

2022 Annual Report to the School Community

School Name: Sherbrooke Community School (6252)



- 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 of the previous calendar year 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 31 March 2023 at 11:09 AM by Sue Holmes (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2023 at 04:28 PM by Phillip Smith (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Sherbrooke Community School is a small P-12 government school located in the township of Sassafras in the Dandenong Ranges, south-east of Melbourne, which has been operating since 1985. The school is set back from the main road in an aesthetic natural environment. With a capped enrolment of 160, students are grouped into four teaching teams: P-6, years 7-10, VCE years 11-2 including VCAL. The school curriculum is taught in line with the Victorian Curriculum. The school offers VCE, VET and VCAL pathways for students.

The school vision is to 'Nurture growth to inspire independent learners to achieve their potential'. The school values are fostering Respect, building positive Relationships and Responsibility. The whole school focus is on whole school improvement in literacy, numeracy and wellbeing where students experience powerful, progressive and targeted learning to achieve their full potential.

A total of 120 students were enrolled at the school in 2022 with 72 females and 48 males. There were no students who had English as a second language and 3 percent were Aboriginal or Torres Strait Islander. The overall socio-economic profile falls in the medium range. School staff consisted of 15 teaching staff, 9 Educational Support staff, 1 Wellbeing coordinator, 1 MHP (Mental Health Practitioner), 1 Principal, 1 Assistant Principal, 1 Tutor, and 1 Canteen Manager.

The school typically attracts those students who have struggled in larger educational setting, been bullied at a previous school, are transgender or who have been diagnosed with anxiety.

Progress towards strategic goals, student outcomes and student engagement

Learning

Data was analysed from NAPLAN, ATSS, POS, SOS and teacher judgements to inform the teaching considerations for 2022. The staff worked together to workshop the focus to develop the Key 3 for Literacy, Numeracy and Wellbeing. The Professional learning Teams were formed with SIT (School Improvement Team) facilitating the work to be done in weekly designated meetings. Staff were also provided with key learning on the Lynn Sharrett 5 questions to be used by students to provide feedback on their learning experience

The Key 3 Literacy:

- To build vocabulary in every subject
- To summarise reading
- To make links and connections when reading

The Key 2 Numeracy:

- Interpreting patterns from data, tables and graphs
- Sorting relevant information from questions
- Articulate processes when solving multi-step questions

The key 3 Wellbeing:

- Articulate and demonstrate the school values
- Use strategies and resources to build resilience
- Persevere to reach individual goals

75% of students in P-6 were above the age expected standards for English in 2022. Only 56.3% of year 7-10 students are above the age expected standards, which is below similar schools. NAPLAN results in the area of Reading are below similar schools for years 3, 5 and particularly Year 9. Year 7s in 2022 were above similar schools. In general the percentage of P-6 students above the age expected standard in Mathematics were below similar schools. The percentage of year 7-10 students above the age expected standard in Mathematics was above similar schools. NAPLAN results in Numeracy for 2022 were well below similar schools in all years.

Wellbeing was measured using the Student Attitudes to School. Data presented in this report centered on questions related to Sense of Connectedness and Management of Bullying provided the following data.

The Mean study score for all VCE subjects was 29.4 which is both above similar schools and the state averages. Our AIP goal was to increase the mean average score from 25.3 to 27 which was achieved. 100 % of VCE students satisfactorily completed their VCE studies. 60% of VCAL credits satisfactorily completed in 2022. This goal was also achieved in the 2022 AIP.

Wellbeing

The 2022 AIP goal for wellbeing was to build a shared understanding of, and practices to embed, SWPBiS (School Wide Positive Behaviour). Once again a new team was established to work with the representative from the department of education to develop and implement the framework. The school achieved the Blue certificate and is working towards achieving Tier one Fidelity. Staff participated in regular professional learning and a system for recording and rewarding students was developed. The Student Engagement Policy was reviewed and revisited. Work began on the development of the Scope and Sequence for teaching behaviour expectations/values for staff and students. The work centered around the school value RESPECT.

