

# 2020 Annual Report to The School Community



School Name: Ouyen P-12 College (8220)



- 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 16 March 2021 at 05:38 PM by Felice Cua (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 20 April 2021 at 10:09 AM by Raelene Vine (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 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.

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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 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)

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### 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.

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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 '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

Ouyen P-12 College is in the North Western Region of Victoria, with an enrolment of 204 and services the rural town of Ouyen and adjacent communities. Our School Vision encompasses developing a positive environment, making members of the school community feel valued and engaged, exhibiting high expectations, and managing staff and student well-being. The College Values are: Co-operation, Respect, Communication, Participation, Honesty, Achievement & Security. At the beginning of 2020, we started to process of revising these values.

The college in 2020 had 33.3 equivalent full time staff which consists of a Principal, Assistant Principal, 2 Leading Teachers, 20.3 Teaching staff and 9 Education Support staff. Our student body of 204 includes FTE 8 Aboriginal and 1 EAL students. Our SFOE is 0.5325, which followed the trend of previous years by increasing.

The school offers a broad curriculum at all year levels (F-VCE) with specialist PE, Music, Art, Science, Agriculture and Technology classes delivered in the primary years of schooling. We offer an extensive program in the senior school with a large number of VCE units and School-Based Apprenticeships as pathway options. We also offer VCAL and VET options for students in Years 11 & 12. Our success is not only limited to the classroom, as our participation and excellence in sport and extra-curricular activities exemplifies the college's emphasis on quality of life education. We have various leadership positions at the college, ranging from SRC beginning at Year 2 to our Year 12 College Captains. We also provide a program to ensure a smooth transition from our feeder schools and have provisions for international students.

The school offers excellent learning facilities for students to experience, with attractive buildings and grounds. All students benefit from small class sizes and added learning support in the classroom, designed for differentiation to provide support or additional extension.

### Framework for Improving Student Outcomes (FISO)

With 2020 severely disrupted by the Coronavirus, and a change in Principal mid-year, there were a few changes between the FISO dimensions identified at the beginning of the year, and what we felt was achievable in the circumstances. Our initial goals were about improving our use of assessment data, developing a whole school approach to wellbeing and engaging student voice and agency more effectively. While each of these goals could have continued into remote learning, our leadership team sought permission to alter these to suit the current needs of Ouyen P-12 College.

At mid-year, our leadership team re-evaluated our initial goals, to reflect the influence of remote learning. The revised goals focused mainly around student engagement and wellbeing, with a particular focus on remaining in contact with our families over this period. We also aimed to use student voice to implement improvements across the school in relation to processes and procedures. We outlined this process in our Performance and Development Plans for staff, and the lessons from remote learning have greatly influenced our future goals.

We also set targets of achieving a review of our College Captain process, as well as implementing a Bring-Your-Own Device program in preparation for 2021. Both of these were achieved in Term Four and better represent the needs of the students into the future.

### Achievement

Our 2020 school year was disrupted from the end of Term 1 with COVID-19, which heavily influenced the direction of our teaching and learning programs. Through Remote Learning 1 (Term 2), our school provided a structured framework for students to complete their work, meet with their teachers and classmates regularly to join in lessons, and had a strong focus on keeping the learning as close to normal as possible. Our staff quickly adapted to online delivery of content, specifically through use of Webex and Google Classroom. The students at times found this method

challenging, particularly after the novelty of it wore off. There were some students that flourished with the independent nature of remote learning, and we saw a marked improvement in the quality and amount of work handed in through some year levels.

After receiving feedback from parents, staff and students, the expectations of work was simplified to enable the students to cope with their changed environments. This required more independence from students to achieve these outcomes, which many found challenging, however, increased student and parent wellbeing was evident throughout Remote Learning 2 (Term 3).

Our VCE results were promising, and we continued our strong history of a high number of students moving into full-time employment or further training/study.

### Engagement

While we identified parent engagement as a priority to increase student engagement, it was through remote learning where we had an opportunity to develop in this area. Each year level was tasked with communicating with parents and explaining our Remote Learning arrangements. All staff were assigned to different year levels to help reduce the workload on year level coordinators. This initiative was well received by staff and parents, while this has formed the basis of our revised year level support structure, to be implemented in 2021.

