

# 2019 Annual Report to The School Community



**School Name: Cranbourne East Secondary College (8898)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2019 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 14 April 2020 at 04:31 PM by Mande Strickland (Principal)

The 2019 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 15 April 2020 at 11:32 AM by Rebecca Griffiths (School Council President)

## About Our School

### School context

Cranbourne East Secondary College was established in 2011 and is located in the Hunt Club Estate, adjacent to Cranbourne East Primary School and Marnebek School. In 2019, the school had an enrolment of 1320 students. The College currently has the equivalent of 132.46 full time staff, including a Principal, 5 Assistant Principals, 92 teaching staff and 44 Education Support staff.

At CESC, we have high expectations for all students to learn and achieve personal growth and success. We endeavour to promote an atmosphere of mutual respect, understanding and co-operation which is underpinned by our College values:

\*Respect

\*Growth

\*Achievement

\*Responsibility

The College is organised into year level teams for both students and teachers. English, Maths, Science, Humanities and Physical Education are compulsory from Years 7 to 10 with the Arts, Technology and languages offered as electives. We have a large wellbeing and careers team who support our varied engagement programs which include: Year 9 Pathway to Success, Year 7 and 8 Learning for Success, Connect for Success, Effective Reading Program, Enrichment classes, Applied Learning Programs, STEM, Hands on Learning and a Sport Pathway program. In 2018, we commenced our engagement with the Doctors in Schools and Lawyer in Schools programs.

### Framework for Improving Student Outcomes (FISO)

In 2019, Cranbourne East SC focused on the FISO improvement initiatives: Excellence in Teaching and Learning, with the understanding a supportive and productive learning environment promotes inclusion and collaboration. To support the achievement of the initiatives, our key improvement strategies were:

- To consistently and effectively teach writing in all learning areas using the CESC Inquiry cycle leading to improved student outcomes in literacy
- To consistently use our Instructional Model
- To further develop our supportive and productive learning environment to promote engagement and connectedness.

We have continued to successfully embed our whole school inquiry process for writing and have undertaken ongoing professional learning on highly effective strategies to improve writing outcomes. These research-based strategies have supported the improvement in our writing outcomes as seen in our 2019 Naplan writing mean, which increased to state. Our Instructional Coaches continue to work directly with staff supporting teachers to develop their practice and understanding of our Instructional Model. Learning Walks are reflecting this work. Our rewards program and the continuation of personalised Year Level programs have seen improvement in connectedness to school. The achievement was through a deliberate focus on collaboration, professional learning teams, professional learning on high impact teaching strategies and promoting student agency.

### Achievement

In 2019 Cranbourne East Secondary College continued to work collaboratively to support improvement in student outcomes and teacher practice. Our main work for 2019 was driven through participation in the University of Melbourne Network of Schools (UMNOS), working in Professional learning teams and the introduction of PL on Instructional Rubrics. In 2020, we will continue to focus on instructional rubrics as they serve the purposes for learning, evaluation and accountability. They will support improvement in teacher judgements based on the Vic curriculum.

2019 Year 7 & 9 NAPLAN results have shown that the percentage of students showing growth in Year 9 Reading is slightly higher than similar schools and State. In writing, our NAPLAN and e-write results have shown steady growth over the last 3 years and this has resulted in our Year 9 Writing mean improving to equal the State mean. This result

reflects the whole school focus on writing and the hard work of our teachers over the last 3 years. With regards to Numeracy, Year 7 & 9 NAPLAN results are on par with like schools. The College continues to provide a good level of growth for students in Maths with a 4% increase in High Growth for Year 9. In Senior Secondary, 97% of VCAL students satisfactorily completed a VCAL credit with 94% of Year 12 students satisfactorily completing their VET certificate. The 2019 median study score for VCE was 30, an increase from 29 in 2018. The College was identified as one of the best improved state schools over the last four years. In 2019, 100% of students received first round tertiary offers. Our VCE and VCAL programs are extremely important and support the range of students we have at the College. With continual emphasis being placed on the validity of the programs, results and student outcomes will continue to improve.

### Engagement

As mentioned in the FISO section we have made positive progress with engaging students both inside and outside the classroom. This has been achieved through embedding our year level pathway and engagement programs. These programs were informed through Student Voice and Attitude to School survey data. These programs include – Year 9 Pathway to Success, Year 9 and 10 Sport Pathway, Year 9 and 10 High Achievers classes, Year 7 and 8 Learning 4 Success, Year 9/10 PreCal, Connect 4 Success, Improved VCAL program, STEM, Whole School Production, Student Leadership, Breakfast Club, Rewards Program and various activities run by our new Youth Worker. These programs have also provided opportunities for students to engage with the community and other educational settings. We have processes in place to move quickly to identify students who are not attending school and support them to re-engage back to school. In 2020, we will be expanding on the rewards program, and will further develop and build on our current Year 7 to 9 Careers counselling and Student Voice work.

