

# 2022 Annual Report to the School Community

School Name: Edenbrook Secondary College (8224)



**Edenbrook**  
SECONDARY COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 20 March 2023 at 11:13 AM by Johanna Walker (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 04 April 2023 at 12:09 PM by Daniel Lewis (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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
- 

### 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

Edenbrook Secondary College is a co-educational secondary school located in Pakenham which had two year levels - 7 & 8 - in 2022.

### Vision

Edenbrook's mission is to 'collaboratively generate a positive learning environment that challenges and supports us all to grow'. Our college values are explicitly taught and referenced throughout the College and underpin all that we do as a community. At Edenbrook we foster the following learning culture which has a focus on working in a respectful and collaborative manner with each other, recognizing that information literacy – the ability to source, evaluate and use information – is an essential part of all areas of the curriculum. Learning methods and technologies are incorporated into every learning area. The curriculum promotes a problem-solving approach, with students encouraged to take responsibility for their own learning. We aim to have a positive impact on every student in our care so they can make a positive impact in their school, their community and their world.

### Values

The College staff have identified the following values as those that the school will aspire to as we work to deliver an outstanding educational experience for students who attend our school.

Our REACH values are:

Respect  
Endeavour  
Achievement  
Courage  
Humanity

### Workforce Composition

In 2021 we enrolled 250 students and employed 26.6 F.T.E. staff. In 2022 the College more than doubled our enrolment to over 250 students with a proportionate increase in staff. School Structure Students and staff are grouped vertically in house groups for pastoral programs and activities to support and implement aspects of the College's mentor (pastoral care) program. The Edenbrook houses are named after four outstanding Australians who excelled in their fields of endeavour - Cowan, Cuthbert, Florey and Paterson. Students are placed into a house and mentor groups are vertically structured to encourage student connections across the College.

### Social and enrolment characteristics

The College has experienced significant enrolment demand from the local community. The gender distribution of students in 2022 was 55.6% male and 44.4% female. 21% of the students were from non-English speaking backgrounds. 2022 saw Stage 2 of the College capital works being completed, allowing staff and students access to an additional Learning Neighbourhood, a Stadium and canteen area, and an Administration building which includes a Library were also added to the permanent buildings at the College and these are now being utilized in the delivery of a broad curriculum for students.

---

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

### Learning

Students responded very positively to the learning climate at Edenbrook Secondary College. Edenbrook has created a positive, safe and engaging school environment for our students, staff and community and this has been reflected in our excellent Student engagement data. Along with the key cultural imperatives of establishing our new school, we also worked to ensure through the start-up management of policies, processes and resources associated with developing a foundation school.

Edenbrook Secondary College teaches a broad and rigorous academic program that allows students to build skills and knowledge in all areas of the curriculum. In 2022 we were able to implement a targeted intervention program to support students who needed additional support with their learning.

A key focus was the further development of the Academy Program which allowed students to engage deeply with an area of the curriculum they found interesting. As the College grew and more staff were employed, the scope of the program broadened.

Teachers engage with students in a manner that challenges their thinking and promotes high expectations for all learners. Moving forward, the College has introduced an Enrichment Program; as well as a Targeted Intervention program, to extend and support students. Students reported in the Attitudes to School Survey that effective teaching time for cognitive engagement at the College was above that of both the State and Similar schools. Attendance, whilst impacted on by significant absences due to Covid within the community, was still at the level of similar schools.

The College commenced planning for the Year 9 cohort at the end of the year by commencing the employment of staff who would lead the program. Collaboration with other network schools to undertake a shared provision of VET programs was initiated.

## Wellbeing

Edenbrook Secondary College has performed very highly on Well-being measures during 2022. We place a strong emphasis on connection to the school.

The College has a significant focus on Well-being, in particular the work that we are doing to support and extend students after two years of the COVID-19 pandemic. A well-being team was commenced in 2022 to support students in their learning. This led to a number of programs being sourced and delivered on site for students in partnership with Cardinia Council. The impacts of this can be seen in the Student Attitude to School data in which students reported an excellent sense of connectedness which was above the State average.

