

2022 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).
- 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 11 April 2023 at 11:00 AM by Felice Cua (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

To be attested by 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 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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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 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.

'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 disabilities 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 a government school located in the North West Victoria Region (NWVR). We have spacious school grounds, incorporating P-8 and Senior Buildings. We also incorporate the Ouyen Community Centre which includes a gymnasium, hall, and our cooking and canteen facilities. Our wider schools grounds include 2 ovals, an agriculture/horticulture area adjacent to the school site, and an outdoor double court. Ouyen and surrounding townships are supported mainly by broadacre farming, serving a local community of 1100 people and a wider community of 1700. Our school SFOE of

The Ouyen P-12 College Workforce consisted of 2 Principal Class, 1 Leading Teacher, 1.4 Learning Specialists, 19.9 Teaching Staff, 1 Paraprofessional and 10 Education Support Staff.

Our enrolment numbers for 2022 began at 202 with 108 female and 94 male students. 5% of our students identify as Aboriginal or Torres Strait Islander.

The college values are: Community, Endeavour, Respect and Integrity.

Our vision has continued from previous years that we aim:

To provide a positive environment that allows all members of our school community to feel valued and engaged and that enables them to reach their full potential.

To meet the individual needs of all learners.

To care for and support all students, encourage positive attitudes, a desire to achieve, high self esteem and a sense of community.

We continue to have facilities that rival any school in rural Victoria, with excellent grounds and buildings, which are continuing to be built upon.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our student learning results were a cause for celebration at Ouyen P-12 College in 2022, particularly in reading. We have demonstrated growth in most areas, with a strong emphasis on literacy over the last few years, it has been pleasing to see us above state benchmarks at most year levels.

Our NAPLAN Numeracy data highlights some room for growth and as we move towards a new strategic plan, improving numeracy will be a strong focus. We already saw some great strides towards this in our internal data, in particular with the flexible learning groups happening over Year 5-8.

Our VCE data for 2022 was exceptional, with a median study score of 31.9; an incredible achievement for our students and staff. This number indicates that across a range of students and subjects, there were great results. Our Year 11s completing Unit 3/4 subjects also had some pleasing results which contributed to this overall score, providing a strong indication that this might be replicated in 2023.

We also had success in the students completing their units with 100% of our students attaining their VCE, with unit completion at 92% for VET and 94% for VCAL. This had been a priority area for Ouyen P-12 College, after a brief period where students were missing units and a had chance of not receiving their respective certificates.

Our school also implemented a language and formal drama program, which now means for the first time in a few years we are meeting the minimum requirements for curriculum. When combined with our wide range of VCE offerings, and the resourcing of VET subjects to be run at SuniTafe in Mildura, our students have excellent access to a range of leaning opportunities across their time at Ouyen P-12 College.

Wellbeing

Student wellbeing was at the forefront of our planning in 2022 after 2 years of interruptions due to remote learning. We continued to fund our wellbeing coordinator, and expanded their role to include the transition to the new Disability Inclusion Profile funding.

Our data around wellbeing was solid, without being exceptional, with sense of connectedness to the school lower in both the Year 4-6 and 7-12 cohorts when compared with both like schools and state benchmarks. While we were only slightly below in both categories, as a school we would like to have a strong sense of pride and connectedness from our students, so this will be a priority moving forward.

Student bullying data was also below where we would like it be. Our 4 year averages suggest that it has previously been an area of strength, with last years results indicating that there is work to do around our management of bullying, which will look to be a focus throughout 2023.

With the Schools Mental Health fund menu, we allocated resources to our wellbeing coordinator, while also being able to fund and support a wellbeing dog. Eric was donated to us through a staff member and we out her through Dogs Connect training. Eric is named after our school values, and works with students and staff in a range of areas to help reduce mental stress.

We were also successful in hiring a Mental Health Practitioner, who will begin in 2023, working with students on strategies to look after their mental health.

