

2017 Annual Report to the School Community



School Name: Carrum Downs Secondary College

School Number: 8423

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Carrum Downs SC was established in 2004 in the expanding outer suburban area south east of Melbourne. The 2017 enrolment was 937 students from Year 7 – 12. Staffing at Carrum Downs SC comprises of the College Principal, two Assistant Principals and 9 leading teachers, 61 EFT teachers and 30.00 EFT Education Support staff to assist with the learning program and the wellbeing of students.

Our purpose is to provide a supportive learning environment where young people are empowered to achieve their personal best and develop as responsible and creative members of our community.

In achieving our purpose we value:-

- Focus on **Learning**
- **Mutual Respect**
- **Responsibility** for our actions
- Achieving our **Personal Best**
- Acting with **Integrity**
- **Enjoyment**

The College has attractive grounds with a welcoming entry area. In 2017 we have continued the upgrading of our facilities and learning spaces. Additional facilities include four science rooms, two Food Technology kitchens, a Gymnasium, Fitness Room, Music and Performing Arts Centre and Canteen. We have completed the construction of our Community Café which provides for our VET Hospitality and School Based Apprenticeship programs. We have an outdoor applied learning facility known as “The Village” and extensive outdoor areas include synthetic turf areas, tennis and basketball courts and an oval.

In 2017 the college secured three million dollars of funding for a second gymnasium and supporting infrastructure. Planning for this facility is underway with the aim of beginning construction in 2018.

The majority of senior students complete VCE, with approximately one third of students studying VCAL and a high proportion incorporating applied or vocational strands into their program in the senior years. Curriculum from Year 7 – 10 is based on the Victorian Curriculum and is tailored to reflect the needs and interests of students.

All students have a LOTE choice of Japanese or Spanish in Year 8 with a range of electives being offered from Year 9. A Select Entry Program (SEP) was introduced for Year 7 in 2009. SEP has continued to be refined to include compulsory instrumental music from 2011 and the application and selection process has been redesigned to have greater rigor and includes testing in literacy and numeracy and assessment of the students’ capacity to problem solve and work in a team.

The College offers a wide range of extension and enrichment programs including many opportunities to be involved in student leadership, instrumental music tuition, sports, musical and drama productions, Homework Club and a variety of other lunchtime and after school activities. In addition to a Year 7 Transition Camp and subject specific camps, we offer a number of educational tours both interstate and overseas including visiting our sister school in Japan and Central Australia.

The Student Family Occupation (SFO) index at the College for 2017 was 0.5629. The College attracts enrolments from a diverse range of cultures, the largest group of whom come from the islands of the South Pacific, with a very small number qualifying for EAL support. Most students live in the neighbourhood surrounding the College though some are attracted from further afield for particular curriculum options.

There was a continued focus in 2017 on further developing our curriculum and common assessment tasks in every Learning Area and subject across the college ensuring we have consistent curriculum delivery in line with the Victorian Curriculum. We have continued to develop and implement our Student Management Model and the Pro-Social Behaviour Model.

The majority of senior students complete VCE, with approximately one third of students studying VCAL and a high proportion incorporating applied or vocational strands into their program in the senior years. Curriculum from Year 7 – 10 is based on the Victorian Curriculum and is tailored to reflect the needs and interests of students.



The College Priorities for 2017 were based around excellence in teaching and learning. Our key areas of focus will be:

- Curriculum planning and assessment
- Building practice excellence

Framework for Improving Student Outcomes (FISO)

- **Building Practice Excellence**
- Build a culture where **curriculum development** is a high priority and is shared by all members of staff following consistent agreed processes
- Collaborative learning is valued by all staff and supported by **curriculum focused PLT's** where opportunities to improve practice are supported by time, structures and programs
- Further develop a culture of professional learning and professional learning team practices to result in higher student learning growth
- Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning that leads to improved student learning
- **Curriculum Planning and Assessment**
- Whole school focus on improvement in Literacy and Numeracy
- Documented **scope and sequenced curriculum and learning standards** that are used by all teachers in all teaching areas
- Develop **Common Assessment Tasks** and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting
- School wide use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System
- Documentation and implementation of a formally agreed instructional model
- Intervention/support programs to bridge the gap in student learning

Achievement

Students across Years 7-10 performed at 'similar' to predicted levels for teacher judgements in English and Mathematics in comparison to schools across the state. All of the Year 7 and 9 NAPLAN results were 'similar' to the expected scores and within the middle 60% of Victorian government schools.