We aimed to increase student engagement through providing support to participate in external extra-curricular programs such as: Achievefest, online debating and the Maths Talent Quest. Student participation in these events was very promising and students have indicated a willingness to participate in these programs in the future.

After the initial stages of remote learning, we also encouraged some disengaged students to access support at school, which saw a decrease in the number of students who had disengaged from learning.

### Wellbeing

At the beginning of the year, we identified the need for additional support in our wellbeing team, so expanded our wellbeing support officer role. This enabled us to provide more support to our students, both with initial wellbeing consultations and referrals to other supports.

Our wellbeing processes were severely tested during Remote learning in 2020, and we were able to leverage some of these lessons into positive outcomes for our students and families throughout the year and into the future. While there was an air of excitement around the initial parts of remote learning, students and particularly parents, started finding it challenging after about the four week mark. We saw an increase in students accessing our program at school, particularly for wellbeing reasons.

Due to our local context, with it being a peak time for our farming families, we extended invitations to many of our families to send students into our school program to help with their wellbeing. This offer was accepted by many families and the feedback received from this initiative was very positive.

We provided families with surveys throughout Remote Learning to help provide feedback about our program, and our changes over the course of the year seemed to have a positive impact on our school community.

Our on-site program had great benefits for our students, parents and in particular staff, who appreciated remaining connected to the school and their colleagues.

When the students returned to school, we added extra supports in place to help that adjustment to the physical and learning environments, and students were quite settled during Term Four.

### Financial performance and position

Our annual result was a surplus for the 2020 school year, although much of this can be attributed to the impacts of COVID-19. While some costs associated with the added cleaning of the school (which was mostly funded by DET) were added funds, the lack of camps/excursions/activities meant that many programs with allocated budgets could not run. The reduction in physical resources required at the school also meant that we had significantly reduced running costs throughout the year. We used our CRT budget to support our on-site teaching program, which greatly reduced the workload on teaching staff.

We were also limited in being able to receive extraordinary revenue or expenditure, as the uncertainty around how the

school would run meant that organising any significant works would be difficult.

Equity funded was provided to the amount of \$248,669 which was primarily used on staffing and coaching, as well as providing some added support in student wellbeing. We also received VCE Collaboration Fund money to be shared between the other schools in our Mallee Education Cluster, which provided extra support, tutorials and collaboration between the students of these schools.

With additional MYLNS (Middle Years Literacy and Numeracy) funding, we provided extra support for our cohort of Year 10s identified, but this program also altered when we were forced into remote learning.

We also received Shelter-in-Place funding to improve the safety of our school and community evacuation point (Community Centre). While the contract was established in 2020, most of the works will take place in 2021.

Our SRP Credit budget remains in surplus, and we continue to use this surplus to ensure the short, mid and long term viability of our teaching program.

**For more detailed information regarding our school please visit our website at**  
[ouyemp12college.vic.edu.au](http://ouyemp12college.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 204 students were enrolled at this school in 2020, 101 female and 103 male.

NDP percent of students had English as an additional language and 4 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.

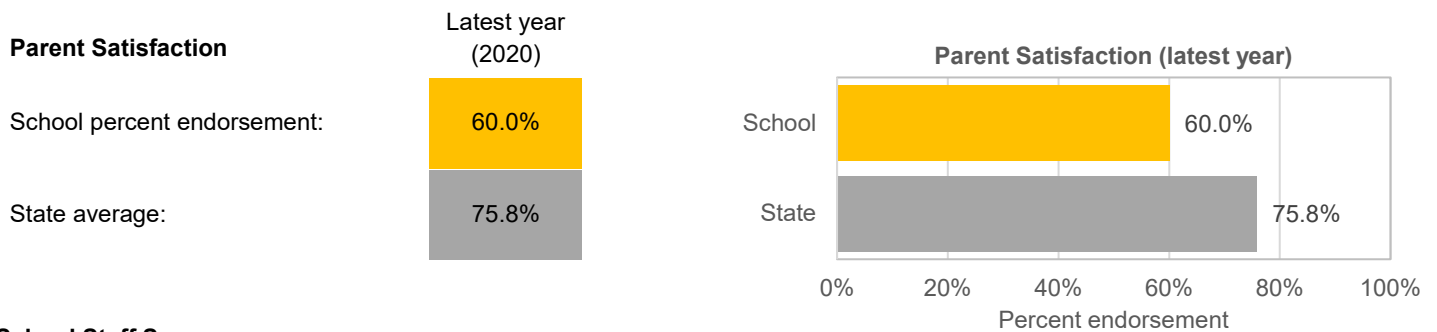
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

