

# 2022 Annual Report to the School Community

School Name: Murrayville Community College (5433)



- 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 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 21 March 2023 at 12:46 PM by Natasha Mudie (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 12:18 PM by Carly Heintze (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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)

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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.

'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 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

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## School context

Murrayville Community College's vision is to offer every child, every opportunity to succeed, in every aspect of their education that will enable them to contribute to and succeed within our local and global society. Murrayville Community College will inspire and support students, enabling them to achieve their full potential within an educational environment that is engaging, safe, positive, respectful, inclusive and welcoming. We value in our school community – Persistence, Respect, Independence, Determination and Excellence. Located in North West Victoria, Murrayville Community College is a first class educational facility catering for children from Prep to Year 12. Enrolments have recently declined to approximately 80 students. The College has 20.7 equivalent full time staff, including 1 full time Principal class employee, 14 teaching staff and 8 education support staff. None of MCC's staff are of Aboriginal or Torres Strait Islander origin. The school is an integral part of the communities of Murrayville and Pinnaroo (SA) and benefits from a very supportive school community. The school offers attractive grounds and excellent facilities and provides a diverse range of educational opportunities. The College has specialized in the delivery of Agriculture, especially in the area of sheep and wool. Senior students have the opportunity to participate in small classes and to complete VET Certificates and School Based Apprenticeships in addition to VCE programs. All students benefit from small class sizes and differentiated learning in addition to a number of programs that are designed to provide additional support or extension. The school does not have any programs for overseas students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Murrayville Community College followed the 2022 "Key Priorities Goal" of improving students' learning with a greater focus on numeracy in the Annual Implementation Plan. Building and embedding the use of meaningful and accurate Data walls for every student in the school was an important part of the first priority goal. Staff shared data with students and worked collaboratively with students to identify and work towards areas of improvement. The learning tutors were deployed in numeracy classes to ensure that students were given the assistance they needed to make up for the growth lost in remote learning. With the exception of Year 3 NAPLAN our numeracy results were very pleasing and showed high levels of growth across the 5-10 year levels. This reflects the improvement that has come since the implementation of the Math Pathways program from Year 5. Again with the exception of Year 3 NAPLAN reading results were better than like schools and the state in most instances, showing there has been some catch-up in the area of literacy for our students since the disruptions of the Covid years. These improved student learning results show the implementation of the tutor learning program as well as other school based professional learning programs has been effective.

Unfortunately the VCE data did not meet the targets set in the AIP and our average study score was lower than previous years, like schools and the state. This may well be because we have a number of students who are completing VCE as the school is unable to offer VCAL as an option. There was also an obvious hangover from Covid & remote learning when it came to Year 12 study. Students were not working as hard as past students and anxiety levels were noticeably higher in 2022 than in previous years.

### Wellbeing

Murrayville Community College was without a Chaplain for the first 3 terms of 2022, but was able to employ a Mental Health Practitioner from the beginning of Term 4. During terms 1-3 the school engaged a motivational speaker and ran Resilience Builder sessions for all secondary students. In 2022 the school continued to embed School Wide Positive Behaviour Supports and implemented restorative practice sessions to reduce conflicts and address bullying behaviours. The data shows that the school is performing better than like schools or the state in the areas of school connectedness and well-being. Despite this data, it is clear that there are more students requiring support with well-being since Covid and since the Mental Health Practitioner has been working in the school, these issues have been unearthed and students have been supported.

## Engagement

Student absence days remains a problem at Murrayville Community College. Students missed a lot of school due to Covid outbreaks within the school. Students were affected by isolation rules. Students displaying Covid or cold like symptoms were encouraged to stay home and most parents acted with great caution when students were unwell. In addition to Covid there was a significant Flu outbreak in the second semester that also impacted our attendance data. Students at Murrayville Community College on average have more absence days than like schools or the state as they need to take a day off when attending appointments, with so very few services available locally. Delayed holidays also impacted our school community, parents removed their students to take them on holidays during the school terms.

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## Other highlights from the school year

2022 saw some normality return to school although there were still camps and events that needed to be cancelled due to Covid or flooding. As the year went on more and more events were able to be held and student and parent participation was encouraged. The school was successful in securing another grant for Agriculture that will allow for the purchase of a new Clipex sheep Handler and support School Based Apprentices in Agriculture to attend their trade school blocks.

