

2020 Annual Report to The School Community



School Name: Canterbury Girls Secondary College (7690)



- 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 2020 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 28 April 2021 at 09:17 AM by Mary Cannon (Principal)

The 2020 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 30 April 2021 at 08:49 AM by Tim Clarke (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Canterbury Girls' Secondary College is a Year 7 to 12 school situated in Melbourne's inner east. The strength of the College programs is reflected in the demand for places at Year 7, which annually exceeds availability. Canterbury Girls' Secondary College has low mobility and a relatively low number of students with a language other than English background. The overall socio-economic profile, based on the Student Family Occupation Index, is high. In 2020, the school enrolment was at capacity based on the physical size of the school. An enrolment zone was approved in line with the current accommodation and site capacity. In 2020, there were three principal class members of staff, 77 teaching staff and 29 non-teaching staff.

As a girls' school, Canterbury Girls' Secondary College works to ensure that the educational focus is on empowering girls, both in the school and beyond. The student leadership program has been recognised as an exemplar program and provides students with opportunities to develop their leadership skills. The co-curricular program is extensive and a significant number of students participate in these programs. The House program is central to the school, and whole school events, conducted by House Captains, culminate in the awarding of the House trophy each year.

The College is organised into the Middle School (Years 7-9) and the Senior School (Years 10-12) and each year level is supported by year level co-ordinators and a Head of Sub-School with support from an Assistant Principal and an educational psychologist. In this way, the school seeks to ensure support for all students.

Teachers are members of professional learning teams based around subjects they teach and all work regarding curriculum development and planning, moderation of student work and teaching pedagogy is completed collaboratively in these teams.

Canterbury Girls' Secondary College has rigorous governance and accountability policies and practices that require every member of the school community to act on their individual responsibilities in order to fulfil their collective obligation. The Mangarra Society (for current and former students) is represented on College Council, is engaged in fund raising, student award sponsorship and in the development and display of historical signage to display college heritage. The Parents' Association is a major fundraiser for classroom resources and organisation of social events to increase parent connectedness.

The College has formed effective partnerships with other schools in the local cluster and Riversdale network, and with external organisations (for example the Association of State Girls' Secondary Colleges and the Alliance of Girls' Schools Australasia), focused upon improving opportunities for student learning and achievement of desired educational goals especially in relation to learning for girls.

The College offers a small international student program catering to students in Years 10, 11 and 12.

Values

Canterbury Girls' Secondary College is a dynamic learning community focused on ensuring student needs are met, and on developing resilience and an attitude of lifelong learning so that students are creative, curious and open to new opportunities which they are prepared to meet.

- We take pride at all times in our school and build a sense of belonging by fostering a strong sense of identity within classes, year levels, sub-schools, Houses and the whole school.
- We actively build relationships between students, parents and staff to ensure a learning community, that enables all students to succeed and that values the importance of hearing all voices.
- We accept and support the diversity and individuality of all members of the school community and all we do demonstrates this acceptance.
- We understand the importance of a strong co-curricular program that provides a breadth of opportunities for all students and we embed such programs in the school.
- We know that there is a strong link between wellbeing, positive relationships and academic outcomes so that

the wellbeing programs in the school are supported and resourced by the whole school and draw on internal and external experts to build student resilience and to support students.

- We develop teachers as passionate educators through an effective professional learning program and within teams to foster and build a professional learning community.

Framework for Improving Student Outcomes (FISO)

In 2020, the College's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum planning and assessment, and Evaluating impact on learning.