Results of the AtSS demonstrated that the percentage of positive responses by students for Sense of Connectedness for year 4-6 was 68.6% just below the AIP goal of 75% but above the previous year. The year 7-9 data was below the goal of 70% at 42.8% which is inline with similar schools.

Managing Bullying results were well below both the school prediction and well below both similar schools and the state average. Data for the year 7-12 group were similar to like schools and the state average. These results may be the result of a smaller than average number of year 4-6 enrolments for 2022. This data was collected from 74% of the school population. Conferences were held with students about the results in Managing Bullying. The majority have never been bullied and were unsure how to answer that question correctly. The breakdown was 44% positive endorsement, 41% neutral with only 15% not positive. The overall per cent of positive responses for the Dandenong Ranges Network of schools was 51%.

Parent satisfaction endorsement for the 2022 school year was 68.7%.

Data from the School Staff Survey measured the category of School Climate. 40.1% endorsement indicates staff positive responses (agree or strongly agree)

Engagement

The 2022 AIP goal for engagement was to improve students' engagement in the ownership of their learning. Student absence data was the worst we have seen at Sherbrooke Community School. The average number of days absent was well above the school's 4 year average and well above both similar schools and the state average. Year 6 students attended 82% of the time followed by year 11 students. The lowest rate of attendance was in years 7 and 8.

The percentage of year 7 students who remain at the school through to year 10 in 2022 was 52.4%. This figure is well below that of similar schools and the state average.

The percentage of students to continue onto further studies or full-time employment was 95.6% for a 4 year average. Numbers were too low for an actual figure in 2022. This data is well above both similar schools and the state average.

Other highlights from the school year

For the second year in a row, the VCE students achieved the highest median score for the network of schools in the Dandenong Ranges Network.

100% of Year 12 students completed VCE

100% completion of Further Maths with scores between 29 -36

60% completion of VCE English with scores between 29-36

Top Score for Environmental Science was 36, Chemistry 31, Psychology 34

There were two camps run last year. One city camp for the senior students and one Primary-9 Somers Camp

The school production which consisted of a selection of short performances by the VCE Drama class.

Whole school Science Fair where all students presented their chosen projects. Families were invited to attend the fair.

Year 9 and 10 students completed their barista training through regular sessions spent preparing coffee in the school cafe.

Financial performance

Sherbrooke Community School finished the school year in a strong financial position. All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of education outcomes and other operational needs of the school consistent with Department of Education policies with school council approval. The school finished with a surplus which has not been reflected in the document in this report. Good financial decisions, careful budgeting and a professionally operated School Council Finance Sub-committee ensured this positive result. Student enrolment numbers were below that of previous years with a total of 120 students. Equity funding of \$75,952 was used to provide

intervention programs in literacy and numeracy to improve the learning outcomes of students of risk through the Tutor Learning initiative.

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 2.0 (FISO 2.0).

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 120 students were enrolled at this school in 2022, 72 female and 48 male.

NDP percent of students had English as an additional language and 3 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).

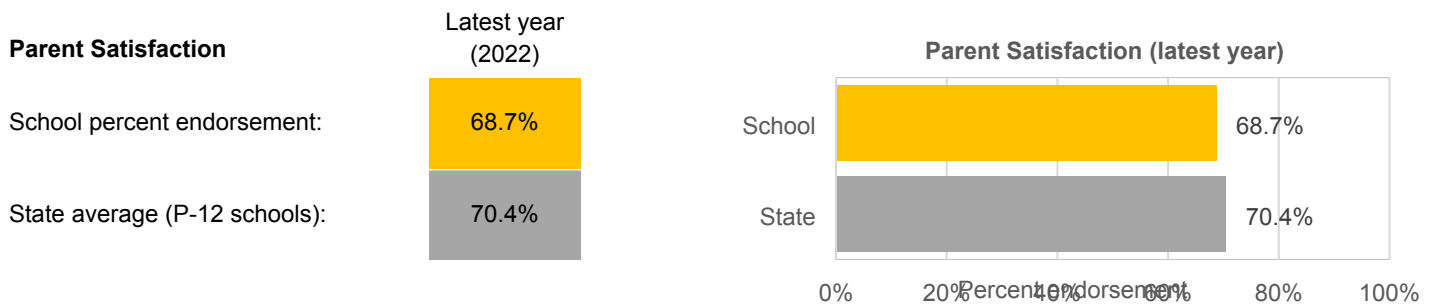
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

