

# 2022 Annual Report to the School Community

School Name: Carrum Downs Secondary College (8423)



- 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 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 21 March 2023 at 10:02 AM by Mark Gow (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 23 April 2023 at 09:25 PM by Jeremy Dart (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
- 

## 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

Carrum Downs Secondary College was established in 2004 with its inaugural group of students graduating year 12 in 2009. Situated in a vibrant and rapidly growing community 42km southeast of Melbourne, the College currently has an enrolment of 900 students with 68 teaching staff and 25 support staff.

Our college vision is to empower our community to build a successful future based on respect, personal growth and social inclusiveness. Our college values are Respect, Effort and Integrity.

Staff and Students operate in one of four houses from Year 7 -12, providing a framework for the development of positive relationships to optimise learning outcomes, well-being and pathways. Students are encouraged to have a voice and identity, and the College boasts an extensive Student Leadership Program.

Students in Year 7-10 study the CORE subjects of English, Mathematics, Science, Humanities, Health and Physical Education, and can access Visual and Performing Arts, Technology and LOTE (Spanish & Japanese). The Senior School program includes an extensive range of curriculum options offering students VCE, VCAL, VET and School Based Apprenticeship opportunities.

Recent key improvements seen in Curriculum and Assessment development have enabled the spotlight to focus on Excellence in Teaching and Learning, with specific introduction of a whole-school lesson schema. Year 7, 8 and 9 students engage in the Targeted Teaching Program in English and Maths which allows students to be supported at their point of need.

CDSC has introduced Professional Learning Communities which has seen a focus on teams using data to drive teaching and learning along with student learning growth.

Our college is currently in the process of building a new STEAM Centre and introduced STEAM as a subject into our Years 7 and 9 curriculum for 2022.

Engaging teaching, strong student relationships and continually improving facilities makes teaching at Carrum Downs Secondary College an exciting place to be.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our college has previously had very good growth data from Year 7-9 in NAPLAN however this data was not available due to our year 7 students not sitting NAPLAN in 2020. At this stage we still have far too many students not attaining the required standards in English and Maths, which continues to be an area of focus for our college and a key goal in our strategic plan.

Our VCE students had a completion rate of 99% which was very pleasing and our work in the senior studies area, which has included senior staff working in professional learning communities, saw us regain ground that we had lost due to COVID with our study scores and ATAR scores improving. We also had our highest percentage of students receiving offers and entering tertiary education. Our VCAL completion rate was 86% which was below the state average however the other 14% of students moved into employment, further training or apprenticeships during the year which is a result of the great work of our pathways team and a fantastic outcome for these students.

We introduced STEAM classes for year 7 and 9 this year and pleasingly we have seen very high levels of engagement and learning in these programs. We have expanded this program for next year and it will run at two extra year levels to meet demand.

All our Program for Students with Disability (PSD) students were supported with an Individual Education Plans (IEP) to ensure they are challenged at the appropriate level, able to access their learning and celebrate the successes of achieving their academic and personal goals. The student's IEP was regularly revisited and reflected upon with the student and parent, as well as the Inclusion Leader and House Leader to make collective changes and provide the necessary supports for students to achieve academic growth and personal success.

### Wellbeing

Our key goal for 2022 has been to re-engage our students with their schooling and ensure they are supported to fully participate in their learning and that their mental health and well-being is at a high level. We have continued to concentrate on building the capacity of our leadership teams across the college to focus on health and well-being and deliver programs that supported our community. Our House structure and House teams, supported by our Well-being Team, were the main drivers of our support programs.

We have continued the implementation of our School Wide Positive Behaviours Program for which we received a Silver award, recognising our work in this area. Our STARS (Student Ticket of Acknowledgement and Reward) are used to reinforce positive behaviour across the student cohort and data tracking has indicated that staff are handing out a large numbers of STARS acknowledging positive behaviour.

