2017 Annual Report to the School Community

School Name: Copperfield College

School Number: 8799

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

Copperfield College is a multi-campus school situated in Melbourne's North-West. The College comprises two junior campuses (Years 7-10) at our Kings Park and Sydenham locations, and a senior campus (Years 11/12) at Delahey. In 2017, Copperfield served a student population of approximately 2013, with 160 teaching staff, 58 Education Support Staff and 7 Principal Class personnel. Our purpose is to enable every student to reach their full potential in a culture focused on learning, teaching, the community and our environment. Our major focus in student learning is underpinned by the collaboration of our teachers within our Professional Learning Community framework. The College prides itself on ensuring meaningful pathways for all students and our mission is to empower every student to aspire and achieve.

Copperfield is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. The Delahey campus maintains a federally funded Technical Trade Centre specialising in Electrotechnology, Hospitality and Automotive Studies. Furthermore, we emphasise the importance of a robust co-curricular and student leadership program, including Environmental leadership, resulting in numerous awards and the provision of grants. English as an Addition Language (EAL) is taught at all campuses and there are a growing number of students taking up a language other than English (LOTE) in post-compulsory years, supported by a 20 year old sister school relationship with Fuji Junior High School in Japan. Furthermore, In 2017, we maintained 25 international students across each of the three campuses.

The SFOE for the College in 2017 was 0.61, in the 'high' school level band, with approximately 41% of our students coming from an English as an Additional Language (EAL) background. Copperfield frequently outperforms expectations associated with our SFOE, supported by comparison with like schools. In 2017, the College attained its highest median VCE study score (29.3) continuing a consistent pattern of growth that has taken place for close to a decade. Copperfield places significant importance on literacy and numeracy, directing a substantial portion of its resources to our College reading and writing Foci.

The staffing profile in 2017 represented a significant level of experience, with approximately 70% of teachers in the Classroom 2 band. In 2017, we maintained 13 leading teachers, most with leadership positions tied to implementing significant responsibilities detailed within our strategic plan. The six campus principals are all employed at the same level, with their roles being divided between running their campuses on a day-to-day basis and supporting the implementation of the strategic plan.

Framework for Improving Student Outcomes (FISO)

Since the implementation of the Framework for Improving Student Outcomes (FISO), the College has directed its efforts through the annual implementation planning process towards excellence in teaching learning. Specifically, we have pursued the 'building practice excellence' and 'curriculum planning and assessment' initiatives in an attempt to ensure consistency of curriculum delivery and reduce variation in teaching practice across the College. Our success in this pursuit is evidenced by the ongoing maintenance of our Guaranteed and Viable Curriculum, including our Common Assessment Tasks, as well as improvement within such measures as VCE and NAPLAN results (outlined below).

In addition to our emphasis on student learning outcomes, the College continues to focus on the positive climate for learning FISO priority within our strategic and annual implementation plans, working towards goals centred on activating student voice, as well as student wellbeing through the development of student resilience and grit.

Achievement

As stated previously, the College has experienced continued growth with regards to our average VCE study score. In 2017, the school achieved its highest median score of 29.3. Our strategic plan has and will continue to incorporate further VCE Improvement foci including but not limited to lifting the percentage of students achieving study scores above 40. 97% of VCE students completed their certificate, while 91% of Year 12 VCAL students achieved Senior Level.

NAPLAN data indicates that the improvement in student scores from Year 7 in 2015 to Year 9 in 2017 matched the average score gain for like schools in each of the four literacy NAPLAN areas. Trends in reading improvement are steady, while significant gains have been made in numeracy where 72% of our students achieved results above band 6. Writing continues to be a key area of focus and in 2017, the mean VCE study score for English was 28.97, above both state and region figures.

Finally, all students identified as requiring the services of our Inclusive Practices Program showed progress at a level deemed satisfactory or above in achieving the goals outlined in their Individual Learning Plans.

Engagement

In 2017, the school exceeded the middle 60% of Victorian Government secondary schools when considering retention from years 7-10 and from years 10-12, with our four-year average tracking well above this zone. We are in the upper portion of the distribution of similar schools, testament to the retention and pathways focus of our previous Strategic Plan, as well as effective course and career planning and the benefits of our team-based school structure.

The Managing Individual Pathways group and the Welfare team are responsible for maintaining our focus on those identified at risk and there are fewer students who leave to undesirable pathways. Year 10-12 destination data shows that Copperfield is in the middle 60% of all schools in terms of proportions of students going on to further study or employment.

Our 90% attendance rules have had a positive impact on student attendance, with figures at each year level exceeding this benchmark. While our Attendance data has previously been unreliable due to inefficiencies with third party software linked to our timetable, changes to these systems have provided a more accurate picture of student attendance. Each class roll is marked electronically each lesson, allowing the dedicated Attendance Officers on each campus to monitor and intervene (whilst involving teaching staff as necessary).

