

2019 Annual Report to The School Community



School Name: Copperfield College (8799)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 02:51 PM by Phillipa Griffiths (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 28 April 2020 at 10:35 AM by Brian Miller (School Council President)

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 2019, Copperfield served a student population of approximately 2174, with 203 teaching staff, 80 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.

Our mission is 'to empower every student to aspire and achieve' which is supported by our values of 'inclusiveness, collaboration and growth', which apply equally to families, staff and students.

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, recently including STEM 'maker spaces' on each junior campus and student leadership programs, including our National Champion VEX Robotics Team.

English as an Addition Language (EAL) is taught at all campuses and we teach two languages other than English (LOTE). Japanese is the most commonly pursued LOTE in post compulsory years which is supported by a 20 year old sister school relationship with Fuji Junior High School in Japan. Furthermore, in 2019, we welcomed 40 international students across each of the three campuses. In 2019 the college welcomed the Doctors in Secondary Schools initiative with the opening of purpose built consulting rooms at the senior campus.

The SFOE for the College in 2019 was 0.58, in the 'low' school level band, with approximately 39% of our students coming from an English as an Additional Language (EAL) background. Copperfield frequently outperforms expectations associated with our SFOE, and in comparison with like schools. In 2019, the College retained our very respectable mean study score of 27.8, maintaining the 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 2019 represented a significant level of experience, with approximately 63% of teachers in the Classroom 2 band. In 2019, we maintained 13 leading teachers and added 4 Learning Specialists in English (2) and Mathematics (2), with most of these 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 and 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 across the College. Our success in this pursuit is evidenced by the ongoing development of our Guaranteed and Viable Curriculum, including Common Assessment Tasks, Essential Learning documents as well as improvement within such measures as VCE, NAPLAN and our internal assessment 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 and agency, as well as student wellbeing through the development of student resilience.

Achievement

As stated previously, the College has maintained a positive trend with regards to our average VCE study score. In 2019, the school retained our mean study score of 27.8 which is above that of similar schools. 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. 91% of VCE students completed their certificate, while 80% of Year 12 VCAL students achieved Senior Level. The VCAL figure includes both Year 11 and Year 12 students; the rate was down on previous years', which is partly attributable to a significant number of disengaged Year 11 students. Despite our best efforts and referrals to internal and outside agencies, many did not engage in a meaningful way. Only three Year 12 students did not complete and all had legitimate reasons for exiting. The rigour and quality of our VCAL course has not changed.

2019 NAPLAN data shows a drop in the number of Year 9 students in the top 3 bands in Reading compared to the 2018 Year 9 cohort. This is also reflected in fewer students showing high relative growth between their Year 7 and Year 9 tests; however more students than previously, achieved medium growth and our relative growth data in reading is similar to that of like schools and our network schools.

Numeracy results show a more positive trend with the number in the top 3 bands closer to that in similar schools. Numbers making high relative growth in Numeracy increased by 3% and are equal to the state, being higher than like schools and network schools. This was also complemented by a 4% reduction in students showing low growth. Writing results showed pleasing growth with an increase of 5% of both students achieving high and medium levels of growth and a dramatic reduction (10%) of students achieving low growth. Writing continues to be a key area of focus. In 2019, the mean VCE study score for English was 27.4, a slight fall (.3).

Engagement

In 2019, Copperfield continued to excel when considering retention from years 7-1,0 with our four-year average tracking well above the state mean. This remains testament to the quality of teaching and learning and the retention and pathways focus of our dedicated Pathways team, including effective course and career planning and the benefits of our team-based school structure.

Year 10-12 destination data shows that Copperfield is slightly below similar schools in terms of proportions of students going on to further study or full time employment. The Managing Individual Pathways group, the Welfare team and the student management teams are responsible for maintaining our focus on those identified at risk.*****

In 2019, the College exceeded state percentage endorsement in all 'attitudes to school' student survey measures with many measures related to effective practice for cognitive and social engagement, teacher-student relations and learner dispositions clearly exceeding state, network and like school percentage endorsement. The College continues to be ambitious in its targets in this area, specifically promoting self-regulation and goal setting. 2020 will also see a revitalisation of our efforts in the SWPBS area, coinciding with our year of self-evaluation and review.

Our attendance data has shown an increase in the number of absences, slightly more than in similar schools. We will continue to focus our efforts on students with poor attendance, clarifying our student management team processes for support and external referral, as well as promoting full attendance for all students within our community. The data is skewed by persistent absences in a small number of students, who, despite referrals do not engage with school.

