2022 Annual Report to the School Community

School Name: Cranbourne Secondary College (7747)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Cranbourne Secondary College is a large single campus, Years 7 to 12 secondary school located in the heart of Cranbourne. In 2022 the College enrolments included 1269 students, with a close to even balance of male (49%) and female (51%) students. Of the total student population, 37% consisted of a family language background other than English and 2% of students with an indigenous family background. The vision of the College is '*To develop empowered learners who grow, contribute meaningfully and enjoy life'.* The mission statement of the College is '*To equip learners for a fulfilling life by developing their intellectual, social, emotional and moral intelligence'* This vision includes the school values of *Learning, Care, Contribution and Community.* Our Vision and Values is also supported by an excellent commitment to School Wide Positive Behaviour Support (SWPBS), where the College was awarded silver recognition in 2022.

The overall number of staff at the College in 2022 was 150.6 FTE. The breakdown of this includes 104.3 teaching staff and 46.3 ES staff. The 'School Family Occupation and Employment' (SFOE) index was 0.6086. This measure indicates that students have a higher likelihood of experiencing disadvantaged circumstances in relation to their educational outcomes. In 2022 the College continued to focus and build on our strong history of forging positive relationships to enable high quality learning and wellbeing outcomes for students. Strategic resourcing of both teaching staff and non-teaching staff supported our focus on local and statewide priority areas of student Learning and Wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College goals and key improvement strategies relating to improved student learning, focus on the following:
- Strengthening the school community understanding and application of student learning data
- Further embedding of the College instruction model
- Continuing to build teaching staff professional learning communities (PLC) with enhanced opportunities for peer and classroom observation.

In 2022 the college continued to implement and support a common instructional model as well as common curriculum design, review and moderation strategies across subjects and year levels. To support meeting the needs of all students, the College data service began its translation to Literatu. The platform enables staff to locate and analyze learning and achievement data of students on an individual, class and cohort level. This supports differentiation and the provision of a stimulating and appropriately challenging learning experiences for students. The platform also includes student access to enable improved student goal setting. Peer and Classroom observation protocols were refined and implemented with greater frequency to support teaching and learning programs. Professional Learning programs for staff relating to teaching and learning were accessed via PLC, Learning Areas as well as cohort specific and whole staff were also implemented using a range of in house and external expertise.

The data measures relating to student learning taken from the College strategic plan include:
- NAPLAN percentage improvements in benchmark growth, participation rates and top two bands
- VCE study scores
- Staff opinion survey measures related to areas with the 'School Climate' section of the survey.

Our NAPLAN student participation percentage exceeded our target of 88% and was above the national average. This figure is particularly pleasing as it reflects the inclusive approach to learning at the College. Benchmark growth and top two bands targets were not met, however, data taken from the Myschool website indicates that the average of our Year 9 level student results across all areas, apart from Grammar, were above the national average in comparison to students of similar backgrounds.

The Victorian Certificate of Education (VCE) mean study score at the College remained steady at 26.1 in 2022. This result was one point below similar schools and slightly less than 3 points when compared to the state mean. The VCE completion rate in 2022 was a very pleasing at 99%. The VCAL unit completion rate in 2022 was 80%, while this is lower than the VCE completion rate, it is worthwhile considering the high student exits to positive destination data in the Engagement section of this report.

Other measures included in this section relate to the school staff survey domain of school module. In particular, the following categories taken from the school climate module:
- Academic Emphasis
- Collective Efficacy
- Collective Responsibility

Overall the school climate percentage endorsement of 37% for 2022 was below the state average of 52%. While this is disappointing, the result is 5% higher than the College average over the previous 5 year period and is also indicative of an upwards trajectory for this module. In terms of the individual categories listed above the same trend is present, with Collective Responsibility and Academic Emphasis having the highest 2022 improvement against the 5-year average.

Another category included as a target measure is Instructional Leadership taken from the School Leadership module of the survey. The percentage endorsement of this has risen significantly against the 5 year average from 35% to 49%. This figure is comparable to similar schools.