Student survey data indicates that peer relationships was close to the state average and similar schools along with students seeking assistance when required. Our resilience data also indicates that we are similar to like schools, and close to the state average which is pleasing.

## Engagement

One of the key focus areas for engagement at our college has been attendance. We know that this has been an issue across the state and pleasingly our college has had a lower figure of students with average days absence than similar schools and very close to the state average. This is the result of the attendance and engagement programs we have implemented across the college. Importantly our average days unexplained absence has reduced this year. We have continued to push the message out to our community that students need to be at school every day and any class time missed cannot be replaced.

We have also further embedded our House Cup system across the college which has seen a very high number of students engage in many competitive activities outside of normal class time. We have also begun construction of our new STEAM centre, which will further support student learning especially in the areas of critical thinking and applying knowledge. Demand for this subject has been very high with extra classes coming online in 2023. Our student retention from years 7-10 has remained consistent and is not far off the state average which is pleasing. Importantly our percentage of students who move on to further studies or full-time employment has remained high and is above similar schools and the state average.

---

## Other highlights from the school year

We have once again run a successful year 7 camp where our new students are able to engage with not only each other but also our staff to form new relationships as they transition into our college. We offered a wide range of extra-curricular and curricular activities which saw our students engage in many excursions and incursions aimed at building the depth and breadth of experiences for them. Our school production was a very successful event, and we had a large number of community members attend each performance. This was another opportunity for our students to showcase their many talents and for our staff to support them to do so.

Inter school sport was another large program than ran across the college and we had large numbers of students from all year levels compete in the many sports on offer.

Our school fun run was a fantastic whole school event with staff and students completing the course. We also held our whole school swimming and athletics carnivals which saw our students competing for points for the House cup.

---

## Financial performance

All funds received from the Department or raised by the school were spent to support the students, this included provision of laptops, and textbooks. We had a small operating surplus at the end of the 2022 school year.

Salaries and allowances expenditure includes wages for additional staff employed to support students with their learning. Science building was re-furbished and we have moved and refurbished the Flynn portables to create a STEAM hub. We have contributed towards the cost of our new STEAM building which will begin construction in 2023. We purchased Education Perfect and Edrolo to support student learning and take up has been very positive. We have provided large numbers of laptops to families who are not able to afford them so that their child can access their learning under our BYOD program.

For more detailed information regarding our school please visit our website at [cdsc@vic.edu.au](mailto:cdsc@vic.edu.au)



# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 890 students were enrolled at this school in 2022, 405 female and 485 male.

13 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).

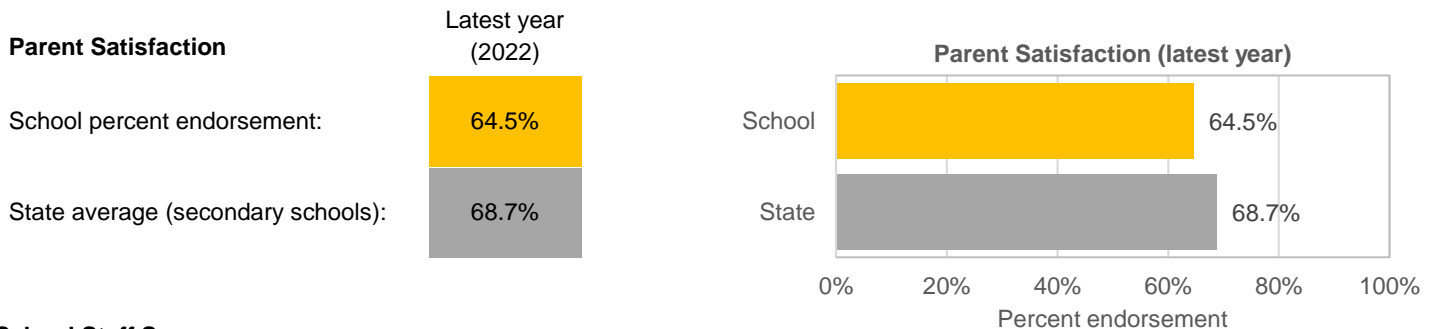
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

