

2017 Annual Report to the School Community



School Name: Crusoe 7-10 Secondary College

School Number: 7205

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

Students at Crusoe College will be equipped with the essential skills and resilience that will enable their transition to education, the workforce and beyond. They will be self-confident and active members of the community, showing emotional intelligence and awareness of others in the world around them.

Crusoe College is a Year 7-10 secondary school in Kangaroo Flat which draws students from within Bendigo as well as from neighbouring rural areas. We provide a comprehensive academic program with programs in all learning areas in Year 7/8 and the capacity for students to tailor their programs to their areas of interest in Years 9/10. Students have access to VCE and VET programs in Year 10 and there is an in depth careers and pathways program throughout the four years at the College and a strong transition program to link students to Bendigo Senior Secondary College for Year 11 studies or to other education, training and employment pathways. A wide range of co-curricular activities is offered including music, drama, academic enrichment, camps and overseas tours, a relationship based advisory program, sport, community service and student leadership. The College has introduced an academic extension program and is building and is expanding the learning opportunities available to an increasing number of non-English speaking students.

The College has a strong wellbeing program which includes the doctor in schools program that provides proactive programs as well as support to individuals and families. School based staff have multiple partnerships with community based services and agencies who are able to provide specialist supports as required.

Framework for Improving Student Outcomes (FISO)

The College had a focus on Building Practice Excellence, Curriculum Planning and Assessment as well as Building Leadership Teams throughout 2017. The College has spent considerable resources in the past three years to provide CREATE Bastow training to all Community Leaders as well as Leading Curriculum & Assessment Training for all Domain Leaders. This has been utilised within planning for the implementation of new programs and integrated learning programs. There has been significant work in the past three years by a School Improvement Team who have received training and continued to work with all staff to develop new protocols and procedures that have enhanced operations within the school and engaged more staff in participating in decision making and development activities. Structurally the College has evolved over the past three years as it has been necessary to adjust to the current enrolment as staff identified as excess have moved on. At the conclusion of the tenure of leading teachers within the College, there has been a reduction in the number of teachers in leadership positions to accommodate the inclusion of two learning specialists within the leadership structure. Concurrent with this has been a changeover in personnel which will necessitate close attention to the development of capacity and cohesion within the new leadership team.

Achievement

The College has a well established teaching model and is working to develop teacher capacity to implement this consistently. It is closely aligned with the High Impact Teaching Strategies and will continue to be a focus area moving forward. The College has access to data in various different forms and, through the review process, will look to develop best practice in the use and management of student outcomes data so that it leads to specific improvements in courses and differentiation for specific cohorts. The College has devoted significant resources to curriculum planning and documentation over the past three years. This has seen documents based on Victorian Curriculum in a consistent format that has allowed staff to collaboratively develop and refine units of work. There is still room for improvement in the quality of documentation with more time needing to be spent on the detailed documentation of assessment tasks and their capacity to be discerning in identifying students working at, above and below the expected levels. This information in turn needs to be accessed and compared by teachers to be able to design differentiated learning sequences that are responsive to student needs. An investigation into numeracy outcomes is required to enable improvements in this area to occur. Another area for future focus for the school is to grow the number of student achieving high learning gain as measured by NAPLAN.

Engagement

The College has focused strongly on student voice in the past two years after leaders chose this as a focus area for their work relating to Bastow CREATE projects. This will continue to be a focus with professional learning for all staff to create consistent opportunities for students to influence their learning program by contributing to the differentiation teachers are planning. Students from priority cohorts and with at risk behaviours have access to pastoral and educational support including student support group meetings and individual learning plans which are monitored by members of the leadership team. The College works hard to engage parents in the education of their students and has recently refined processes such as a work completion policy and communication schedules which engage parents in the day to day running of the school and achievement of their children. This has been enhanced through the purchase of the online learning management system, Compass, which is also used at Bendigo Senior Secondary College and has been well received by the parent community with over 70% take up. While overall attendance has improved, continued work is needed to support individual students with high absence rates.

Wellbeing

The school has had a strong focus on the health and wellbeing of students over a number of years and is working towards making the programs more proactive and educative rather than reactionary. There are designated staff allocated to roles supporting vulnerable cohorts eg: Out of Home Care, Program for Students with Disabilities, English as an Additional Language, Koori and the disengaged, who work hard to connect with community based supports. The school connects with families from the start of their enrolment in Year 7 with an advisor teacher meeting with parents and becoming the key contact for the family. This creates positive relationships and allows referral pathways to be accessed when needed. A number of programs to support the learning behaviours of students along with their social and emotional health are delivered through the advisory program. Our wellbeing team closely monitor their attendance statistics and develop programs that respond to the needs of students, including the successful inclusion of the Doctor in Schools program during 2017.