Wellbeing

The College goals and key improvement strategies relating to improved student wellbeing, focus on the following:

· Further embedding of the School Wide Positive Behaviour Support framework · Development of a plan to improve Home, College and Community partnerships.

The College continued to implement and strengthen our Wellbeing programs, supports and processes informed by a Multi-tiered System of Support (MTSS) framework. The dominant Tier 1 strategy continued to be School Wide Positive Behaviour Support (SWPBS) where the College was awarded silver recognition for the second year in a row. Prevent, teach, reinforce plans applied to the whole school as well as within year levels were also emerging as part of SWPBS evolution at the College. The Tier 2 Student Wellbeing programs and strategies continued and expanded through 2022. These programs included combinations of external providers and partners as well as college specific and tailored programs to meet the needs identified through data analysis. Tier 3 wellbeing supports were also implemented to meet student needs. Student self-referrals for support continued to steadily grow.

The categories drawn from the Attitude to school data in relation to this report and the College School Strategic Plan include, Sense of Connectedness, Teacher concern, Self-Regulation and Goal Setting, Respect for diversity and Management of Bullying. In all of these measures the percentage endorsement remained steady and was comparable to state and similar school data. On a positive note, these figures, when compared with all schools and placed on a percentile, showed strong improvement.

The work related to improving Home, College and Community partnerships also overlaps with engagement improvement strategies including the development of an attendance improvement plan – see engagement section below.

Engagement

The College goals and key improvement strategies relating to improved engagement, focus on the following:
- review and implementation of school vision and values,
- improving student voice and agency in and outside of the classroom
- reviewing and implementing improved pathways and transition processes

Vision and Values revision occurred in 2021 and began to be implemented across the College in 2022. The implementation of this work will continue through 2023 and into the future. The College website features the revised school values and they also featured as part of publications, promotion and processes developed or revised in 2022.

Student Voice and Agency professional learning was undertaken by staff in 2022 as well as the implementation of an expanded student leadership structure. A Principals Reference group was also implemented and occurred regularly in 2022. Student leaders also used AToSS data to develop a Professional Learning session for staff.

Positive Pathways and Transitions education at the College continued to evolve with planning for structural changes at the College to be implemented in 2023 to support improved, tailored focus for different year levels. Our pathways approach with students is reflected in the very strong data for students exiting to further education or employment. The College improved on its four-year average moving to 95.6% of students exiting to further education or employment. This places the College ahead of both the state average as well as similar schools. The College continued to be a Head Start hub in the outer southeast as well as providing a strong range of VET learning pathways for students. The College also began to develop and implement an Alumni program in partnership with the 'Our School' attached to the Victorian Association State Secondary School Principals. The Alumni program involved past students returning to the College to work with our current students regarding pathways education.

Some key measures taken from our Strategic Plan that relate to engagement include Attendance and Attitude to School Survey data in the following categories: Student Voice and Agency, Self-Regulation and Goal Setting, Motivation and Interest, Differentiated Learning Challenge and Stimulating Learning. All of the AToSS measures remained steady and were comparable with similar schools as well as all being above the state average. Similar to the data sets outlined in the Wellbeing section, when compared with all schools and placed on a percentile, showed strong improvement.

Student attendance unfortunately did not improve in 2022 with the College having a higher than average amount of absence days per student. It appears that the rate of this rise is comparable to state and similar school trends. Some initial planning between the

College and the South East Region occurred in 2022 regarding attendance improvement and will continue into 2023 with a revised plan for launch during the 2023 school year. The first steps of this plan involved improved year level leadership and ES resourcing and was implemented at the beginning of 2023.

Other highlights from the school year

Some highlights for 2022 have included our Colour Explosion Day, Athletics and Swimming carnivals, College production (Grate Expectations), EID festival, wide variety of subject and cohort based excursions, Show Up performance night and the Year 9 CREATE showcase.
The official opening of the new school gymnasium was also a huge highlight for the College. The new facility enables whole school assemblies to recognise and celebrate student achievements.