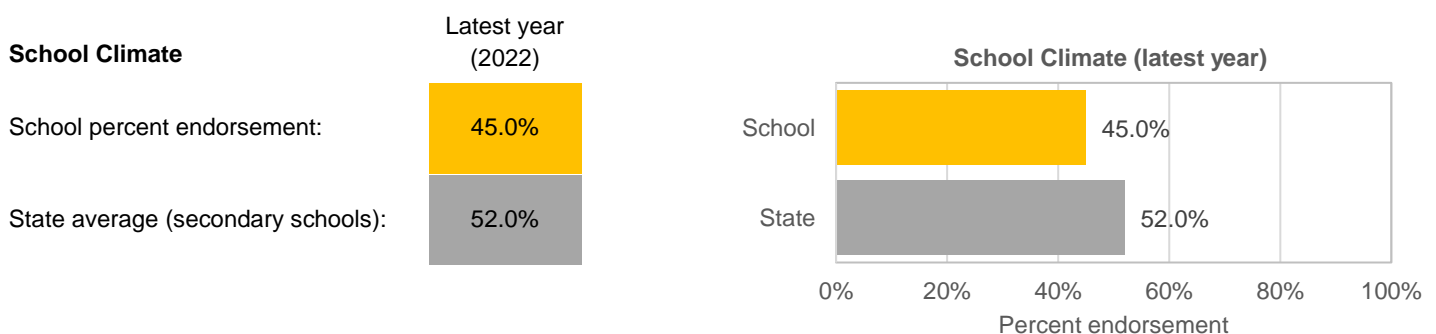


### School Staff Survey

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:

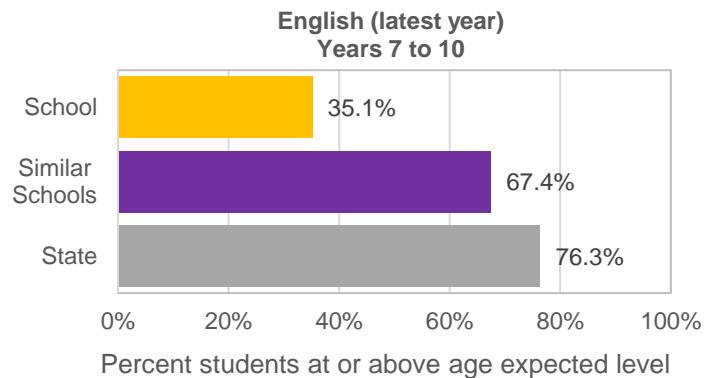
35.1%

Similar Schools average:

67.4%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

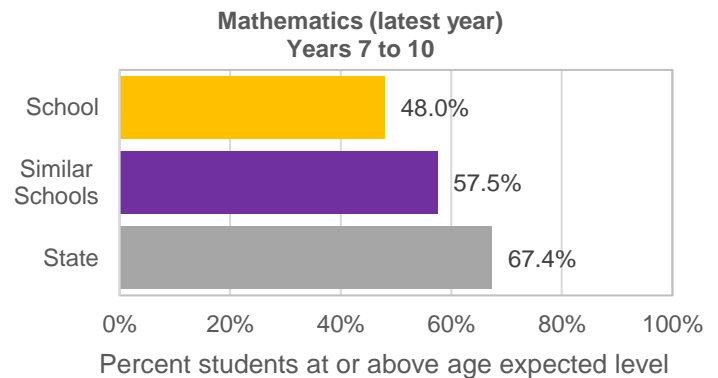
48.0%

Similar Schools average:

57.5%

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.

