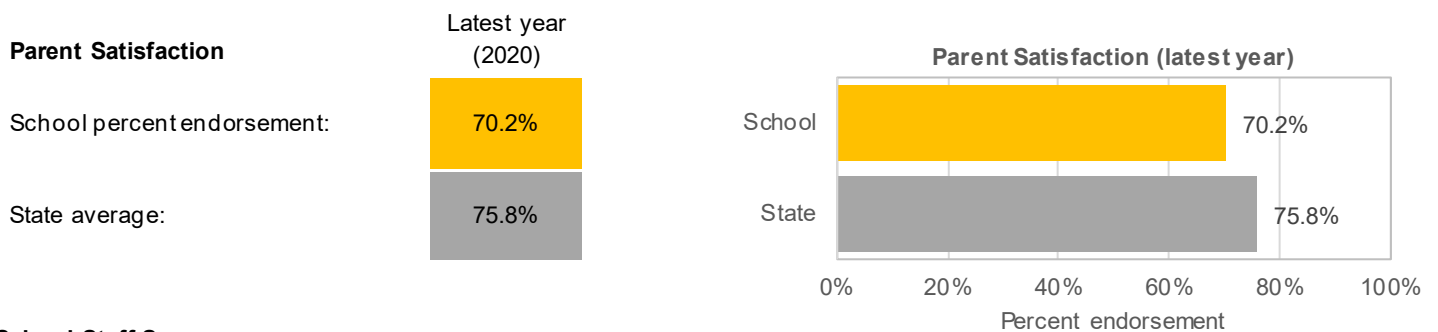
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

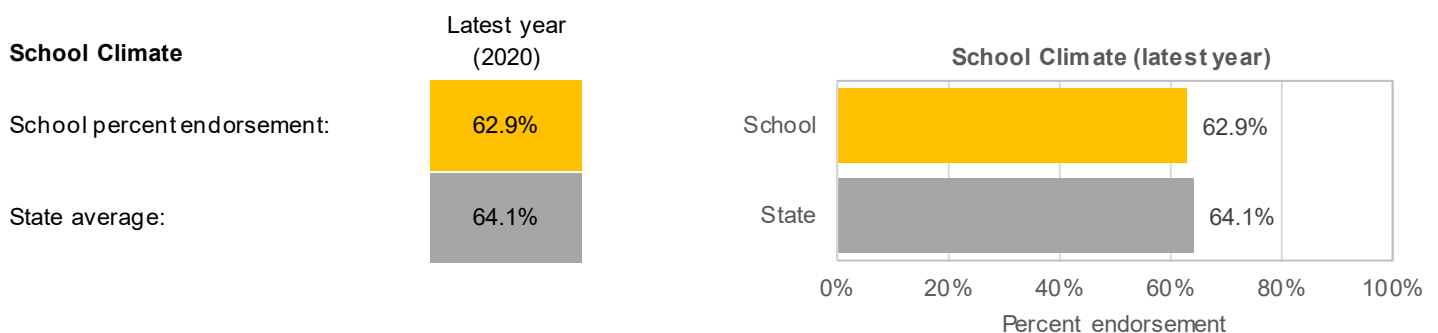


School Staff Survey

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.



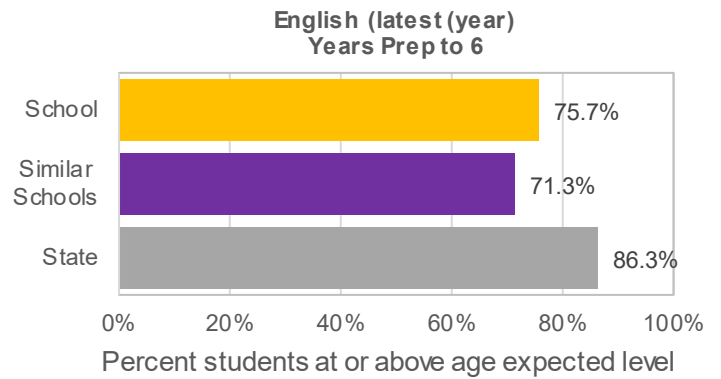
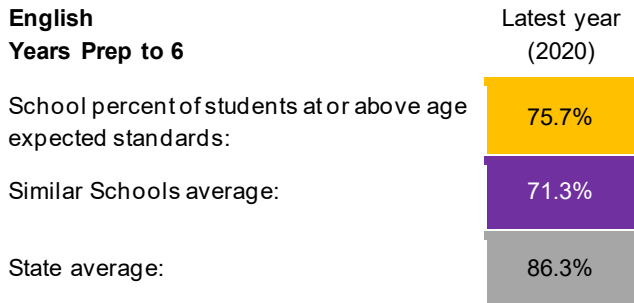
ACHIEVEMENT