Engagement

With engagement continuing to be a focus across the school as students returned after periods of remote learning, we implemented a variety of strategies to help the transition back, particularly for our older students. We were met with barriers around families taking extended holidays, as well as fatigue from students and staff which required us to adjust some plans and dates throughout the school year.

One focus that we did persist with was running our literacy and numeracy across Year 5-8 under a flexible learning model, which meant that students would often be working across different year levels with different staff. The benefits of this were many and varied including; being able to teach more students at their point of need, reducing differentiation demands on staff, enabling students to work with others who are in different year levels and creating a stronger focus on using data for student learning. This program was incredibly successful, with a proposed wider implementation of similar programs in 2023.

In regards to engaging our families, our Community Engagement Evening was a success for the second year running. We had excellent buy-in from our students helping plan and run the event, and were well supported with family and community attendance on the afternoon.

We also leveraged some success from the School Based Apprenticeship program, to enable other students structured work with local organisations, which enabled them work experience, while reducing their time on-site at school.

Our attendance data is a cause for concern moving forward, which will form a strong part of our strategic plan after our school review in 2023.

Other highlights from the school year

Some of the highlights from our 2022 school year include:

- being presented a grant in excess of \$700k to cover the outdoor courts, making this area accessible in all conditions
- our sustainability committee growing in number and influence
- our P-4 Concert, School Revue and Presentation night with an audience

Financial performance

Our Financial position remains strong following the 2022 school year. We managed to maintain a strong surplus, while holding over funds for the future to the total of \$724,943. This surplus is pleasing considering the reduction on costs for our families, by making all curriculum-aligned camps and excursions free, with our definition including all camps except Year 9 Alpine, and Year 10 Snow Camps. Even with the added concessions around camps and excursions, parent voluntary payments remained quite strong.

We renewed our School Cleaning Contract for a further 3 years, which was back-dated to 2021.

There were some funds spent on staff professional development in the form of a 'Best Practice' excursion for all staff to develop our school values and engage in collaborative learning.

We received equity funding which was used in a variety of ways, however, the teacher support funding for MYLNS and TLI was reduced. We also received a significant grant to cover the outdoor courts and facilitated work to our teacher housing.

For more detailed information regarding our school please visit our website at
<https://www.ouyenp12college.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 202 students were enrolled at this school in 2022, 108 female and 94 male.

2 percent of students had English as an additional language and 5 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).

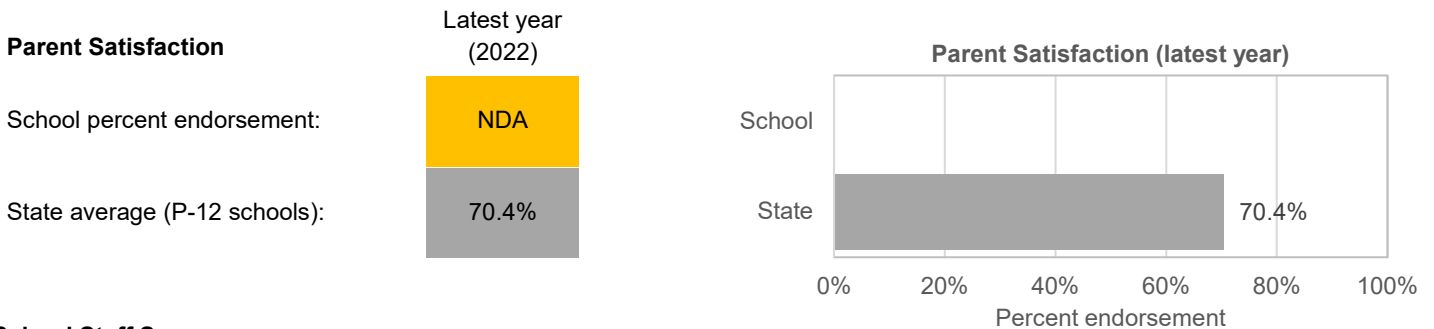
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