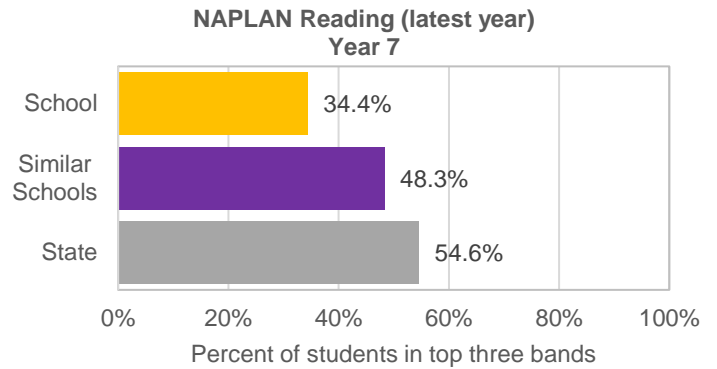
### NAPLAN

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.

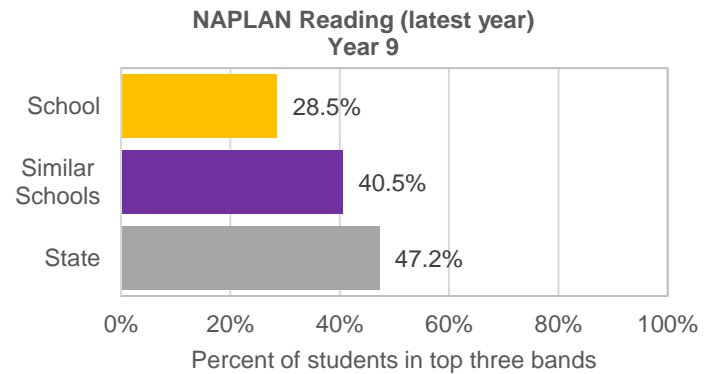
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.4%	36.9%
Similar Schools average:	48.3%	49.7%
State average:	54.6%	55.3%



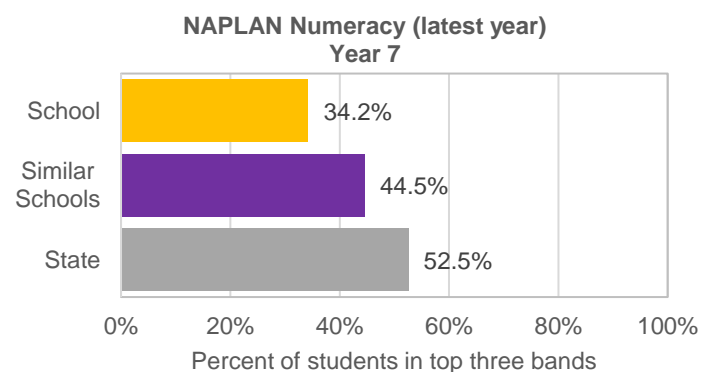
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.5%	31.3%
Similar Schools average:	40.5%	39.6%
State average:	47.2%	46.0%



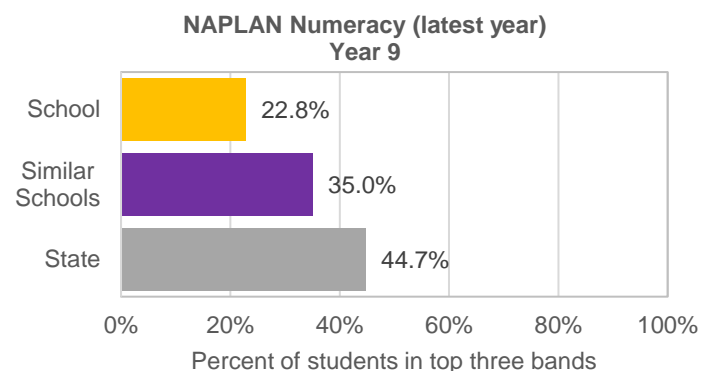
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.2%	41.4%
Similar Schools average:	44.5%	47.9%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.8%	30.7%
Similar Schools average:	35.0%	36.8%
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.*

