

# 2022 Annual Report to the School Community

School Name: Creekside K-9 College (8909)



- 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 05 April 2023 at 01:06 PM by Gary Eckersall (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 05 May 2023 at 01:03 PM by Maggie Joseski (School Council President)

# How to read the Annual Report

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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## School context

Creekside K–9 College is located in the west of Melbourne, approximately 20km from the CBD. In the 2022 August census the College had an enrolment of 1306 students, including 6 international students and the school's Student Family Occupation (SFO) density was medium. At present there are 1310 students enrolled at the school, including 6 international students. Our families come from over 60 different nationalities, and we provide support to approximately 291 students who have English as an Additional Language. In 2022 the College is supporting 33 students who are on the Program for Students with Disabilities, 6 Koorie students and 11 students who are classified as refugee. The workforce consists of 142 equivalent fulltime staff. This comprised 4 Principal class officers, 105 teachers and 37 Education Support personnel. The College supports learning from Kinder through to Year 9, using the Victorian Curriculum and the Early Years framework to ensure programs and practice meet the required benchmarks. The College uses the Creekside Instructional Model (CIM), to ensure consistency between classes and to strengthen lessons through the use of high impact teaching strategies, promote data analysis and to develop a differentiated program. The College continues to utilise the PLC model which focuses on developing a guaranteed and viable curriculum through yearly overviews, term planners, units of work and individual learning plans, assessment and reporting and moderation of work samples. Moderation has been a focus to ensure consistency of data across the College. The College has engaged Vivian Arbaci (Literacy) and Michael Minas (Numeracy) to drive improvement. Leading Teachers and Learning Specialists combine modelling and classroom visitation/feedback to enhance individual and team coaching opportunities. Leadership meetings provide the forum for shared discussion and PL around coaching technique and priorities. School Wide Positive Behaviour Strategy has supported our staff to ensure a safe and orderly learning environment. Students are explicitly taught the behaviours that enhance student learning which are underpinned by our school values of Respect, Responsibility, Acceptance and Honesty. In all classrooms all students have the right to feel safe and the right to learn.

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

### Learning

In 2022, the school continued to focus on key learning goals as outlined in the School Strategic Plan. The School's goal is to maximise learning growth for all students. A particular focus has been made in numeracy in supporting students returning to their first full school year since the pandemic. Creekside K-9 continues to track well in achieving our strategic plan targets.

Although benchmark growth data was not available in 2022, the school achieved some impressive results which should give us confidence in the level of student learning taking place across the College.

39% of students in Year 5 reading achieved in the top two bands. This is a 10% increase from 2021.

20% of students in Year 9 writing achieved in the top two bands. This is our best result in 5 years.

Whilst it is important to acknowledge strong cohorts in these year levels, the hard work teachers and students as well as the strategic direction of the school has contributed. Key actions were undertaken by the school included a focus on developing teacher content knowledge in both literacy and numeracy. In addition to this PLC (Professional Learning Communities) continued to track student's achievement and teach to the point of need. The school has run numerous tiered interventions with the support of leading teachers and tutors.

We need to continue to build teacher capacity across all areas of the curriculum. This is evidence of the flat performance in relation to Year 9 Numeracy.

11% of students were marked above the age expected level.

Further work will continue in to address the needs of our staff and students.

### Wellbeing

Wellbeing programs continued to connect students with school and promote positive wellbeing. A range of clubs and lunchtime activities provided an opportunity for students to connect with each other and explore areas of interest. The Hands on Learning program has been effective in providing disengaged students with an opportunity to participate in real life learning opportunities. Topics such as understanding emotions, personal strengths, positive coping, stress management, problem solving, help seeking, gender and identity and positive gender relations were taught during weekly health lessons. To ensure appropriate vocabulary was used, staff participated in professional learning around topics such as gender and identity and positive gender relations. Through

articulating the school values in the SWPBS matrices, and Expect Respect routines, staff and students have a common language around respectful relationships, school expectations and their consistent application. The College structure supported student management concerns to ensure all issues are dealt with in a timely manner. Our school wellbeing team grew to include a Years 7-9 Mental Health Practitioner and Health Promotions Nurse. The Foundation to Year 9 Wellbeing team collaborated and used student data to identify areas to target for health promotion and social skills support.