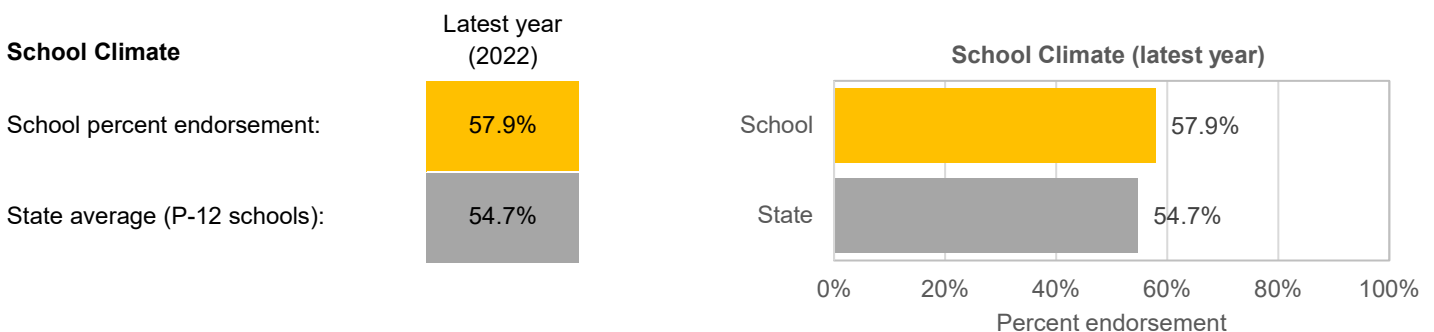


School Staff Survey

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

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
(2022)

School percent of students at or above age expected standards:

NDA

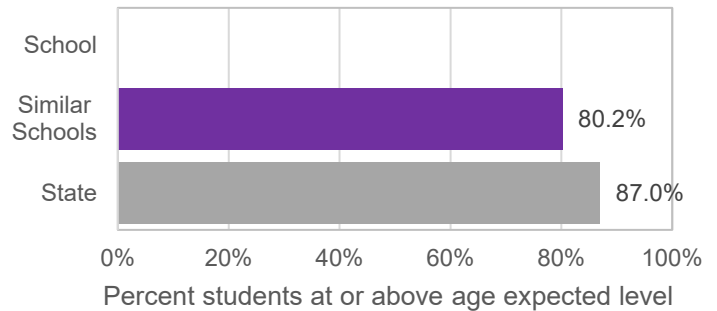
Similar Schools average:

80.2%

State average:

87.0%

English (latest year) Years Prep to 6



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

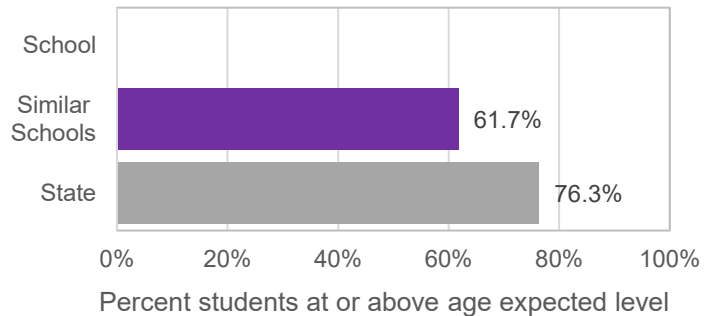
Similar Schools average:

61.7%

State average:

76.3%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

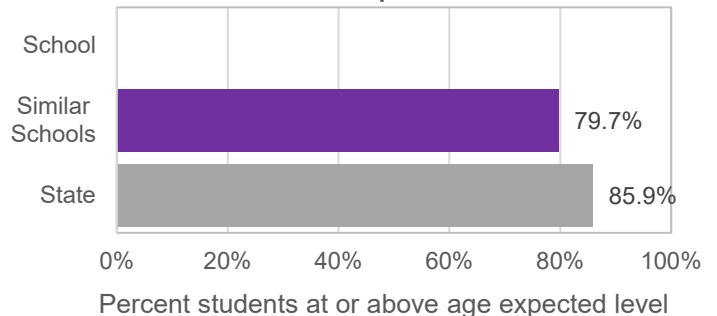
Similar Schools average:

79.7%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

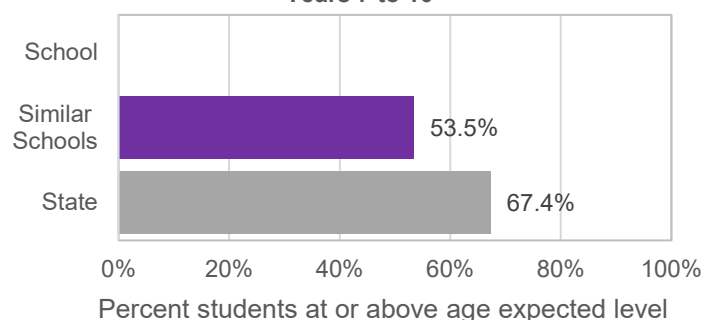
Similar Schools average:

53.5%

State average:

67.4%

Mathematics (latest year) Years 7 to 10



LEARNING (continued)

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.

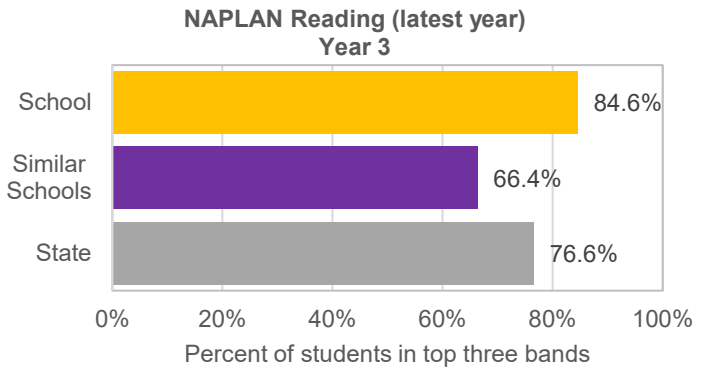
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

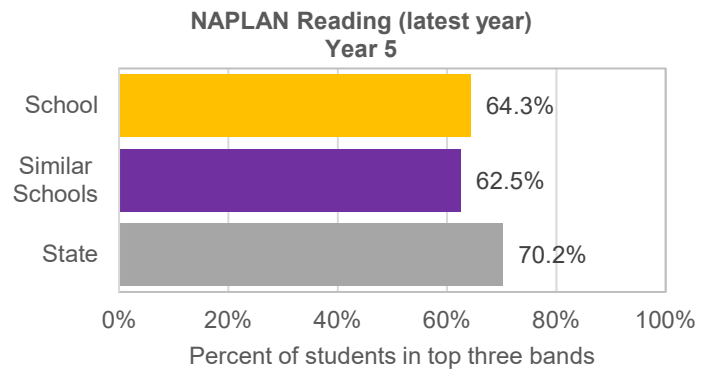
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.6%	68.4%
Similar Schools average:	66.4%	67.0%
State average:	76.6%	76.6%



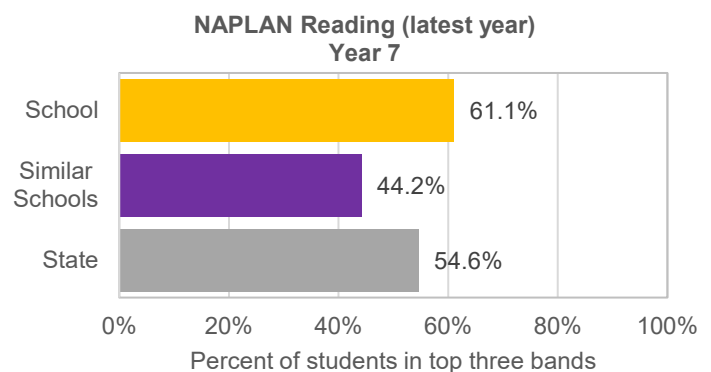
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	57.4%
Similar Schools average:	62.5%	62.9%
State average:	70.2%	69.5%



