

2022 Annual Report to the School Community

School Name: Cranbourne West Secondary College (7748)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 March 2023 at 04:53 PM by Rob Duncan (Principal)

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

Attested on 28 March 2023 at 08:01 PM by Alfred Matthews (School Council President)

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
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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 West Secondary College is a brand new 7 - 12 DET secondary school, which opened in 2021. The school opened with a cohort of only year 7 students and will add a new cohort of Year 7 students each year until 2026 when Years 7 - 12 will be in operation.

Vision Cranbourne West Secondary College fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, "strength through diversity", and look forward to our students emerging as resilient, productive and cooperative members of the community.

Mission Our mission at Cranbourne West Secondary College is to provide a rich, inclusive and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a desire for learning and tolerance and acceptance towards all members of our community.

Objective Our objective at Cranbourne West Secondary College is for our students and community to 'ASPIRE' to outstanding post school destinations, becoming active participants in a global society with a strong sense of self and of others.

Values Cranbourne West Secondary School's motto is 'Strength through Diversity' (Diversis Viribus); our values are intrinsically linked to this motto as we ASPIRE every day: • Acceptance • Sincerity • Perseverance • Inclusion • Respect • Excellence
Acceptance- To accept someone is to acknowledge them, to recognize how they are different, and to say that it is okay. Acceptance is good! Sincerity- the quality of being open and truthful Perseverance- is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it till the end, even if it's hard. Inclusion- a group that's particularly welcoming to all kinds of people. To include someone is to intentionally pursue ways to make them feel welcomed, heard, and valued. Respect- respecting myself, others and the school environment. Excellence- the quality of excelling; possessing good qualities in high degree and continually striving to improve. **Workforce composition** In 2022, the school had 37.4 teaching staff (FTE) including one Principal and one substantive Assistant Principal. The school had 22.6 (FTE) Education Support staff. There are no staff of ATSI background.

School Structure The school is geographically located adjacent to Hall Road and Evans Road in Cranbourne West. Both stages of the school's building program are complete, which contains an Administration and Library building, three general purpose Learning Community Buildings and three Specialist buildings which contains Physical Education, Technology, Arts and Science facilities. At present the school has a student capacity of 1200. The school has received a significant demand for enrolments. We currently have no overseas/international students.

Enrolment characteristics In 2022, Cranbourne West Secondary College had 469 Year 7 and 8 students. Cranbourne West Secondary College's SFOE was 0.47, placing us in the medium band on the social disadvantage scale. Approximately 45% of students come from an EAL background and 2% were ATSI. 19 students were funded under the PSD program.

Progress towards strategic goals, student outcomes and student engagement

Learning

As a new school only Year 7 students completed the NAPLAN test in 2022. Our participation rate in the tests was above 98%. Due to no NAPLAN testing being conducted in 2020 there are no growth measures recorded for this cohort between Year 5 and Year 7. Our numbers of students in the top three bands for numeracy and reading were both slightly below like schools. Teacher judgement identified that 92% of our students are performing at expected levels in reading and 83% at expected levels in numeracy. This judgement is confirmed by student performance on the Progressive Achievement Test data which indicated strong growth across 2022. Students, in their first full year after covid disruption and remote and flexible learning, responded well to the return to classes. High levels of attendance ensured that students made the most of the return to onsite learning. Differentiated learning groups in mathematics enabled students to work at their point of need and demonstrate strong learning growth.

Wellbeing

Cranbourne West Secondary College recorded very high results on Wellbeing measures during 2022. Cranbourne West Secondary College places a strong emphasis on connection to the school. Each student is allocated into a Home Group in which they study all of their subjects. The Home Group Teacher is the key 'significant adult' for all students and the first point of contact for families with the school. The effective establishment of the Home Group system was seen as a success by staff, students and families. Students identified very high levels of connectedness to the school, with 93.5% of students indicating a positive sense of connection to the

school compared to 48.1% across the state. Significant proactive learning about bullying and respectful relationships is undertaken as part of the school's Personal Development Program. A Sub school Leader, Year Level Coordinators and Wellbeing Leader and Inclusion Leader support the implementation of pro-social and anti bullying programs. Students also identified strong endorsement of the school's management of bullying, with a 95.3% endorsement compared to a 48.6% endorsement across the state. The College is rated as "excelling" in all categories of the Department's supplementary wellbeing report.