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.

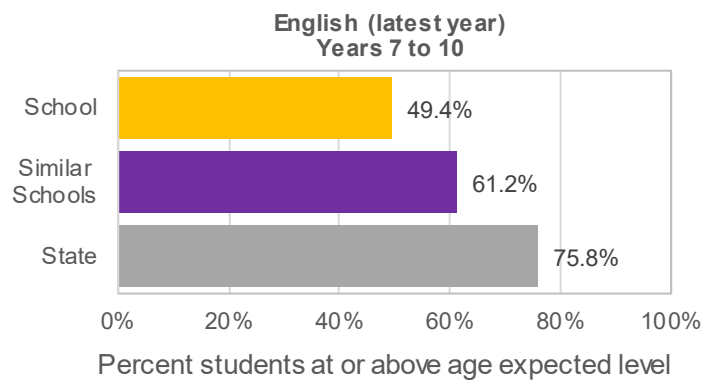
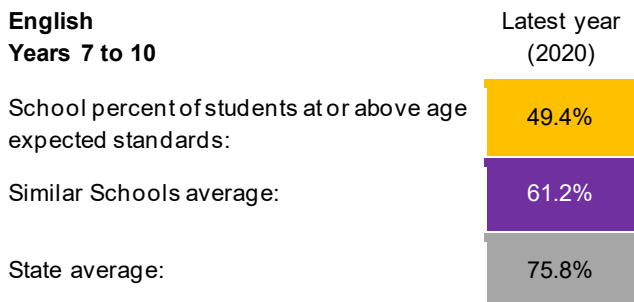
Teacher Judgement of student achievement

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

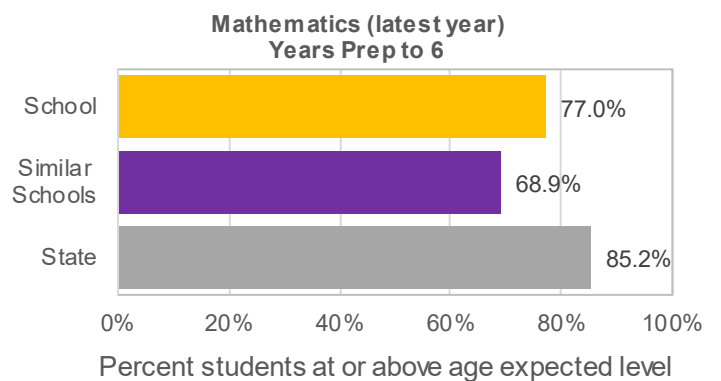
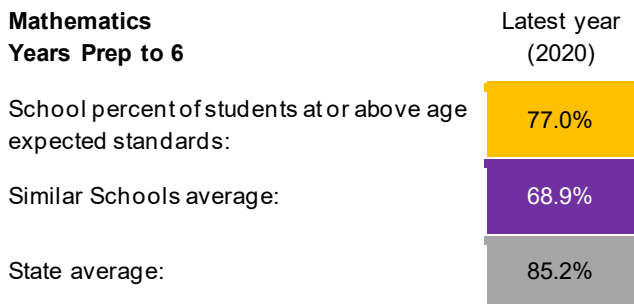
English Years Prep to 6