Wellbeing

Copperfield students ranked our school in the middle 60% for the state in terms of their connectedness, motivation and safety in the annual Student Attitudes to Schooling Survey.

Our focus on better wellbeing outcomes for all students within the context of the College's team structure continues, with particular emphasis placed on the activation of student voice within the learning process.

All students are engaged in a student pathway program and no student exits the College without going through a rigorous MIPS process.

Our transition to secondary school team has continued to implement a strong marketing plan to attract and retain Year 7 students. This has included the development and implementation of a scholarship scheme and enhanced primary school partnerships. Most importantly, significant effort has been directed into ensuring that primary school transition has focused on the wellbeing of the student. We will need to continue efforts to engage our parent community, including those of diverse backgrounds.

For more detailed information regarding our school please visit our website at www.copperfieldcollege.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 2013 students were enrolled at this school in 2017, 987 female and 1026 male.

41 percent were EAL (English as an Additional Language) students and 1 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).

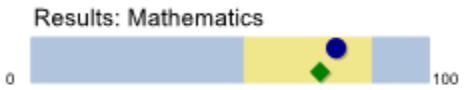
School Staff Survey

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.

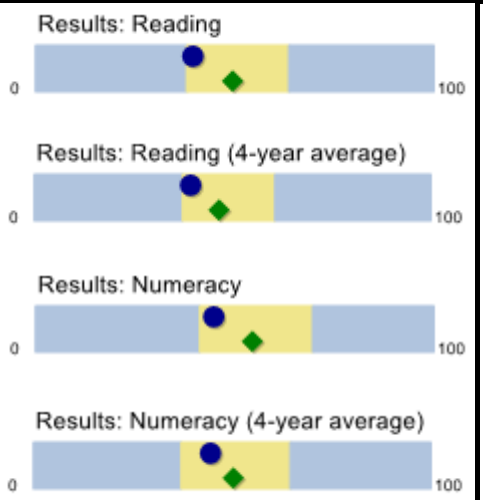
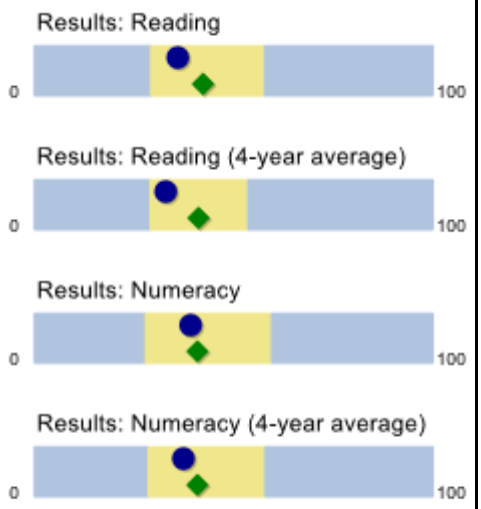
Performance Summary

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
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	Similar Similar

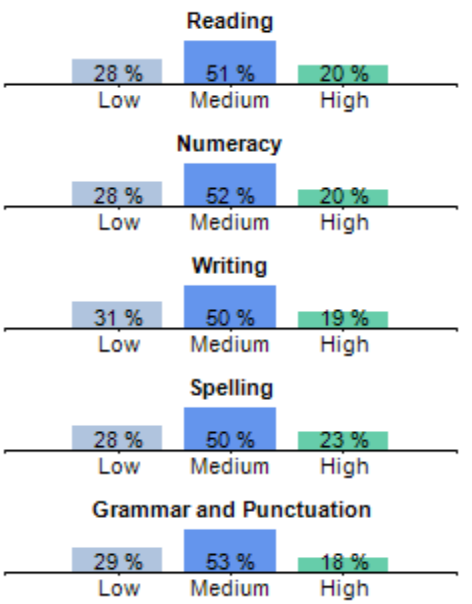
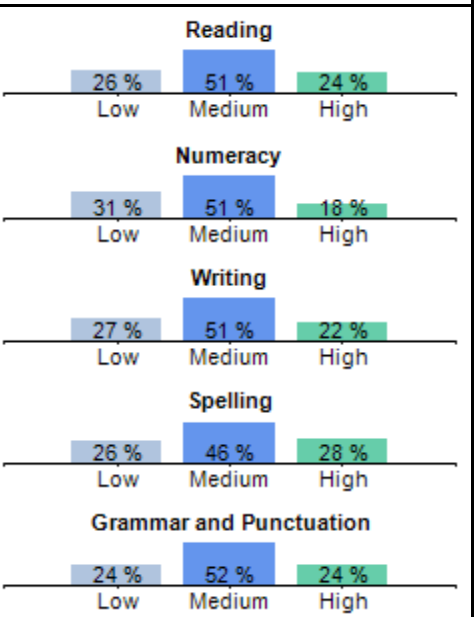
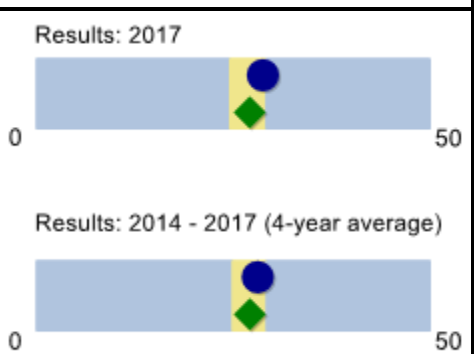
Performance Summary