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.

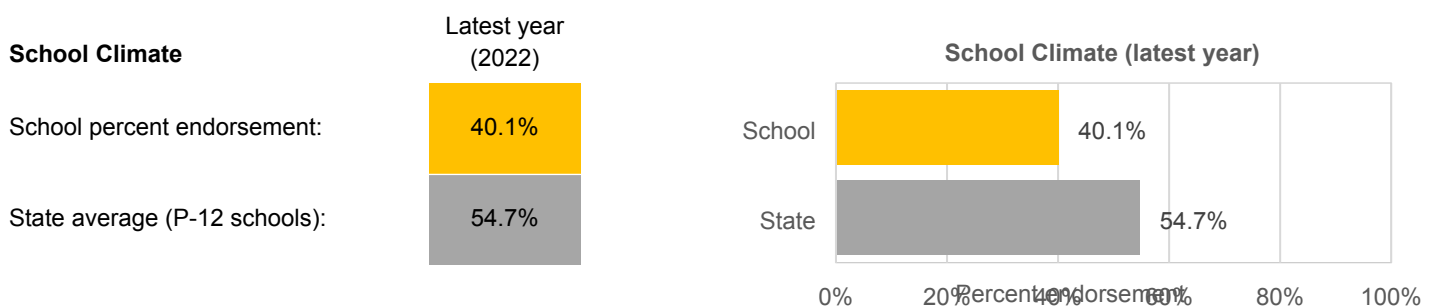


School Staff Survey

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.



LEARNING

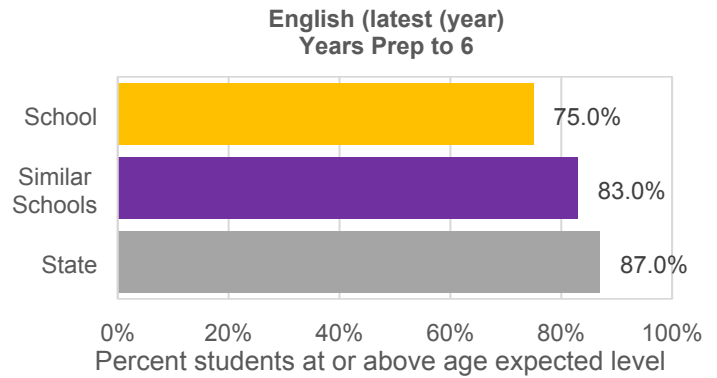
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

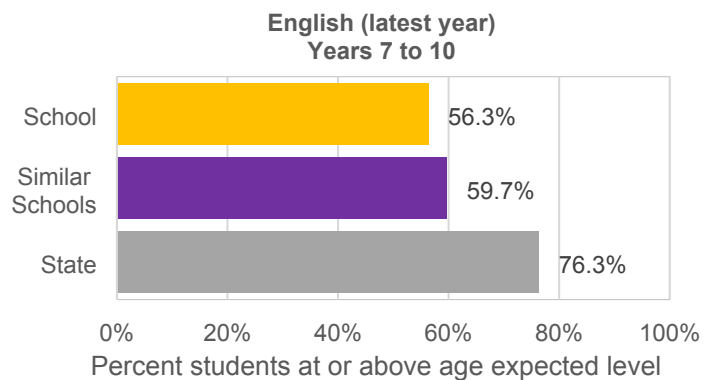
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	75.0%
Similar Schools average:	83.0%
State average:	87.0%