### Wellbeing

There were changes to the Wellbeing team throughout 2019 with a new leader, Youth Worker and a Social Worker being appointed. The counsellors moved out of a centralised space to be more visible and available in all of the year level learning environments. The new 'Connect 4 Success' program which was developed based on the Vancouver 'Choices' program was implemented across Years 7 and 8 in 2019 with positive results. We have had some issues with the Doctors in Secondary School program, due to changes in the surgery being able to provide their services. Students continue to have access to external mental health clinicians and our lawyer in school through the Lawyer in School Program.

### Financial performance and position

At the end of 2019 Cranbourne East Secondary College had a surplus in the Student Resource Package. These reserves have been built up over the last 5 years from the careful production and management of the budget and from unspent budget lines rolled back into consolidated funds. In 2020, \$500,000 of the reserves will be used to construct a roof over the external blue basketball courts, \$100,000 to provide secure storage such as containers and a large shed and \$50,000 to improve the PE Weights room. The College received Targeted Initiative Funding for MIPS, VETis, Doctors in Schools, Refugee and Asylum Seeker Wellbeing Supplement, Respectful Relationships, Inclusion Boost and an Equipment Boost for Schools. Fundraising activities include the School Production, Community Day, and free dress days. The proceeds are supplied to charities or are used to support a particular school program such as the Breakfast Club.

## Performance Summary

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

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

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

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

### School Profile

#### Enrolment Profile

A total of 1319 students were enrolled at this school in 2019, 661 female and 658 male.

34 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

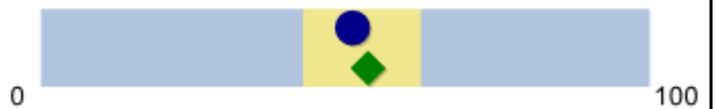
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

## Performance Summary

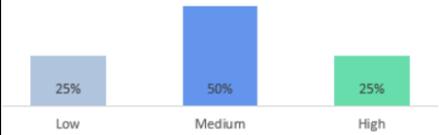
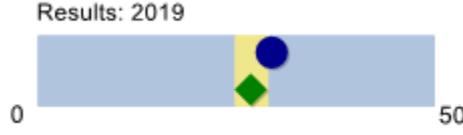
**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p> <p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>

## Performance Summary

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

**Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>21% Low 57% Medium 21% High</p> <p><b>Numeracy</b></p> <p>21% Low 54% Medium 25% High</p> <p><b>Writing</b></p> <p>26% Low 54% Medium 20% High</p> <p><b>Spelling</b></p> <p>19% Low 54% Medium 27% High</p> <p><b>Grammar and Punctuation</b></p> <p>25% Low 51% Medium 24% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>23% Low 51% Medium 27% High</p> <p><b>Numeracy</b></p> <p>21% Low 45% Medium 34% High</p> <p><b>Writing</b></p> <p>18% Low 55% Medium 26% High</p> <p><b>Spelling</b></p> <p>15% Low 51% Medium 34% High</p> <p><b>Grammar and Punctuation</b></p> <p>22% Low 46% Medium 32% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **97%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **46%**  
 VET units of competence satisfactorily completed in 2019: **94%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **97%**

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p><b>Below</b> </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>88 %</td> <td>84 %</td> <td>87 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	84 %	87 %	89 %	92 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	84 %	87 %	89 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p><b>Below</b> </p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p><b>Similar</b> </p>												

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$13,236,263	High Yield Investment Account	\$793,245
Government Provided DET Grants	\$2,020,885	Official Account	\$57,332
Government Grants Commonwealth	\$8,715	<b>Total Funds Available</b>	<b>\$850,576</b>
Government Grants State	\$16,156		
Revenue Other	\$140,722		
Locally Raised Funds	\$795,038		
<b>Total Operating Revenue</b>	<b>\$16,217,779</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$665,079		
Equity (Catch Up)	\$114,651		
<b>Equity Total</b>	<b>\$779,731</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$12,685,153	Operating Reserve	\$419,579
Books & Publications	\$6,895	Other Recurrent Expenditure	\$22,181
Communication Costs	\$52,315	Funds Received in Advance	\$239,494
Consumables	\$540,838	Funds for Committees/Shared Arrangements	\$12,347
Miscellaneous Expense <sup>3</sup>	\$757,629	<b>Total Financial Commitments</b>	<b>\$693,601</b>
Professional Development	\$58,451		
Property and Equipment Services	\$261,312		
Salaries & Allowances <sup>4</sup>	\$636,983		
Trading & Fundraising	\$32,991		
Travel & Subsistence	\$2,699		
Utilities	\$169,214		
Adjustments	\$3,261		
<b>Total Operating Expenditure</b>	<b>\$15,207,741</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,010,038</b>		
<b>Asset Acquisitions</b>	<b>\$24,437</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

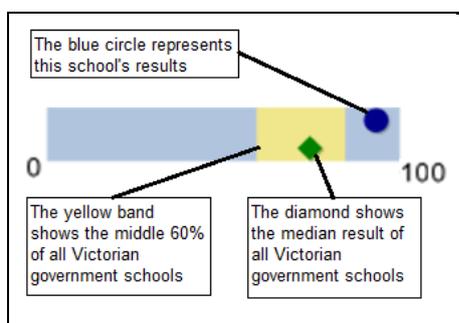
### Engagement

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

### Wellbeing

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

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



## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').