A comprehensive transition program was undertaken in order to ensure that students were successfully engaged at the College and were able to establish good relationships with staff and students.

Each student is allocated into a Mentor Group in which they connect daily. The Mentor Group Teacher is the key 'significant adult' for all students and the first point of contact for families with the school. The effective establishment of the Mentor Group system was seen as a success by staff, students and families. A 'Meet the Mentor' evening was held early in Term 1 2022 to allow families to meet and have a tour of the College grounds.

The College identified very high levels of engagement with students reporting that teacher-student relations were ranked at nearly double of that for similar schools across the State.

## Engagement

As 2022 was the second year of operation for the College, a key focus was the further development of our House structure and the implementation of School Wide Positive Behaviours which underpins all that we do at Edenbrook.

We have developed the significant role of Mentor Teacher. This key person in students' lives will also assist in ensuring our focus on high rates of attendance maintained and strengthened in 2022. Staff have all received training in consistent strategies used to support students with their mental health and academic progress.

A highlight of 2022 has been the successful implementation of the Academy Program. This program aims to immerse students in a hands-on and enriched learning environment with like-minded peers and specialist staff to target holistic development and excellence in a chosen field.

In 2022 the following programs were offered - STEM, Sport, and Performing Arts. Academies ran every Wednesday afternoon throughout the College year. The opening of the Stage 2 building program and the use of these specialist spaces was very exciting for the College, especially with regards to Physical Education and Sport classes who could access an indoor space for the first time since the opening of the school.

With the increase in staff numbers as the College grew in size, a dedicated Student Wellbeing team was developed and the appointment of a Wellbeing leader provided scope for significantly broader supports offered to students.

## Financial performance

Our second year saw us continue to work collaboratively with staff and school council to establish accurate, efficient and transparent processes guiding the management of finances at Edenbrook Secondary College. We carefully managed budgeting and staffing processes to ensure that resources were allocated to identified FISO and establishment priorities. In our second year of operation, we again ended with a credit surplus which has been transferred to cash to support staffing in the years to come, particularly as we approach VCE.

We received substantial establishment funds for the development of Stage 2 of the school and we have been expending these on major development like: furniture, external signage and curriculum equipment. We continue to monitor establishment spending as separate from recurrent expenditure. Significant pressure has been applied to locally raised funds; collection rate dropped to around 60% as the new Parent Payment Policy has taken effect. CRT costs continue to increase due in part to COVID absences. We are aware and continue to future proof financially to ensure our senior pathways can be resourced.

**For more detailed information regarding our school please visit our website at**  
<https://edenbrooksc.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 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 250 students were enrolled at this school in 2022, 111 female and 139 male.

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

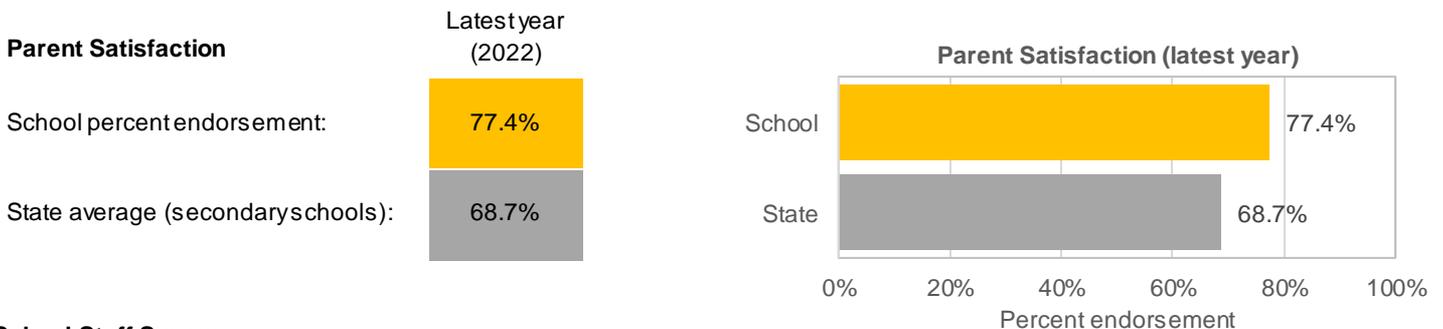
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

