2020 Annual Report to The School Community

School Name: Cranbourne Secondary College (7747)
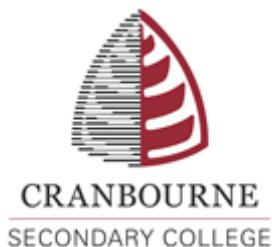
- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 06 May 2021 at 01:21 PM by David Caughey (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 May 2021 at 01:24 PM by Paula Sharp (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Cranbourne Secondary College is a large single campus, Years 7 to 12 secondary school located in the heart of Cranbourne. In 2020 the College enrolments included 1432 students, 723 female and 709 male. The vision of the College in 2020 was expressed as 'Our purpose is to provide a challenging and stimulating learning environment where students work independently and collaboratively and take responsibility for their own learning'. The values and expectations are expressed as 'At Cranbourne Secondary College we are safe, respectful and responsible learners'. The school motto is 'While we live we grow'.

The overall amount of staff at the College in 2020 was 163.7 FTE (184 people). The breakdown of this includes 118 teaching staff (127 people) and 45.7 ES staff (57 people). The number of staff that identify as Aboriginal or Torres Strait islander and have shared this information is 1.

The College is made up of a diverse community, where approximately 31% of students have English as an additional language. The 'School Family Occupation' (SFO) index of the College in 2020 was 0.713. This measure places the College at the lower end of the socioeconomic scale used by DET and also indicates that students have a higher likelihood of experiencing disadvantaged circumstances in relation to their educational outcomes.

The College has a strong history of showing compassion and care for students and families while at the same time supporting strong academic and personal growth.

In 2020 the school was initially scheduled for review but this was shifted to 2021. The shift provided an extended time for the investigation and production of the Pre Review Self Evaluation (PRSE). The PRSE enabled a good avenue for staff to voice their views in relation to the College direction over the past four years.

The 2020 Annual Implementation plan focused on deepening the collective understanding and supportive implementation of both the College instructional model and the School Wide Positive Behaviour Support framework (SWPBS). The shift to remote and flexible learning in 2020 impacted the ability to undertake the intended actions associated with the Annual Implementation Plan. These actions were redeveloped to suit the new context and proved invaluable in providing the structure required to navigate the new context.

Framework for Improving Student Outcomes (FISO)

The FISO areas that informed and guided work at the College related to Goals 1 and 2 of the strategic plan.

Goal 1 - To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10. The FISO area of Excellence in teaching and learning, where the dimensions of 'Building Practice Excellence' and 'Curriculum Planning and Assessment' provided the focus of this goal.

The Key Improvement Strategies (KIS) for this goal included:

KIS 1. Adopt a collaborative and evidence based approach to designing high quality and differentiated teaching & learning through the use of the learning architecture

KIS 2. Implement an effective whole school intervention program that targets both literacy & numeracy

The work in relation to this goal was hampered by the effects of the global pandemic, however, the ability for the Learning Architecture framework to provide direction of curriculum decisions to shift to a remote context proved highly valuable. The common language and curriculum documentation and development that has been steadily building over the preceding years enabled staff to adapt relatively quickly to the remote context. The collective realisation of the above had a positive impact on KIS 1 and helped to solidify confidence of the integrity of the Learning Architecture for many staff.

The second Key Improvement Strategy was more challenging to implement in a remote context, however, the pre remote version of the literacy and numeracy intervention program resumed during term 4 of 2020.

Goal 2 – To improve the Health and Wellbeing of students. The FISO area of Positive Climate for Learning with the dimension of 'Health and Wellbeing' informed the actions and activities undertaken by the College.

The key improvement strategies for this goal included:

Provide a professional learning program that improves the ability of teachers to manage difficult students.

The actions and activities included the further implementation of a School Wide Positive Behaviour Support framework (SWPBS).

Similar to the above, the strength of the SWPBS framework enabled leaders to adapt the existing matrix to support the student behaviours required for the movement between remote and on site learning. This was supported by numerous professional learning sessions in both large and small groups online to unpack and strengthen the understanding of PBS at the College. A key part of this evidence included staff and students working collaboratively to develop materials (including interactive documents and short videos) to explicitly model and teach the behaviours required to enable most students to transition between the contexts with success. Student attendance levels remained consistent between the pre and post remote context.