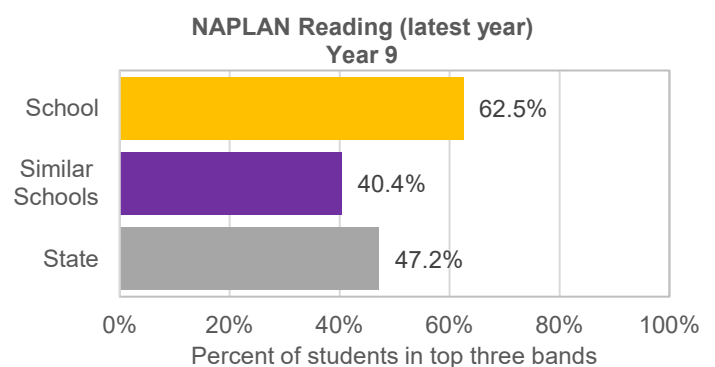
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	55.8%
Similar Schools average:	44.2%	47.3%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	54.2%
Similar Schools average:	40.4%	39.9%
State average:	47.2%	46.0%



LEARNING (continued)

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.

NAPLAN (continued)

Numeracy Year 3

School percent of students in top three bands:

Similar Schools average:

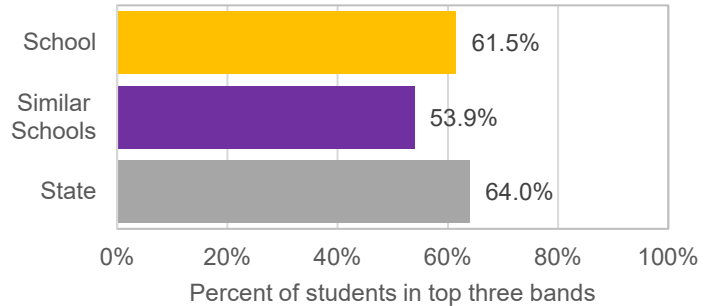
State average:

Latest year (2022)	4-year average
61.5%	48.6%

53.9%	58.7%
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64.0%	66.6%
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NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

School percent of students in top three bands:

Similar Schools average:

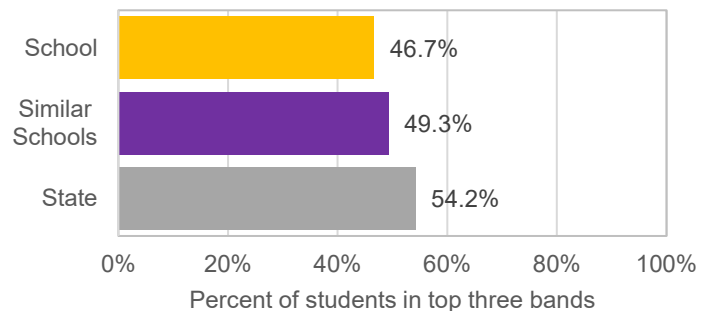
State average:

Latest year (2022)	4-year average
46.7%	48.9%

49.3%	53.5%
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54.2%	58.8%
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NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

School percent of students in top three bands:

Similar Schools average:

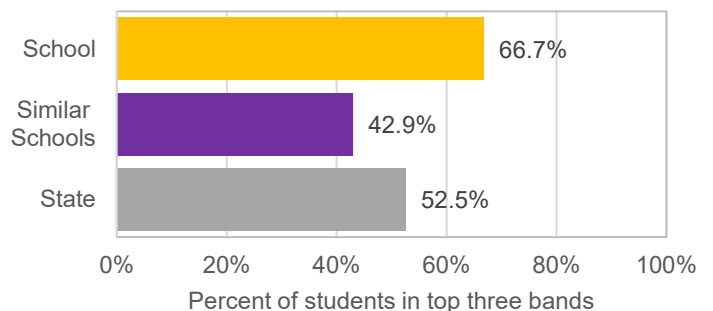
State average:

Latest year (2022)	4-year average
66.7%	58.2%

42.9%	50.3%
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52.5%	54.8%
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NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

School percent of students in top three bands:

Similar Schools average:

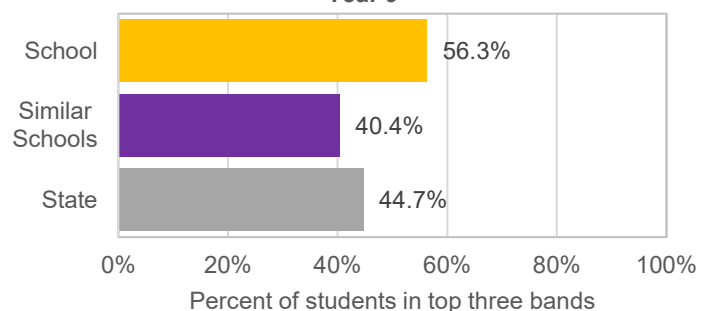
State average:

Latest year (2022)	4-year average
56.3%	41.7%

40.4%	42.4%
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44.7%	45.6%
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NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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.*

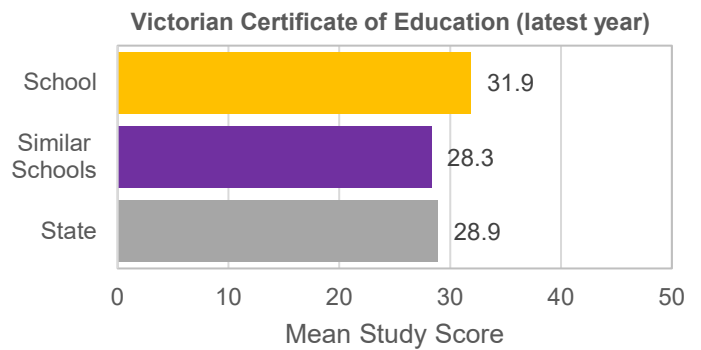
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	31.9	27.7
Similar Schools average:	28.3	28.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

51%

VET units of competence satisfactorily completed in 2022:

92%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

94%

WELLBEING

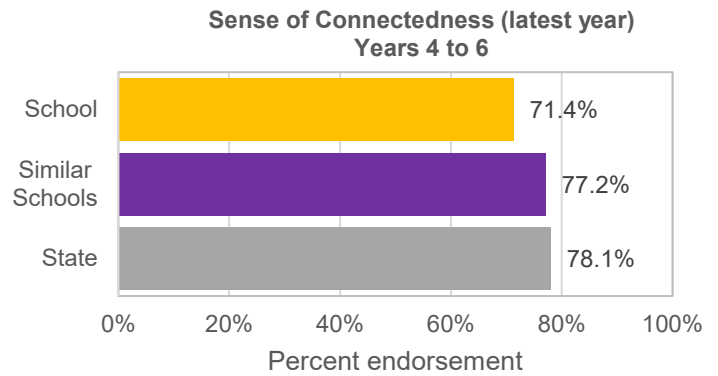
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

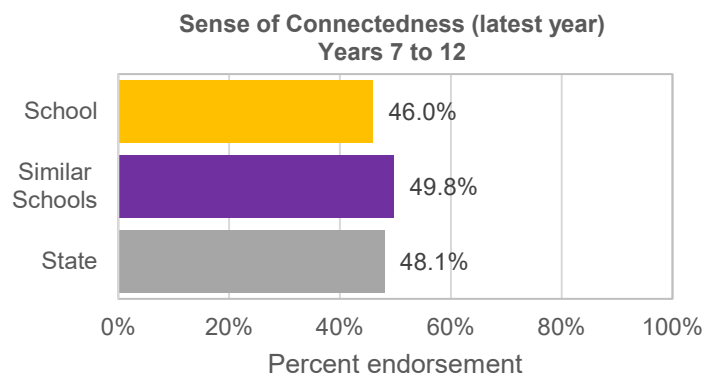
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.4%	74.5%
Similar Schools average:	77.2%	78.4%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.0%	53.5%
Similar Schools average:	49.8%	52.8%
State average:	48.1%	52.5%