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## Financial performance

Murrayville Community College completed 2022 with a surplus of \$118,185 and remained in a strong financial position at the end of last year. Some camps and excursions that were scheduled and would have been subsidised by the school were cancelled. There were still very few travel or professional development expenses for staff during the year due to restrictions. Funds provided for employing a Chaplain were unable to be spent and added to the school's financial position. Overall, it is pleasing that we are able to fully fund the teaching and learning programs that we have prioritised and we are able to continue to improve the school environment to ensure that it is safe and attractive for all.

**For more detailed information regarding our school please visit our website at**  
[www.murrayvillecc.vic.edu.au](http://www.murrayvillecc.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 82 students were enrolled at this school in 2022, 33 female and 49 male.

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

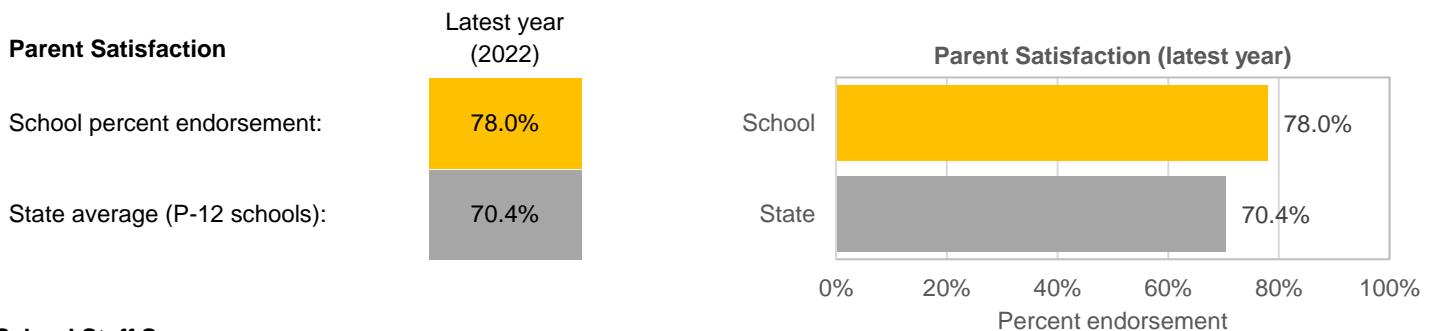
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### 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.

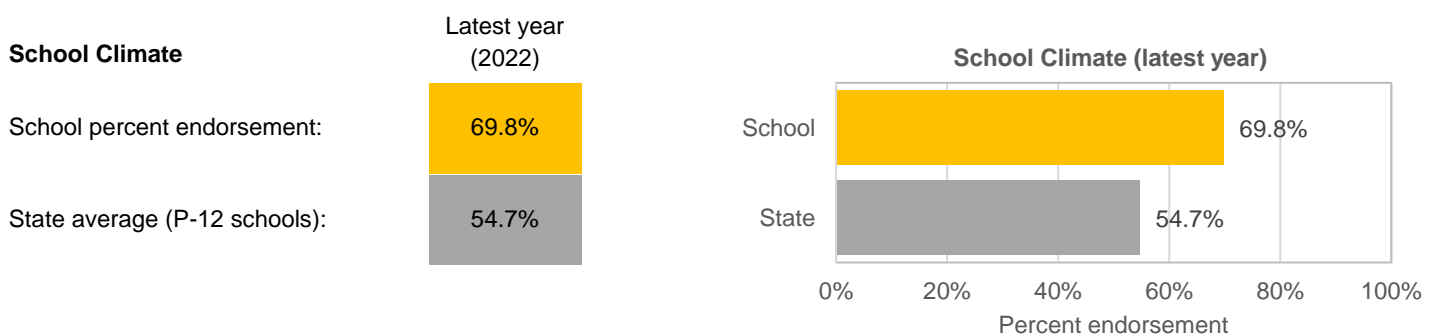


### School Staff Survey

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:

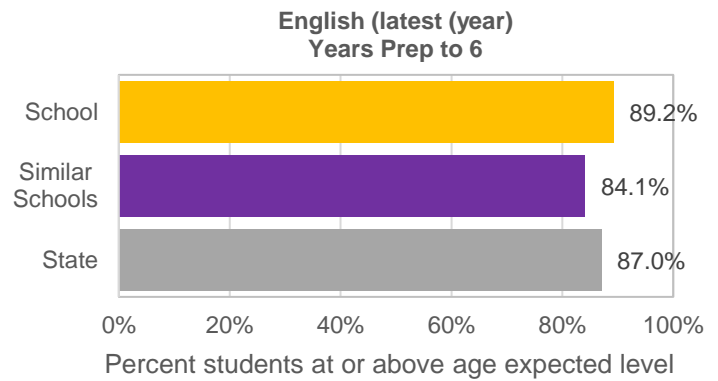
89.2%

Similar Schools average:

84.1%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

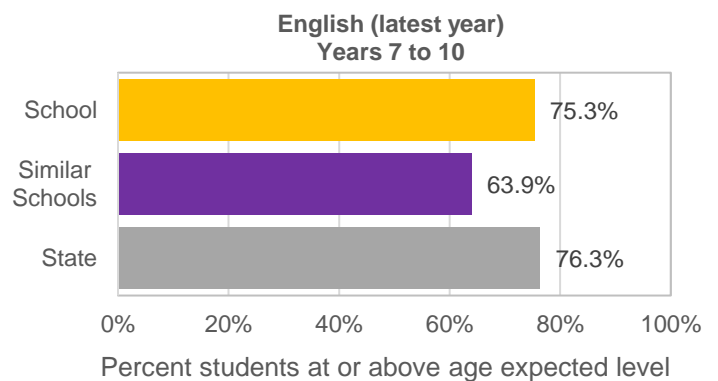
75.3%

Similar Schools average:

63.9%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

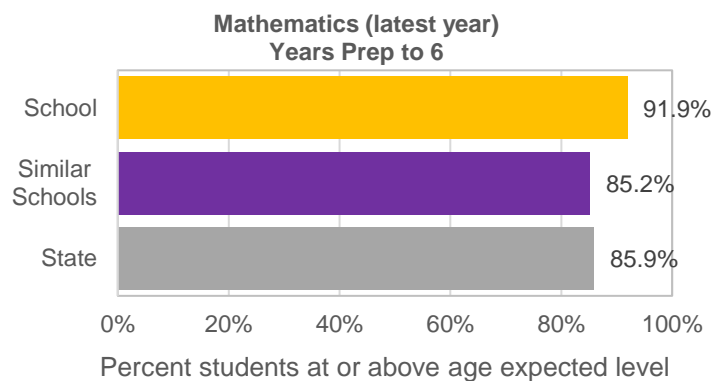
91.9%

Similar Schools average:

85.2%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

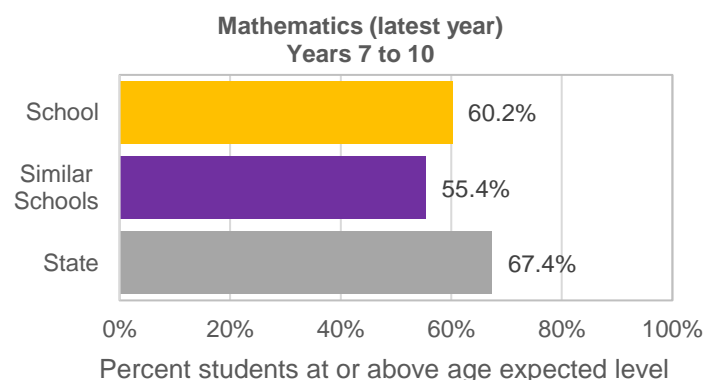
60.2%

Similar Schools average:

55.4%

State average:

67.4%



## 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.

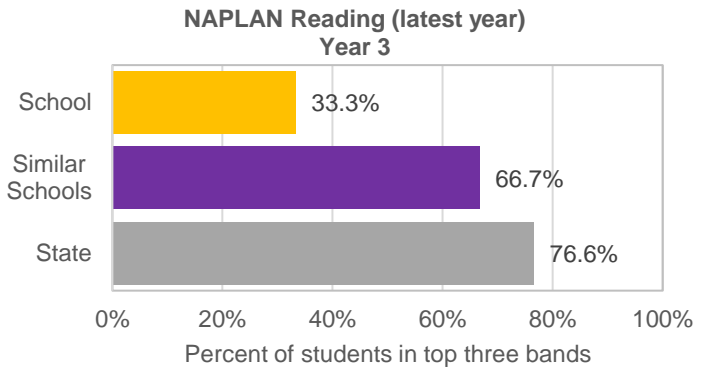
### NAPLAN

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.