These included:

- Professional and collaborative learning on designing, using and moderating formative and summative assessments
- Data analysis to assist with curriculum planning and differentiated learning strategies
- Professional and collaborative learning to embed a whole school approach to the teaching of literacy
- Working with students and teachers on student agency in the classroom and the implications for teacher pedagogy

While we were not able to complete all actions due to COVID, the following was completed:

- As part of the focus on the embedding of the teaching of literacy skills across the curriculum, the Learning Specialist: Literacy provided feedback to teachers after class observation both on site and remotely, professional learning was undertaken in the teaching of literacy skills in all subjects and professional documents detailing effective literacy teaching skills were provided to all teachers and incorporated into professional learning.
- Assessment continued to be a focus. There was an increased emphasis on the development and use of formative assessment during remote learning, recognising the changing nature of the learning environment, with teachers developing formative assessment strategies that could be incorporated into teaching when back on site. Within PLT's, there was a focus on VCE data, including ranking and assessment, particularly responding to the remote environment. Student progress data (assessment tasks and progress reports) were available on Compass across the remote learning period which teachers drew on in making assessments related to students. The Learning Specialist: Data Coach continued to meet with individual and groups of teachers to analyse data across the school – a focus in Term 1 on 2019 VCE data and developing action plans for 2020, a focus for the rest of the year on students who were below the expected level in junior classes, Term 4 focus on working with Year 12 teachers regarding the Consideration of educational disadvantage program.
- While not part of the Annual Implementation Plan, the change in learning environment meant that teachers made changes to the curriculum documents and their teaching practices, incorporating new apps and technology. It is anticipated that many of these will continue to be used in 2021. During remote learning, there was an increased use of Moodle for uploading work, use of apps on MS Teams for formative assessment activities.

Due to COVID restrictions and remote learning, the work on student agency did not proceed as planned, although lessons from remote learning in regards to student agency will be incorporated into the 2021 improvement strategy work.

Achievement

During remote learning, the school ran a synchronous model where students followed their usual timetable, logging on for each class. Using MS Teams, teachers adapted the curriculum to the remote environment, focussing on formative assessment and using a variety of methods for summative assessment, including for VCE assessments. During remote learning, staff were able to utilise online resources for content-delivery and assessment including VCE assessments. In 2021, the focus will be on retaining and further developing formative assessment tools and strategies.

Canterbury Girls' Secondary College continues to be recognised as a high performing secondary school. On all measures in 2020, our student learning outcomes place us above similar schools.

The 2020 VCE all-studies data is outstanding with 5 scores of 50.

The students' ATAR scores showed that:

- 32 students (24.4%) achieved ATAR scores above 90 placing them in the top 10% of students across the State.
- 69 students (52.6%) achieved ATAR scores above 80 placing them in the top 20% of students across the State.

The mean study score of 33 was an increase on previous years.

We are proud of the programs we offer students to support and extend their learning, and encourage students to challenge themselves by providing many opportunities for extension studies both within and outside the classroom. Sport and music - in the curriculum program and as part of the co-curricular program – are highly successful programs. While the remote environment meant that whole events could not proceed, a variety of clubs, sporting challenges and music classes meant that students were able to participate with others in line with restrictions.

Engagement

During remote learning, the school put in place additional strategies to support student engagement. Teachers adapted the curriculum to more active based learning so that students were not always in front of screens. Students logged into class at the start of the lesson and often logged out and then back in at the end of the lesson, seeking support via email if needed. A number of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities to learn from home during the remote learning period. While students did not complete the Attitudes to School survey in 2020, the survey completed by students during remote learning showed that on a scale of 1 to 10 in response to the question about how well they were managing remote learning where 1 was "Not at all", 5 was "On the whole it has been OK" and 10 was "Enjoying it, no problem at all", 78% of students rated 5 or more and 25% rated 8 or above.

There were a variety of activities to engage students in co-curricular activities while working remotely. A number of clubs including a running club and an Art club were organised as well as specific activities during the curriculum weeks including English Week and Science Week. The Year 12 student leaders organised videos and assemblies where they spoke to students, encouraging them to stay connected and providing strategies to do so. Staff also organised videos for students providing some levity during the lockdown. All of these activities were very well received. In 2021, we are hopeful that the extensive co-curricular program, especially as it relates the student led House program can return.

