

CAROLINE SPRINGS COLLEGE
School Number 5483

2008 Annual Report to the
School Community



Department of Education and
Early Childhood Development

School Overview

Caroline Springs College is a Victoria Government K-12 College. Caroline Springs is a rapidly growing suburban community located twenty kilometres west of Melbourne.

Caroline Springs College is a four-campus institution. Brookside is a Prep to Year 9 campus, Creekside and Springside are Kindergarten to Year 9 and Lakeview is a Years 10 to 12 campus. Each campus is aligned to whole of college expectations and policies which provides seamless transition for students.

The College has a strong belief in challenging traditional educational practice and creating an evidence informed culture on which to base decisions and provide direction. The College has a clear philosophy that supports contemporary pedagogy of Early Years, Middle Years and Later Years organisation and curriculum programs, rather than traditional primary and secondary programs.

Caroline Springs College has a multicultural community comprising over fifty ethnic backgrounds and the College builds global understanding into its programs. Families present with wide range of occupational groups with a high number of parents who perform home duties, or are not employed. The College receives significant levels of equity funding from the government in recognition of the occupational mix.

The College employs committed and enthusiastic staff and currently has a youthful staffing profile. In keeping with its foundational philosophy, the College places high value on community interaction and participation, particularly the contributions that parents and members of the wider community make to improve students' learning outcomes. The College uses numerous formal and informal structures through which parents and community volunteers contribute to the whole College program.

Strategic Plan Goals

1. Student Learning

To improve student learning in all aspects of the compulsory and post-compulsory years, with a special focus on Literacy and Numeracy.

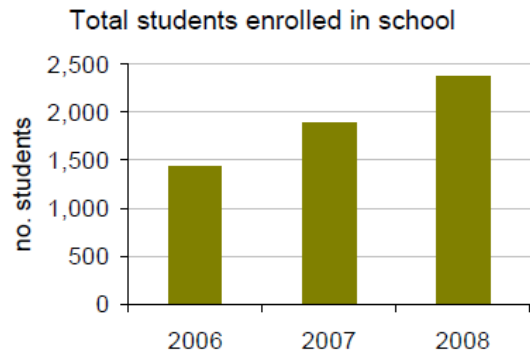
Student Engagement and Wellbeing

2. Continue to increase student sense of wellbeing and engagement in learning.

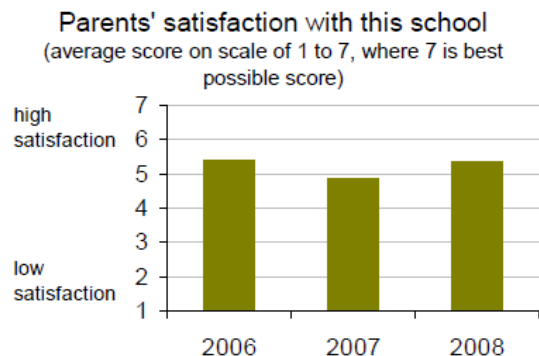
Student Pathways and Transitions

3. To further enhance student transition into, throughout and beyond the college.

Student Enrolments



Parent Satisfaction - The mean score for parent satisfaction was 5.36 on a seven point scale.



Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 66.8 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** – data will be available in April
- **Teacher Retention** - Of the 153 teaching service staff at June 2007 (including those on leave without pay), 126 or 82% were still at the school at June 2008. This figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year,

such as the Australian Government Quality Teacher Program, Early Years Literacy Co-ordinator training, Early Years Numeracy Co-ordinator training, ongoing Literacy and Numeracy Coordinator training, Mentoring for Beginning Teachers and teachers new to the college, Secondary Maths Program, Cyber bullying, Catia Program, Anaphylaxis training, You Can Do It, coaching and modelling with school appointed coaches and principal team members, and domain based conferences throughout the year.

- **Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

This has been a wonderful year in CSC's development and our staff of more than three hundred have worked tirelessly to produce a 'World Class Learning' environment. At CSC the aim is to promote the lifelong development and growth of students in order that they achieve their fullest potential as individuals and as members of a healthy local community and an international society.

I would like to acknowledge the work of our College Council in the smooth running of CSC. The members are: Bill Aidonis, President; Leonie Cartan, Vice President; Dean McGrath, Treasurer; Yvonne Burgoine, Julie Susan, Paul Schwartz, Peter Katsikapis, Garry Stock and Mark Zerafa. All of these people give generously of their time to work for the benefit of CSC.