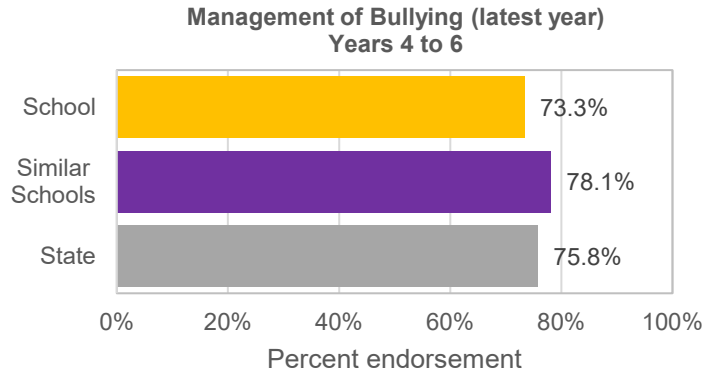
WELLBEING (continued)

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).

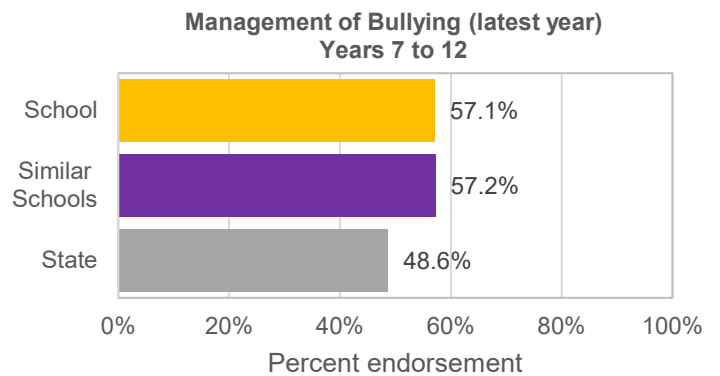
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	73.3%	77.4%
Similar Schools average:	78.1%	79.4%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	57.1%	63.2%
Similar Schools average:	57.2%	60.4%
State average:	48.6%	54.0%



ENGAGEMENT

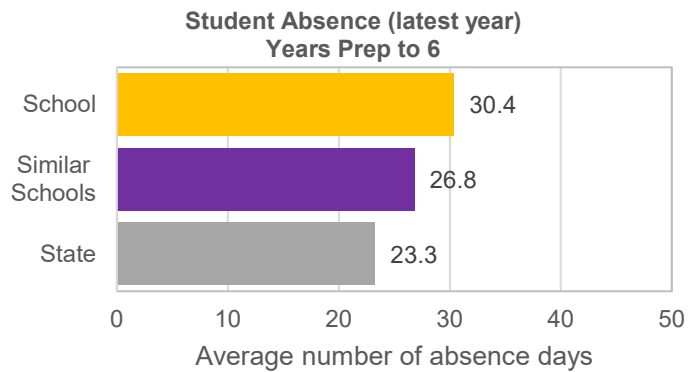
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

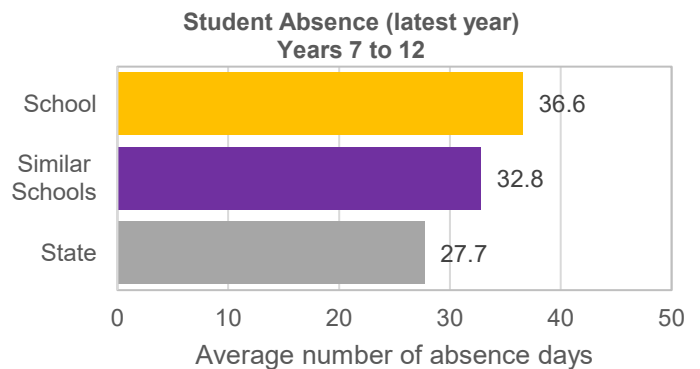
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	30.4	22.7
Similar Schools average:	26.8	20.1
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	36.6	24.2
Similar Schools average:	32.8	25.4
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	81%	90%	82%	88%	79%	89%	82%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	85%	82%	77%	82%	85%	75%	