Financial performance

The overall financial position of the College is positive. Income from the government was supplemented through our parent funded materials services. The collection rate of these contributions from parents receded slightly when compared with previous years average of approximately 50%.
Equity funding was targeted towards a broad range of programs and initiatives to support improvement in student resourcing and learning and wellbeing outcomes. Equity funding contributed to additional staffing in Literacy and Numeracy, Student Wellbeing staff and programs, as well as additional school leadership and positions of responsibility. Equity funding was also applied to professional learning and student equipment and uniform resourcing. Additional funding beyond the SRP included Middle Years Literacy and Numeracy Strategy, (MYLNS), Tutor Learning Initiative (TLI), English as an Additional Language (EAL) and Career Education Funding (CEP) For each of these areas funding was applied to implement various combinations of, smaller classes, staff resourcing and professional learning.

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 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 1269 students were enrolled at this school in 2022, 644 female and 625 male.

37 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).
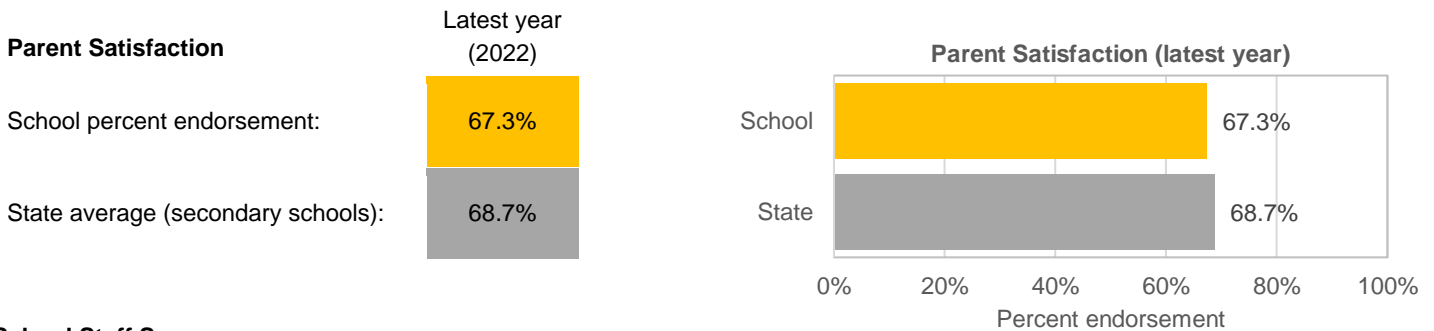
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	67.3%
State average (secondary schools):	68.7%

Parent Satisfaction (latest year)

	Percent endorsement
School	67.3%
State	68.7%

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 (2022)
School percent endorsement:	37.1%
State average (secondary schools):	52.0%

School Climate (latest year)

	Percent endorsement
School	37.1%
State	52.0%
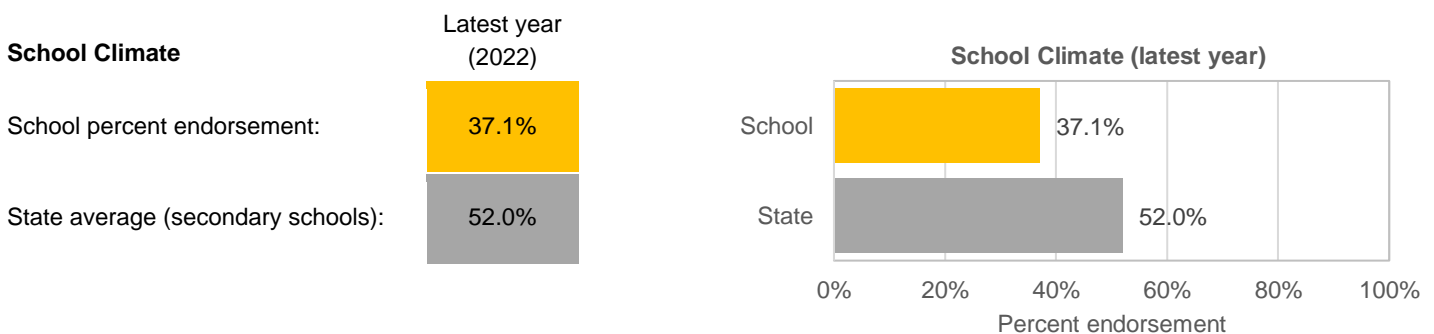
LEARNING