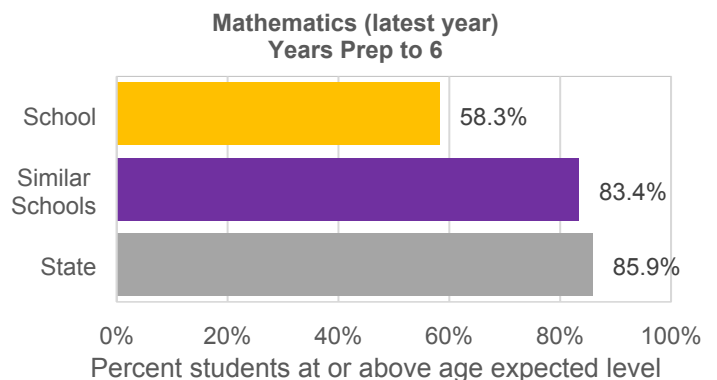
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	56.3%
Similar Schools average:	59.7%
State average:	76.3%



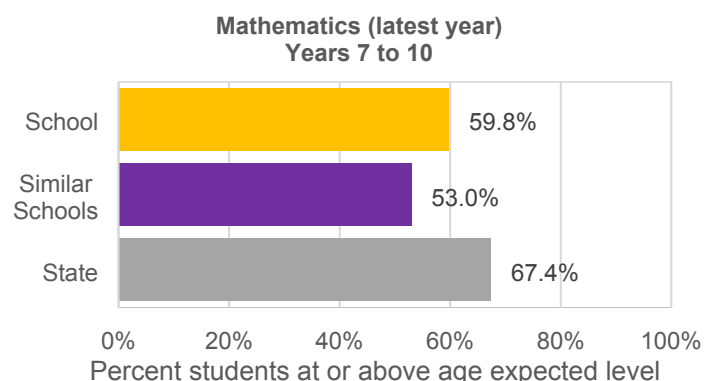
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	58.3%
Similar Schools average:	83.4%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	59.8%
Similar Schools average:	53.0%
State average:	67.4%



LEARNING (continued)

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.

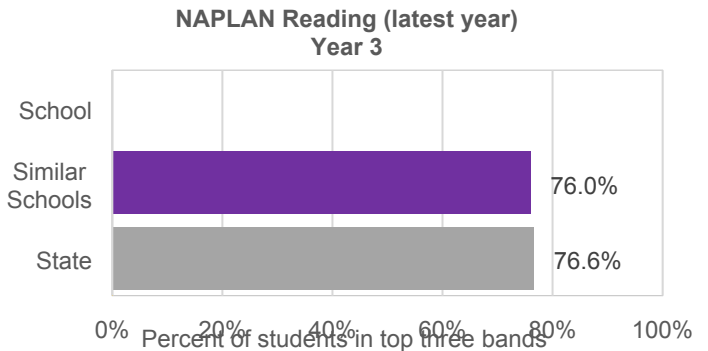
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

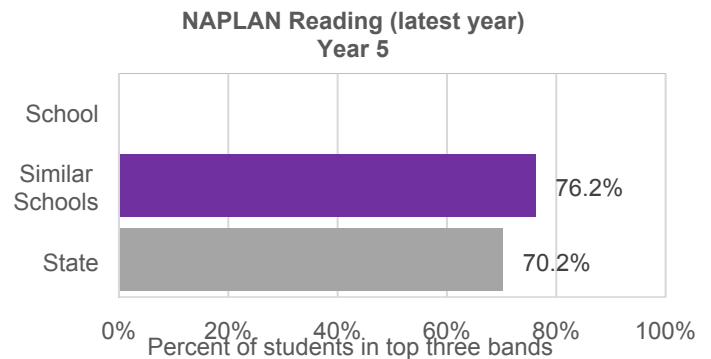
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	66.7%
Similar Schools average:	76.0%	72.8%
State average:	76.6%	76.6%