Engagement

Our student engagement data for 2022 showed that average absence days per student were 9.7 across the year. This was 18 days less than the state average, meaning that our students attended school for an extra three and a half weeks compared to the average of the state. No doubt this high level of attendance contributed to our strong academic growth across the year. Cranbourne West Secondary had only 4 students who exceeded 30 day absence and only a very small number who were between 10 and 20 days absent. A strong strategy to keep students engaged in school throughout periods of absence with covid positive results, including daily contact online and over the phone, virtual classrooms and regular wellbeing checks in person ensured that student engagement remained high and students did not fall behind when they did get ill. Reward and acknowledgement assemblies were held to recognise students with outstanding attendance, or those students who had improved attendance. Year Level Leaders and Assistant Principals would contact families daily regarding student absence. Although time consuming, this has proven to be an effective strategy in ensuring high levels of attendance. Cranbourne West Secondary College was funded on 461 students at census in February and finished the year with 491 students in Years 7 and 8.

Other highlights from the school year

In 2022 the College ran its first production - "School of Rock". We won 13 Casey South District sports competitions in a variety of sports, with students excelling at regional level. Our Year 8 students attended Tasmania for the first time in term 4 and our Year 7 students had a great experience at Cape Schanck for the annual camp in term 4. Our Personal Best program was a great highlight for our Year 7 students with many great projects being undertaken including the production of the Year 7 Yearbook.

Financial performance

In the second year of operations at Cranbourne West Secondary College, the College was presented with unique challenges of COVID, with many staff absences throughout the year due to the isolation requirements in place and a brand new year to complete the purchasing of resources. The College will have an estimated \$230,000 surplus in or Student Resource Package with respect to staff salaries, made up of the previous years surplus of \$95,000 and funding back paid through the Disability Inclusion Profile program.. This surplus will assist the school over the new couple of years as the school grows and the recruitment of teaching staff grows to meet the added year levels and subject choice being offered. In our second year, we had an SFOE which placed us in the middle band and ensured an increase in our equity funding. This additional funding was used to support a range of literacy and numeracy intervention programs and also on the school based reengagement program "Optimum Esto". Overall, the College is in a healthy financial position with a total surplus of in excess of \$500,000 which includes establishment funds held over from the foundation year. Expenditure was on a variety of different resources, books, class sets, ICT, science equipment and PE equipment. The balance has been planned to be spent across various domains across the schools as it develops more specialised middle and senior school programs. COVID and in particular the remote and flexible learning period meant that CRT expenditure was well over the projected budget. School utilities spending was also increased due to the opening of stage 2. The cash balance is made up of unspent establishment funds which will be used to introduce new curriculum initiatives over the next few years. The college is in a strong financial position heading into its third year of operation, and careful planning and management of the funds will ensure all required resources for student learning can be purchased.

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 461 students were enrolled at this school in 2022, 213 female and 248 male.

38 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).

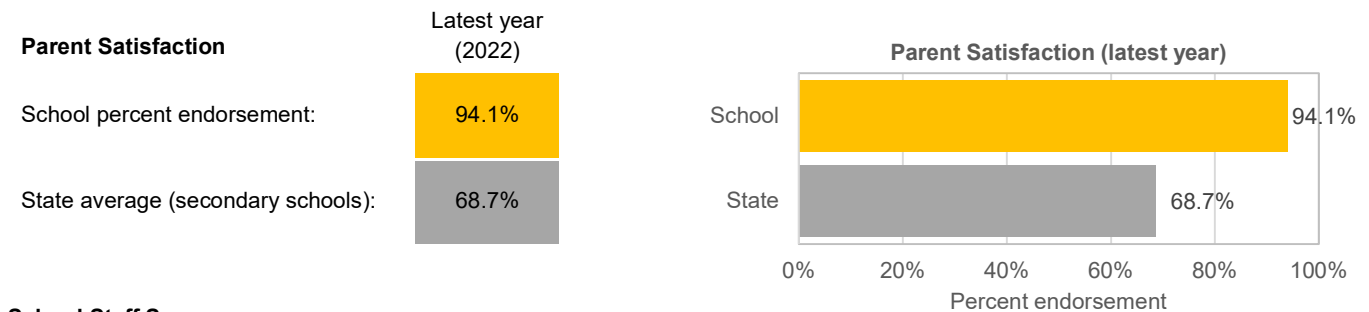
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

