

2017 Annual Report to the School Community



School Name: Cranbourne Secondary College

School Number: 7747



- 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 Regulation 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 2017 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 20 April 2018 at 10:37 AM by John Jovic (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 04 May 2018 at 02:39 PM by Elvira Ritzert (School Council President)



About Our School

School Context

Cranbourne Secondary College is located centrally within the suburb of Cranbourne with a student population of 1328 located on the one 7-12 campus. The school profile has transformed into a largely multi-cultural population over the last 10 years and enrolments remain strong. An SFO of 0.6882 indicates a low socio-economic profile although the school is able to sustain a 1:1 netbook program with the strategic use of equity funding. There is a significant building program underway which will deliver a modern educational facility in the areas of the visual arts, technology, science and student well-being. It is expected to help support the strong school focus on a curriculum that is evidence-based, differentiated and directed at student learning growth.

Framework for Improving Student Outcomes (FISO)

The Annual Implementation Plan is targeting teaching & learning by building practice excellence and a focus on curriculum planning & assessment. This is in response to the need to improve literacy & numeracy results as indicated in recent NAPLAN data. Another priority was to improve school climate for staff and to build leadership teams. While progress on building leadership teams was positive with a greater emphasis on a distributed model, the staff survey results remained well below state levels and this continues to be an area in need of improvement.

Achievement

Student achievement data is in need of improvement. While a large number of students arrive in Year 7 well below expected levels in both literacy & numeracy, we have not been able to consistently achieve acceptable growth levels between Year 7-9. Low growth is prevalent in approx. 40% of student across all domains, and high growth was recorded in only 17-20% when considering the 7-9 NAPLAN data. Specifically, the target is to reduce the number of students in the "low growth" category and increase the number of students in the "high growth" category for both reading & numeracy. Both short-term and long-term strategies have been implemented to address these specific areas with the intention of improving student outcomes in both reading & numeracy.

Engagement

Strategic changes have been made to the learning program aimed at providing a more balanced curriculum, improved engagement and better retention rates in the Senior school. It is hoped that these indicators improve as a result of key changes to the program, including: the introduction of Foundation VCAL at Year 10, an Accelerated Program beginning at Year 7, and a more evidence based and individualised curriculum across all learning areas in Years 7-10. These programs will be supported by a restructure that provides greater flexibility in the form of a 10 day timetable, and increased depth of learning by extending period length from 48min to 60min.

Wellbeing



The focus in the wellbeing area has been on improving attendance, which has gradually declined since 2013. 2017 was used to develop a whole school approach to improve attendance and included widespread consultation and research. The plan has been completed and is being implemented in 2018 with a view to making a significant improvement in the number of student absences in all year levels. Student attitudes to school data remains strong in all areas, except classroom behaviour. The adoption of the School Wide Positive Behaviour Support framework is hoped to make a significant improvement in student behaviour and academic performance.

For more detailed information regarding our school please visit our website at
[www.cranbournesc.vic.edu.au]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1278 students were enrolled at this school in 2017, 635 female and 644 male.</p> <p>27 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>○ Lower</p> <p>○ Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 35%, Medium: 48%, High: 16%</p> <p>Numeracy Low: 36%, Medium: 48%, High: 16%</p> <p>Writing Low: 46%, Medium: 40%, High: 14%</p> <p>Spelling Low: 33%, Medium: 47%, High: 20%</p> <p>Grammar and Punctuation Low: 33%, Medium: 48%, High: 19%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 34%, Medium: 49%, High: 16%</p> <p>Numeracy Low: 41%, Medium: 46%, High: 13%</p> <p>Writing Low: 37%, Medium: 46%, High: 18%</p> <p>Spelling Low: 30%, Medium: 51%, High: 19%</p> <p>Grammar and Punctuation Low: 39%, Medium: 45%, High: 17%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017 0 to 50 scale, school score is higher than state median.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score is higher than state median.</p>	<p>● Higher</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 99%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 41%</p> <p>VET units of competence satisfactorily completed in 2017: 85%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 85%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>90 %</td> <td>88 %</td> <td>87 %</td> <td>87 %</td> <td>93 %</td> <td>95 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	87 %	87 %	93 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	87 %	87 %	93 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>0 100</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>0 100</p>	<p>○ Lower</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>0 100</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>0 100</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

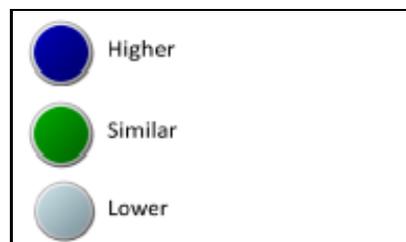


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Financial performance and position commentary 2017

Income from the government was supplemented through our parent funded materials services. We also found that our 2017 income had been increased due to the equity funding. The funding received has helped to resource programs to improve student outcomes.

Short term leave reimbursements for term 4 were not submitted until 2018.

Finally the College continued to repay the Co-operative loan that was established to assist in funding the building of the Applied Learning Centre in 2012. This loan allowed the College to retain funds to pay for the replacement of equipment, assist with the funding of our student netbook program and maintain our buildings and grounds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$12,313,541	High Yield Investment Account	\$750,026
Government Provided DET Grants	\$2,439,739	Official Account	\$82,085
Government Grants Commonwealth	\$7,910	Other Accounts	\$704,058
Government Grants State	\$41,023	Total Funds Available	\$1,536,169
Revenue Other	\$118,739		
Locally Raised Funds	\$855,439		
Total Operating Revenue	\$15,776,390		
Equity¹			
Equity (Social Disadvantage)	\$1,914,278		
Equity (Catch Up)	\$152,517		
Equity Total	\$2,066,795		
Expenditure		Financial Commitments	
Student Resource Package ²	\$12,333,228	Operating Reserve	\$511,110
Books & Publications	\$9,241	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$32,011	Maintenance - Buildings/Grounds incl SMS<12 months	\$33,784
Consumables	\$357,217	Beneficiary/Memorial Accounts	\$54,180
Miscellaneous Expense ³	\$1,168,570	Cooperative Bank Account	\$24,295
Professional Development	\$71,345	Revenue Receipted in Advance	\$389,753
Property and Equipment Services	\$1,001,684	School Based Programs	\$93,425
Salaries & Allowances ⁴	\$407,862	Other recurrent expenditure	\$38,809
Trading & Fundraising	\$26,805	Capital - Buildings/Grounds incl SMS>12 months	\$213,558
Travel & Subsistence	\$161	Maintenance -Buildings/Grounds incl SMS>12 months	\$147,255
Utilities	\$138,863	Total Financial Commitments	\$1,536,169
Total Operating Expenditure	\$15,546,985		
Net Operating Surplus/-Deficit	\$229,405		
Asset Acquisitions	(\$15,112)		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.