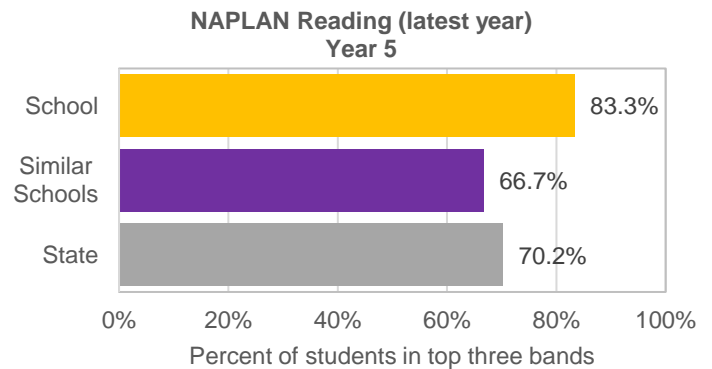
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	50.0%
Similar Schools average:	66.7%	70.8%
State average:	76.6%	76.6%



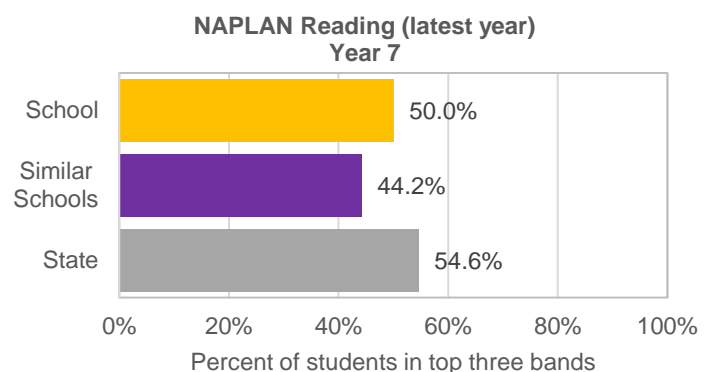
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	73.7%
Similar Schools average:	66.7%	68.2%
State average:	70.2%	69.5%



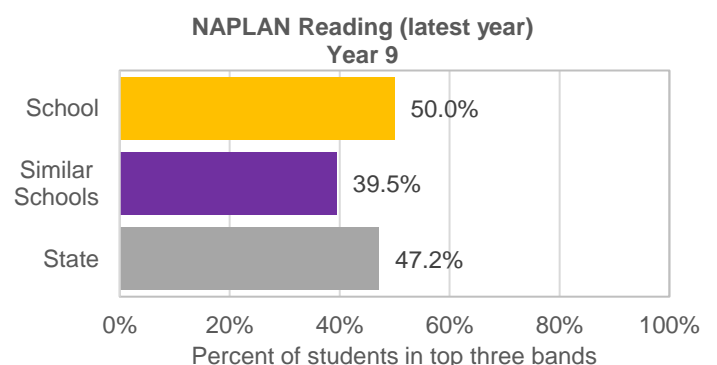
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	53.6%
Similar Schools average:	44.2%	48.5%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	41.4%
Similar Schools average:	39.5%	40.3%
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**

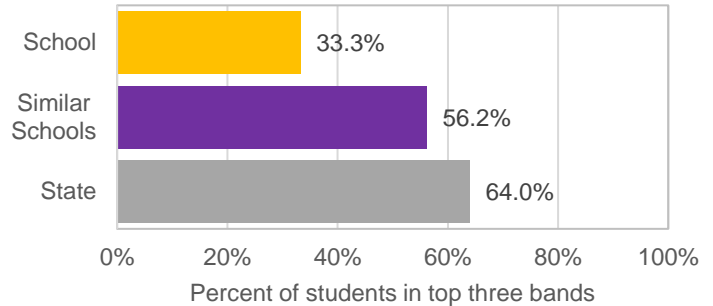
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	33.3%
Similar Schools average:	56.2%	65.9%
State average:	64.0%	66.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