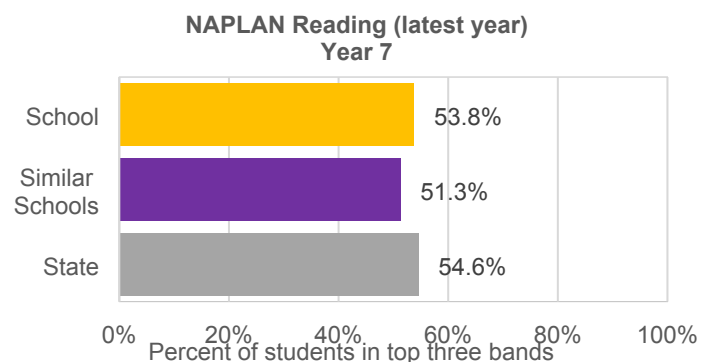
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	33.3%
Similar Schools average:	76.2%	67.2%
State average:	70.2%	69.5%



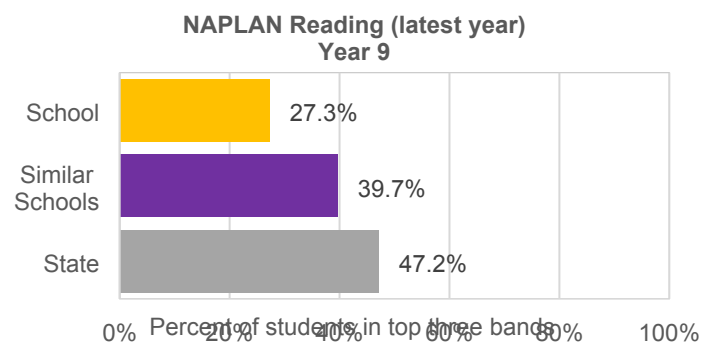
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	51.4%
Similar Schools average:	51.3%	50.6%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	47.2%
Similar Schools average:	39.7%	40.7%
State average:	47.2%	46.0%



LEARNING (continued)

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.

NAPLAN (continued)

**Numeracy
Year 3**

School percent of students in top three bands:

Similar Schools average:

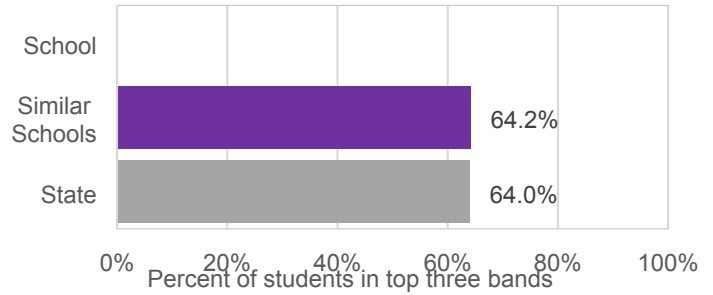
State average:

Latest year (2022)	4-year average
NDA	25.0%

64.2%	65.4%
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64.0%	66.6%
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**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

School percent of students in top three bands:

Similar Schools average:

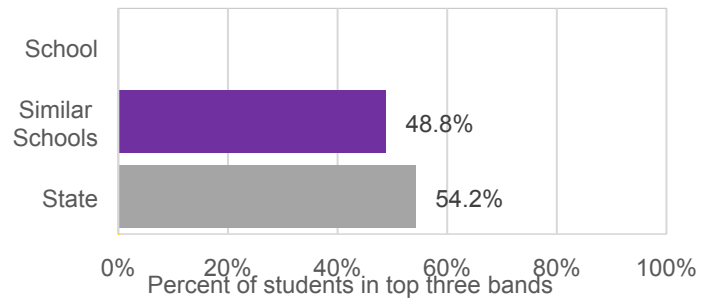
State average:

Latest year (2022)	4-year average
NDP	33.3%

48.8%	49.0%
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54.2%	58.8%
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**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

School percent of students in top three bands:

Similar Schools average:

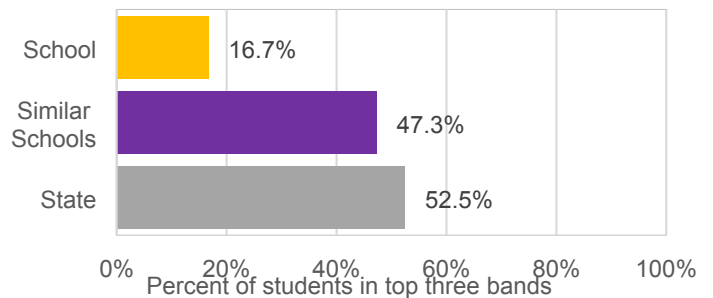
State average:

Latest year (2022)	4-year average
16.7%	32.4%

47.3%	49.1%
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52.5%	54.8%
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**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

School percent of students in top three bands:

Similar Schools average:

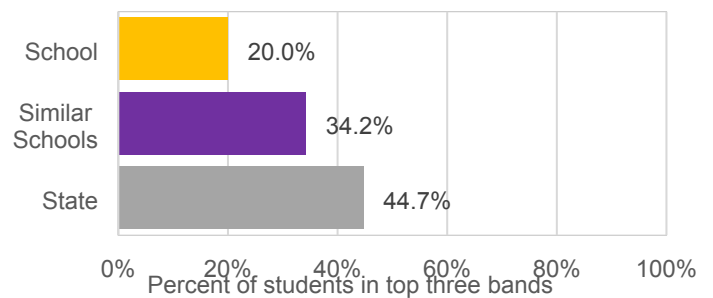
State average:

Latest year (2022)	4-year average
20.0%	35.1%

34.2%	38.4%
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44.7%	45.6%
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**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

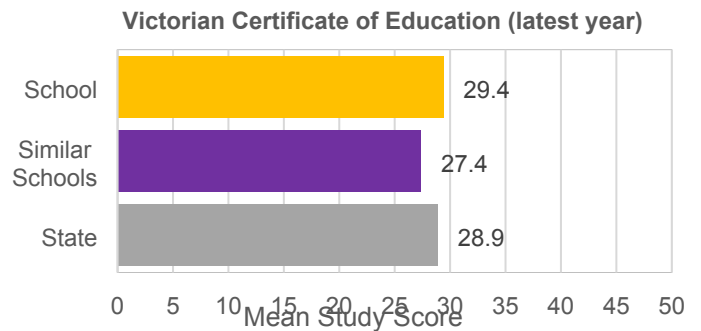
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School mean study score	29.4	27.9
Similar Schools average:	27.4	27.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

54%

VET units of competence satisfactorily completed in 2022:

72%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

60%

WELLBEING

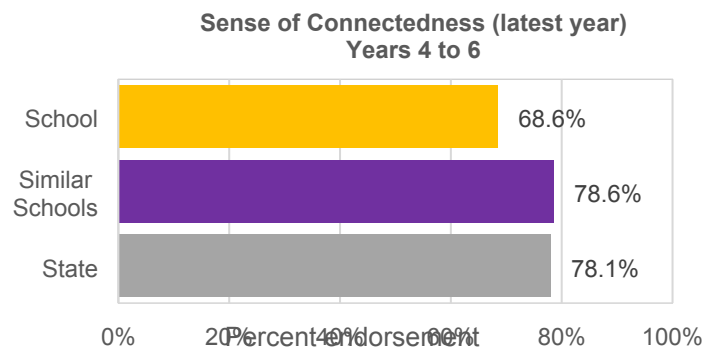
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