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:	60.1%
Similar Schools average:	67.7%
State average:	76.3%

English (latest year)
Years 7 to 10

School — 60.1%
Similar Schools — 67.7%
State — 76.3%

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

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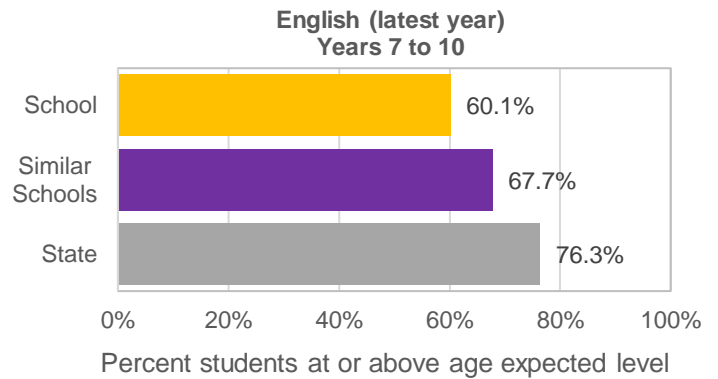
Mathematics
Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:	53.0%
Similar Schools average:	57.6%
State average:	67.4%
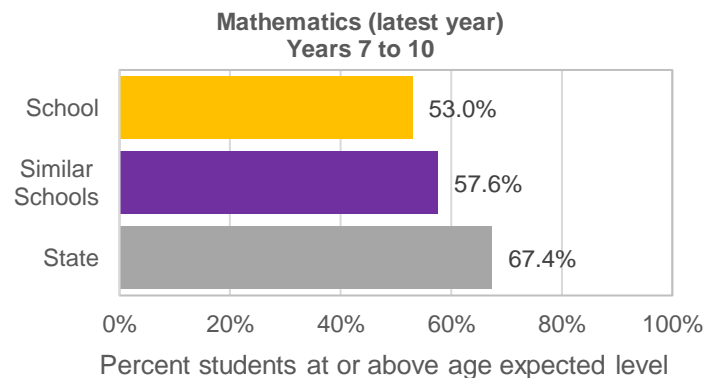
Mathematics (latest year)
Years 7 to 10

School — 53.0%
Similar Schools — 57.6%
State — 67.4%

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

Percent students at or above age expected level

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 7	Latest year (2022)	4-year average
School percent of students in top three bands:	41.9%	40.5%
Similar Schools average:	43.9%	44.1%
State average:	54.6%	55.3%

NAPLAN Reading (latest year) Year 7

School	41.9%
Similar Schools	43.9%
State	54.6%

Percent of students in top three bands
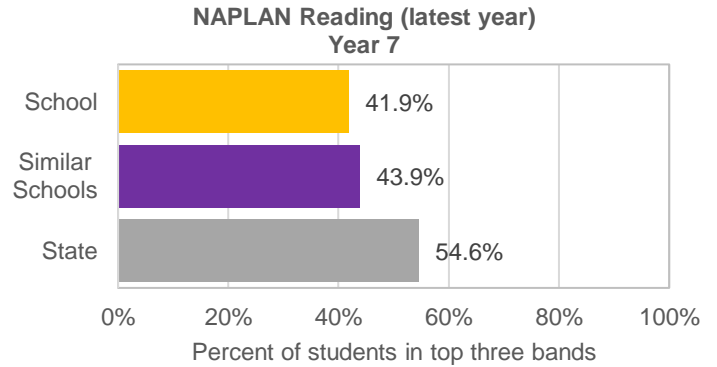
Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	31.4%	31.8%
Similar Schools average:	35.3%	34.6%
State average:	47.2%	46.0%