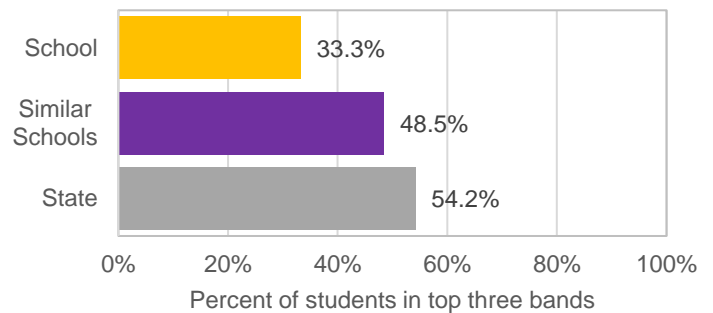
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	42.1%
Similar Schools average:	48.5%	54.6%
State average:	54.2%	58.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)  
Year 5**



**Numeracy  
Year 7**

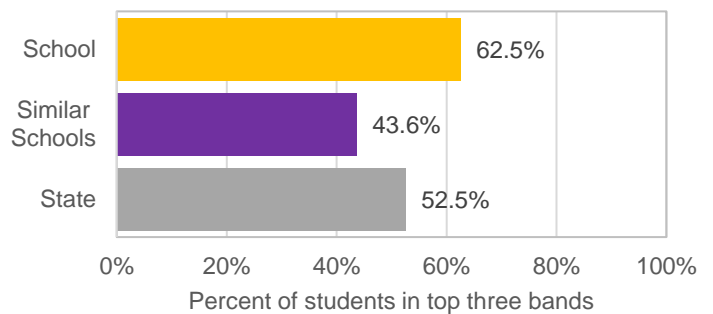
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	60.7%
Similar Schools average:	43.6%	52.1%
State average:	52.5%	54.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)  
Year 7**



**Numeracy  
Year 9**

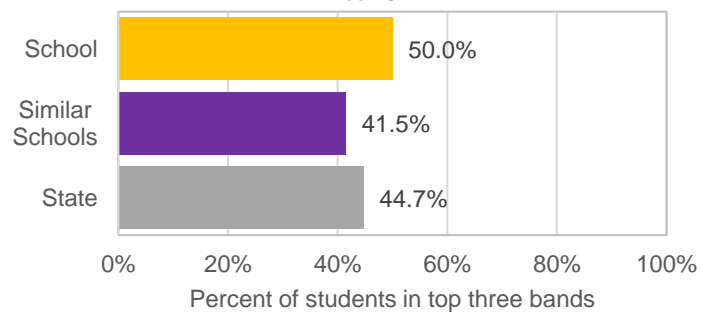
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	44.8%
Similar Schools average:	41.5%	43.8%
State average:	44.7%	45.6%

Similar Schools average:

State average:

**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.*

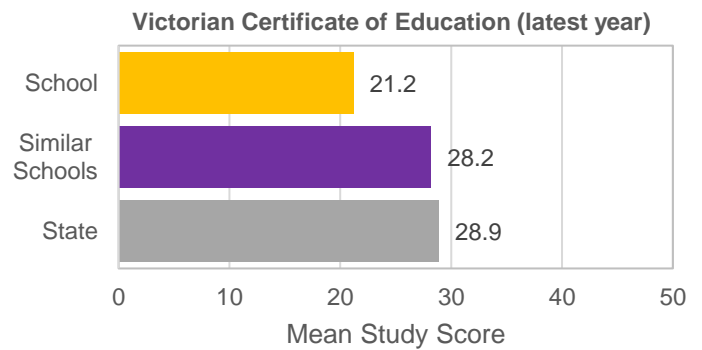
### Victorian Certificate of Education (VCE)

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	21.2	26.0
Similar Schools average:	28.2	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:

45%

VET units of competence satisfactorily completed in 2022:

79%

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

NDA

## WELLBEING

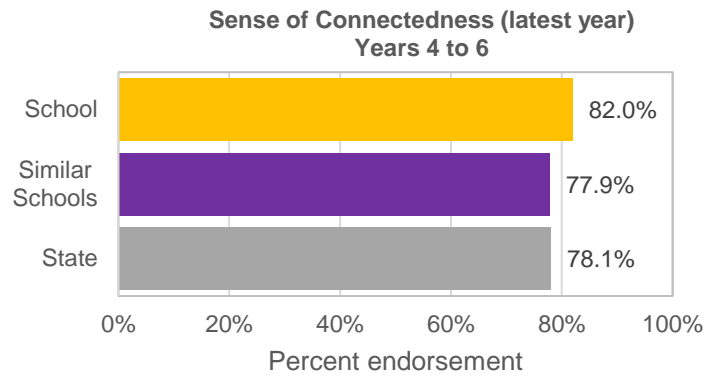
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