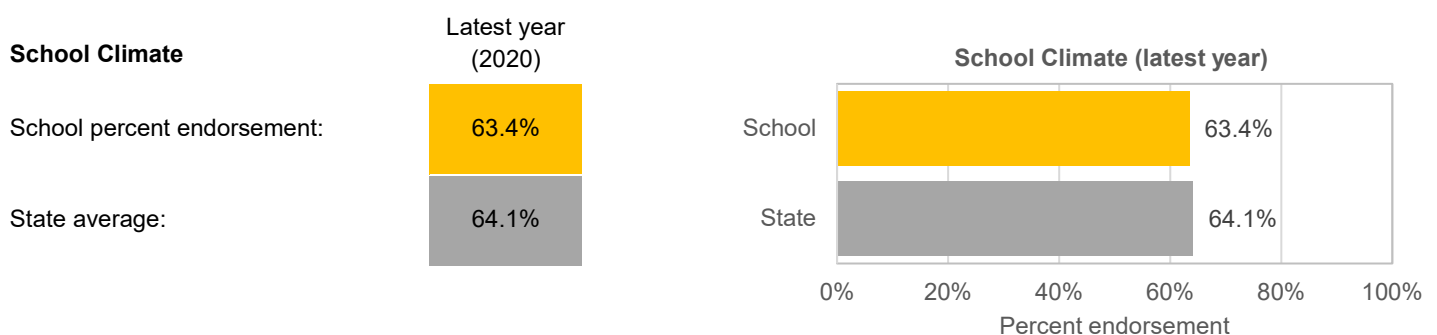


### School Staff Survey

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

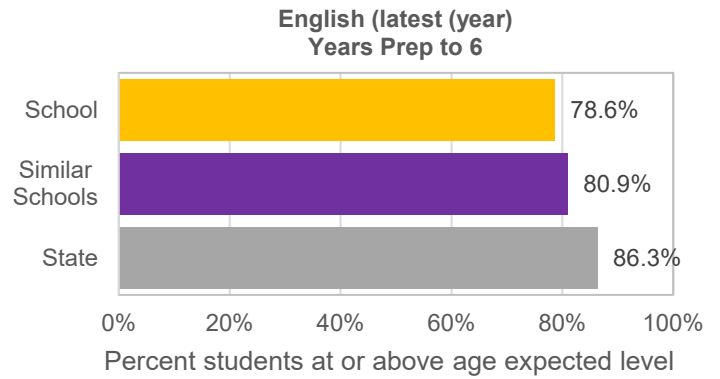
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

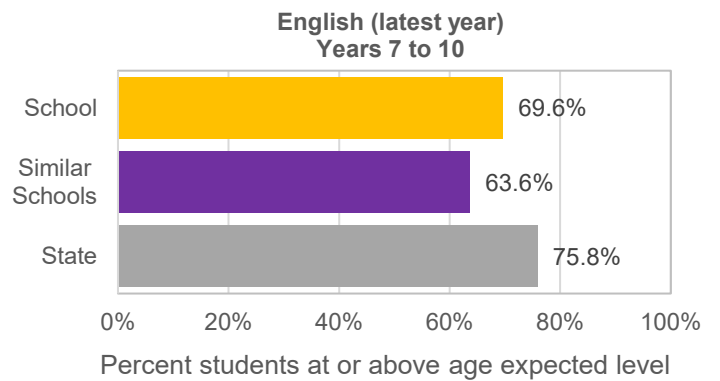
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	78.6%
Similar Schools average:	80.9%
State average:	86.3%



