

# 2019 Annual Report to The School Community



School Name: **Crusoe 7-10 Secondary College (7205)**



- 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 21 April 2020 at 11:38 AM by Brad Madden (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 12 May 2020 at 11:06 AM by Matthew Hague (School Council President)

## About Our School

### School context

Crusoe College is a Year 7-10 DE&T secondary college serving the south western corner of Bendigo. The College was formed in 2010 following the merger and closure of schools under the Bendigo Education Plan. The College is committed to being responsive to the learning and pathway needs of its students and being able to provide genuine opportunities for students to strive, excel and become future leaders within their community.

The College has a committed staff which has seen turnover in recent years as a number of long term staff members have retired. An increase in enrolment numbers has given the opportunity to recruit new teachers who bring new skill sets and perspectives to the learning program.

The College underwent a review in 2018 from which it emerged with a clear set of priorities and a united staff who are striving to improve the outcomes of all students.

**Vision** – All students become responsible members of the community who identify and manage the pathway to their preferred future.

**Mission** – Crusoe College community is dedicated to supporting students to develop skills and knowledge to enable their successful transition to education, the workforce and active citizenship.

**Values:**

**Respect** – for self, for others and our environment

Respect is the foundation of all communities. All members of the community must have a positive regard for themselves, other members and the contributions to be made. We need a commitment to behave with honesty and show empathy in the development of relationships based on fairness and care for each other and our resources.

Respect as a foundational value is common to other communities and societies in which students will become members and is demonstrated in all interactions and within the school curriculum through programs in intercultural, ethical and personal/social capability.

**Endeavour** – persistence, resilience, hope, work ethic

Our ability to see positive outcomes in all situations and our willingness to persist in using and developing our own abilities and skills over a sustained period gives us the resilience we need to be successful learners and ultimately members of society. Our work ethic is based on an optimistic and hopeful view of the challenges we face which is vital to setting goals that move us toward our desired future. There is recognition that all people have different capacities but that everyone is capable of progression and development by receiving support and maintaining their effort over time.

**Aspiration** – high expectations, personal excellence, contributions

Aspiring to new and challenging roles and pathways is a foundation for community members to set high standards and makes great achievements possible. Our willingness to set and pursue challenging goals is fundamental to individual and collective improvement. A community with high expectations of its members supports them to achieve excellence in their roles, ultimately improving the capacity of everyone to make positive contributions to the achievement of their own and others' goals.

**Learning** – continuous, deep and applied knowledge, passions

Learning is the core business of the College community. All members have the responsibility to learn and continually build their skills and knowledge. Learning through the curriculum cycle of the College is broad and then becomes more specialised as students' skills develop and their passions are revealed. It is the responsibility of all members of the community to participate in opportunities to develop deep understandings of real world contexts and apply their skills and knowledge to enhance themselves and other members of the community.