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	
<p>Enrolment Profile</p> <p>A total of 567 students were enrolled at this school in 2017, 269 female and 298 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 4 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>51%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>48%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	51%	14%	Numeracy	41%	48%	12%	Writing	30%	48%	22%	Spelling	41%	47%	12%	Grammar and Punctuation	34%	48%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 0% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2017: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: N/A</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" style="margin-left: auto; margin-right: auto;"> <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>88 %</td> <td>85 %</td> <td>86 %</td> <td>88 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	85 %	86 %	88 %	NA	NA	<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>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	85 %	86 %	88 %	NA	NA									
<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>● Higher</p> <p>● Higher</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>	Similar
<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>	Similar

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)

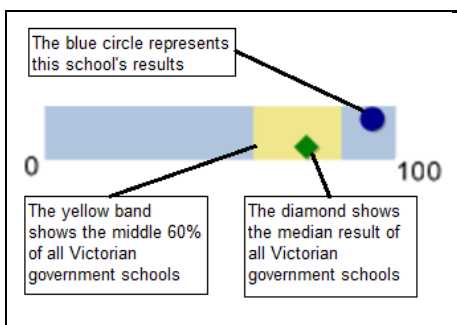
Engagement

- 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).

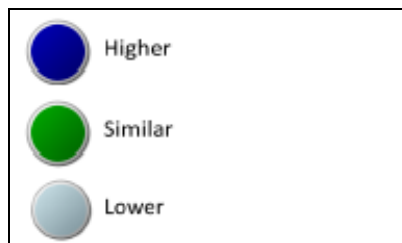


What does *School Comparison* refer to?

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	\$5,718,913	High Yield Investment Account	\$364,076
Government Provided DET Grants	\$754,102	Official Account	\$30,772
Government Grants Commonwealth	\$5,720	Total Funds Available	\$394,849
Government Grants State	\$45,000		
Revenue Other	\$66,673		
Locally Raised Funds	\$357,798		

The College recorded a surplus of \$105,884 in 2017 as a result of tight fiscal and budgetary controls that minimised unnecessary expenditure. There were also a number of expense items that were expected to be incurred late in 2017 but were not for various reasons. These items were allowed for as part of the 2017 surplus but will actually now be incurred in 2018. These include \$40,000 for the construction of a large shade structure, \$5,000 for external painting works and \$42,000 payable to Bendigo Institute TAFE for 2017 VET course fees.

The College received a number of extraordinary revenue amounts in 2017, with the larger items being \$9,900 Bastow accommodation reimbursements and a \$6,455 grant from the City of Greater Bendigo to fund the purchase of softfall and edging for a new playground.

The College also incurred a number of extraordinary expense items in 2017, including; \$6,000 for shade sails in the canteen area, \$3,737 for Library management software and \$3,111 for the installation of blinds.

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 (see details below), bank interest, donations, hire of school facilities (theatre and gym), family payments (core fees, elective fees) and a grant from the City of Greater Bendigo.

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

- \$20,000 NSCP 2017 funds to employ a Chaplain
- \$9,725 2017 Advance funding to run the Advance Community Program
- \$5,419 STS Latrobe University to link students to tertiary pathways
- \$15,000 School Sports Victoria Co-ordinator Allowance to support SSV programs
- \$30,000 SSV Operating Grant to run SSV programs as the co-ordinating school



Total Operating Revenue	\$6,948,205		
Equity¹			
Equity (Social Disadvantage)	\$444,991		
Equity (Catch Up)	\$42,457		
Equity Total	\$487,448		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,742,227	Operating Reserve	\$181,371
Books & Publications	\$7,938	Repayable to DET	\$213,478
Communication Costs	\$11,746	Total Financial Commitments	\$394,849
Consumables	\$128,455		
Miscellaneous Expense ³	\$342,741		
Professional Development	\$18,488		
Property and Equipment Services	\$239,521		
Salaries & Allowances ⁴	\$187,823		
Trading & Fundraising	\$34,409		
Travel & Subsistence	\$4,057		
Utilities	\$124,917		
Total Operating Expenditure	\$6,842,321		
Net Operating Surplus/-Deficit	\$105,884		
Asset Acquisitions	\$90,842		

- (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.