NAPLAN Reading (latest year) Year 9

School	31.4%
Similar Schools	35.3%
State	47.2%

Percent of students in top three bands
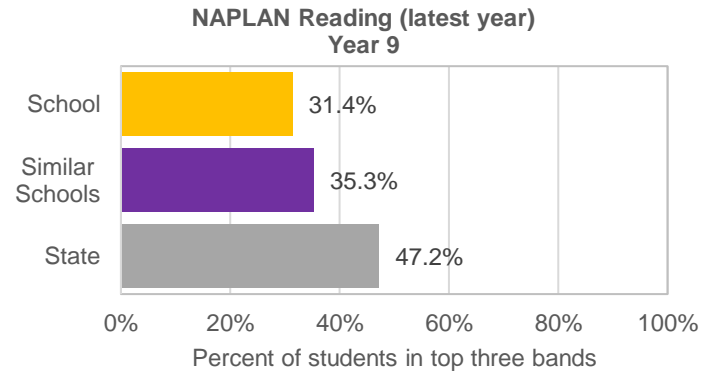
Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	32.3%	38.6%
Similar Schools average:	40.7%	43.0%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

School	32.3%
Similar Schools	40.7%
State	52.5%

Percent of students in top three bands
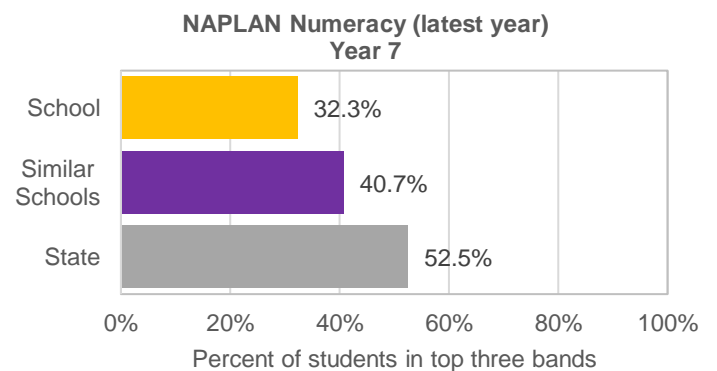
Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	27.2%	27.8%
Similar Schools average:	31.8%	33.0%
State average:	44.7%	45.6%
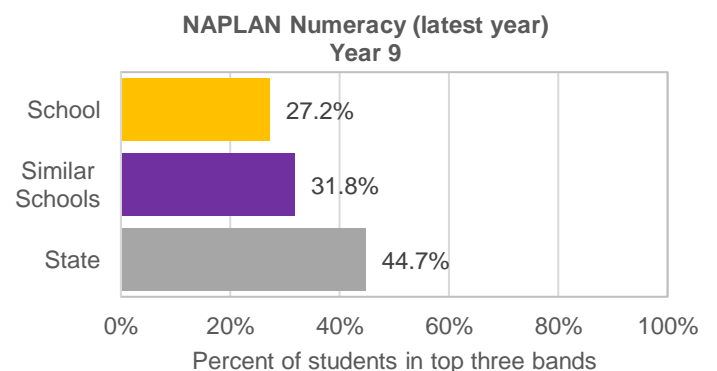
NAPLAN Numeracy (latest year) Year 9

School	27.2%
Similar Schools	31.8%
State	44.7%

Percent of students in top three bands

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	26.1	26.9
Similar Schools average:	27.0	27.2
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

	Mean Study Score
School	26.1
Similar Schools	27.0
State	28.9

Students in 2022 who satisfactorily completed their VCE:	99%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	52%
VET units of competence satisfactorily completed in 2022:	77%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	80%