<b>Framework for Improving Student Outcomes (FISO)</b>
<p>FISO Priority area: Excellence in teaching and learning  Dimensions: Building practice excellence, and Curriculum and assessment  Comment: The College has embarked on a number of whole school initiatives to support high quality teaching and learning. Domain Leaders are leading the process of documenting the curriculum that is delivered and all staff are working to develop and implement assessment with quality rubrics to guide students and teachers. Learning Specialists have undertaken Professional Learning Communities training which was used throughout 2019 to help staff to collaborate more effectively.</p> <p>FISO Priority area: Positive climate for learning  Dimension: Intellectual engagement and self-awareness  Comment: Students at all year levels have been provided with the standards to move from one learning level to the next along with the capacity to monitor their progress and engage their parents in the process of assisting them to develop the habits needed to successfully transition to the next level. Year 10 students have a set standard and milestones required to graduate from the College.</p> <p>FISO Priority area: Professional leadership  Dimension: Instructional and shared leadership  Comment: The College has expanded the leadership team to include two substantive learning specialists whose role continues to be to direct a greater amount of time and energy toward high quality teaching and to providing support to all teachers to improve their practice. The leadership team which was in its first year in 2018 has worked to establish a structure that supported collaboration and professional learning. The development of leaders needs to move to the next level including Domain and Year Level Leaders to ensure continuous improvement at all levels of the College.</p>
<b>Achievement</b>
<p>GOAL 1: To maximise student learning growth for every student throughout all curriculum areas of the College.  Comment: The College shows student outcomes at a similar level or below like schools for 2019. The focus of the teaching and learning program has shifted to working with students at the level they are at and challenging or supporting them to improve. In terms of learning gain. Across all indicators there is close to the expected level of medium gain but low growth is again more prevalent than high growth. The ongoing work in curriculum and assessment and the employment of an additional learning specialist in 2020 has the potential to address the gaps that are leading to this situation.</p>
<b>Engagement</b>
<p>GOAL 2: To achieve a culture of high expectations to maximise engagement and learning outcomes for all students.  Comment: Students at all year levels have been provided with the standards to move from one learning level to the next along with the capacity to monitor their progress and engage their parents in the process of assisting them to develop the habits needed to successfully transition to the next level. Year 10 students have a set standard and milestones required to graduate from the College. Support programs are in existence at all levels with the successful LEX program now established in a third community. SWITCH continues to provide tailored support to students with a range of barriers to learning with a number of success stories in overcoming school refusal and other issues. Student destinations data continues to show that the support provided to students moving through the College is connecting them with the appropriate pathways at a greater rate than other similar schools have been able to do.</p>
<b>Wellbeing</b>

The College has shown similar levels of student wellbeing to other like schools throughout 2019. There remains a significant focus on providing wellbeing support to students who need it and it remains an ongoing challenge to keep students with tumultuous lifestyles closely engaged with their education. Attendance has previously been a major issue to be addressed, specifically unexplained absences. In the past three years, teachers and administration staff have worked hard to ensure that there was a viable program within the College for all students to promote attendance, increased the level of communication with families and instituted processes whereby all absences have been followed up for explanation, including a trial of a dedicated staff member to make contact with families over all absences. For 2019, the absence rate of students at the College was higher than expected as was the four year average. Explain absences remain lower with the attention paid to this area to be continued.

### **Financial performance and position**

The College recorded net operating surplus of \$286,234 in 2019 as a result of continual tight fiscal and budgetary controls. This continued a pattern of expenditure which was required to repay an accumulated debt that was completely cleared during the 2019 school year.

The College financial commitments summary show a healthy position which has been managed while repaying debt in previous years. Plans for 2020 onwards include planning for staged expenditure in a way that has not been possible in the past due to heavy repayment requirements.

In addition to asset acquisitions of \$96,041 in 2019, expenditure plans include reserve funds to allow for maintenance, repairs and replacement of plant and equipment which is expected within the life span of purchased equipment. Replacement of student resources such as lockers and other furniture items will be taking place in the coming years with a focus on value for money and warranties to protect future budgets from unnecessary strain.

During the year a number of large one off extraordinary expenses were undertaken - for example \$22,000 in bushfire prevention (see grant below), Painting of College \$8,700, Shade sail repairs \$4,000, Fencing repairs \$3,000, Heater repairs JB Osborne Theatre \$3,000,

The College received funds from a variety of sources, including; Equity funding, Camps, Sports and Excursions funding (CSEF), fundraising activities (including the Deb Ball), State and Commonwealth grants, bank interest, donations, hire of school facilities (theatre and gym) and family payments (core fees, elective fees)

The College received additional State/Commonwealth funding beyond the normal SRP, including:

- \$27,678 Annual Contracts and essential safety measures 2019
- \$22,000 Bushfire Vegetation Grant 2019
- \$20,280 National School Chaplaincy program SRP Grant 2019
- \$9,725 2019 Advance funding to run the Advance Community Funding
- \$7,185 Grounds Allowance extra 2019

**For more detailed information regarding our school please visit our website at**  
<http://www.crusoecollege.vic.edu.au>

## 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 653 students were enrolled at this school in 2019, 330 female and 323 male.

7 percent were EAL (English as an Additional Language) students and 4 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).