In the NAPLAN Learning Gain, the majority of students achieved medium growth. This is within the middle 60 % of Victorian Government Schools and similar to expected results. NAPLAN Year 7-9 learning gain percentages in Reading were not as high as the previous year and in Numeracy we still had the majority of our students in the medium and high growth range. Writing, Spelling and Grammar and Punctuation indicated that an average of 53% of students were placed in the middle 50% which is an improvement on the previous year, 30% of students were in the low 25% learning gain which was less students than the previous year which is positive and an average of 18% were in the high level growth sector which was an improvement from the previous year.

Our VCE data was an improvement from the previous year with our average ATAR score improving yet again and our average study score improving. In 2017 we had nearly twice as many students obtain University placement as in 2016. 95% of students completed VCE which was an improvement on 2016, 92% completion of VET units which was an improvement on 2016 and VCAL credits was 88% which was also an improvement on 2016

Engagement



In 2017, average attendance was 90% which was similar to 2016 and at the state average.. We further embedded our management portal (Compass) which tracks student attendance more accurately and also informs parents on a regular basis regarding their child's attendance. We are working towards improving this figure in 2018. Year 9 had the lowest attendance at 87%. Year 7 had the best attendance for 2017 at 92% followed by Year 12 with 90% respectively.

Retention from Year 7 through to year 10 was at the state average. Students exiting to further employment and full time study were at the state average and as a college we have improved our higher destinations across this cohort.

Parent Satisfactory Summary indicates that we are below the state average and outside the middle 60% of all Victorian Government schools. We did however have only a small number of parents complete this survey.

The focus for the Middle years is on engagement, skill development and social competencies. The senior years is focused on pathways. For many senior students the key to their ongoing engagement is the study of vocational programs offered at the college and/or the VCAL program. We continued to operate a student run community café –Café 263 and a Parks and Gardens School Based Apprenticeship where students engage in authentic learning along with a large number of external VET courses.

The Pastoral Care program and House system are key aspects of the school's programs. These programs are focused on increasing pride, connectedness to the college, self-esteem and community involvement through charitable work.

Wellbeing

The college has continued its strong focus on student connectedness and student engagement. The outcome for the Students Attitude to School survey was below the middle 60% of Victorian government schools. As a result of this data we have begun the work to introduce the Resilience Project for 2018.

We have continued to offer a wide range of extra-curricular programs which have included inter school sport, camps and excursions, production and music programs.

Student well-being has been a continued focus with goals set around ensuring consistent student management strategies and practices to ensure an orderly, safe and secure environment. Consistent and sustained application of the Student Management and Pro-social Model has led to an improvement in student behaviour and thus the student perception. The introduction of the 4 R model has led to consistency in student management in the classroom. We have also redeveloped the Pastoral Care curriculum for 2017 to ensure it aligns with the Victorian Curriculum. Our Pastoral Care program has implemented our pro social skills component which is aimed at educating students about bullying and bringing about positive behaviour in the college.

Year 7, 8 and 9 students have focused on relationships and social competencies in Pastoral Care including research being undertaken on the "World of Work" and an increased component of careers education.

