

# About Our School

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## School context

Copperfield College is a multi-campus school situated in Melbourne's North-West, approximately 25 kms from Melbourne's CBD. The College comprises two Junior, (Years 7 – 10) campuses; Kings Park and Sydenham, and a specialised Senior (Years 11 & 12) campus at Delahey. In 2023, Copperfield served a student population of approximately 1900, with 172 EFT teaching staff, 59 EFT Education Support Staff, 7 EFT Principal Class Officers and 11 Leading Teachers. Copperfield College's mission is *'to empower every student to aspire and achieve'*, which is supported by our values of *Collaboration, Inclusiveness and Growth*. Our major focus in student learning is underpinned by the collaboration of our teachers within our Professional Learning Communities, supported by a consistent delivery of the curriculum within our Teaching and Learning Framework, and implementation of HITS.

Copperfield College is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. The Senior Campus maintains a federally funded Technical Trade Centre specialising in Automotive Studies, Electrotechnology, Allied Health Assistance, Community Services, Hospitality, and a range of other VETiS.

Furthermore, we emphasise the importance of robust co-curricular offerings, including instrumental music, STEM 'maker spaces' on each junior campus, debating, public speaking, mindfulness, writing, robotics, fitness, chess, craft and games clubs, and student leadership programs. The College provides many opportunities to student leadership through a Years 7 to 12 SRC program and six school Captains (2 School Captains per campus).

An English as an Addition Language (EAL) withdrawal program is provided from Years 7 to 12. The College provides two Languages other than English (LOTE); Japanese and Italian. Japanese is the LOTE most commonly pursued, in post compulsory years which is supported by a long term (21 years) sister school relationship with Fuji Junior High School in Japan. The College has a strong international student program and in 2023, we had more than 30 international students across the three campuses.

The SFOE for the College in 2023 was 0.58, in the 'High' school level band, which represents a high level of socio-educational disadvantage. In 2023, 39% of the students came from a Language Background Other than English (LBOTE), approximately 3% of the students were part of the EAL program and 1% of students were Aboriginal or Torres Strait Islander. In 2023, the College mean VCE study score was 27.1. 71 students were awarded the VCE Vocational Major Certificate. 47% of the Year 12 undertook at least one VET unit of competence and 72% of students have satisfactorily completed VET units of competence. The College places significant importance on literacy and numeracy, directing a substantial portion of its resources to reading and writing intervention at all levels.

The staffing profile in 2023 represented a significant level of experience, with approximately 70% of teachers in the Classroom 2 band and 9 Learning Specialists. The Learning Specialists' areas of expertise were in Literacy, Numeracy and Building Practice Excellence. The 9 Leading Teachers roles and responsibilities were linked to leading change and improvement as detailed in our 2023 AIP and current SSP.

The six Campus Principals were all employed at the same level, with their roles being divided between running their campuses on a day-to-day basis and supporting the realisation of the SSP goals.

The parent satisfaction endorsement was 65.4% which is below the state average for secondary schools. The staff School climate endorsement was 42.2% which is below the state average. The College will prioritise these areas in order to, improve the perception and reputation of the College in the future.

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

### Learning

In 2023 there was no English and Mathematics data being available in relation to Teacher Judgement of student achievement against the Victorian curriculum in Years 7 to 10.

In relation to the 2023 NAPLAN results, the Year 7 results demonstrate the performance of our incoming students which is the work of mainly their respective primary schools. Bearing this in mind, the 2023 Year 7 cohort performed as follows; Reading: percentage of students in Strong or Exceeding 54.9%, below similar schools (61.5%) and state (66.1%) average. Numeracy: percentage of students in Strong or Exceeding 53.8% below similar schools (56.7%) and state (62.9%) average.

The percentage of Year 7 students in the top three bands; Reading: School percentage of students in the top three bands was (50.3%), which is above, Similar Schools average (47.7) and below State average (54.6%). Numeracy: School percentage of students in the top three bands was (40.4%), which is below, similar schools average (44.5%), and below State average (52.5%). This indicates that our enrolling Year 7 cohort in both Literacy and Numeracy needed attention to improve in both areas. Copperfield College will aim to fill the gaps and hopefully the value added will be higher by Year 9 NAPLAN, as students rise to their potential.

The Year 9 NAPLAN results are as follows; Reading: percentage of students in Strong or Exceeding 52.3% just above similar schools (51.3%), and below state (60.0%) average and Numeracy: percentage of students in Strong or Exceeding 49.8% below similar schools (51.9%) and way below state (59.9%) average. There are major concerns in relation to both Literacy and Numeracy NAPLAN Year 9 results and the College will focus on the evaluation of the existing Literacy programs as well as the evaluation of the Literacy and Numeracy consultants employed. The focus will be to identify and implement effective and efficient strategies and programs, ensuring improvement in student outcomes.

The percentage of Year 9 students in the top three bands:

Reading: School percentage of students in the top three bands was (32.5%) which is below similar schools average (38.9%) and below State average (47.2%).

Numeracy: School percentage of students in the top three bands was (26.7%) which is below similar schools average (34.5%), and below State average (44.7%). This indicates that Copperfield College needs to refocus in both Literacy and Numeracy programs provided, evaluate, and proceed with strategies to improve the value added in the percentage of students attaining the top three bands.