At all times our values of Happiness, Respect, Responsibility, Achievement, Knowledge, Community, Lifelong Learning and Teamwork are central to our daily life. It is our intent to make our values live.

This year there were a number of highlights. This was a year of self evaluation and review by the Department of Education and Early Childhood Development (DEECD). This review was an important milestone in the life of CSC as the last

one was in 2004. This detailed process that included all stakeholders our College – students, staff and parents was an opportunity to consider both direction and practice. As a result I congratulate CSC's dedicated staff for their unswerving commitment to improving student learning.

The opening of our third campus Lakeview was celebrated by the Premier of Victoria, John Brumby; the Minister of Education, Bronwyn Pike; the Mayor of Melton, Bruce Rowan; and Chief Executive Officer of Melton Shire, Neville Smith. It was a special occasion culminating in the cutting of a celebratory cake. In the creation of Lakeview Later Years Campus we have again worked closely with the Shire of Melton to realise the best resources for our students and the wider community with a number of innovative shared facilities.

With creative structures, resources are being used to maximise potential. The principles of sharing, collaboration, flexibility, joint developments, pooling of resources and responsiveness towards the attainment of lifelong learning have taken effect. I feel a real sense of pride in what CSC has collectively achieved. I would also like to sincerely thank the parent community for your support and involvement in creating this amazing community-oriented College for our students who will be the leaders and citizens of tomorrow.

School Council President's Report

I have great pleasure in providing my President's report for 2008. It was another year of continued growth which saw student numbers exceed 3000 for the first time and more than 300 staff now employed across all four campuses. Stage 1 of our new Springside Campus was completed together with our new Year 7-9 Secondary building at Brookside. Both students and staff are to be commended on their continued focus on learning whilst construction of these facilities were completed. The year also saw the departure of our College Director, Ms Gabrielle Leigh to take up her new position as President of the Victorian Principals Association. On behalf of School Council I would like to thank Ms Leigh for both the personal and professional sacrifices she made since our college opened its doors in 2000 with just 67 students and for the outstanding learning precinct that has developed today.

Mr Pat Waring was appointed as the new College Director and he brings with him 38 years of leadership appointments, his previous 13 years as Principal of Mount View Primary School.

Mr Peter Katsikapis was appointed as Campus Principal at Springside.

The future will bring added challenges and a renewed focus, particularly in this current climate of fiscal hardship around the world with a continued prudent approach to the College finances to ensure that neither the delivery of our curriculum or continued infrastructure improvements are compromised in anyway to the detriment of our students.

Student Learning

Early Years: Prep – Year 4

Assessment of Reading Prep to Year 2

- At the end of Prep, 86.4% of students read at 90+% accuracy at Level 5. This was 5.1% higher than state mean.
- At the end of Year 1, 95.8% of students read at 90+% accuracy at Level 15. This was 9.4% higher than the state mean.
- At the end of Year 2, 97% of students read at 90+% accuracy at Level 20. This was 2.5% higher than the state mean.

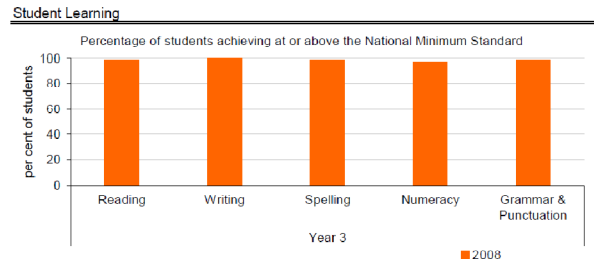
Results indicate that the College is performing well above the state in all three year levels.

Year 3 NAPLAN Data

Due to the change from AIM to a National Assessment Program Literacy and Numeracy (NAPLAN) comparison data between 2008 and previous years is not possible.

Detailed data analysis is not available for Grammar /Punctuation and Spelling at this stage.

Percentages are based on students who achieved the minimum national standard in NAPLAN.