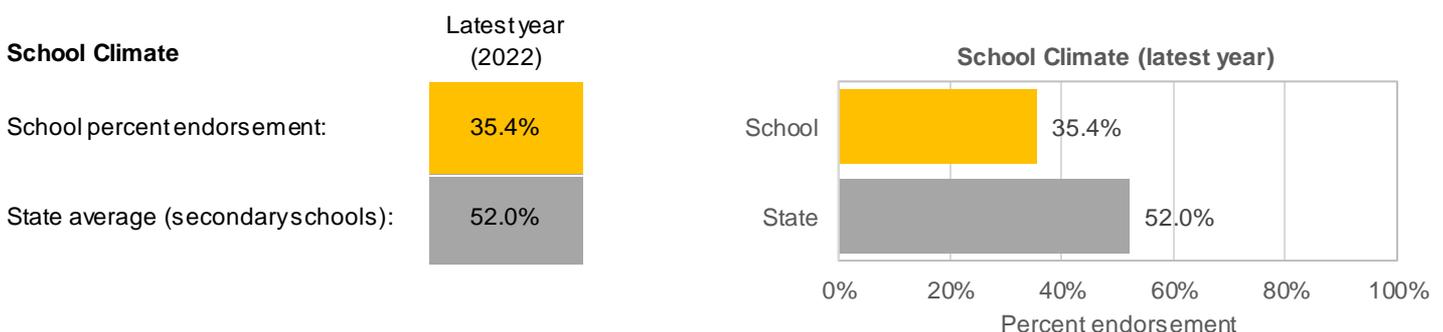


### School Staff Survey

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

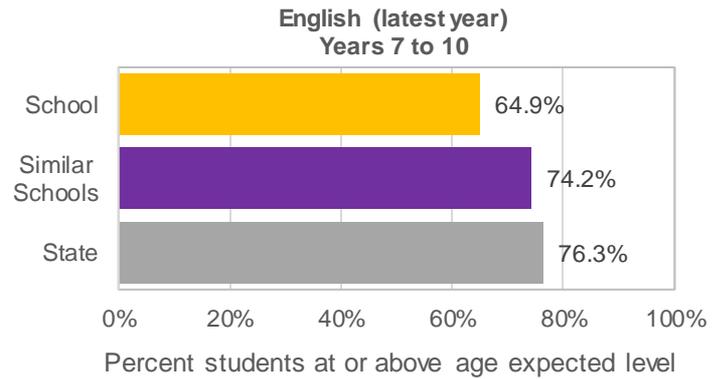
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

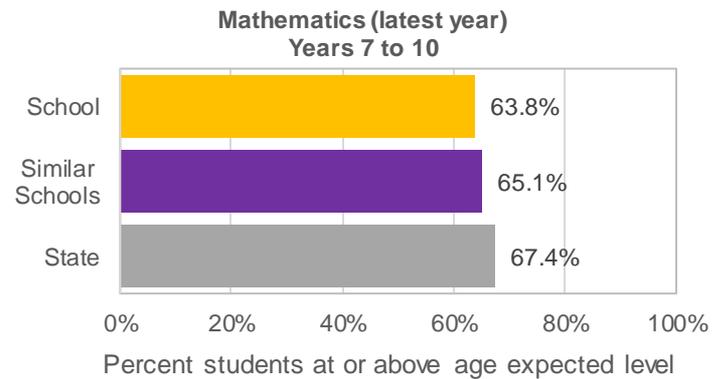
#### English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	64.9%
Similar Schools average:	74.2%
State average:	76.3%



#### Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	63.8%
Similar Schools average:	65.1%
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.