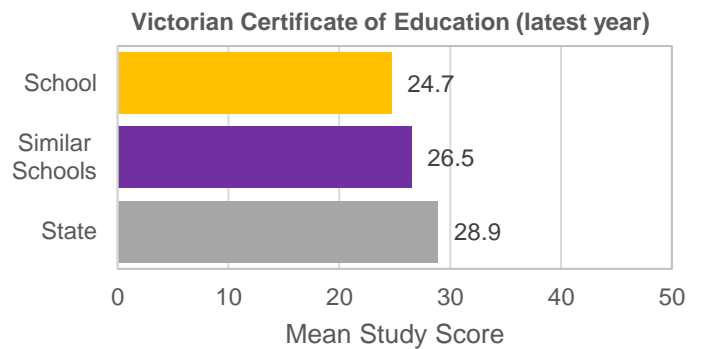
### Victorian Certificate of Education (VCE)

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	24.7	24.6
Similar Schools average:	26.5	26.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

24%

VET units of competence satisfactorily completed in 2022:

89%

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

86%

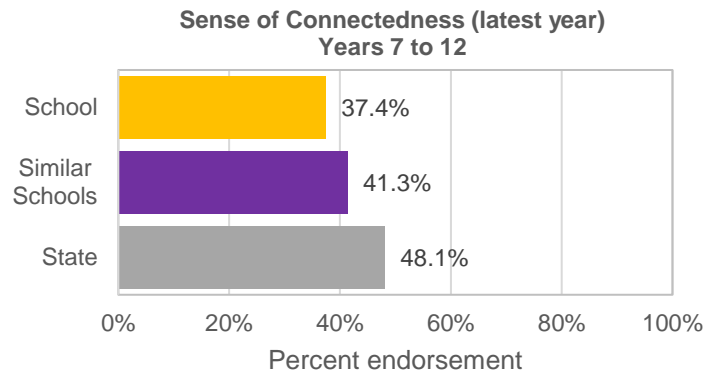
## WELLBEING

**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).

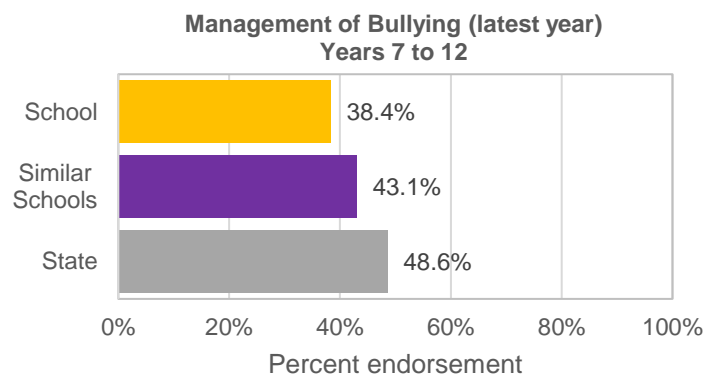
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	37.4%	41.0%
Similar Schools average:	41.3%	46.9%
State average:	48.1%	52.5%



### 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:	38.4%	43.9%
Similar Schools average:	43.1%	49.9%
State average:	48.6%	54.0%



## ENGAGEMENT

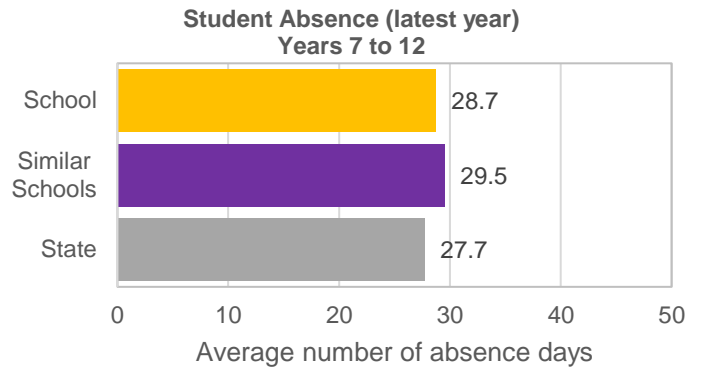
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	28.7	25.4
Similar Schools average:	29.5	23.8
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.