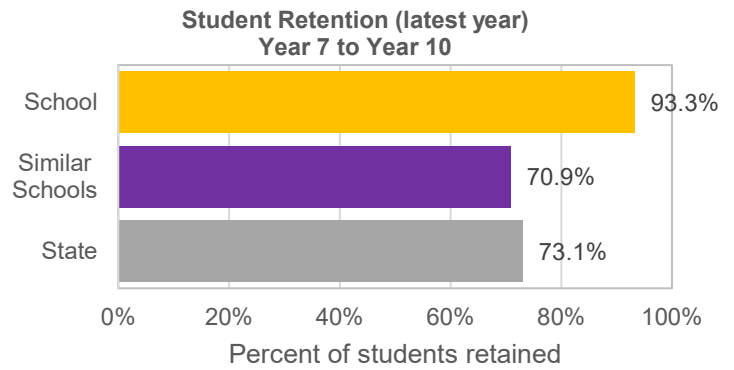
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	93.3%	87.7%
Similar Schools average:	70.9%	70.6%
State average:	73.1%	73.0%



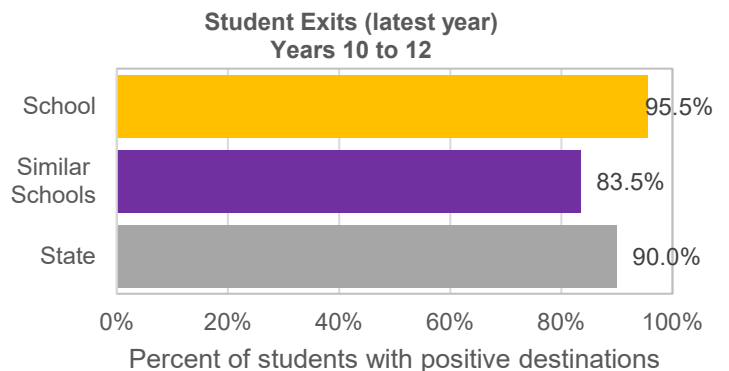
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	95.5%	88.0%
Similar Schools average:	83.5%	84.4%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,310,329
Government Provided DET Grants	\$855,233
Government Grants Commonwealth	\$0
Government Grants State	\$48,056
Revenue Other	\$53,512
Locally Raised Funds	\$88,765
Capital Grants	\$0
Total Operating Revenue	\$5,355,896

Equity ¹	Actual
Equity (Social Disadvantage)	\$259,602
Equity (Catch Up)	\$6,243
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$265,845

Expenditure	Actual
Student Resource Package ²	\$3,778,418
Adjustments	\$0
Books & Publications	\$2,205
Camps/Excursions/Activities	\$68,557
Communication Costs	\$2,272
Consumables	\$99,590
Miscellaneous Expense ³	\$38,098
Professional Development	\$44,930
Equipment/Maintenance/Hire	\$44,067
Property Services	\$197,319
Salaries & Allowances ⁴	\$65,339
Support Services	\$89,503
Trading & Fundraising	\$16,789
Motor Vehicle Expenses	\$8,335
Travel & Subsistence	\$1,100
Utilities	\$72,254
Total Operating Expenditure	\$4,528,777
Net Operating Surplus/-Deficit	\$827,119
Asset Acquisitions	\$28,765

- (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	\$1,313,338
Official Account	\$45,611
Other Accounts	\$0
Total Funds Available	\$1,358,948

Financial Commitments	Actual
Operating Reserve	\$113,297
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$71,645
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$724,943

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.