Achievement

Standard achievement indicators for Years 7-10, such as NAPLAN and school based Common Assessment Tasks (CAT's) were not used during 2020 due to the global pandemic. Teacher judgements in English were higher than similar schools and comparable to the state average. Lower achievement levels in Mathematics were recorded through teacher judgements.
The mean VCE study score improved in 2020. Student completion rates in Year 12 VCE and VCAL indicated strong achievement in comparison to similar schools.

In terms of the work related to the Program for Students with Disability (PSD), the shift to a remote learning context required Education Support staff to undertake intensive professional learning to navigate the online context. Learning goals for students were also adapted through SSG's to include remote learning specific goals. Education support staff were able to continue to support students in online classes through the use of 'channels' on Microsoft teams. In cases where students in the PSD cohort attended the College ES staff worked on site to build student confidence and skills in the remote learning environment.

Engagement

To support student engagement during transitions between remote and onsite learning the College employed a variety of strategies. These included:
- Converting a proportion of classtime across the curriculum to enable a wellbeing and engagement focus. This enabled staff to both formally and informally monitor student engagement, attendance and wellbeing.
- Modifications to the existing leadership structure to ensure a consistent approach to engagement and wellbeing strategies and associated monitoring of these strategies.
- Adaptation of the existing SWPBS matrix to support the behaviours required for successful student transitions between remote and online learning.
- The use of Microsoft teams to conduct 'live lessons' consistently. These lessons also used channels to enable students to work collaboratively within classes. This was done to replicate (as best as possible) the important social interactions of students normally experienced in the onsite context.

Wellbeing

Our school modified the delivery of health and wellbeing supports to students and their families through the remote and online contexts in a variety of ways. Some of the key methods used included:
Preparation and distribution of a remote learning guide with a focus on accessing school and community based supports.
- Maintaining consistent student access to counselling and psychological supports.
- Adapting the PBS matrix to support the teaching of behaviours associated with positive wellbeing strategies.
- Conducting fortnightly 'check in' time for students with form assembly / significant teacher.
- Conducting home visits in cases where evidence of student engagement in learning decreased.
- Providing resource packs of food and ICT equipment to families.
- Consistent promotion of wellbeing supports and strategies to the school community.
- Return to school activities to support a successful transition back to school eg Welcome back breakfasts, assemblies, celebrations, wellbeing lessons etc

Financial performance and position

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Income from the government was supplemented through our parent funded materials services. The collection rate of these contributions from parents remains consistent at approximately 50%

Equity funding was targeted towards a broad range of programs and supports to support improvement in student resourcing and outcomes. Equity funding also contributed to additional staffing in Literacy and Numeracy to support initiatives beyond DET funded programs eg Middle Years Literacy and Numeracy Support (MYLNS) Through 2020 equity funding was also directed towards resourcing students adequately so that remote and flexible learning could be accessed. There were also additional financial costs associated in the coverage of classes in cases where staff members were considered vulnerable to COVID-19. In these cases the College funded additional teachers to supported these staff to work remotely beyond the return to onsite learning.

According to DET the College recored a surplus in 2020 of $947,792. The calculation provided by DET was taken at a time when approximately 720K was placed into the College budget to fund the appointment of teacher to the Tutor Learning Initiative. While the surplus figure was technically correct at the time of data generation the internal budgeting of the College indicated a small deficit that was managed at the College level.

For more detailed information regarding our school please visit our website at
https://cranbournesc.vic.edu.au/

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1432 students were enrolled at this school in 2020, 723 female and 709 male.