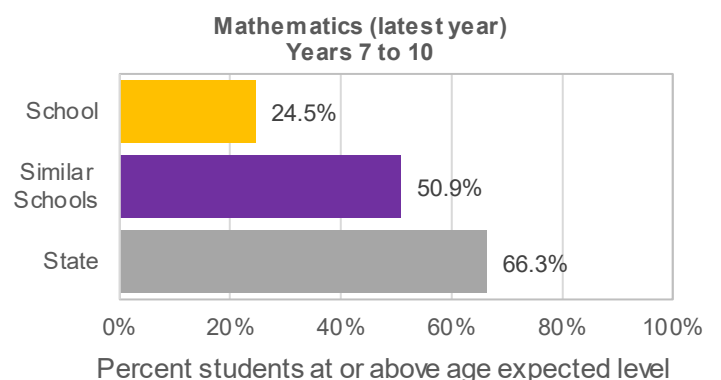
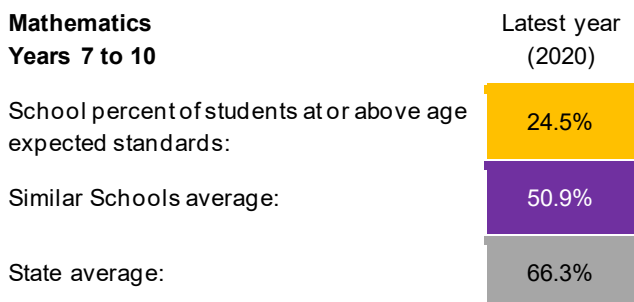
English Years 7 to 10



Mathematics Years Prep to 6



Mathematics Years 7 to 10



ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

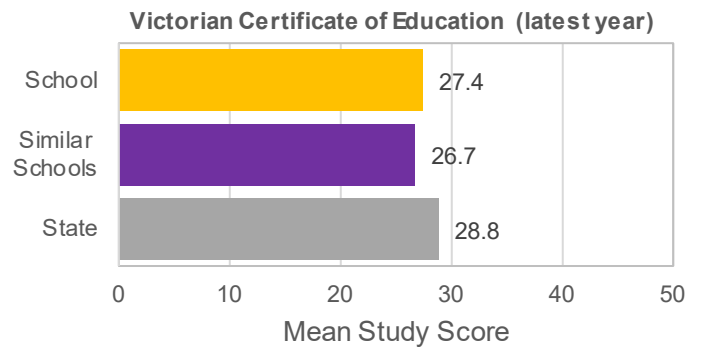
NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

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

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	27.4	25.6
Similar Schools average:	26.7	26.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

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

52%

VET units of competence satisfactorily completed in 2020:

57%

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

36%

ENGAGEMENT

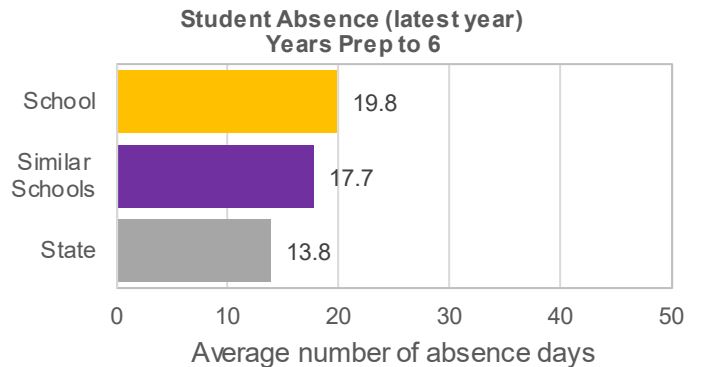
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

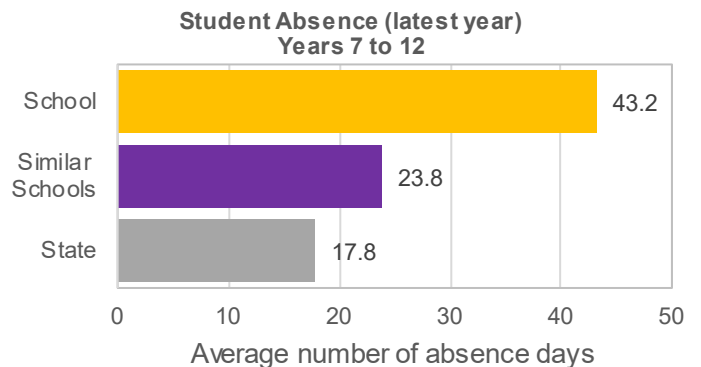
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	19.8	21.4
Similar Schools average:	17.7	17.9
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	43.2	42.4
Similar Schools average:	23.8	23.9
State average:	17.8	19.2