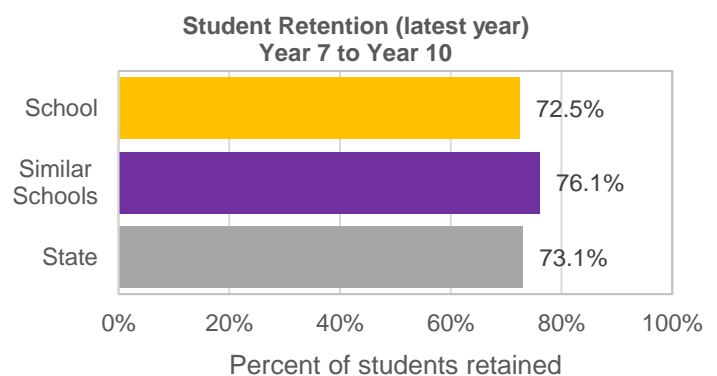
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	86%	84%	81%	88%	91%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	72.5%	72.2%
Similar Schools average:	76.1%	75.4%
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.

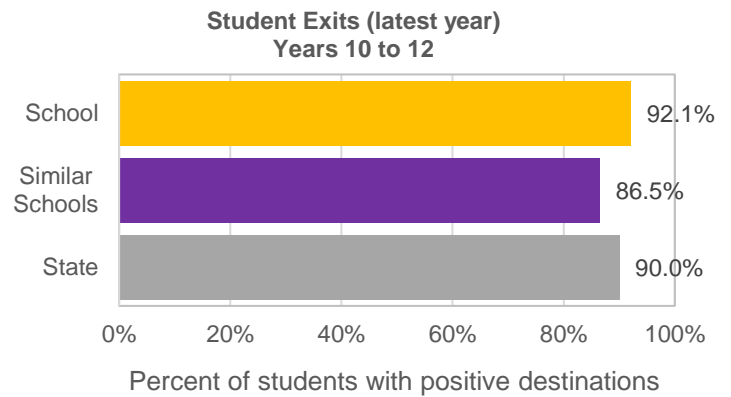
### Students exiting to further studies or full-time employment

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:	92.1%	90.1%
Similar Schools average:	86.5%	86.9%
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	\$10,520,169
Government Provided DET Grants	\$1,291,812
Government Grants Commonwealth	\$2,786
Government Grants State	\$8,830
Revenue Other	\$24,177
Locally Raised Funds	\$633,549
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$12,481,324</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$610,159
Equity (Catch Up)	\$70,798
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$680,957</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,046,304
Adjustments	\$0
Books & Publications	\$4,389
Camps/Excursions/Activities	\$159,458
Communication Costs	\$22,100
Consumables	\$228,848
Miscellaneous Expense <sup>3</sup>	\$196,608
Professional Development	\$68,135
Equipment/Maintenance/Hire	\$168,002
Property Services	\$485,697
Salaries & Allowances <sup>4</sup>	\$269,191
Support Services	\$473,379
Trading & Fundraising	\$147,627
Motor Vehicle Expenses	\$118
Travel & Subsistence	\$0
Utilities	\$107,804
<b>Total Operating Expenditure</b>	<b>\$12,377,661</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$103,663</b>
<b>Asset Acquisitions</b>	<b>\$26,454</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$8,705
Official Account	\$13,372
Other Accounts	\$88,322
<b>Total Funds Available</b>	<b>\$110,399</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$110,399
Other Recurrent Expenditure	\$46,085
Provision Accounts	\$20,000
Funds Received in Advance	\$52,386
School Based Programs	\$88,707
Beneficiary/Memorial Accounts	\$88,322
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$405,899</b>

*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.*