Reading

- 98% of Year 3 students performed at or above the minimum standard
- 37% of Year 3 students performed well above the minimum standard
- The school scored slightly below the state mean for Year 3

When examining this data in relation to the estimated VELS equivalent scale we note the following:

- The Year 3 mean of 2.1 was below the state mean of 2.3

Writing

- 100% of Year 3 students performed at or above the minimum standard
- 42% of Year 3 students performed well above the minimum standard
- The school scored slightly above the state mean for Year 3

When examining this data in relation to the estimated VELS equivalent scale we note the following:

- The Year 3 mean was equal to the state mean of 2.4

Numeracy

- 98% of Year 3 students performed at or above the minimum standard
- 35% of Year 3 students performed well above the minimum standard
- The school scored slightly below the state mean for Year 3

When examining this data in relation to the estimated VELS equivalent scale we note the following:

- The Year 3 mean of 1.7 was below the state mean of 1.9

It should be noted that when the data is compared to similar schools (Student Family Occupation index – SFO) students have achieved at a higher than expected level in many areas.

The College's aim is to show significant improvement in the NAPLAN results for 2009 with ongoing improvements in building the capacity of our teachers through targeted literacy and numeracy professional learning.

The College has engaged literacy and numeracy coaches. This has resulted in the planning and development of programs that challenge our students and raise expectations.

The coaching initiative has also supported a culture of continuous improvement despite the rapid growth in student numbers and teaching staff.

The College continues to implement the following strategies to assist and support students to improve their learning outcomes in reading, writing and numeracy through the:

- Early Years Literacy and Numeracy program
- Corrective Reading program
- Language Support program
- Personalised professional learning and coaching
- Partnerships with parents
- Classroom Helpers program

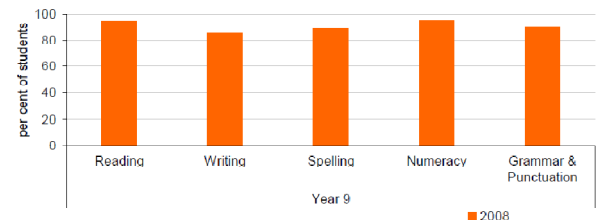
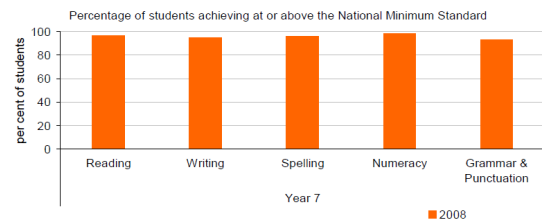
Middle Years: Year 5 – Year 9

NAPLAN Data

Due to the change from AIM to a National Assessment Program Literacy and Numeracy (NAPLAN) comparison data between 2008 and previous years is not possible.

Detailed data analysis is not available for Grammar /Punctuation and Spelling at this stage.

Percentages are based on students who achieved the minimum national standard in NAPLAN.



Reading

- 94% of Year 5 students performed at or above minimum standard.
- 28% of Year 5 students performed well above the minimum standard
- The school scored slightly below the state mean for Year 5
- 97% of Year 7 students performed at or above minimum standard.
- 12% of Year 7 students performed well above the minimum standard
- The school scored below the state mean for Year 5
- 95% of Year 9 students performed at or above minimum standard.
- 6% of Year 9 students performed well above the minimum standard
- The school scored below the state mean for Year 9

When examining this data in relation to the estimated Victorian Essential Learning Standards (VELS) equivalent scale we note the following:

- The Year 5 mean of 2.9 was below the state mean of 3.1
- The Year 7 mean of 3.9 mean was below the state mean of 4.2
- The Year 9 mean of 5.0 was below the state mean of 5.2

Writing

- 95% of Year 5 students performed at or above minimum standard.
- 38% of Year 5 students performed well above the minimum standard
- The school scored slightly above the state mean for Year 5
- 95% of Year 7 students performed at or above minimum standard.
- 28% of Year 7 students performed well above the minimum standard
- The school scored slightly above the state mean for Year 7
- 86% of Year 9 students performed at or above minimum standard.
- 25% of Year 9 students performed well above the minimum standard
- The school scored slightly below the state mean for Year 9

When examining this data in relation to the estimated VELS equivalent scale we note the following:

- The Year 5 mean of 3.5 was above the state mean of 3.4
- The Year 7 mean of 3.9 was below the state mean of 4.1
- The Year 9 mean of 4.4 was below the state mean of 4.6

Numeracy

- 97% of Year 5 students performed at or above minimum standard.
- 19% of Year 5 students performed well above the minimum standard
- The school scored below the state mean for Year 5