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.*
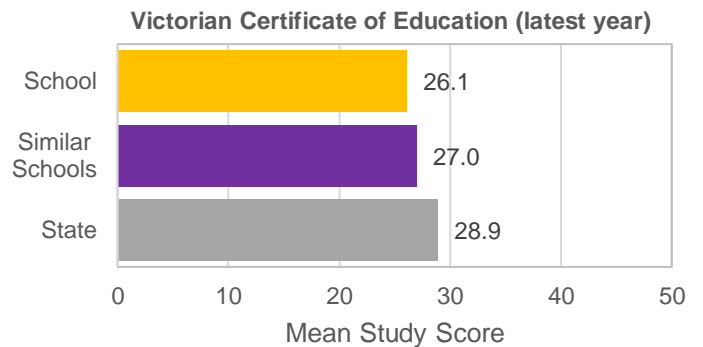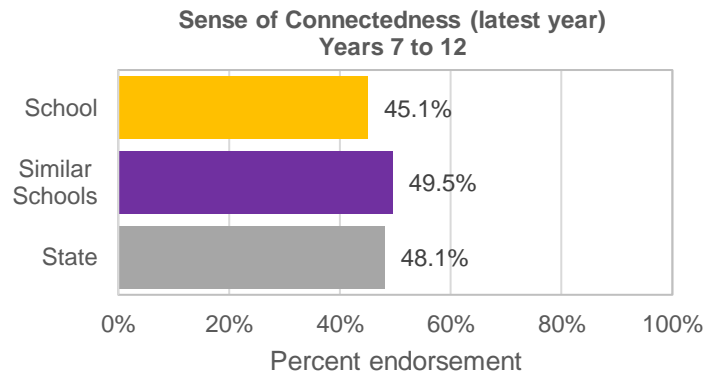
Student Attitudes to School – Sense of Connectedness

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 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	45.1%	46.5%
Similar Schools average:	49.5%	54.0%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12

	Percent endorsement
School	45.1%
Similar Schools	49.5%
State	48.1%

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).
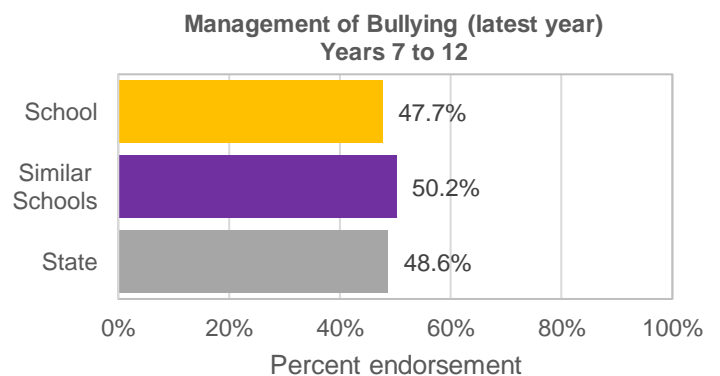
Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	47.7%	46.6%
Similar Schools average:	50.2%	55.0%
State average:	48.6%	54.0%

Management of Bullying (latest year) Years 7 to 12

|	Percent endorsement
School	47.7%
Similar Schools	50.2%
State	48.6%

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 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	31.1	26.2
Similar Schools average:	27.1	22.0
State average:	27.7	21.8

Student Absence (latest year) Years 7 to 12

School	31.1
Similar Schools	27.1
State	27.7

Average number of absence days
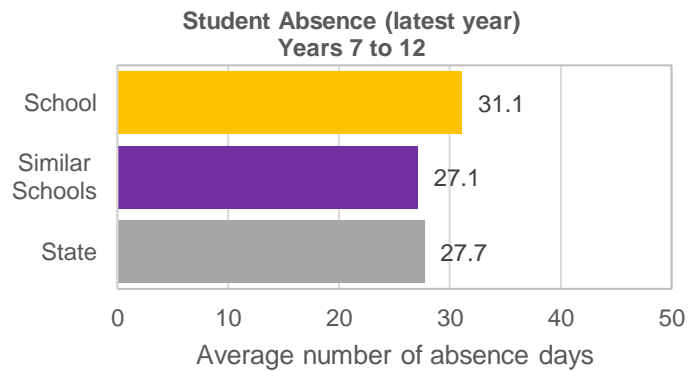
Attendance Rate (latest year)

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

|	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	84%	82%	83%	86%	91%

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:	75.9%	73.7%
Similar Schools average:	76.2%	75.3%
State average:	73.1%	73.0%