Attendance Rate (latest year)

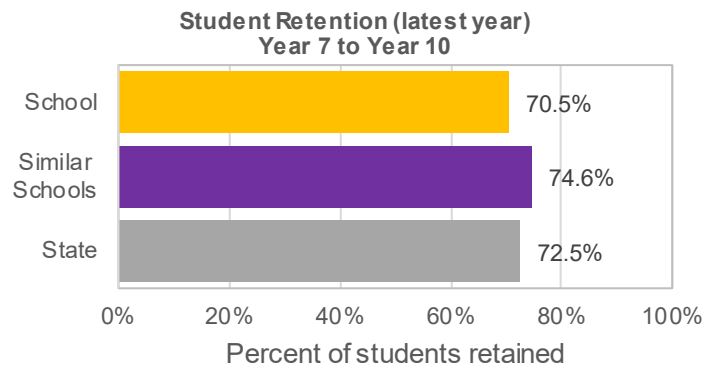
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	90%	90%	91%	88%	90%	91%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	80%	79%	74%	76%	79%	78%	

ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	70.5%	74.1%
Similar Schools average:	74.6%	74.8%
State average:	72.5%	72.9%

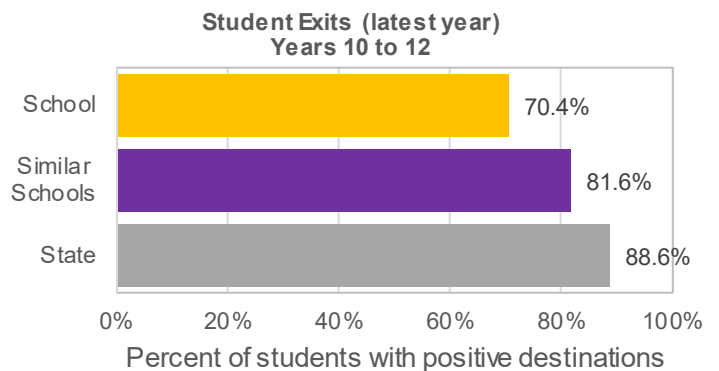


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	70.4%	71.8%
Similar Schools average:	81.6%	83.2%
State average:	88.6%	89.1%



WELLBEING

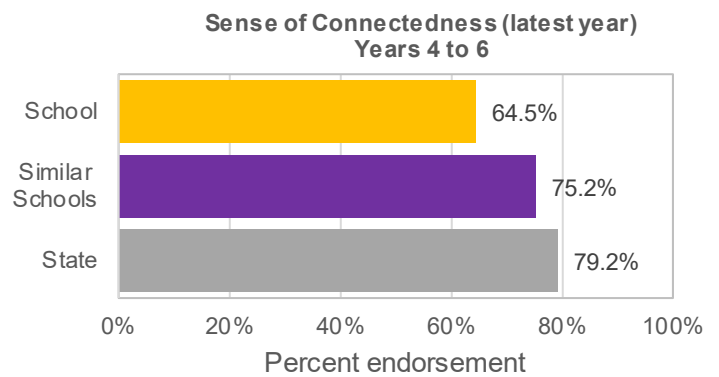
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

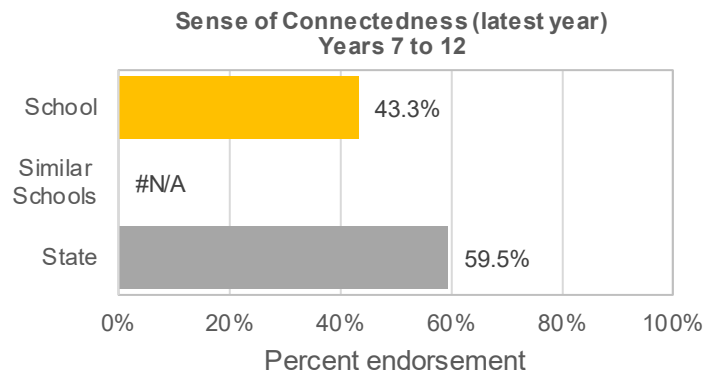
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	64.5%	68.3%
Similar Schools average:	75.2%	79.2%
State average:	79.2%	81.0%