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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

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
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.		NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.		NAPLAN Learning Gain does not require a School Comparison.
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.		

Students in 2017 who satisfactorily completed their VCE: 97%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 47%
VET units of competence satisfactorily completed in 2017: 87%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 91%

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

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

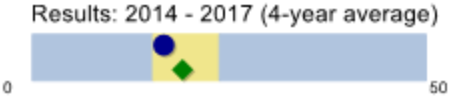
Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)



Few absences <------> Many absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	91 %	88 %	90 %	91 %	91 %

School Comparison

Similar

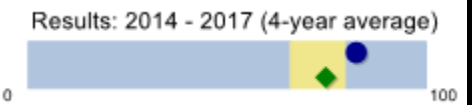
Similar

Student Retention

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

Results: 2017

Results: 2014 - 2017 (4-year average)



Similar

Similar

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2017

Results: 2014 - 2017 (4-year average)

Similar

Similar

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).		Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).		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?

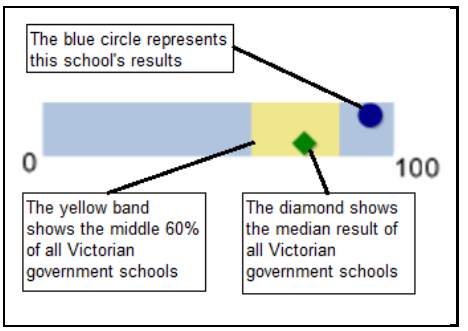
The Performance Summary reports on data in three key areas:

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).

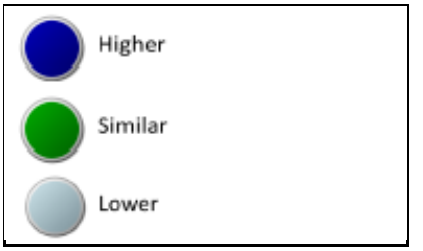


What does *School Comparison* refer to?

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

Copperfield College continues to maintain a stable financial position whilst increasing our equity expenditure to support student learning and outcomes. The College planned and completed a variety of grounds/garden projects across the 3 campuses over the 2017 year, relating directly to the increase in Property and Equipment Services expenditure.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$20,624,696
Government Provided DET Grants	$4,502,729
Government Grants State	$29,175
Revenue Other	$286,871
Locally Raised Funds	$1,093,630
Total Operating Revenue	**$26,537,102**

Equity[1]	
Equity (Social Disadvantage)	$3,514,775
Transition Funding	$66,417
Equity (Catch Up)	$228,053
Equity Total	**$3,809,245**

Expenditure	
Student Resource Package[2]	$20,593,268
Books & Publications	$69,535
Communication Costs	$66,576
Consumables	$524,681
Miscellaneous Expense[3]	$1,674,021
Professional Development	$132,378
Property and Equipment Services	$1,907,999
Salaries & Allowances[4]	$812,464
Trading & Fundraising	$331,293
Travel & Subsistence	$45,024
Utilities	$191,668
Total Operating Expenditure	**$26,348,910**
Net Operating Surplus/-Deficit	**$188,192**
Asset Acquisitions	**$55,105**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$404,987
Official Account	$37,289
Other Accounts	$2,994,246
Total Funds Available	**$3,436,521**

Financial Commitments	
Operating Reserve	$50,000
Asset/Equipment Replacement < 12 months	$233,182
Capital - Buildings/Grounds incl SMS<12 months	$1,258,360
Maintenance - Buildings/Grounds incl SMS<12 months	$564,300
Revenue Receipted in Advance	$649,413
School Based Programs	$38,821
School/Network/Cluster Coordination	$1,235
Provision Accounts	$20,000
Other recurrent expenditure	$321,210
Capital - Buildings/Grounds incl SMS>12 months	$300,000
Total Financial Commitments	**$3,436,521**

(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.