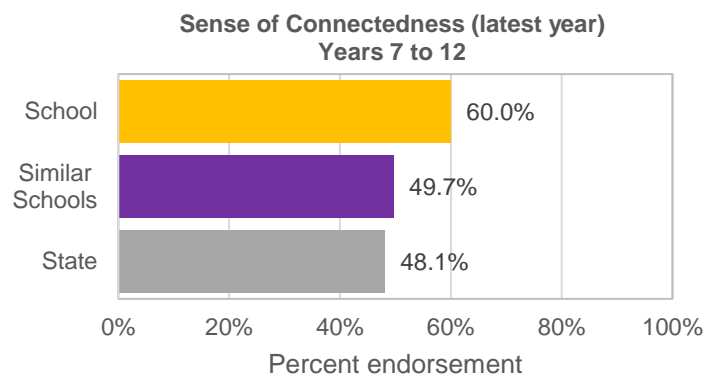
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.0%	80.9%
Similar Schools average:	77.9%	77.3%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	60.0%	64.7%
Similar Schools average:	49.7%	53.0%
State average:	48.1%	52.5%



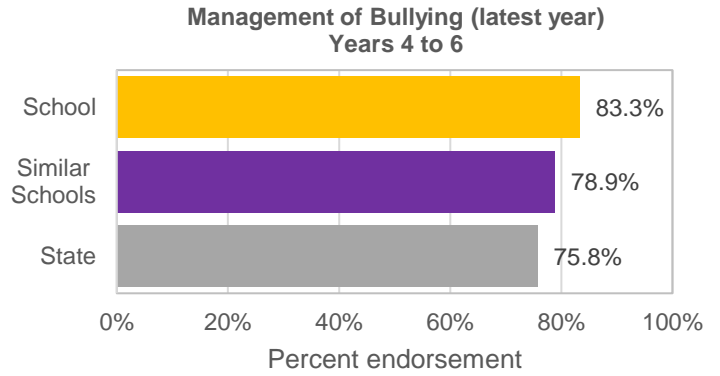
**WELLBEING (continued)**

**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).

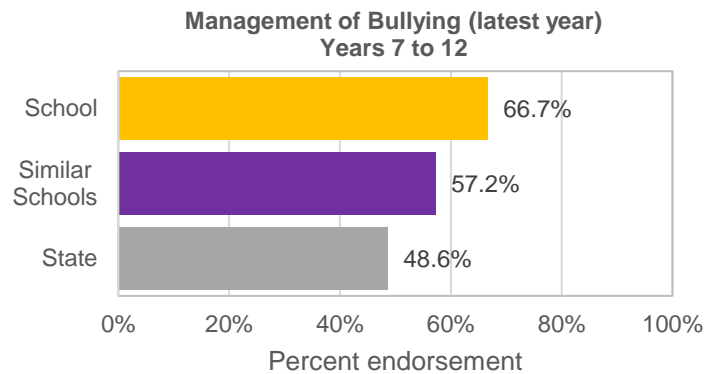
**Management of Bullying  
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	83.3%	81.4%
Similar Schools average:	78.9%	78.5%
State average:	75.8%	78.3%



**Management of Bullying  
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	66.7%	68.0%
Similar Schools average:	57.2%	60.7%
State average:	48.6%	54.0%



## ENGAGEMENT

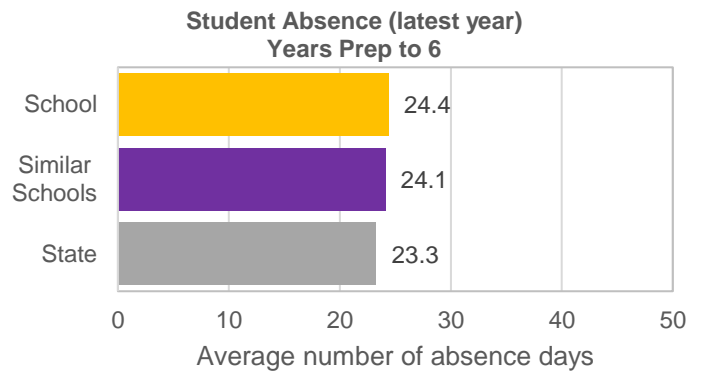
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