## Engagement

Through cohort assemblies, reward systems and acknowledgement, the school newsletters, Compass and conversations with parents, the College worked collaboratively with families to promote attendance at school every day. Creekside K-9 College recognises that student attendance at school is a key factor influencing student achievement and engagement. Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. During the year a whole school strategic and systematic process continued to be utilised to follow up student absences by teachers and administration. This will continue to be monitored and evaluated. We work in partnership with our families and strengthen engagement with families through regular contact via Compass posts, phone calls and formal and informal meetings. We restarted our Classroom Helpers program across Foundation to Year 6 and invited families to attend excursions and special events such as Athletics days and Graduations.

Staff continued to actively reward students who displayed the four core school values of Respect, Responsibility, Honesty and Acceptance in the school environment. When students display these values to a high level they are rewarded with a 'Creekside Coin' which they can spend at the College's SWPB Shop.

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## Other highlights from the school year

In 2022 the college further endorsed a sense of community, partnerships and student agency through the celebration of several whole school events.

Inclusion, diversity and respect were celebrated through Harmony and Pride Week, R U OK? Day and World Environment Day, where students played an integral role with the support of staff to organise a range of events that promoted both awareness and engagement.

The House System was further strengthened to promote a sense of pride and belonging in students through the organisation of term-based events. Each term, one of our four houses; Cowen, Alcott, Dunlop & Freeman rotated to select a key charity. Students and staff collaborated to organise a range of whole school events over the course of a day to raise funds, awareness and promote engagement and community amongst our students.

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## Financial performance

Creekside K-9 College maintained a very sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. During 2022 the school was able to allocate funds to refurbish the administration office and provide outside learning spaces for students. The Financial Performance and Position report show an end of year profit of \$735,985. This profit occurred through prudent financial management over the course of three years. Through being financially responsible, the school was able, and will continue to reinvest into the school infrastructure and facilities.

**For more detailed information regarding our school please visit our website at**  
[www.creeksidecollege.vic.edu.au/](http://www.creeksidecollege.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 1337 students were enrolled at this school in 2022, 621 female and 716 male.

46 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).

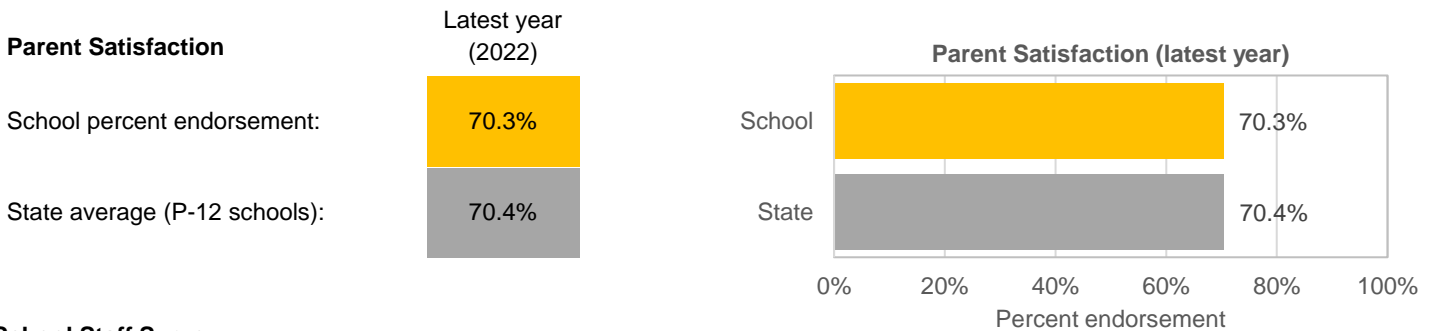
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