31 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	71.1%
State average:	74.2%

Parent Satisfaction (latest year)

School	71.1%
State	74.2%

Percent endorsement
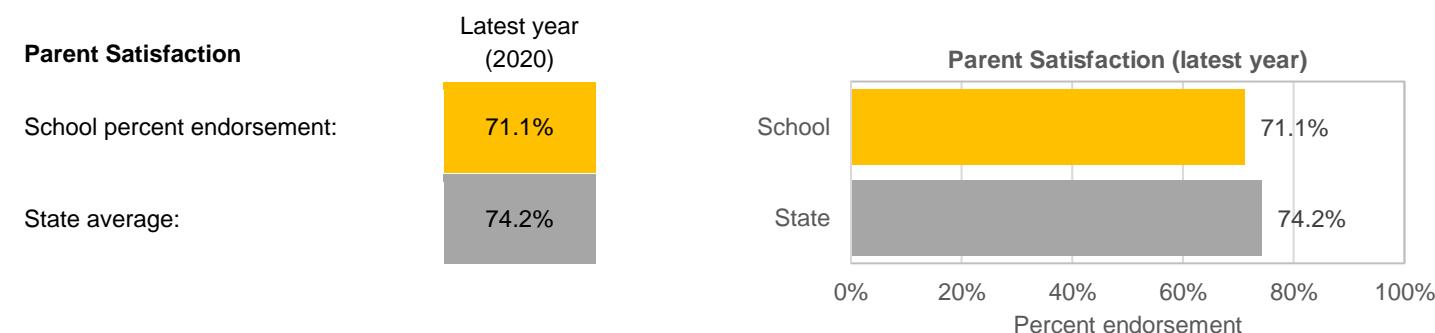
School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	39.6%
State average:	61.2%

School Climate (latest year)

School	39.6%
State	61.2%

Percent endorsement
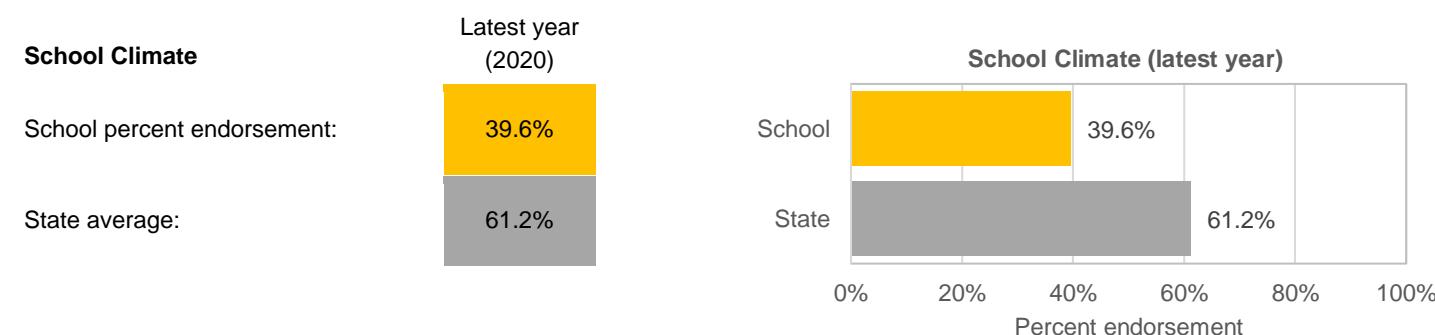
ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards: 74.2%

Similar Schools average: 70.0%

State average: 75.8%

English (latest year)
Years 7 to 10

School 74.2%
Similar Schools 70.0%
State 75.8%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
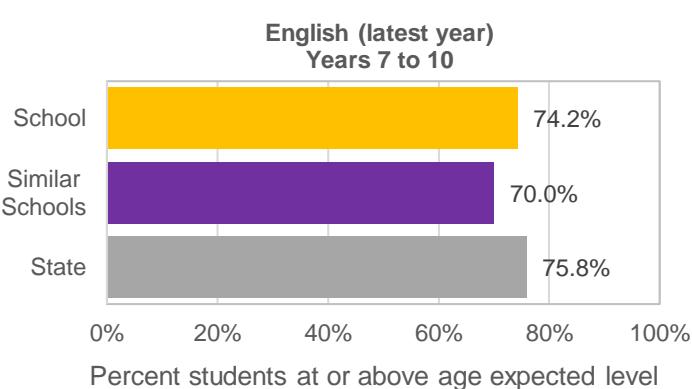
Mathematics
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards: 40.7%