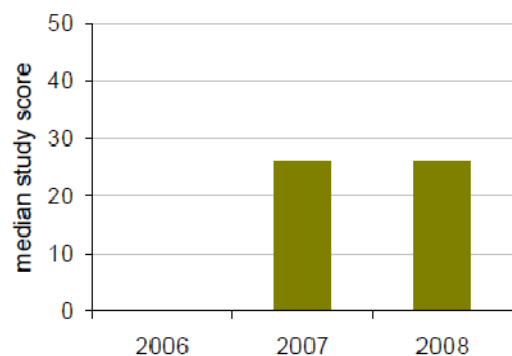
- 98% of Year 7 students performed at or above minimum standard.
- 13% of Year 7 students performed well above the minimum standard
- The school scored was well below the state mean for Year 7
- 95% of Year 9 students performed at or above minimum standard.
- 13% of Year 9 students performed well above the minimum standard
- The school scored slightly below the state mean for Year 9

When examining this data in relation to the estimated Victorian Essential Learning Standards (VELS) equivalent scale we note the following:

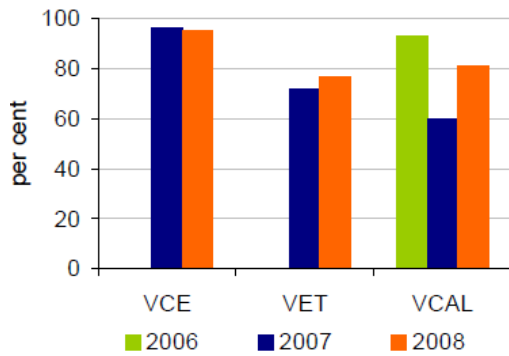
- The Year 5 mean of 2.7 was below the state mean of 2.8
- The Year 7 mean of 3.7 was below the state mean of 4.1
- The Year 9 mean of 4.6 was below the state mean of 4.8

Later Years: Year 10 – Year 12

VCE/VET median study score



Satisfactory completion rates



VCE

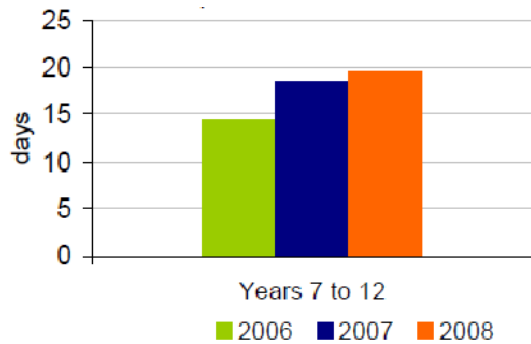
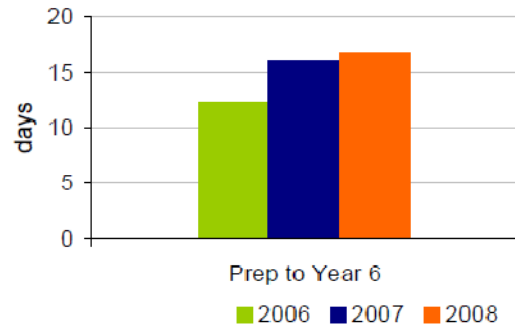
The VCE/VET median study score was 25.9, this was a decrease of 0.4 from 2007.

VET

The number of students participating in VET increased in 2008 due to the increasing number of students undertaking VCAL and also more students choosing VET as part of their VCE. The College is part of both the Brimbank and the Melton VET Cluster and is therefore able to offer a broader range of VET units to our students.

VCAL

In 2008, 77 students across years 11 and 12 undertook VCAL. This equated to 29.2% of the cohort; 416.5% above the state percentage. This large number is due to the College's links with SEDA. Of those students undertaking VCAL, there was a 80.7% satisfactory completion of VCAL credits. This was due to some students being successful in obtaining apprenticeships, traineeships or work before the end of the year. This can be seen in the student destination data



The data indicates an overall increase of student absences from Prep – Year 12. Increase from 17.1 days in 2007 to 18.1 days in 2009. This was 3.5 days above the 2007 State Mean.

Student absence for Years Prep – 6 students increased by 0.7 days. This was 3.4 days above the 2007 State Mean.

Student absence for Years 7- 12 students increased by 1.1 days. This was 3.3 days above the 2007 State Mean.

Student absences for Year 12 was 0.3 days below the 2007 State Mean.