During 2020, student attendance was excellent, above 90% for each year level, placing the school significantly above State results. This was the result of the strategies put in place to immediately follow up on absences and the support provided by teachers and sub-school staff. Strategies to address student non-attendance included talking with students, contacting parents, drawing on the expertise of the school's educational psychologist and addressing individual student issues.

Wellbeing

During remote learning, the school drew on its existing structures to support student wellbeing. The year level co-ordinators and the Heads of Sub-schools worked with students and parents responding to a variety of needs. They were supported by the educational psychiatrist and the principal team. Individual teachers assisted students with technology issues, and work concerns, as well as putting in place support as needed. The College has links with local agencies who were also able to assist students and families. Information regarding wellbeing issues, strategies to assist students and wellbeing support services were emailed to parents and students regularly. Parent Teacher interviews were held remotely.

During remote learning, the Careers Co-ordinator continued to provide advice and assistance through the decision-making process regarding VCE studies and post schooling choices. A Pre-VCE program at the end of Year 10 and Year 11 was held remotely to assist students with preparation for 2021 studies. In 2021, extension studies in Year 10 and Year 11 mean that students are encouraged to extend and challenge their learning. This is further supported with the opportunity for University studies for students during Year 12.

Financial performance and position

School Council aims to maintain a financially sustainable neutral position for the school each year and is heavily reliant on locally raised funds to do so. The Net Operating Surplus for the year was \$1,741,645. This surplus has been allocated to future school programs, building maintenance or development of the school to benefit current and future students.

On an operational level the High Yield Investment Account is where all DET grants are deposited. All other funds received are deposited into the Official account.

The Operating Reserve of \$280,942 is a DET assessed minimum reserve required to be held by the School prior to allocation of funds to other commitments.

Revenue received in advance includes payments received in 2020 for 2021 and include items such as subject contributions and funds for 2021 camps.

The Capital Commitment for Building and Grounds greater than 12 months is predominantly funds accumulated for future planned building maintenance and improvement, and also ground works around the school.

The Student Resource Package revenue represents funding for all staff salaries as well as cash grants. These funds are used for the day-to-day operations of the school as shown under Expenditure. Student Resource Package Expenditure figures are as of 26 February 2021 and are subject to change during the reconciliation process.

Locally Raised Funds represent subject contributions, camps, overseas tours, uniform shop, donations and commissions, as well as hiring out of school facilities.

Miscellaneous Expenses includes a significant amount for camps and excursions and as well as expenditure for equipment and maintenance, and administration costs.

Property and Equipment Services includes security, sanitation, and current building and grounds work.

Salaries and Allowances refers to school-level payroll for casual staff.

The net operating surplus represents the revenue less expenditure which has been committed but not spent as at the end of the year.

For more detailed information regarding our school please visit our website at www.cgsc.vic.edu.au

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1018 students were enrolled at this school in 2020, 1018 female and 0 male.

16 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

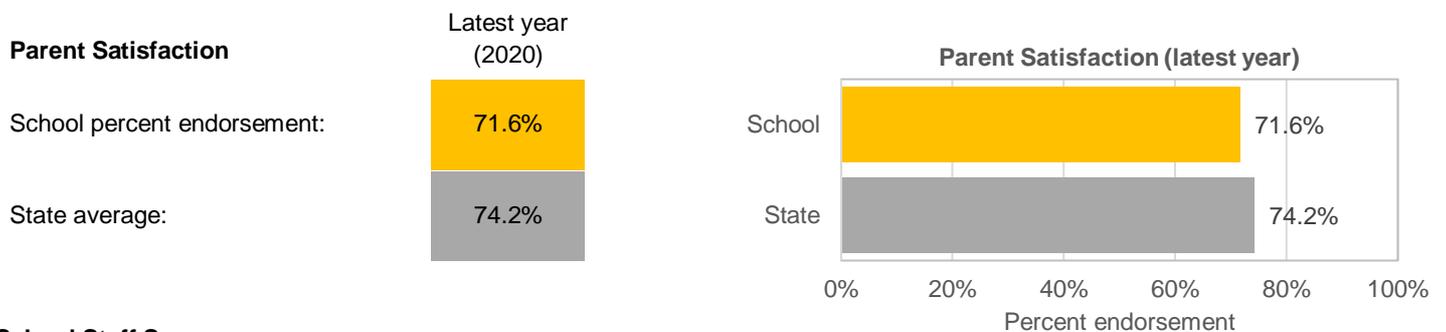
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