Similar Schools average: 57.6%

State average: 66.3%

Mathematics (latest year)
Years 7 to 10

School 40.7%
Similar Schools 57.6%
State 66.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
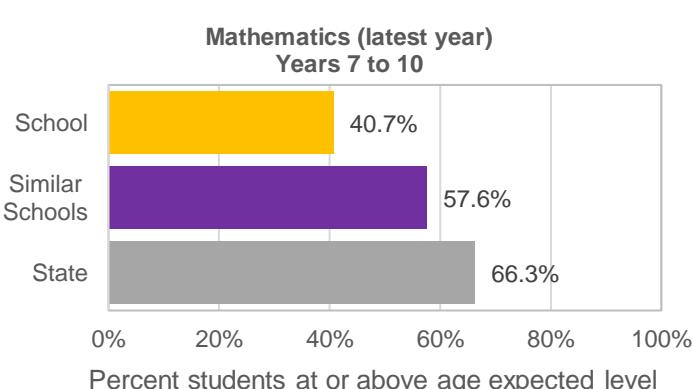
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.2	27.5
Similar Schools average:	27.5	27.6
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	28.2
Similar Schools	27.5
State	28.8
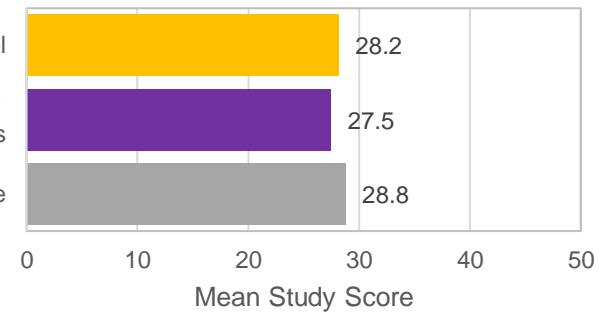
|	
Students in 2020 who satisfactorily completed their VCE:	99%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	60%
VET units of competence satisfactorily completed in 2020:	55%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	88%

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	21.9	22.2
Similar Schools average:	17.2	18.9
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	21.9
Similar Schools	17.2
State	17.8
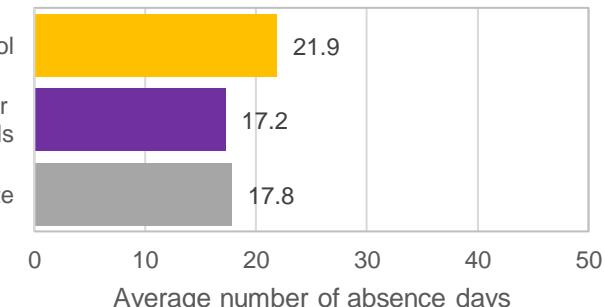
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	89%	87%	85%	91%	93%

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 (2020)	4-year average
School percent of students retained:	74.1%	69.0%
Similar Schools average:	75.5%	73.6%
State average:	72.5%	72.9%

Student Retention (latest year)
Year 7 to Year 10

School 74.1%
Similar Schools 75.5%
State 72.5%

0% 20% 40% 60% 80% 100%

Percent of students retained
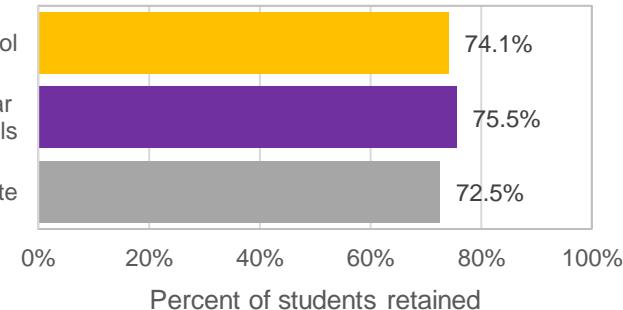
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
         Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	93.5%	91.6%
Similar Schools average:	90.2%	90.8%
State average:	88.6%	89.1%