Wellbeing

Copperfield College continues to place significant emphasis on the wellbeing of our students. We invest heavily in our Wellbeing Team which is comprised of three trained psychologists and a social-worker working across the three campuses. One of our current Strategic Plan's Key Improvement Strategies is to improve student agency and resilience.

Students at Copperfield report favourably on the Student Attitudes to School Survey with regards to 'Stimulating Learning', 'Teacher Concern', 'Non-experience of bullying', 'Resilience', 'School-stage Transitions' and 'Student Voice

and Agency', with each measure ranking in the uppermost quartile. Also of note is the fact that 60.1% of our students report favourably with regards to their level of 'connectedness', a measure that is significantly higher than that of like schools.

Financial performance and position

Copperfield College is in a relatively stable financial position. We have maintained the increase in our equity expenditure to support student learning and outcomes. We have increased our leadership positions to include Learning Specialists and provided them with a significant time allowance. We have continued with relatively large scale projects including the construction on a staff car park at the Sydenham Campus which impacts directly on Property and Equipment Services expenditure. The proportion of families paying for Essential Educational items has declined in the recent past and the college is exploring ways to manage the impact of this. This year's review will enable the college to review its staffing model to ensure our financial position into the future is sound.




For more detailed information regarding our school please visit our website at
<https://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 2174 students were enrolled at this school in 2019, 1061 female and 1113 male.

39 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).

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




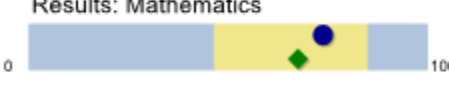


School Staff Survey

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>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>Above </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>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>Below ●</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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>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>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>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>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>Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **91%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **53%**
 VET units of competence satisfactorily completed in 2019: **86%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **80%**


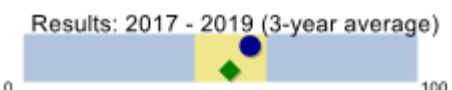


Performance Summary

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

Engagement	Student Outcomes	Similar 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>Similar School Comparison 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 <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>												
<p>Average 2019 attendance rate by year level:</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>87 %</td> <td>87 %</td> <td>87 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	87 %	87 %	88 %	91 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	87 %	87 %	88 %	91 %									
<p>Student Retention</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>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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</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

Wellbeing	Student Outcomes	Similar 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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above ●</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$24,384,613	High Yield Investment Account	\$1,652,518
Government Provided DET Grants	\$3,672,176	Official Account	\$24,446
Government Grants Commonwealth	\$42,435	Other Accounts	\$0
Government Grants State	\$29,175	Total Funds Available	\$1,676,964
Revenue Other	\$364,942		
Locally Raised Funds	\$1,294,730		
Total Operating Revenue	\$29,788,071		
Equity¹			
Equity (Social Disadvantage)	\$3,506,536		
Equity (Catch Up)	\$195,170		
Equity Total	\$3,701,705		
Expenditure		Financial Commitments	
Student Resource Package ²	\$24,469,562	Operating Reserve	\$931,950
Books & Publications	\$59,438	Other Recurrent Expenditure	\$43,991
Communication Costs	\$78,579	Funds Received in Advance	\$197,503
Consumables	\$698,680	School Based Programs	\$99,786
Miscellaneous Expense ³	\$2,136,608	Capital - Buildings/Grounds < 12 months	\$350,000
Professional Development	\$179,979	Maintenance - Buildings/Grounds < 12 months	\$18,063
Property and Equipment Services	\$1,471,915	Capital - Buildings/Grounds > 12 months	\$450,000
Salaries & Allowances ⁴	\$1,029,965	Total Financial Commitments	\$2,091,293
Trading & Fundraising	\$378,543		
Travel & Subsistence	\$50,354		
Utilities	\$256,035		
Total Operating Expenditure	\$30,809,659		
Net Operating Surplus/-Deficit	(\$1,021,588)		
Asset Acquisitions	\$167,802		

- (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)

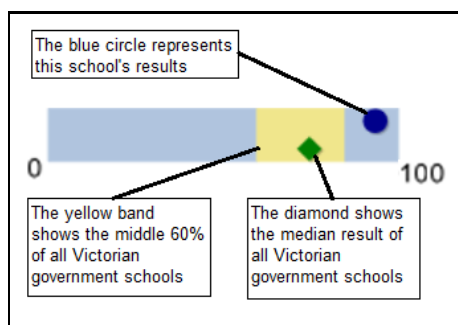
Engagement

- 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').