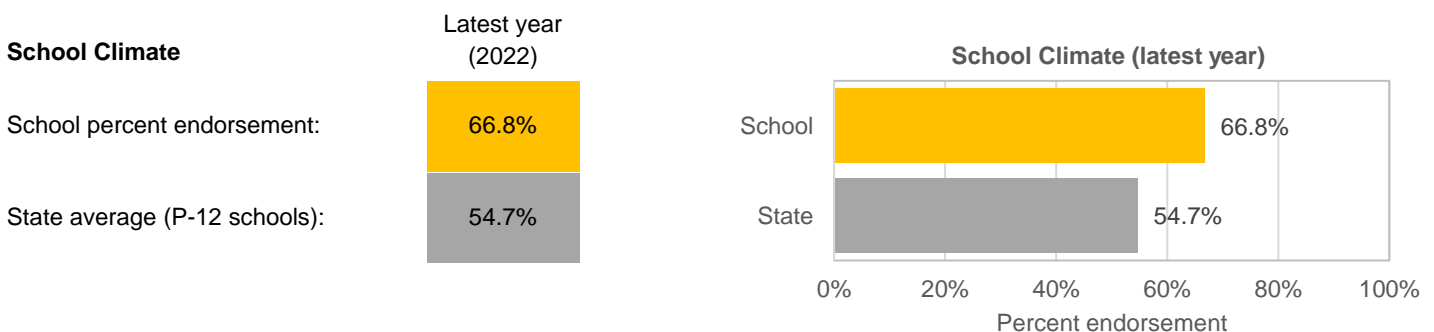


### School Staff Survey

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 Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

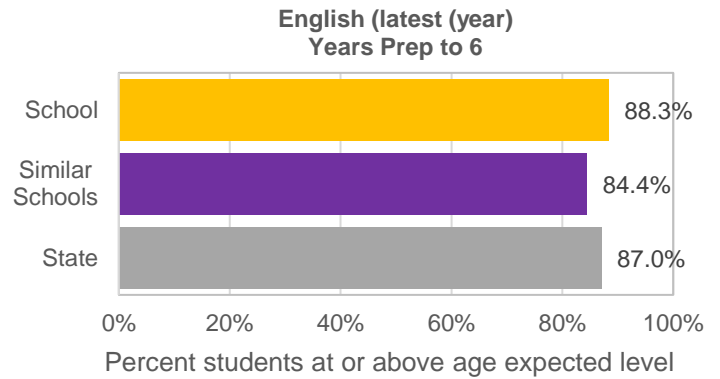
88.3%

Similar Schools average:

84.4%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

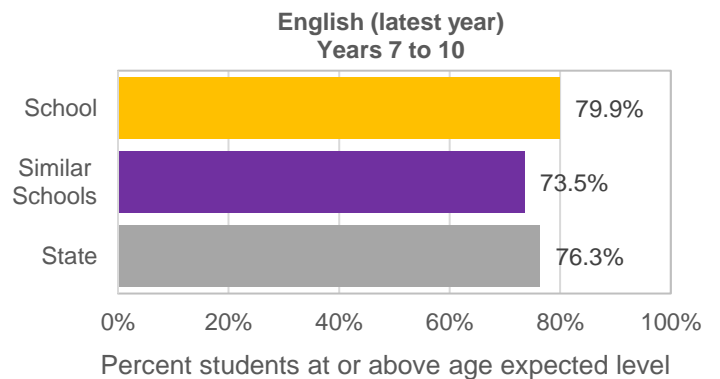
79.9%

Similar Schools average:

73.5%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

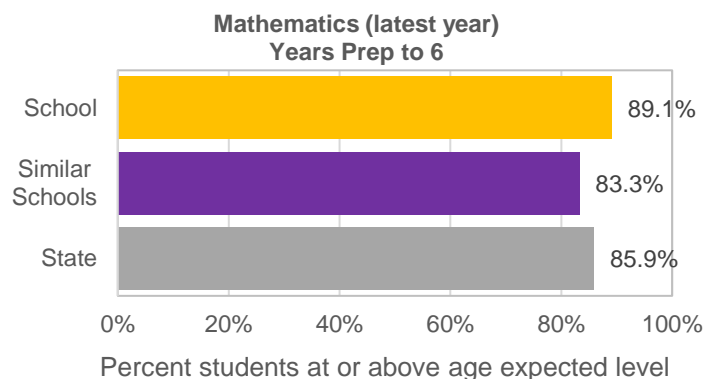
89.1%

Similar Schools average:

83.3%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

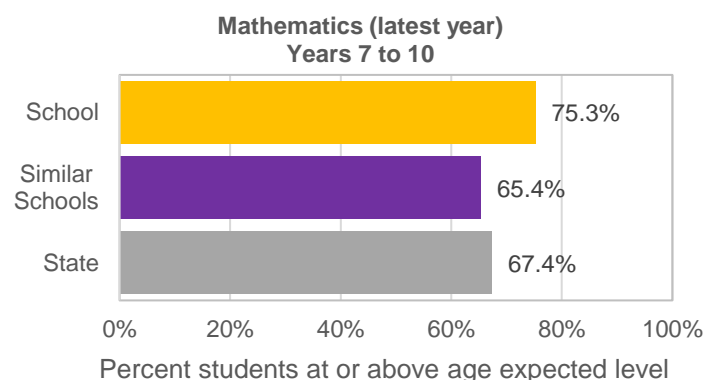
75.3%

Similar Schools average:

65.4%

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.

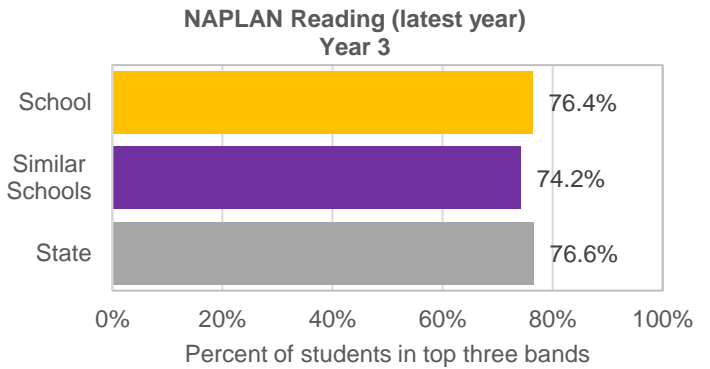
### NAPLAN

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.

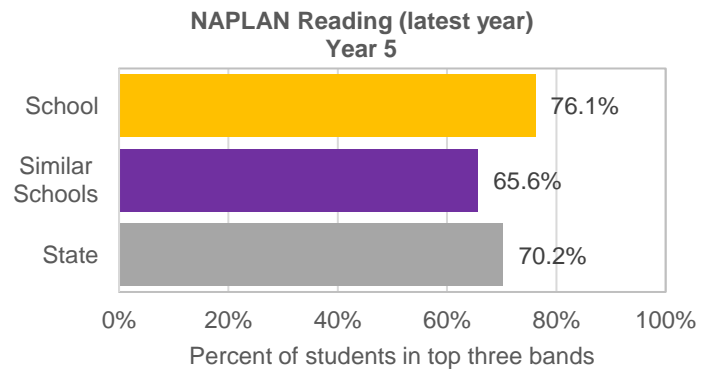
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.4%	74.6%
Similar Schools average:	74.2%	73.9%
State average:	76.6%	76.6%



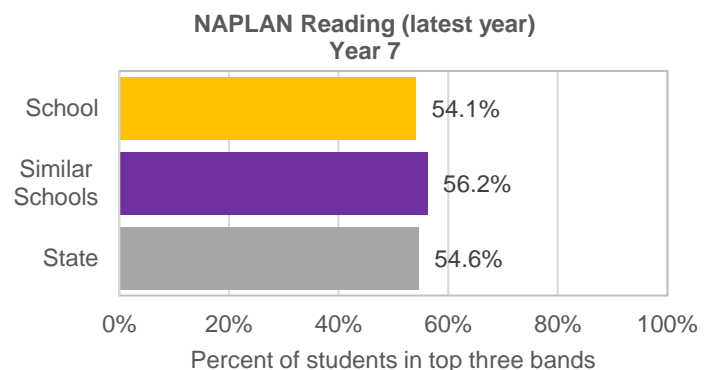
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	66.0%
Similar Schools average:	65.6%	64.4%
State average:	70.2%	69.5%