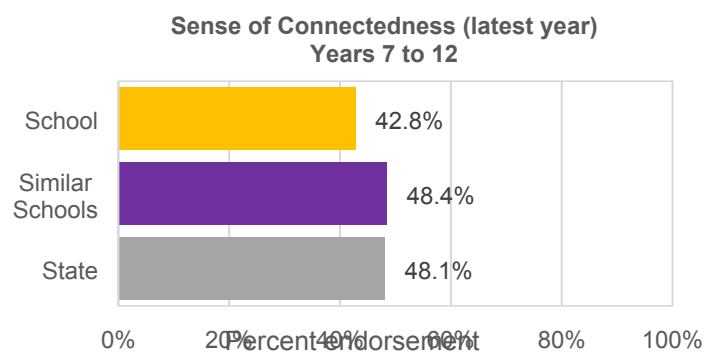
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.6%	69.0%
Similar Schools average:	78.6%	81.0%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.8%	52.0%
Similar Schools average:	48.4%	51.9%
State average:	48.1%	52.5%



WELLBEING (continued)

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).

**Management of Bullying
Years 4 to 6**

Latest year
(2022) 4-year
average

School percent endorsement:

47.6% 46.8%

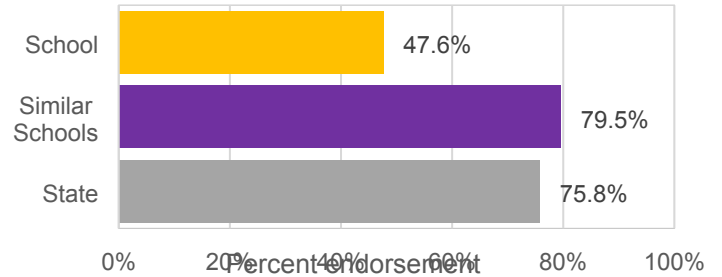
Similar Schools average:

79.5% 83.0%

State average:

75.8% 78.3%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:

43.9% 47.0%

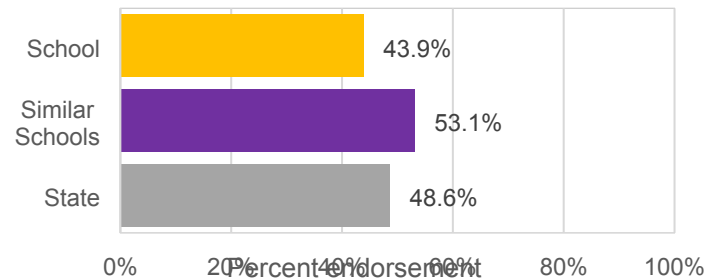
Similar Schools average:

53.1% 57.7%

State average:

48.6% 54.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

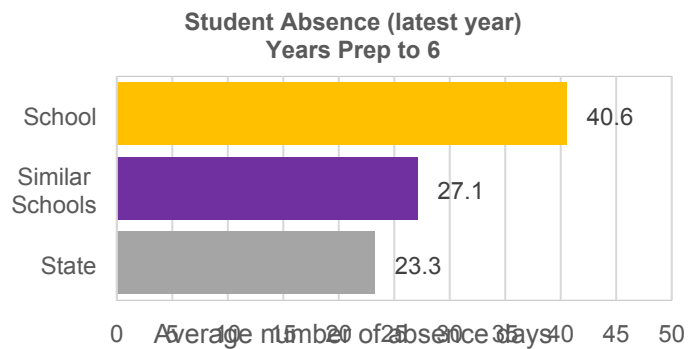
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