Caroline Springs College employs Student Welfare Officers (SWO's) at each campus. The SWO's provide support for students at risk, working in conjunction with other key staff to develop an individual case management approach. Links have been developed with external service providers. There has been an increase in the number of students accessing assistance. Wellbeing staff use a model encouraging prevention and early intervention to identify, and provide support to, students at risk.

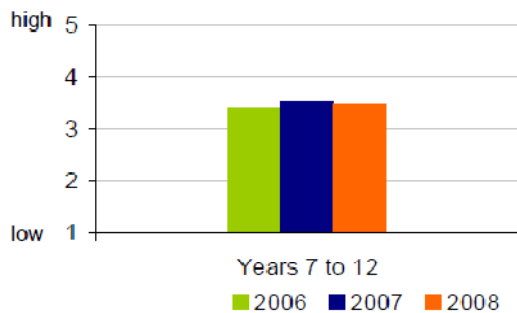
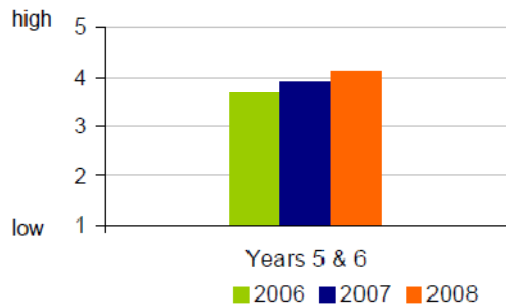
Attendance roll-marking and follow up of absenteeism have been refined and improved in order to ensure accuracy in data collection and

Student Engagement and Wellbeing

Average number of absent days per student

collation. This has continued to be aligned to the state government initiative “It’s Not OK To Be Away”. Parent education about the importance of school attendance has continued to occur via college newsletters, parent information sessions, and working with individual families in a case management approach, including home visits. The “Students at Risk” mapping tool has been implemented across the college.

Students' school connectedness



Student attitudinal data in Years 5 and 6 indicates substantial overall improvement across all areas. However, the data indicates that Year 5 and 6 students’ perceptions regarding their connectedness to school are below the state mean in all areas except for Student Motivation.

Student attitudinal data in Years 7 – 12 indicates a slight drop. The data indicates that Year 7 – 12 student’s perceptions regarding their connectedness to school are well above the State Mean in all areas, except School Connectedness, which is at the State Mean.

The College has provided additional resources and implemented many programs that promote and support students connectedness, including the You Can Do It! Program.

Teachers at the Years 5 and 6 levels have made improvements to the curriculum and transition programs.

In Years 7 and 8 coaches continued to work with students and staff to create an engaging environment.

The focus for Years 5 – 8 has continued to be on personalising learning and connectedness to peers, staff and their learning environment. Innovative and engaging curriculum has been delivered to students, enhancing the links between different subject areas. All students developed a personalised individual learning plan.

In Year 9, the “Live It” program, developed following research into best educational practice, continued.

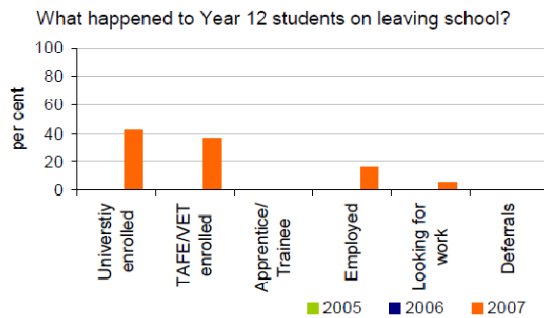
Years 10 – 12 focuses on building resilience, relationships and academic strength. The program incorporates the following:

- A focus on high expectations of student attendance
- Weekly Pathways classes with a focus on Student Engagement & Well-Being involving all students
- A full time Student Welfare Co-ordinator
- The College Chaplain along with the Shire Youth Services provides lunchtime activities for students
- Physical Education staff complete Yard Duty in the campus gymnasium running organised lunchtime activities available to all students
- MIPs program outsourced to WCIG – a MIPs worker operates from the campus 5 days a week – all students are MIP-ed during the academic year
- Year 12 students have Mentor teachers who keep in touch with their

students to monitor their progress and stress levels.