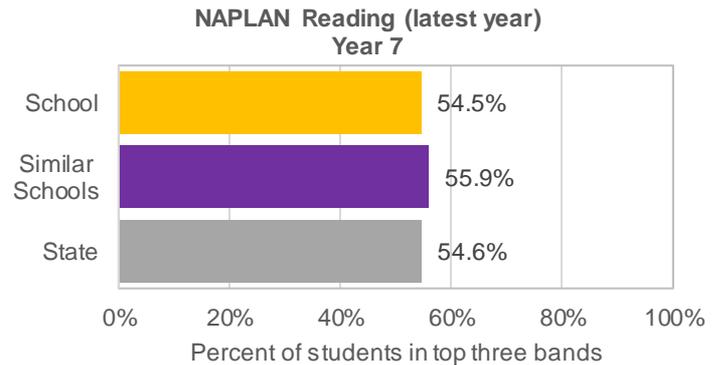
### NAPLAN

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.

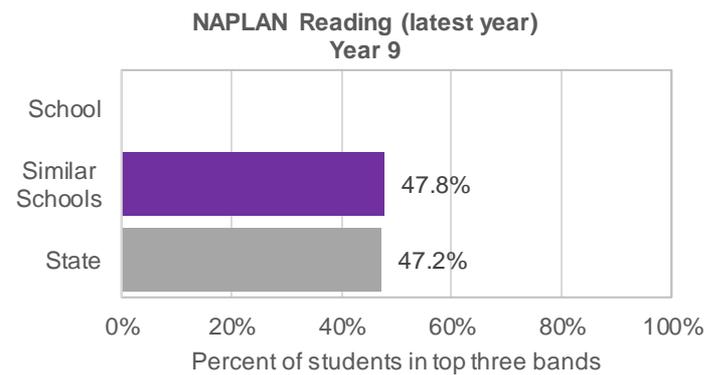
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	50.8%
Similar Schools average:	55.9%	57.0%
State average:	54.6%	55.3%



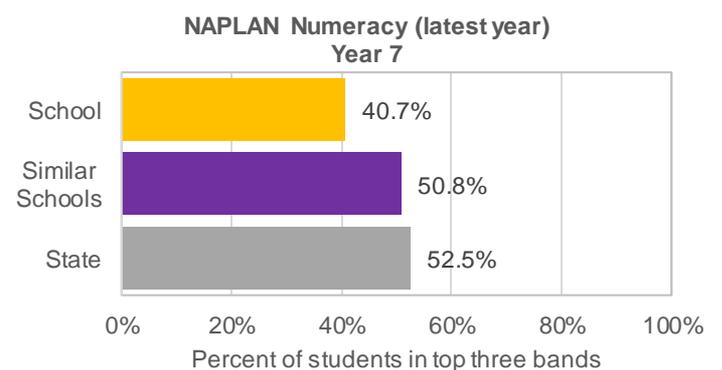
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	47.8%	45.5%
State average:	47.2%	46.0%



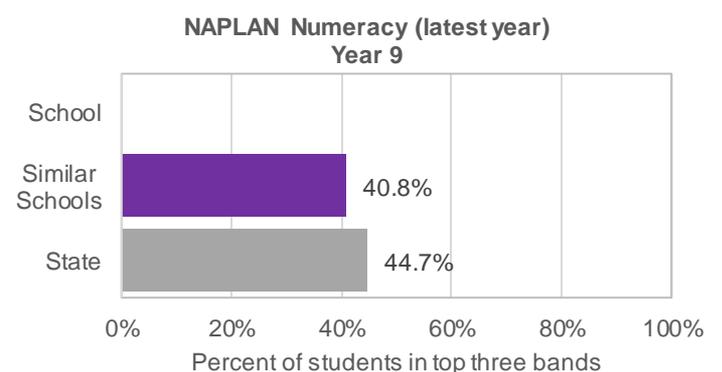
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.7%	44.1%
Similar Schools average:	50.8%	54.3%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	40.8%	41.9%
State average:	44.7%	45.6%