The Learning Specialists together with the English/Literacy, Mathematics/Numeracy and Curriculum Leading Teachers will proceed to a thorough evaluation of our English/Literacy and Mathematics/Numeracy programs to ensure building teacher capacity and a consistent delivery of a Years 7 to 10 curriculum, within our Learning and Teaching instructional framework.

In 2023, the school 's mean study score was (27.1%) indicating a decline in a 4-year average. The school VCE completion rate was 93.6%, below similar schools 96.6% and state completion rates 96.6%. The 4-year average 95.2%, is also below both similar schools (97.1%) and state completion rate (97.1%). Our strategic plan has and will continue to incorporate further VCE Improvement foci including but not limited to increasing the number of students achieving study scores above those predicted by their GAT performance and increasing the percentage of students achieving study scores above 40.

71% of students were awarded the VCE Vocational Major Certificate. The percentage of Year 12 students that undertook at least one VET unit of competence was 47% and the percentage of VET units of competence satisfactorily completed in 2023 was 72%.

## Wellbeing

Copperfield College employs a team of wellbeing officers (3.8 EFT Psychologists/Social Workers, 1.1 EFT MHP). These staff members are placed on the three sites, working as a team to implement the Student Management and Wellbeing policies of the College. Predominantly, they work with students with mental health or other wellbeing issues. They also work closely with external providers such as SSSOs, The Orange Door and others.

The College provides a Breakfast Club on each site feeding a number of students, creating a social environment, aiming at strengthening teacher-student relationships and connecting them with the College.

Student Wellbeing as reflected in the Connectedness to School measure in the Attitude to School Survey (AtSS) showed a decline and is below similar and state schools average in the last four years. In 2023, the sense of connectedness in Years 7 to 12 (42.8%) was below similar (46.6%) and state (45.3) schools average. The school will need to focus on identifying the reasons and implement

strategies to improve the student connectedness to the College, by introducing whole College activities, including common SRC days and school Captains meetings. The student perception on Management of Bullying (40.4%) was below similar schools (47.7%) and state (46.6%) schools average. Also, the 4-year average has declined and is below similar and state schools' average. This is certainly of concern, and the College will work on evaluating the Student Management and Wellbeing processes, providing more support to students where necessary. A Leading Teacher, Student Wellbeing and Engagement will be introduced to work closely with the three campuses and the Campus Principals on improving these results, connecting, and promoting the College as one, and ensuring students are proud to be part of this school.

The work during 2023 with students and staff, focusing on defining an aspirational learning environment aimed, and continues to aim to redress the declining perception about the learning environment and increase connectedness to school by providing many opportunities for student agency, and consistent, effective and engaging teaching practice.

## Engagement

Engagement as expressed through student attendance has improved in 2023 compared with the year before. However, the school average number of absence days (30.1) was above similar (28) and state (28.4) averages. Also, the 4-year average is above both similar and state school averages.

The most alarming figures are the number of students who were absent for more than 30 days. While the College has a number of students visiting relatives overseas during the school year, this level of absence impacts on learning outcomes for those individuals. The rate of illness post COVID has had an impact in the increase in the number of absences. The most concerning trends were among students in Years 9 and 10 and that is the area the College will focus through an investigation as to the reasons why and plan to implement strategies to improve student attendance. These year levels are where we traditionally see a decline in student attitude to school as well, which confirms our focus on strengthening an aspirational learning environment and increasing social and emotional wellbeing. The attendance of students in Years 11 and 12 is also concerning as it was below 90%. The College will aim to implement strategies to improve senior student attendance.

The student retention in Years 7 to 10 was 75.2% which was just below similar schools (76.0%) and above the state average (72.6). The College's 4-year average is 78.9%, which is above similar schools (77.4%) and way above the state average (73.6%). This is a pleasing result because we interpret this result as students choosing and wanting to be part of Copperfield College.

The percentage of student exits in Years 10 to 12 to further studies or full-time employment (latest data in 2022) is 80.3%, which is below similar schools (90.2%) and below the state schools average (89.5%). The 4-year average is also below similar and state school averages. This is a concern and an area the College will need to focus, in particular, working closely with the Pathways and Transitions team to evaluate programs and supports provided to our students aiming at improving the student destination data.

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## Other highlights from the school year

Other school highlights in 2023 are:

- 42 students in receipt of a Western Chances Scholarship. While it is a reflection of disadvantage, it is also a reflection of the dedication of staff who sponsor students, and it means those students are exposed to the wonderful support and mentoring provided by the organisation. These students demonstrated resilience and excellence during their studies at Copperfield College.
- The VEX Robotics clubs progressed to the National Finals in Adelaide
- A number of Music students from Year 12 in 2023 have been selected to perform in Victorian Top Acts
- One of the Year 12 School Captains received a substantial scholarship for full board at Trinity College to study at the University of Melbourne

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## Financial performance

Copperfield College retained a relatively stable financial position. The College continued to invest its equity funding in people to provide direct support to students and families. There was a decline in student numbers which is reflected in the SRP, providing less revenue to the College. The staff profile is high, in terms of the percentage of teachers on the highest salary range and that is placing pressure on the school's credit line. In 2023, staff absences and teacher shortages meant our spending on Casual Relief Teachers and ES was excess of \$1.5 million which diminished the cash component. Locally raised funds dropped dramatically because of the new DE Parent Payment policy.

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