

Site context and highlights

MCC caters for young people from Reception to Year 12 school with 382 enrolments. The school has an ICSEA school of 940 and is classified as a Category 3 on the DfE Index of Disadvantage. The school population includes 9% Aboriginal students, 7% students with IESP allocations and 43% classified as having disabilities under the NCCD, 1% EALD, 2% Students in Care, 41% of families eligible for School Card Assistance.

Thank you to all of the students, staff, Governing Council, parents and community for their support and collaborative efforts in 2021; so many people have gone above and beyond to help and guide our students in their learning and wellbeing.

Although many events were cancelled due to COVID19 restrictions we did manage to celebrate and take part in beneficial and enjoyable events such as:

- CMASSA Swimming and Athletics and a multitude of other sporting events including SAPSASA, Bike Ed and Aquatics
- Year 12 Formal
- Year 6/7 Choir performance at the Entertainment Centre and Murray Bridge
- ANZAC and Remembrance Day commemorations
- Operation Flinders
- Design and planning for the new Arts facility
- Not The White Tie Dinner
- RUOK Day, IDAHOBIT
- Junior School Concert
- Name Australia's first satellite competition
- Mannum Hospital Centenary
- Online Exchange with Hachioji High School in Japan
- Book Week Parade and Fair

In our staff we have had a few changes throughout the year and we thank everyone for their support and flexibility. We also farewell from MCC: Graeme Buchan & Mary Lou Zrim as they retire from the Department, Georgia McLaren as she begins new adventures in Maths and Science teaching with her fiancé in Whyalla, Peter Longden who has worked with Mannum students teaching flute, clarinet and saxophone through the IMS for over 30 years and finally, me, after five years at MCC I am leaving to start my next position as Principal at the Australian Science and Mathematics School. I'd like to thank you for the support and trust that you've shown in me, and I'm proud of what we've achieved together.

To the 2021 graduating class of Mannum Community College- congratulations on making it this far. You have entered the ranks of students who have dedicated themselves to the completion of Year 12 and the achievement of the SACE, cementing your pathway to further education, training and sound employment prospects, well equipped to embrace life and to make a significant contribution to your community and the future of your world. I'm hoping that you find your passion, the internal fire within that pushes, urges and propels you forwards with interest, curiosity and care; the future is yours.

Governing council report

The Mannum Community College Governing Council provides strong leadership around vision, strategy, direction and financial sustainability to ensure the school continues to be a leading education provider in the region.

Governing Council is a great example of our school and families working together to improve the learning outcomes for all students. Our Governing Council meets twice a term and involvement gives parents and caregivers a chance to have a real say in the future direction of their children's school.

The last 12 months have continued to bring challenges to our school, with COVID-19 lockdowns and varying levels of restrictions enforced. The mental health and continued education of the students was the highest priority through this difficult and ever changing environment and a year where our teachers and school leaders have needed our support more than ever.

This year, Governing Council reviewed and updated the Mobile Phone policy to reflect current circumstances.

We continue to work with, and would love to see more parent involvement, on our sub-committees. Parents and caregivers are invited to join one of the various sub-committees, providing support and direction for a range of school activities, including Finance, Fundraising, Canteen, Site improvement, Wellbeing, Work Health & Safety, Pedal Prix and ICT.

The Mannum Community College canteen provides healthy, nutritious, yummy lunches and snacks to students and staff. The canteen continues to be our biggest success story, successfully operating 4 days a week and looking forward to offering their services 5 days a week in 2022.

I would like to take this opportunity to thank each member of Governing Council, without the time and effort of our parents and dedicated volunteers we wouldn't have the vibrant inclusive school community we have. We are very fortunate to be part of the community of Mannum Community College.

I am looking forward to see what 2022 brings. Have a safe and happy Christmas and New Year.

Natalie Davis

Governing Council Chairperson

Improvement planning

The School Performance Score stabilised in 2021 with NAPLAN returning after the 2020 hiatus; the unmoderated A-E indicate that the GPA improvement from 2020 was achieved. Brightpath results indicated an average improvement across each year level with increasing sentence complexity and inclusions of the focus components of functional grammar in the narratives produced by the Reception to Year 10s. Effective strategies to build on are the teachers' knowledge of metalanguage of writing and planning for both aspects of authorial choices and language conventions in Brightpath and non-English subject teacher moderation.

Of students here in 2019 SEA in Year 4 (now Year 6) SEA achievement improved by 7% and for those in Year 7 (now in Year 9) by 9%. Close Reading, Guided Reading with QAR and various other BDA reading strategies were seen as key strategies to improve reading and need a continued focus with Teaching Sprints the vehicle by which many improvements in pedagogy were refined. Reading stamina is a concern as, when younger students needed to scroll/read extended articles, the latter questions of those section of PAT tests were poorly answered.