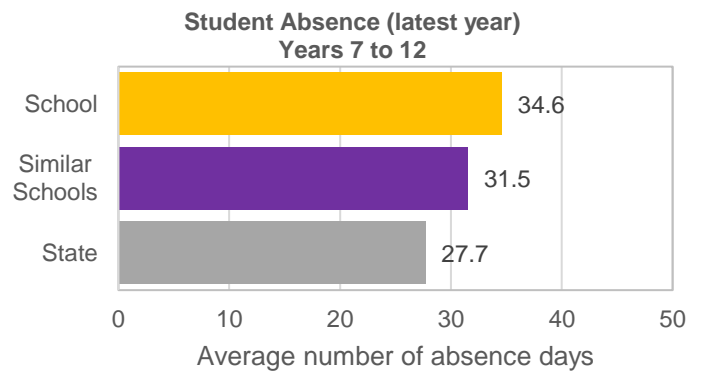
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.4	15.0
Similar Schools average:	24.1	17.5
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.6	22.2
Similar Schools average:	31.5	23.6
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):	88%	89%	93%	85%	NDP	88%	NDP

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	90%	84%	82%	70%	83%	90%

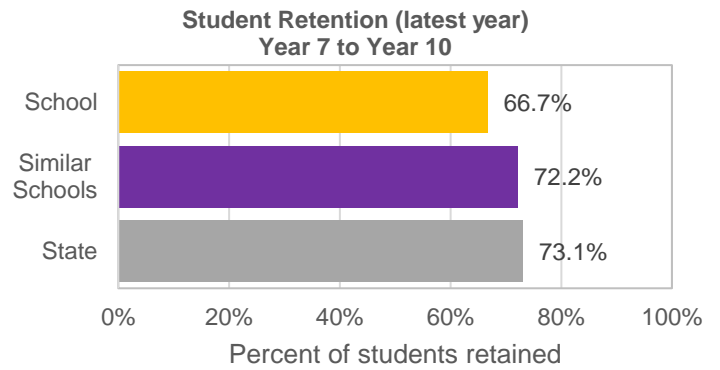
## ENGAGEMENT (continued)

### 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:	66.7%	64.1%
Similar Schools average:	72.2%	71.1%
State average:	73.1%	73.0%



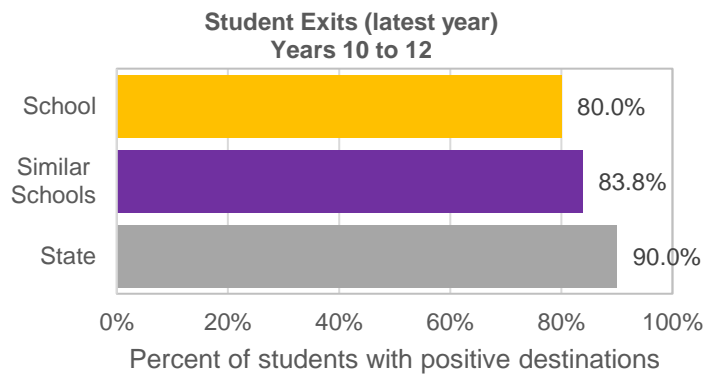
### Students exiting to further studies or full-time employment

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:	80.0%	84.6%
Similar Schools average:	83.8%	84.5%
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	\$2,401,378
Government Provided DET Grants	\$465,417
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$82,775
Locally Raised Funds	\$64,892
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,014,462</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,042
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,042</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,326,316
Adjustments	\$0
Books & Publications	\$12,458
Camps/Excursions/Activities	\$54,371
Communication Costs	\$3,080
Consumables	\$55,431
Miscellaneous Expense <sup>3</sup>	\$30,234
Professional Development	\$22,444
Equipment/Maintenance/Hire	\$46,243
Property Services	\$214,026
Salaries & Allowances <sup>4</sup>	\$44,186
Support Services	\$17,020
Trading & Fundraising	\$14,069
Motor Vehicle Expenses	\$11,176
Travel & Subsistence	\$5,090
Utilities	\$40,135
<b>Total Operating Expenditure</b>	<b>\$2,896,277</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$118,185</b>
<b>Asset Acquisitions</b>	<b>\$0</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$222,552
Official Account	\$48,099
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$270,651</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$69,786
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$1,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,400
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,500
Capital - Buildings/Grounds < 12 months	\$88,750
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$67,058
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$264,494</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.*