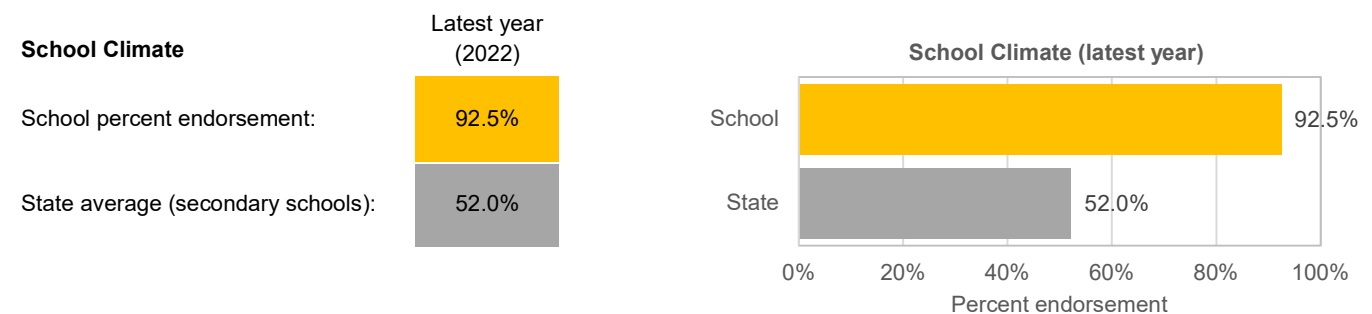


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

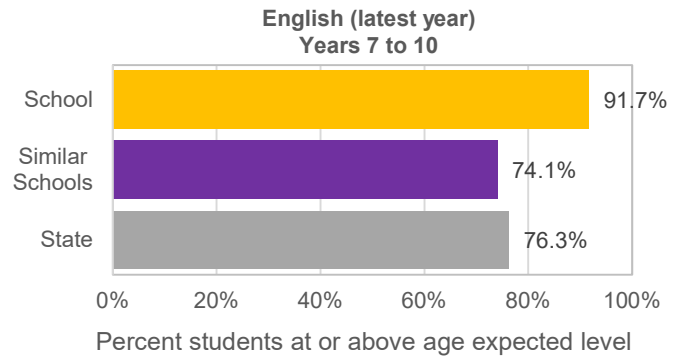
91.7%

Similar Schools average:

74.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

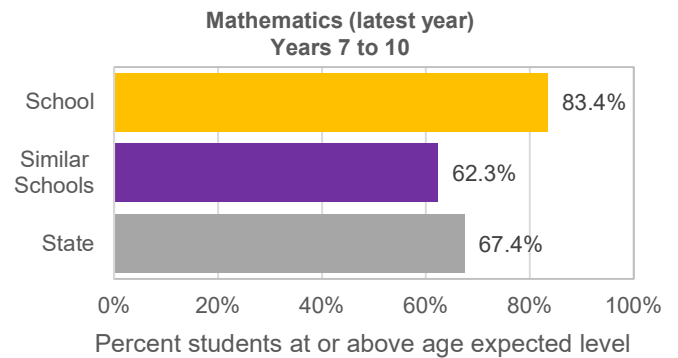
83.4%

Similar Schools average:

62.3%

State average:

67.4%



LEARNING (continued)

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

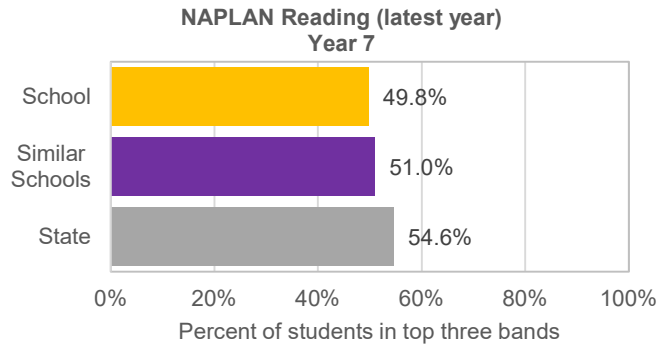
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

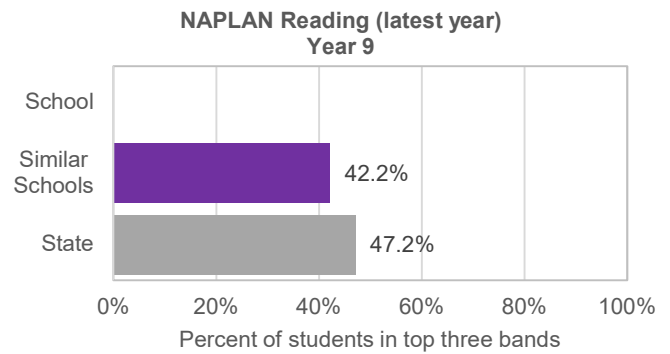
**Reading
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.8%	50.3%
Similar Schools average:	51.0%	52.8%
State average:	54.6%	55.3%