Student Retention (latest year) Year 7 to Year 10

School	75.9%
Similar Schools	76.2%
State	73.1%

Percent of students retained
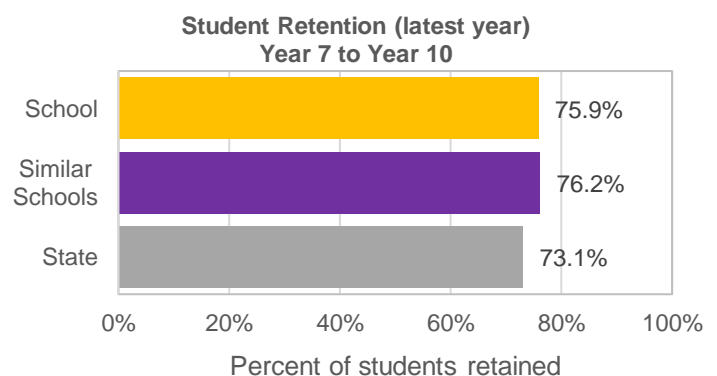
ENGAGEMENT (continued)

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.***
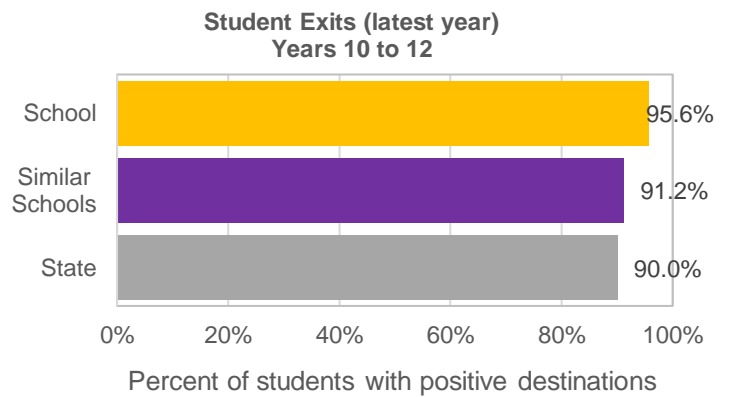
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	95.6%	94.3%
Similar Schools average:	91.2%	90.1%
State average:	90.0%	89.3%

**Student Exits (latest year)
Years 10 to 12**

School	95.6%
Similar Schools	91.2%
State	90.0%

Percent of students with positive destinations

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	$16,971,535
Government Provided DET Grants	$3,772,884
Government Grants Commonwealth	$22,122
Government Grants State	$9,800
Revenue Other	$232,386
Locally Raised Funds	$566,385
Capital Grants	$0
Total Operating Revenue	**$21,575,112**

Equity [1]	Actual
Equity (Social Disadvantage)	$3,098,697
Equity (Catch Up)	$214,985
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$3,313,682**

Expenditure	Actual
Student Resource Package [2]	$16,240,673
Adjustments	$0
Books & Publications	$24,713
Camps/Excursions/Activities	$241,301
Communication Costs	$11,490
Consumables	$346,526
Miscellaneous Expense [3]	$176,829
Professional Development	$103,186
Equipment/Maintenance/Hire	$995,525
Property Services	$792,434
Salaries & Allowances [4]	$518,112
Support Services	$1,160,047
Trading & Fundraising	$17,023
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$146,341
Total Operating Expenditure	**$20,774,199**
Net Operating Surplus/-Deficit	**$800,914**
Asset Acquisitions	**$77,218**

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

(2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.

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

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$3,402,277
Official Account	$202,508
Other Accounts	$176,795
Total Funds Available	**$3,781,581**

Financial Commitments	Actual
Operating Reserve	$629,600
Other Recurrent Expenditure	$0
Provision Accounts	$1,365
Funds Received in Advance	$348,865
School Based Programs	$1,295,932
Beneficiary/Memorial Accounts	$57,999
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$225,000
Capital - Buildings/Grounds < 12 months	$80,000
Maintenance - Buildings/Grounds < 12 months	$213,800
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$27,600
Total Financial Commitments	**$2,880,161**

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.