Student Exits (latest year)
Years 10 to 12

School 93.5%
Similar Schools 90.2%
State 88.6%

0% 20% 40% 60% 80% 100%

Percent of students with positive destinations
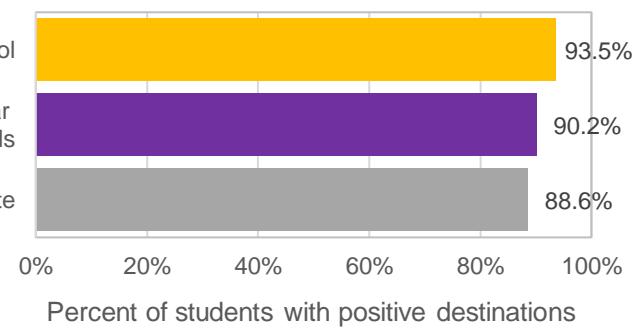
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

| Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	51.1%	50.3%
Similar Schools average:	NDP	56.5%
State average:	59.5%	55.3%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

- School: 51.1%
- Similar Schools: #N/A
- State: 59.5%
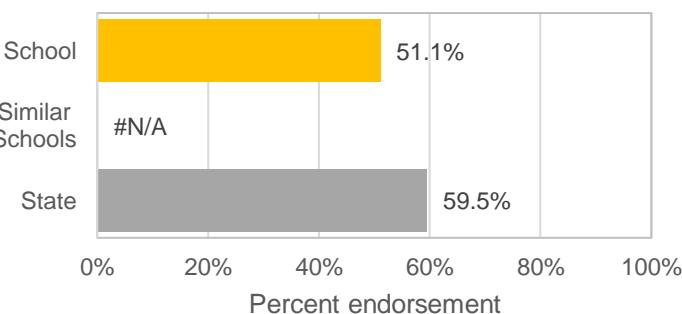
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	51.8%	50.8%
Similar Schools average:	NDP	58.5%
State average:	60.3%	57.9%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

- School: 51.8%
- Similar Schools: #N/A
- State: 60.3%
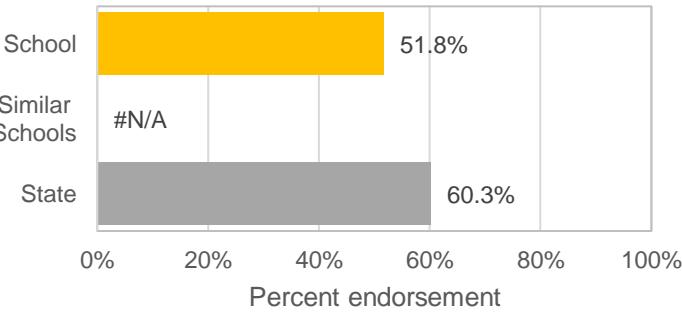
Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$15,542,281
Government Provided DET Grants	$3,153,287
Government Grants Commonwealth	$25,216
Government Grants State	$17,374
Revenue Other	$223,174
Locally Raised Funds	$623,648
Capital Grants	NDA
Total Operating Revenue	**$19,584,979**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,597,548
Equity (Catch Up)	$187,338
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$2,784,887**

Expenditure	Actual
Student Resource Package [2]	$15,429,635
Adjustments	NDA
Books & Publications	$20,622
Camps/Excursions/Activities	$118,905
Communication Costs	$42,296
Consumables	$374,384
Miscellaneous Expense [3]	$154,377
Professional Development	$74,673
Equipment/Maintenance/Hire	$713,225
Property Services	$375,783
Salaries & Allowances [4]	$395,867
Support Services	$792,444
Trading & Fundraising	$15,108
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$129,869
Total Operating Expenditure	**$18,637,187**
Net Operating Surplus/-Deficit	**$947,792**
Asset Acquisitions	**$104,385**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$2,727,528
Official Account	$109,618
Other Accounts	$174,822
Total Funds Available	**$3,011,969**

Financial Commitments	Actual
Operating Reserve	$480,008
Other Recurrent Expenditure	NDA
Provision Accounts	$1,365
Funds Received in Advance	$364,435
School Based Programs	$344,460
Beneficiary/Memorial Accounts	$57,279
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$108,058
Repayable to the Department	$300,000
Asset/Equipment Replacement < 12 months	$85,000
Capital - Buildings/Grounds < 12 months	$875,000
Maintenance - Buildings/Grounds < 12 months	$169,821
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	$225,000
Total Financial Commitments	**$3,010,426**

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.