The PSC1 results improved by 6% (44%) in 2021. Running records Year 1 50%, Year 2 72%. There was collaborative and consistent implementation of the Heggerty program and Jolly Phonics in the Junior School with an evaluation of instructional routines and spelling scope and sequences in the latter half of the year ready for a more unified, inclusive approach Reception to Year 5 in this aspect of English.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Data informed planning, engaging families and promoting the continuity of learning were the foci of the 2021 ALALR.

New Actions included:

In addition to current practices in 2021 ATSI data was disaggregated with subschool leaders & ATSI team meeting with teachers to ensure that One Plans were data informed identifying SMARTAR goals before publishing. The Data Depot (J Drive) was developed with ATSI students clearly identified and extracted (twice) each term. Data was tracked and analysed as basis for conversation with SRT, student, teachers and families. Teachers were encouraged to have ATSI students as part of their Teaching Sprint tracking cohort.

In addition to current practices in 2021 ATSI families were more included in OCOP L&N goal development and review with ATSI students prioritised in Wave 2 interventions in JS with ACEO to support L&N with JP students by listening to reading, practising tricky words, phonics sounds, handwriting & number recognition in class and in the Homework Centre.

Learning Conversations – student, teacher and parent perspectives collated and shared prior to One Plan development. Proactive communication between ATSI team, parents and teachers along with recording in EDSAS/ Daymap of these interactions to develop family story. ATSI & Leadership teams actively encouraged opportunities for leadership across the school eg SLC, House Leaders with at least one SRC member to be an ATSI student (wildcard entry was not needed).

Results:

Data was disaggregated for monitoring and tracking plus an ED presentation with a higher proportion of OCOPs published than in previous years. A GoogleDrive was developed to track ATSI students twice per term with teachers contributing their perception of achievement, engagement and attendance.

ACEP & AET more involved in OCOP development than previous with family perspectives a focus for the future. Principal and ACEP met to go through data series and discussed what data was used for what purpose so that this can be more clearly communicated with families. APAS students identified by the school received in-class support to achieve their individual L&N goals.

South Australian Certificate of Education - SACE

2021 SACE Stage 2 grades

Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2021
97.37

SACE Stage 2 grade distribution

Grade	2021
A+	0
A	5.26
A-	10.53
B+	13.16
B	15.79
B-	11.84
C+	6.58
C	31.58

Grade	2021
C-	2.63
D+	2.63
D	0
D-	0
E+	0
E	0
E-	0
N	0

SACE completion

2021
100

Percentage of year 12 students undertaking vocational training or trade training

2018	2019	2020	2021
72	82.61	81.48	95.24

Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification

2018	2019	2020	2021
100	100	100	100

School performance comment

Data Comment 2021

Running Records: Year 1 - 52%@SEA Year 2 - 72%@SEA
 Year 1 Phonics Screening Test Results: 44%@SEA Ave Score 21

PAT Reading & Maths: 81% (Reading) & 79% (Maths) of students in Years 3-10 achieved the age appropriate achievement standards. The SEA for PAT tests is quite low (23rd percentile on average). In 2022 MCC will focus on students being able to identify their own individual growth areas and goals along with targeted feedback by teachers such that there should be significant individual SEA and HB growth. In part this will be attained through the Brightpath program where students will be able to gauge their achievement and taken on board explicit feedback using the Teacher Ruler and via the use of 'BumpItUpWalls' where exemplars of different achievement levels will be visually on display and annotated for key features.

A-E Data for Years 1-10 indicates that on average a centralisation of grades at the C level persists although with the capacity building of teachers' confidence in assessing the literacy components of their tasks and their ability to substantiate their decisions this should spread towards the A/B grades. From this the English teachers will be able to share their knowledge with others in 2022 who are new to BP and working on Information Reports.

All **MCC Year 12s achieved their SACE**, moving on to a range of careers and tertiary courses. Many of these students would not have done so without VET (almost twice the state average) which aligns to our emphasis on multiple pathways for all students. The continued high SACE completion can largely be attributed to the increased SACE flexibility and differentiated assessment. Several Year 12 students undertook a University Extension Subject (UES), with all grades achieved above a Credit level of achievement.

The analysis and use of reliable, quality data enables teachers and leaders to make informed choices about their teaching plans and programs. Teachers use their data regularly, to track students' progress and to take necessary and timely actions to provide targeted and tailored support. In 2021 a MCC data depot was developed and used in conjunction with the OARS platform and PowerBI to inform teachers' planning.

In 2022 improvements to this data will be through the revised Site Improvement Plan foci of Writing, Reading and Numeracy development.