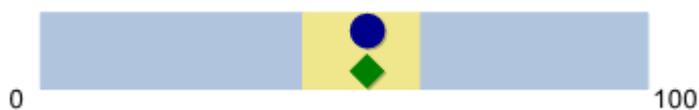
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



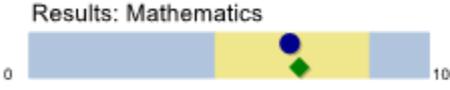
#### School Staff Survey

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>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

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>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>Similar </p> <p>Below </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

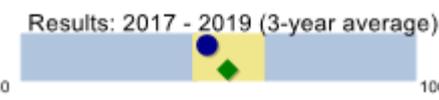
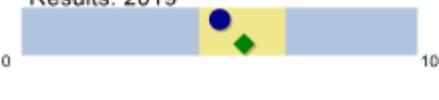
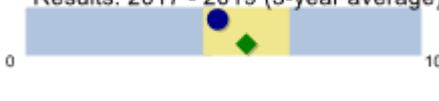
Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing 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>            36% Low, 43% Medium, 20% High</p> <p><b>Numeracy</b>            43% Low, 41% Medium, 16% High</p> <p><b>Writing</b>            31% Low, 49% Medium, 21% High</p> <p><b>Spelling</b>            42% Low, 43% Medium, 15% High</p> <p><b>Grammar and Punctuation</b>            39% Low, 47% Medium, 14% 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>            28% Low, 50% Medium, 22% High</p> <p><b>Numeracy</b>            27% Low, 63% Medium, 10% High</p> <p><b>Writing</b>            36% Low, 53% Medium, 11% High</p> <p><b>Spelling</b>            32% Low, 47% Medium, 21% High</p> <p><b>Grammar and Punctuation</b>            30% Low, 49% Medium, 21% 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>No Data Available</p>

Students in 2019 who satisfactorily completed their VCE: [N/A](#)  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: [N/A](#)  
 VET units of competence satisfactorily completed in 2019: [N/A](#)  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: [N/A](#)

## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 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>Results: 2019</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </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>89 %</td> <td>86 %</td> <td>85 %</td> <td>88 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	86 %	85 %	88 %	NA	NA	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
89 %	86 %	85 %	88 %	NA	NA										
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </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>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above </p>													

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison:  Above  Similar  Below	
Results for this school:  Median of all Victorian Government Secondary Schools: 			
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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Similar </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	\$6,628,297	High Yield Investment Account	\$530,081
Government Provided DET Grants	\$1,149,478	Official Account	\$34,095
Revenue Other	\$52,726	<b>Total Funds Available</b>	<b>\$564,176</b>
Locally Raised Funds	\$396,469		
<b>Total Operating Revenue</b>	<b>\$8,226,970</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$432,973		
Equity (Catch Up)	\$56,232		
<b>Equity Total</b>	<b>\$489,205</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,468,676	Operating Reserve	\$240,158
Books & Publications	\$7,484	Other Recurrent Expenditure	\$25,160
Communication Costs	\$13,089	School Based Programs	\$72,036
Consumables	\$170,324	Funds for Committees/Shared Arrangements	\$29,000
Miscellaneous Expense <sup>3</sup>	\$389,898	Asset/Equipment Replacement < 12 months	\$96,000
Professional Development	\$21,931	<b>Total Financial Commitments</b>	<b>\$462,354</b>
Property and Equipment Services	\$356,835		
Salaries & Allowances <sup>4</sup>	\$316,896		
Trading & Fundraising	\$36,305		
Travel & Subsistence	\$8,297		
Utilities	\$151,002		
<b>Total Operating Expenditure</b>	<b>\$7,940,736</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$286,234</b>		
<b>Asset Acquisitions</b>	<b>\$96,041</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)

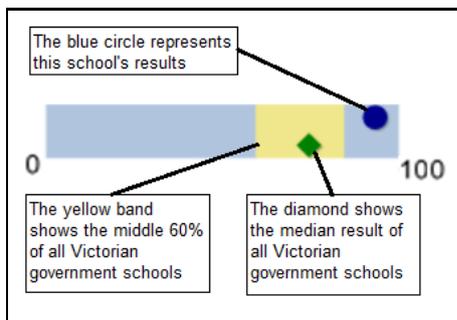
### Engagement

- 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').