Student Pathways and Transitions

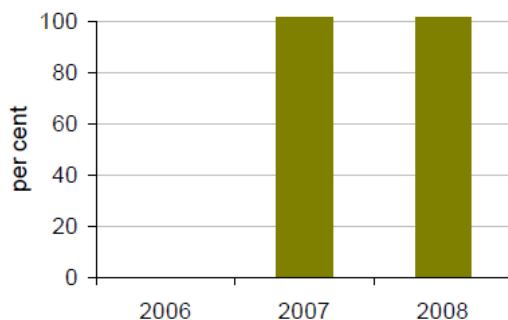
Student destination data



The College has employed the services of a MIPs co-ordinator. This has enabled the tracking of exiting students to occur with greater accuracy. The MIPs process enables every student in years 10 to 12 to develop a pathways plan in order to set realistic goals and have a future career path.

In 2008, 44.1% of the cohort entered university whilst 23.5% were engaged in TAFE or Apprenticeships/Traineeships. This indicates 67.6% of students continued in education and 8.8% were engaged in either full or part time work.

Retention rate between Years 7 & 12



As the College is still undergoing growth, the retention between years 7 & 12 is greater than 100%.

Future Directions

Student Learning Goals

To improve student learning in all aspects of the compulsory and post-compulsory years, with a special focus on literacy and numeracy.

Specific Strategies - Student Learning

- Continue the focus on enhanced learning and teaching practices including:
 - Whole school approaches on agreed pedagogy
 - In house, 'Just in Time' professional learning including coaching and modelling, shadowing and mentoring.
 - Improve assessment practices including tools for moderation and the use of 'On-Demand' testing to inform program development.
 - Develop a process of implementing the Principles of Learning and Teaching (PoLT) across the college P (K) -12.
- Maintain the focus on the use of data to inform teaching and further progress the notion of assessment 'for', 'as' and 'of' learning
- Review and further embed the Performance and Development Culture across the college

Student Engagement and Wellbeing Goals

Continue to increase student sense of wellbeing and engagement in learning.

Specific Strategies - Student Engagement and Wellbeing

- Ongoing implementation of 'You Can Do It' - development of an on-going professional development program to update current staff and to skill new staff.
- Continued implementation of 'It's Not OK to be Away' - continue the educational program for parents and students regarding attendance
- Continue to closely monitor and promptly follow up absences

Student Pathways and Transitions Goals

To further enhance student transition into, throughout and beyond the college.

Specific Strategies - Student Pathways and Transitions

- Use of the mapping tool to be continued including the primary level component.
- Continue to monitor and refine the data recording and tracking process.
- Continue to expand later years offerings especially the breadth of VET offerings and the ASBA.

4. Enhance and promote the VCAL program
5. Expand the MIPS and careers education programs from Years 8-12

Significant Activities for Caroline Springs College in 2009

- Opening of the Brookside Middle Years building
- Opening of the Springside kindergarten and children's services hub
- Establishing and resourcing the Springside Campus K – 4 in 2009
- Completion of stage 1 Springside Campus and begin works for stage 2
- Utilization of the Building the Education Revolution (BER) – National School Pride funding
- Utilization of the Building the Education Revolution (BER) – Schools for the 21st Century funding which can be shared with the Caroline Springs community

Financial Performance and Position

Financial Performance for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	4,817,367
Commonwealth Government Grants	176,193
State Government Grants	27,617
Other	416,588
Locally Raised Funds	1,928,771
Total Operating Revenue	7,366,537
Expenditure	
Salaries and Allowances	964,512
Bank Charges	3,689
Consumables	989,301
Books and Publications	61,660
Communication Costs	513,962
Furniture and Equipment	806,745
Utilities	235,448
Property Services	875,100
Travel and Subsistence	3,286
Motor Vehicle Expenses	77,535
Administration	221,914
Health and Personal Development	5,412
Professional Development	135,582
Trading and Fundraising	308,652
Support/Service	152,898
Miscellaneous	726,447
Total Operating Expenditure	6,082,144
Net Operating Surplus/- Deficit	1,284,393
Capital Expenditure (Cases 21 Finance Only)	322,309
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	832,731
Official Account	389,755
Other Bank Accounts(listed individually)	
<i>Building Fund</i>	650
<i>Library Fund</i>	500
<i>Sport & Rec</i>	12,294
Total Funds Available	
Financial Commitments	2008 Actual
Accounts Payable Control	163,444
Camps/Excursions	
Building/Grounds including SMS	1,072,486
Special Programs inc Student Services	
Region /Clusters Funds	
Professional Development	
Melton Shire Council	
School Operating Reserve	
Total Financial Commitments	1,235,930

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact your Campus Principal.