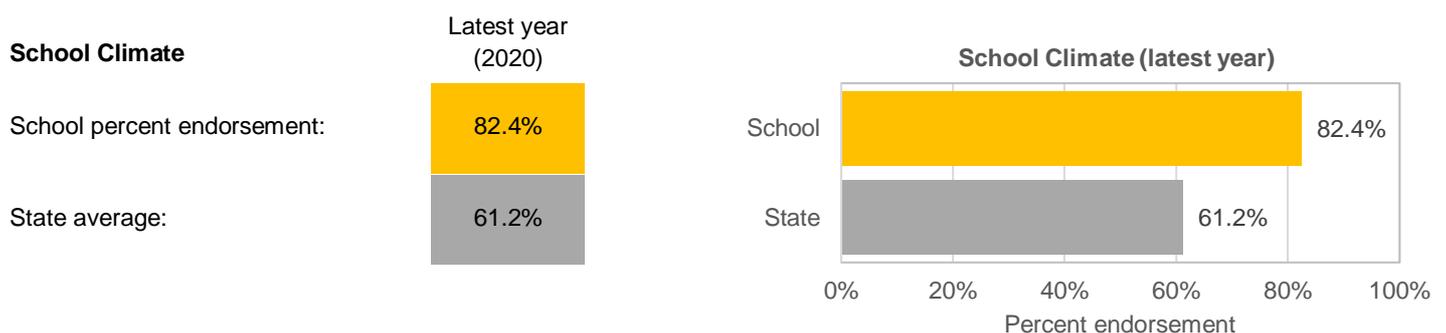


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

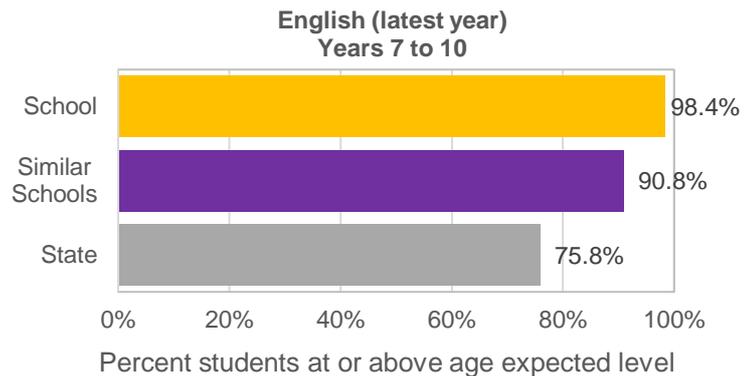
98.4%

Similar Schools average:

90.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

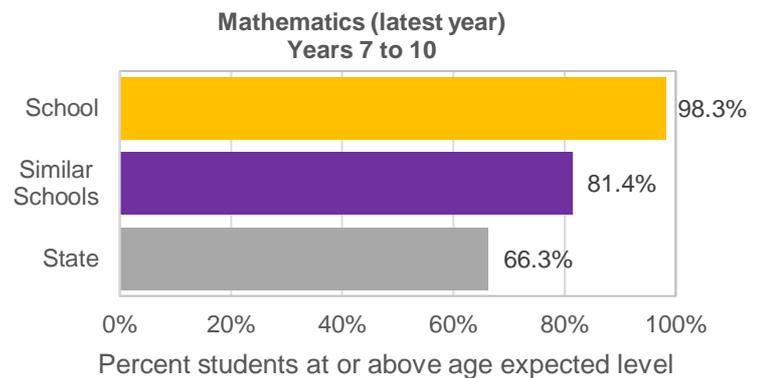
98.3%

Similar Schools average:

81.4%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

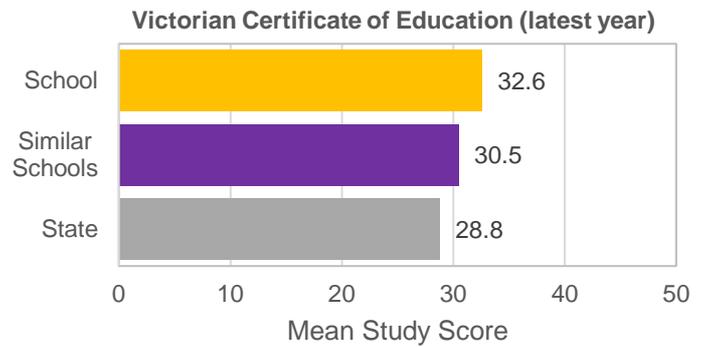
ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	32.6	32.1
Similar Schools average:	30.5	30.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

6%

VET units of competence satisfactorily completed in 2020:

93%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

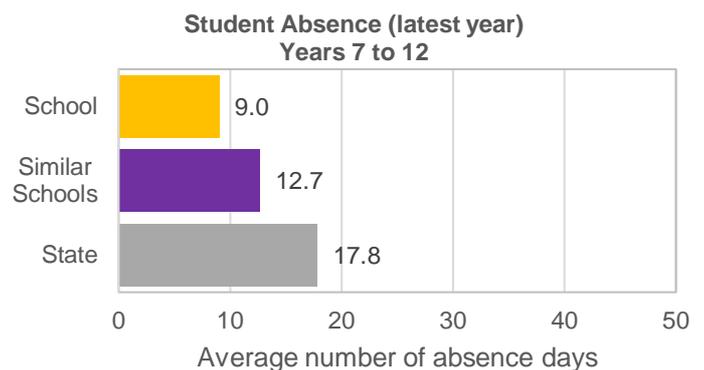
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.0	13.3
Similar Schools average:	12.7	15.0
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

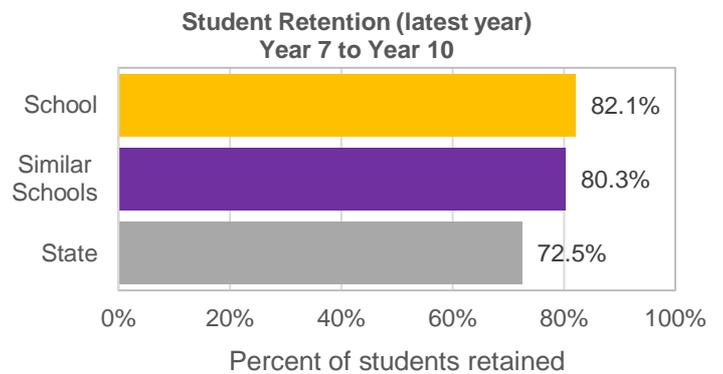
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	94%	94%	96%	96%	98%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	82.1%	81.7%
Similar Schools average:	80.3%	79.6%
State average:	72.5%	72.9%



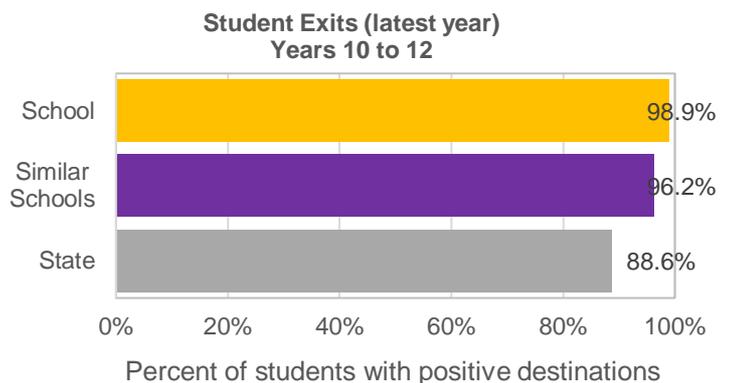
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	98.9%	99.7%
Similar Schools average:	96.2%	96.2%
State average:	88.6%	89.1%