Developing strong links with the feeder primary schools continues to be a priority as is the aim of greater parent and community involvement in the college. The percentage of Year 6 students enrolling in CDSC from our local feeder schools remained about the same for 2017. In the competitive environment of school enrolments this continues to be a large element of our work.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 937 students were enrolled at this school in 2017, 467 female and 470 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 37% Medium: 43% High: 20%</p> <p>Numeracy Low: 39% Medium: 38% High: 23%</p> <p>Writing Low: 32% Medium: 51% High: 16%</p> <p>Spelling Low: 27% Medium: 55% High: 18%</p> <p>Grammar and Punctuation Low: 26% Medium: 47% High: 27%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 37% Medium: 48% High: 16%</p> <p>Numeracy Low: 29% Medium: 51% High: 20%</p> <p>Writing Low: 35% Medium: 51% High: 14%</p> <p>Spelling Low: 25% Medium: 59% High: 16%</p> <p>Grammar and Punctuation Low: 28% Medium: 49% High: 24%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score (blue circle) is ~35, state median (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue circle) is ~35, state median (green diamond) is 30.</p>	<p> Similar</p> <p> Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 95% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 42% VET units of competence satisfactorily completed in 2017: 92% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 88%</p>		

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="570 954 1024 1043"> <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>92 %</td> <td>88 %</td> <td>87 %</td> <td>88 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	88 %	87 %	88 %	91 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	88 %	87 %	88 %	91 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

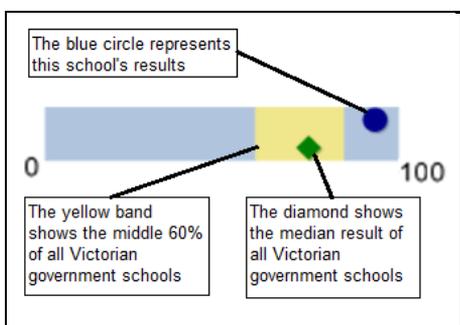
Engagement

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

Wellbeing

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

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

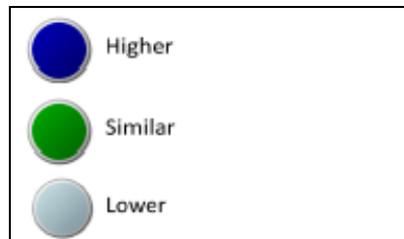


What does *School Comparison* refer to?

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

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

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



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

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,485,546	High Yield Investment Account	\$1,703
Government Provided DET Grants	\$1,536,818	Official Account	\$9,710
Government Grants Commonwealth	\$45,518	Total Funds Available	\$11,413
Government Grants State	\$43,797		
Revenue Other	\$48,853		
Locally Raised Funds	\$762,602		
Total Operating Revenue	\$10,923,134		
Equity¹			
Equity (Social Disadvantage)	\$716,965		
Equity (Catch Up)	\$86,770		
Equity Total	\$803,735		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,488,899	Operating Reserve	\$10,000
Books & Publications	\$3,365	Provision Accounts	\$1,413
Communication Costs	\$29,495	Total Financial Commitments	\$11,413
Consumables	\$273,157		
Miscellaneous Expense ³	\$759,794		
Professional Development	\$74,795		
Property and Equipment Services	\$760,353		
Salaries & Allowances ⁴	\$247,537		
Trading & Fundraising	\$161,444		
Travel & Subsistence	\$238		
Utilities	\$75,963		
Total Operating Expenditure	\$10,875,040		
Net Operating Surplus/-Deficit	\$48,093		
Asset Acquisitions	\$90,587		

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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

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



2017 Financial Performance and position commentary

Throughout 2017 refurbishment of the classrooms in the Gilmore building, Art block and a portion of Hollows classrooms was completed, this included painting, carpet tiling, reinforcement boarding of walls and whiteboard replacement. These costs are reflected in the property and equipment services expenditure, which also includes \$166,305.00 for our contract cleaning.

Miscellaneous expense includes \$291,407.00 for camps/excursions/ activities, \$128,305.00 for curriculum consumables, \$48,750.00 for computer applications, \$63,702.00 for staff professional development and \$68,000.00 for administration costs.

Asset acquisitions includes the 450 new ergonomic student chairs and replacement of the failed college telephone system.

All 2017 income has been expended for the benefit of the students to improve their learning outcomes.