## 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.*

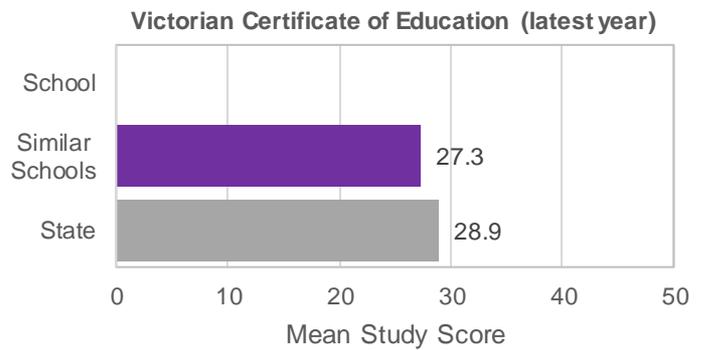
### Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	27.3	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

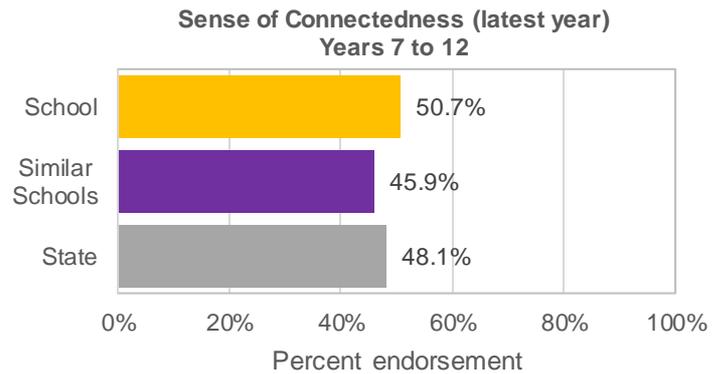
## WELLBEING

**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).

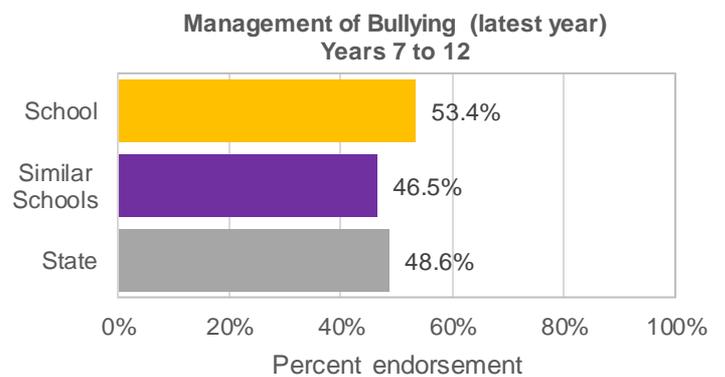
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	50.7%	53.7%
Similar Schools average:	45.9%	49.5%
State average:	48.1%	52.5%



### 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 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	53.4%	57.4%
Similar Schools average:	46.5%	51.4%
State average:	48.6%	54.0%



## ENGAGEMENT

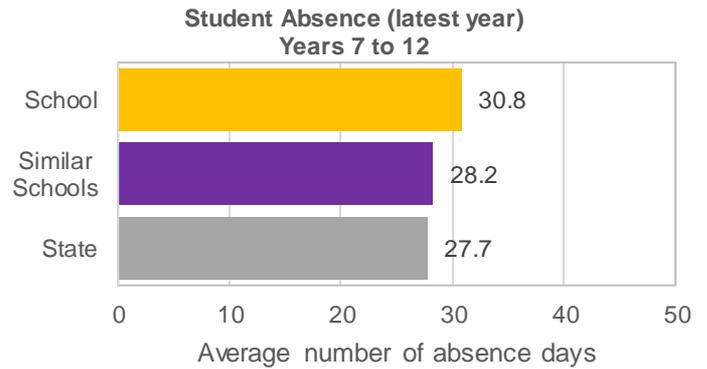
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.8	25.6
Similar Schools average:	28.2	22.9
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.