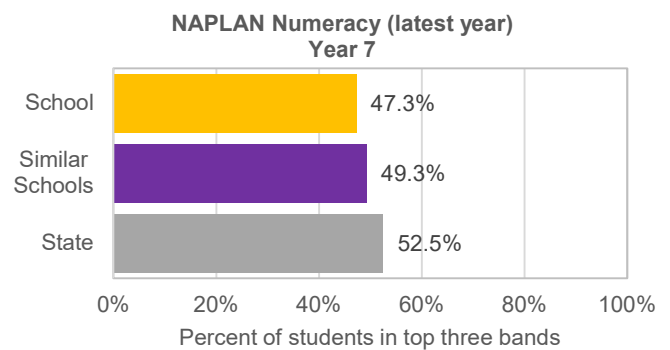
**Reading
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	42.2%	41.3%
State average:	47.2%	46.0%



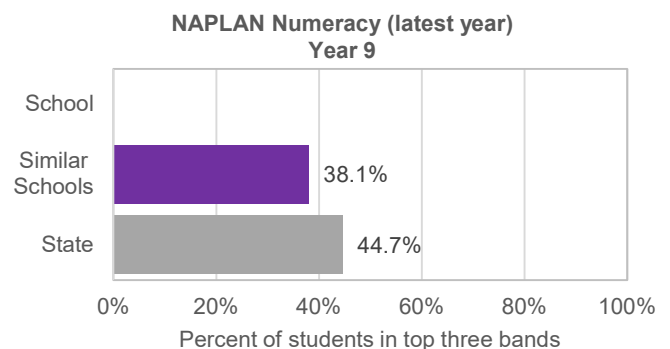
**Numeracy
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.3%	46.5%
Similar Schools average:	49.3%	52.1%
State average:	52.5%	54.8%



**Numeracy
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	38.1%	40.1%
State average:	44.7%	45.6%



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.*

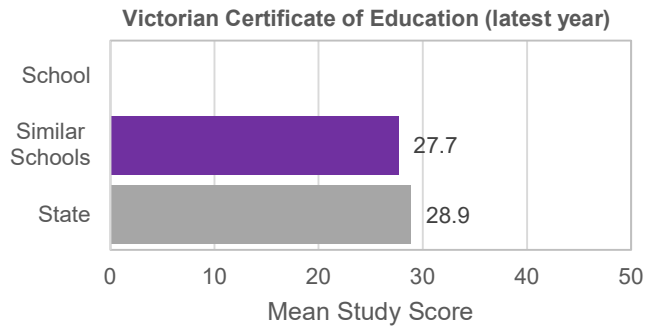
Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	27.7	27.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

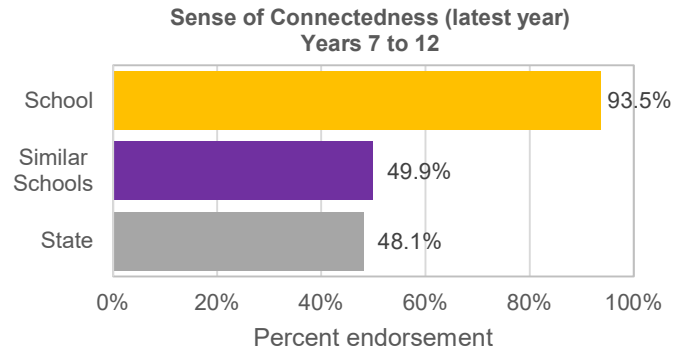
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

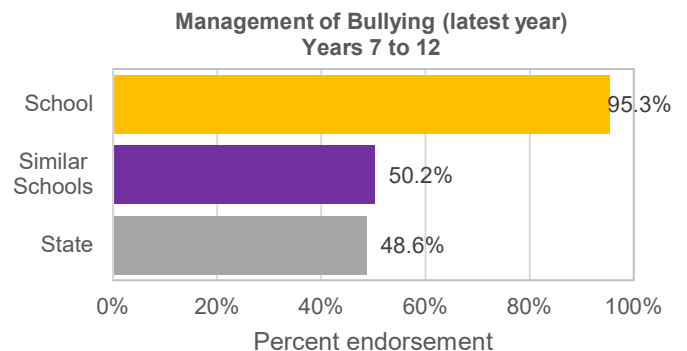
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	93.5%	93.2%
Similar Schools average:	49.9%	54.1%
State average:	48.1%	52.5%