Attendance comment

Although there was some disruption with COVID19 lockdowns the majority of students had significantly higher attendance than in 2020 with the transition into and out of at-home learning smoother than in the past and the highest attendance overall for 10 years. At MCC attendance is celebrated and nonattendance investigated; several students had 98% attendance and some 100% for the entire year. There was an increase in unexplained absences, and efforts to reduce chronic and habitual non-attendance continued. Non-attendance: parents are notified by text, followed up by teacher contact. Site leaders engage with parents to support regular attendance including home visits, Wellbeing Leader contact, and DE support service and external agency referrals.

Destination comment

MCC has a strong focus on ensuring that each child has the opportunity to follow their own vocational or tertiary pathway. From the 2021 Year 12 graduates several students will continue their apprenticeships or traineeships started while at school in the fields of carpentry, childcare, business (management and event management) and automotive. Over 30% of the students will be leaving MCC for University in the pursuit of Medical Science, Midwifery, Secondary Teaching, Accounting, and Business Management.

Behaviour support comment

At MCC positive behaviours are commended and promoted through the Mannum Way, which includes a range of social and emotional programs for students eg Play Is the Way, Push For Excellence (Wave 1), Mind Up, Counterpunch, Seasons for Growth (Wave 2) and Operation Flinders, IESP & Country in Lieu Support and CAMHS interventions (Wave 3). Policies and procedures are reviewed for individualised approaches for students; we work closely with DE and other agencies to support students/families. Our focus is behaviour change to avoid repeated negative behaviours; for the majority this only requires reflection time away from the class with a Leader or a Yard Detention; unfortunately this doesn't work for all students and unfortunately a significant proportion of the data is the responsibility of a handful of students.

Parent opinion summary

2021 saw a continuation of the centrally coordinated opinion survey with parents being sent a link via email and the school supporting and promoting their involvement; this saw large parent engagement with an overall positive response, valuing the work of MCC.

Parents value education and they often talk about their school day with their child. Of concern is the large proportion of parents who are undecided in whether they agree or disagree with the specified statements. This could indicate that there is a mixed experience for their children between different staff and subschools.

A time series comparison indicates that in 2021 more parents feel that the school communicates effectively with them and that there is more communication from the school often providing parents with useful tips on how to help students learn at home. However there was a decline in parents' understanding the standard of work expected by the school and increased dissatisfaction with the amount of feedback the students and parents receive.

Areas for further actions could include focusing on communicating the standard and adopting the new EMS which would see children and parents seeing assessment results in real time.

Relevant history screening

DE Screening requirements are followed using the DHS flow chart. In summary the responsibilities involve:

1. Sighting and recording clearance information on EDSAS.
2. Verifying.
3. Establishing shared-use agreements with community groups.

All staff, workers and volunteers have the relevant, required checks. This is documented, reviewed and updated regularly and as required. This screening is uppermost in our minds when offering employment, work placements or volunteering opportunities. The WWCC implementation, separate to TRB requirements continued to be a point of contention as teachers renew their registration.

Financial Statement

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	\$27,798
Grants: Commonwealth	\$5,415
Parent Contributions	\$164,667
Fundraising	\$1,481
Other	\$271,499

2021 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the school)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	To support students to develop the skills to re-enter/ re-engage with the class and to self-regulate	Improved self-motivation and regulation with connection to key adults
	Improved outcomes for students with an additional language or dialect	To support students with phonics and phonemic awareness with English and within mainstream classes	Increased language knowledge and confidence in communication.
	Inclusive Education Support Program	To support students with an IESP category of funding to achieve their OCOP goals. Nonspecific: IESP grants were used for wave 2 intervention including speech programs, Crack the Code, MiniLit, Quicksmart, LLI.	Several very successful outcomes for various students with various needs.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	Aboriginal Student Support: Ngarrindjeri lessons in Junior School, Award winning cultural groups with parent support, in-class L&N support, 1:1 mentoring, ATSI Homework Centre, FLO: Case management, low class numbers, VET course enrolment and support Wave 2 Intervention L&N and wellbeing programs	All 200 JS students exposed to Ngarrindjeri, sense of cultural pride and targeted pathways for vulnerable students, ultimately leading to 100% SACE completion and tertiary pathways – nursing & medical science.
Program funding for all students	Australian Curriculum	Acquisition of resources, professional development opportunities, reduced class sizes with Wave 2 Intervention support in Junior School.	Overall improvement in PAT- R and M, phonics and subsequent SACE achievement.
Other discretionary funding	Aboriginal languages programs initiatives	Used to fund Ngarrindjeri lessons, staffing and resources, for Reception to Year 5	All JS students exposed to Ngarrindjeri with sense of cultural pride developed
	Better schools funding	Acquisition of resources, professional development opportunities, reduced class sizes with Wave 2 Intervention support in Junior School.	Overall improvement in PAT- R and M, phonics and subsequent SACE achievement.
	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	