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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	43.3%	42.4%
Similar Schools average:	NDP	48.3%
State average:	59.5%	55.3%



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

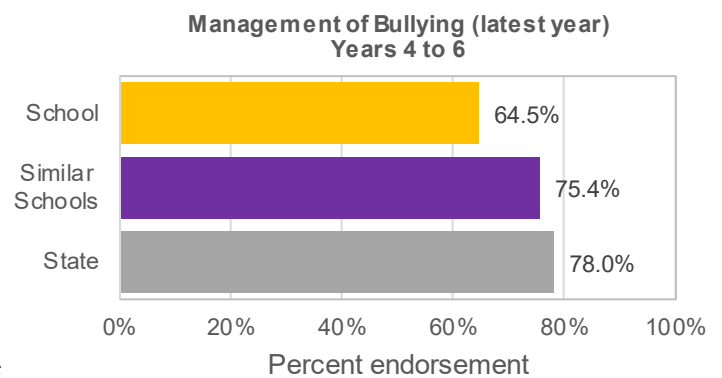
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

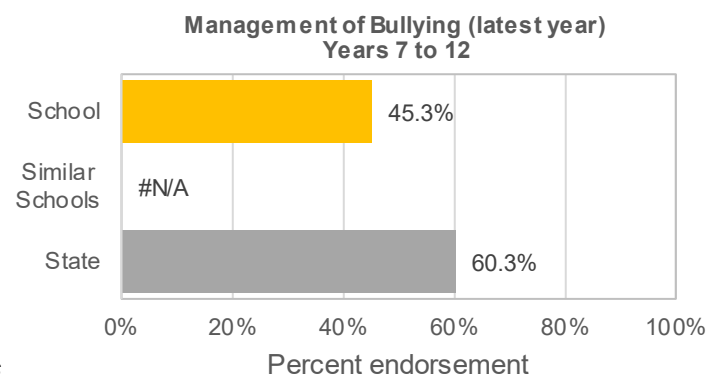
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	64.5%	69.4%
Similar Schools average:	75.4%	79.5%
State average:	78.0%	80.4%



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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	45.3%	44.8%
Similar Schools average:	NDP	52.2%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,269,204
Government Provided DET Grants	\$3,046,739
Government Grants Commonwealth	\$6,638
Government Grants State	\$41,818
Revenue Other	\$70,144
Locally Raised Funds	\$196,190
Capital Grants	NDA
Total Operating Revenue	\$16,630,733

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,925,964
Equity (Catch Up)	\$102,550
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$2,028,514

Expenditure	Actual
Student Resource Package ²	\$13,091,933
Adjustments	NDA
Books & Publications	\$52,905
Camps/Excursions/Activities	\$80,716
Communication Costs	\$45,205
Consumables	\$364,327
Miscellaneous Expense ³	\$38,309
Professional Development	\$63,512
Equipment/Maintenance/Hire	\$341,586
Property Services	\$543,823
Salaries & Allowances ⁴	\$591,454
Support Services	\$358,451
Trading & Fundraising	\$82,817
Motor Vehicle Expenses	\$18,935
Travel & Subsistence	\$551
Utilities	\$126,282
Total Operating Expenditure	\$15,800,807
Net Operating Surplus/-Deficit	\$829,926
Asset Acquisitions	\$199,207

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,598,551
Official Account	\$159,876
Other Accounts	\$33,205
Total Funds Available	\$2,791,632

Financial Commitments	Actual
Operating Reserve	\$429,061
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$236,263
School Based Programs	\$833,703
Beneficiary/Memorial Accounts	\$153,205
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$29,520
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$655,481
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$309,848
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,647,081

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.