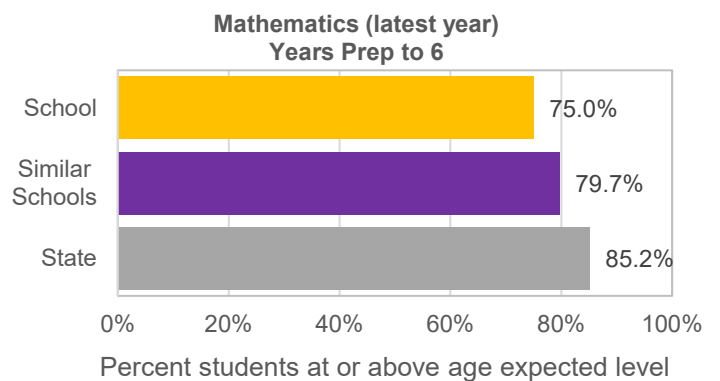
#### English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	69.6%
Similar Schools average:	63.6%
State average:	75.8%



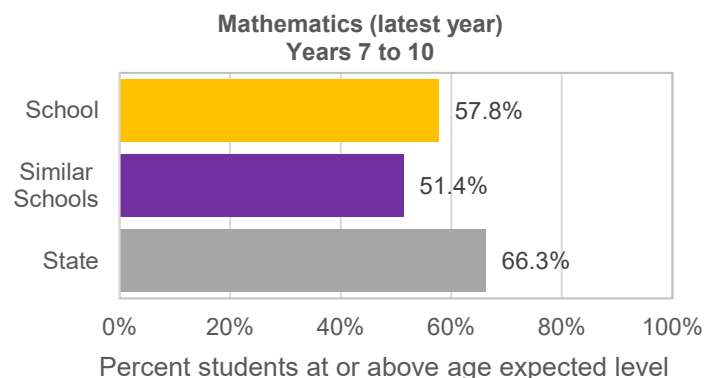
#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	75.0%
Similar Schools average:	79.7%
State average:	85.2%



#### Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	57.8%
Similar Schools average:	51.4%
State average:	66.3%





## 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.

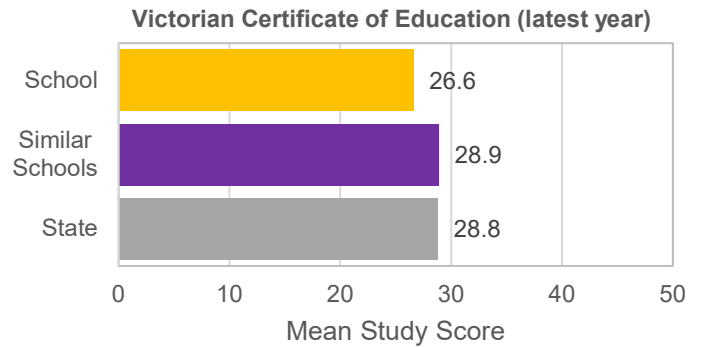
### Victorian Certificate of Education (VCE)

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	26.6	28.3
Similar Schools average:	28.9	27.9
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

44%

VET units of competence satisfactorily completed in 2020:

100%

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

83%

## ENGAGEMENT

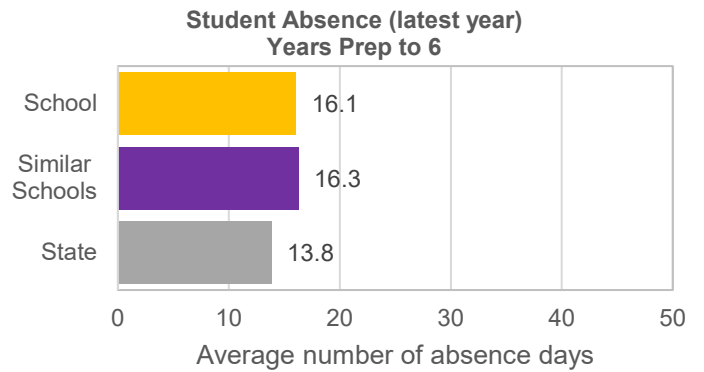
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