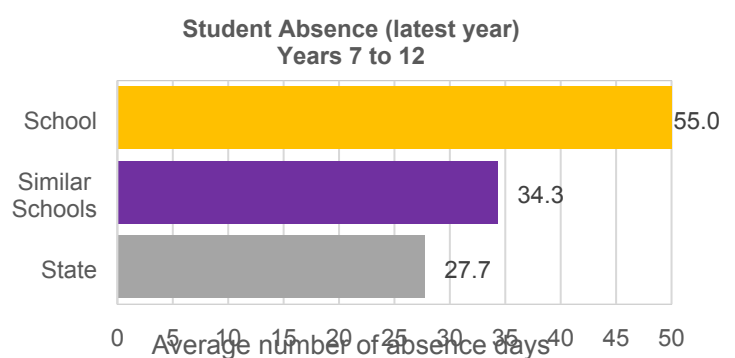
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	40.6	27.6
Similar Schools average:	27.1	18.9
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	55.0	42.9
Similar Schools average:	34.3	28.3
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDA	NDA	NDP	NDP	NDP	72%	82%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	67%	65%	68%	74%	80%	78%

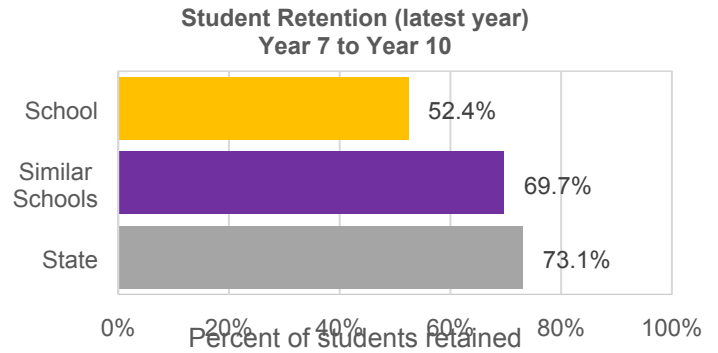
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	52.4%	43.2%
Similar Schools average:	69.7%	69.6%
State average:	73.1%	73.0%



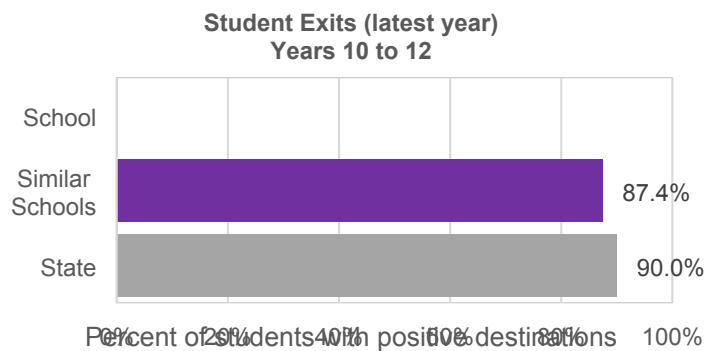
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	NDP	95.6%
Similar Schools average:	87.4%	86.6%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,401,574
Government Provided DET Grants	\$429,798
Government Grants Commonwealth	\$9,855
Government Grants State	\$23,645
Revenue Other	\$16,758
Locally Raised Funds	\$38,291
Capital Grants	\$25,000
Total Operating Revenue	\$2,944,922

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,463
Equity (Catch Up)	\$14,489
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$75,952

Expenditure	Actual
Student Resource Package ²	\$2,486,913
Adjustments	\$0
Books & Publications	\$152
Camps/Excursions/Activities	\$16,930
Communication Costs	\$4,321
Consumables	\$60,559
Miscellaneous Expense ³	\$17,226
Professional Development	\$18,787
Equipment/Maintenance/Hire	\$66,719
Property Services	\$95,439
Salaries & Allowances ⁴	\$23,337
Support Services	\$108,463
Trading & Fundraising	\$7,887
Motor Vehicle Expenses	\$934
Travel & Subsistence	\$0
Utilities	\$49,307
Total Operating Expenditure	\$2,956,975
Net Operating Surplus/-Deficit	(\$37,053)
Asset Acquisitions	\$14,798

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$594,895
Official Account	\$15,219
Other Accounts	\$0
Total Funds Available	\$610,114

Financial Commitments	Actual
Operating Reserve	\$69,838
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$40,000
School Based Programs	\$1,348
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$70,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$389,186

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.