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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	95.3%	94.7%
Similar Schools average:	50.2%	55.6%
State average:	48.6%	54.0%



ENGAGEMENT

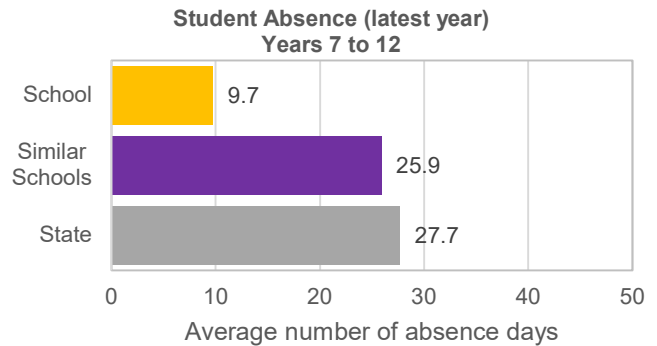
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	9.7	8.7
Similar Schools average:	25.9	21.1
State average:	27.7	21.8



Attendance Rate (latest year)

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

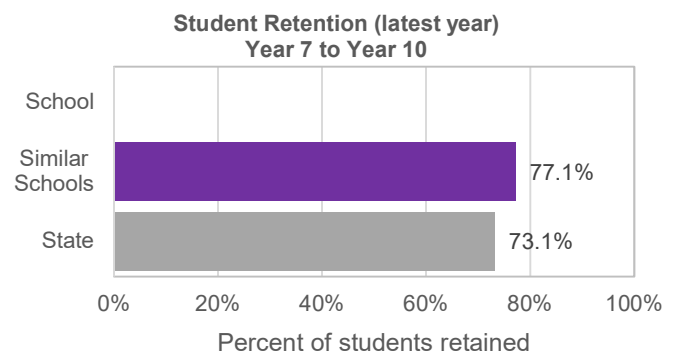
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	95%	NDA	NDA	NDA	NDA

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:	NDA	NDA
Similar Schools average:	77.1%	76.5%
State average:	73.1%	73.0%



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.*

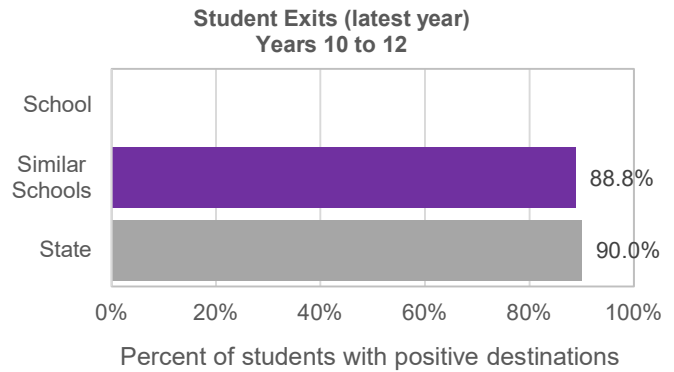
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	88.8%	88.3%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,977,263
Government Provided DET Grants	\$1,134,349
Government Grants Commonwealth	\$6,606
Government Grants State	\$443
Revenue Other	\$43,227
Locally Raised Funds	\$317,014
Capital Grants	\$0
Total Operating Revenue	\$7,478,903

Equity ¹	Actual
Equity (Social Disadvantage)	\$144,097
Equity (Catch Up)	\$40,523
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$105,676
Equity Total	\$290,297

Expenditure	Actual
Student Resource Package ²	\$5,699,864
Adjustments	\$0
Books & Publications	\$5,542
Camps/Excursions/Activities	\$261,810
Communication Costs	\$18,638
Consumables	\$192,100
Miscellaneous Expense ³	\$39,300
Professional Development	\$29,589
Equipment/Maintenance/Hire	\$380,678
Property Services	\$97,774
Salaries & Allowances ⁴	\$339,143
Support Services	\$77,177
Trading & Fundraising	\$6,063
Motor Vehicle Expenses	\$1,458
Travel & Subsistence	\$889
Utilities	\$97,855
Total Operating Expenditure	\$7,247,881
Net Operating Surplus/-Deficit	\$231,022
Asset Acquisitions	\$24,033

- (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	\$521,473
Official Account	\$56,088
Other Accounts	\$0
Total Funds Available	\$577,561

Financial Commitments	Actual
Operating Reserve	\$246,555
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$76,006
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$255,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$577,561

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.