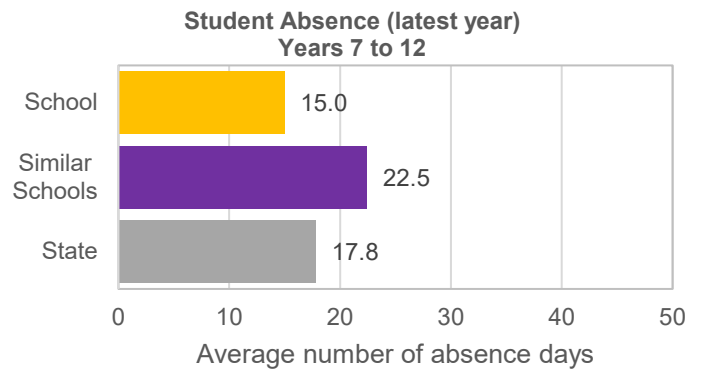
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.1	19.1
Similar Schools average:	16.3	16.8
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	15.0	17.3
Similar Schools average:	22.5	22.3
State average:	17.8	19.2



### Attendance Rate (latest year)

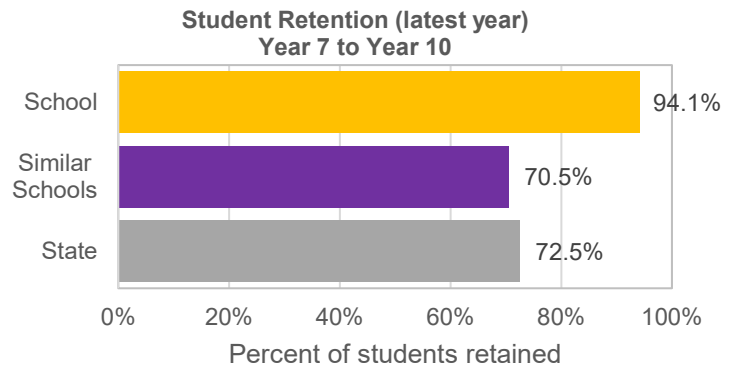
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	87%	92%	93%	95%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	88%	93%	92%	95%	94%	94%	

## ENGAGEMENT (continued)

### Student Retention

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

<b>Student Retention Year 7 to Year 10</b>	Latest year (2020)	4-year average
School percent of students retained:	94.1%	79.7%
Similar Schools average:	70.5%	72.5%
State average:	72.5%	72.9%

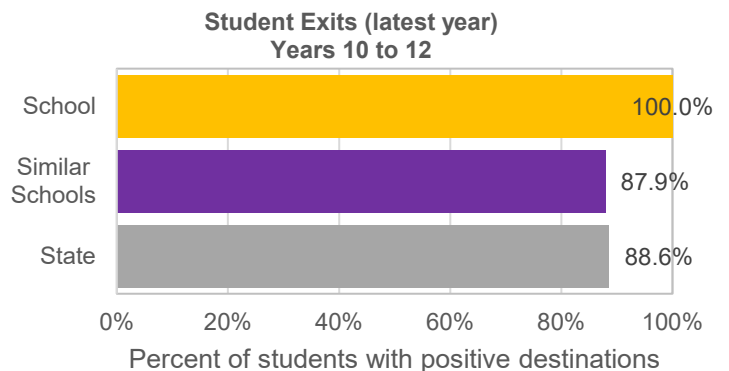


### Students exiting to further studies or full-time employment

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'.

<b>Student Exits Years 10 to 12</b>	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	91.9%
Similar Schools average:	87.9%	85.7%
State average:	88.6%	89.1%



## WELLBEING

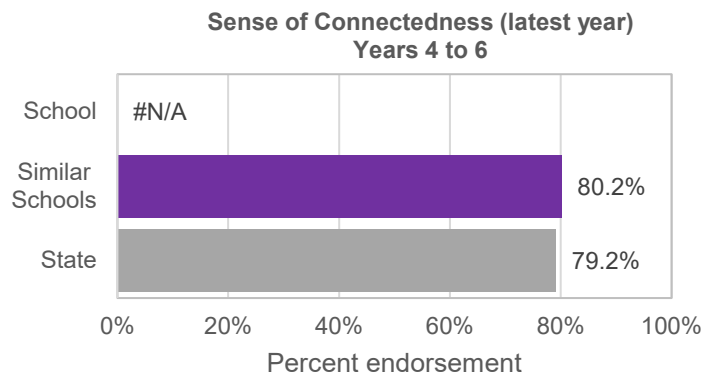
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