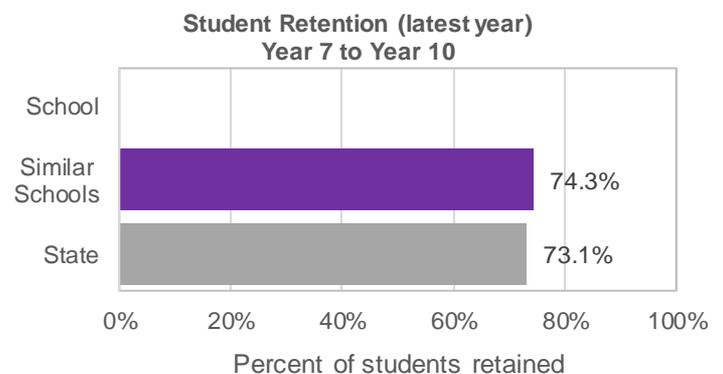
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	84%	NDA	NDA	NDA	NDA

### 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:	NDA	NDA
Similar Schools average:	74.3%	72.7%
State average:	73.1%	73.0%



## ENGAGEMENT (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.*

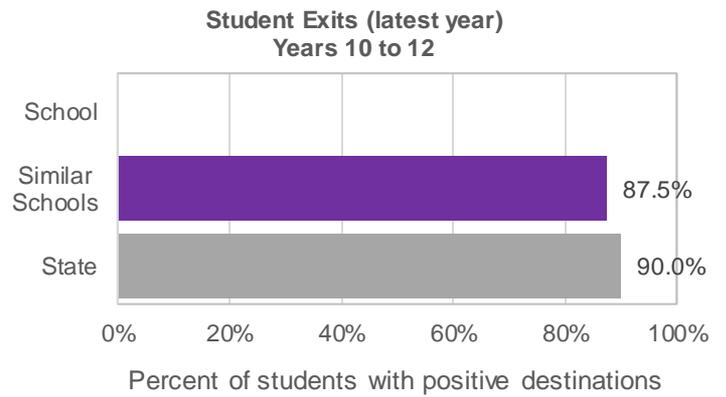
### Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	87.5%	86.9%
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	\$3,073,590
Government Provided DET Grants	\$1,405,338
Government Grants Commonwealth	\$13,806
Government Grants State	\$0
Revenue Other	\$42,810
Locally Raised Funds	\$137,384
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,672,928</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$28,748
Equity (Catch Up)	\$17,434
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$22,165
<b>Equity Total</b>	<b>\$68,347</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,948,872
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$44,664
Communication Costs	\$10,932
Consumables	\$86,423
Miscellaneous Expense <sup>3</sup>	\$35,378
Professional Development	\$13,426
Equipment/Maintenance/Hire	\$215,046
Property Services	\$60,350
Salaries & Allowances <sup>4</sup>	\$169,286
Support Services	\$83,087
Trading & Fundraising	\$876
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$90,839
<b>Total Operating Expenditure</b>	<b>\$3,759,178</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$913,749</b>
<b>Asset Acquisitions</b>	<b>\$245,630</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,296,881
Official Account	\$42,348
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,339,229</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$130,965
Other Recurrent Expenditure	\$39,713
Provision Accounts	\$0
Funds Received in Advance	\$18,593
School Based Programs	\$645,760
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$455,162
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$180,000
<b>Total Financial Commitments</b>	<b>\$1,470,194</b>

*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.*