WELLBEING

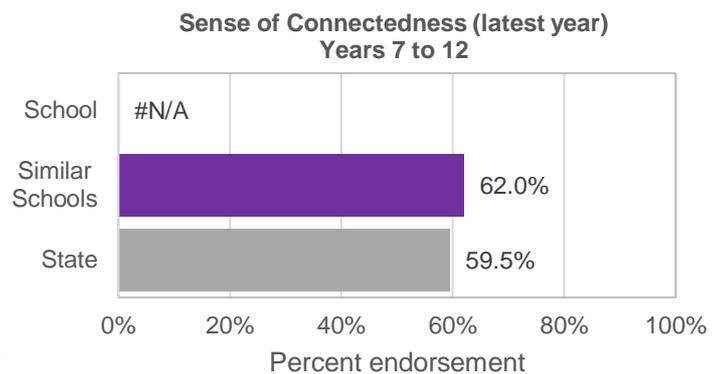
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	62.3%
Similar Schools average:	62.0%	57.2%
State average:	59.5%	55.3%



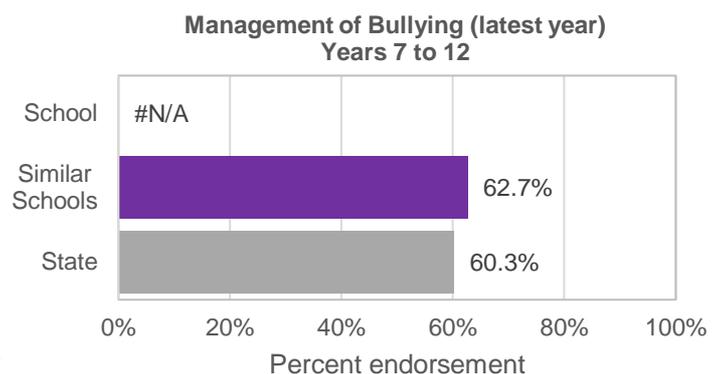
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	67.8%
Similar Schools average:	62.7%	59.1%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$10,266,854
Government Provided DET Grants	\$1,062,262
Government Grants Commonwealth	NDA
Government Grants State	\$10,198
Revenue Other	\$61,163
Locally Raised Funds	\$1,576,935
Capital Grants	NDA
Total Operating Revenue	\$12,977,411

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,462
Equity (Catch Up)	\$7,421
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,883

Expenditure	Actual
Student Resource Package ²	\$9,297,963
Adjustments	NDA
Books & Publications	\$11,923
Camps/Excursions/Activities	\$143,677
Communication Costs	\$38,212
Consumables	\$361,709
Miscellaneous Expense ³	\$83,812
Professional Development	\$19,715
Equipment/Maintenance/Hire	\$195,088
Property Services	\$428,844
Salaries & Allowances ⁴	\$244,677
Support Services	\$169,457
Trading & Fundraising	\$143,263
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,282
Utilities	\$96,146
Total Operating Expenditure	\$11,235,766
Net Operating Surplus/-Deficit	\$1,741,645
Asset Acquisitions	\$37,986

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$4,870,640
Official Account	\$146,309
Other Accounts	\$7,127
Total Funds Available	\$5,024,076

Financial Commitments	Actual
Operating Reserve	\$280,942
Other Recurrent Expenditure	\$28,563
Provision Accounts	NDA
Funds Received in Advance	\$372,601
School Based Programs	\$829,070
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$82,410
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$3,390,378
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$5,043,964

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.