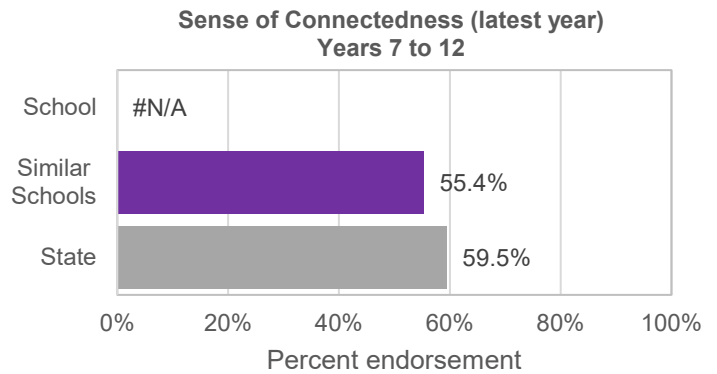
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	70.7%
Similar Schools average:	80.2%	80.4%
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:	NDA	57.3%
Similar Schools average:	55.4%	53.8%
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.*

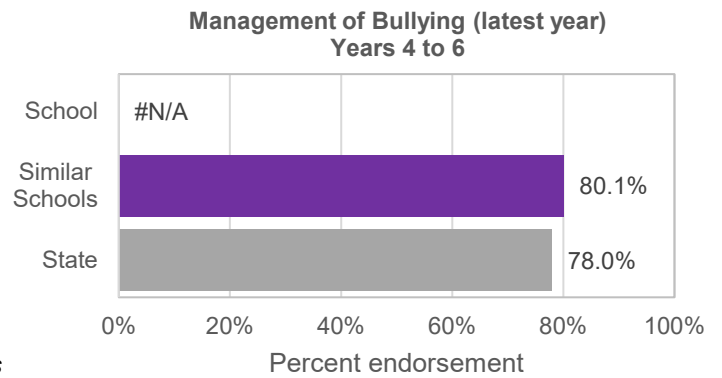
**WELLBEING (continued)**

**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).

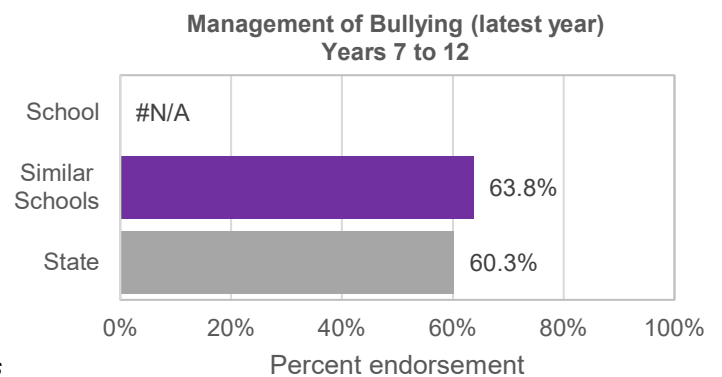
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.5%
Similar Schools average:	80.1%	80.9%
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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	66.1%
Similar Schools average:	63.8%	60.5%
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	\$3,934,336
Government Provided DET Grants	\$926,594
Government Grants Commonwealth	NDA
Government Grants State	\$3,200
Revenue Other	\$57,872
Locally Raised Funds	\$71,181
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,993,184</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$248,669
Equity (Catch Up)	\$7,197
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$255,866</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,425,718
Adjustments	NDA
Books & Publications	\$6,419
Camps/Excursions/Activities	\$16,708
Communication Costs	\$5,770
Consumables	\$69,058
Miscellaneous Expense <sup>3</sup>	\$15,491
Professional Development	\$16,230
Equipment/Maintenance/Hire	\$84,406
Property Services	\$259,853
Salaries & Allowances <sup>4</sup>	\$115,620
Support Services	\$75,055
Trading & Fundraising	\$13,563
Motor Vehicle Expenses	\$6,077
Travel & Subsistence	\$860
Utilities	\$67,823
<b>Total Operating Expenditure</b>	<b>\$4,178,652</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$814,531</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$753,992
Official Account	\$134
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$754,126</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$109,275
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$28,925
School Based Programs	\$20,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$70,380
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$369,080</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.*