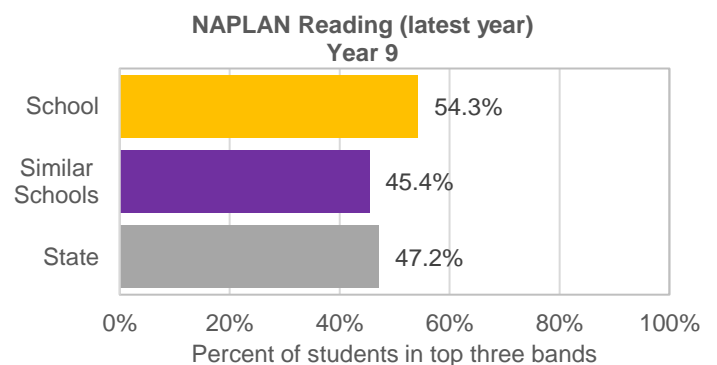
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.1%	53.6%
Similar Schools average:	56.2%	56.2%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.3%	48.0%
Similar Schools average:	45.4%	42.9%
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:

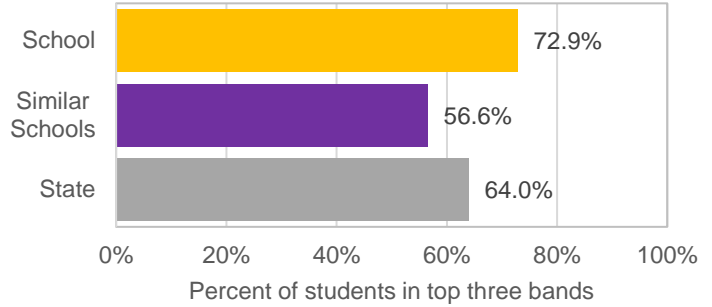
State average:

Latest year (2022)	4-year average
72.9%	64.8%

56.6%	59.6%
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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:

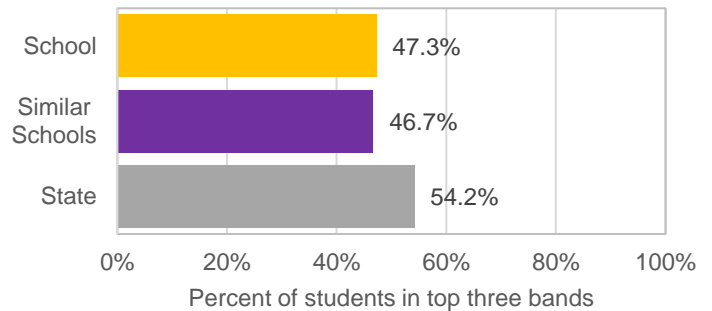
State average:

Latest year (2022)	4-year average
47.3%	56.0%

46.7%	52.7%
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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:

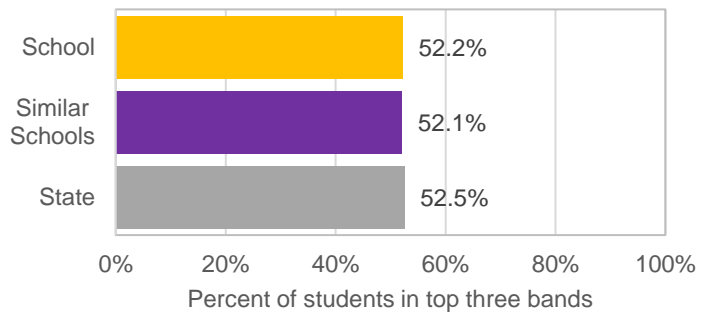
State average:

Latest year (2022)	4-year average
52.2%	54.1%

52.1%	53.4%
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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:

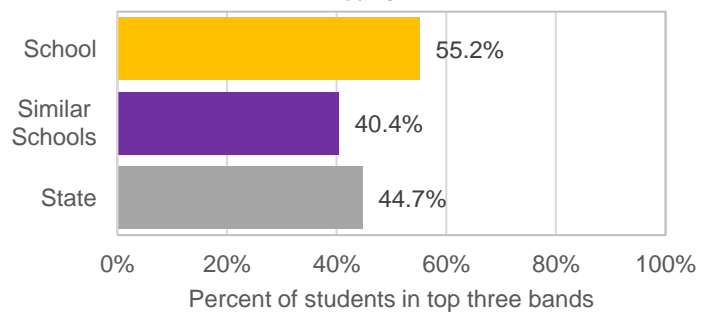
State average:

Latest year (2022)	4-year average
55.2%	48.0%

40.4%	40.3%
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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.*

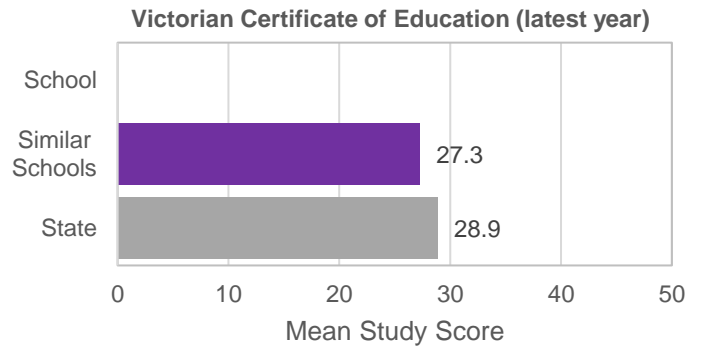
### Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	27.3	27.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

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

NDA
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VET units of competence satisfactorily completed in 2022:

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

NDA
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## WELLBEING

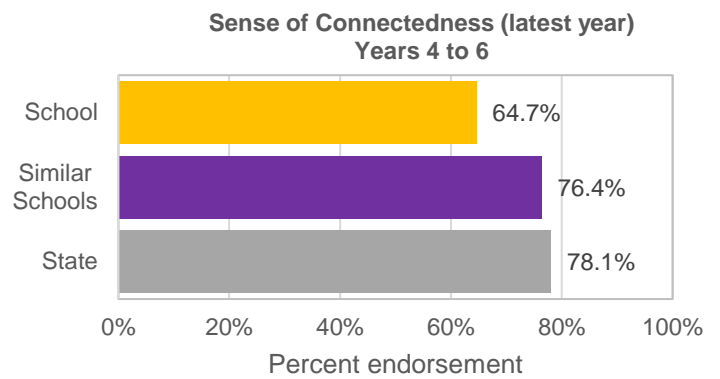
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

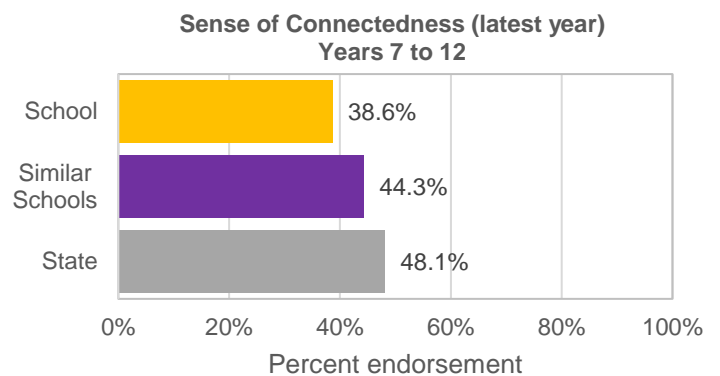
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	64.7%	67.6%
Similar Schools average:	76.4%	78.8%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	38.6%	41.5%
Similar Schools average:	44.3%	49.6%
State average:	48.1%	52.5%



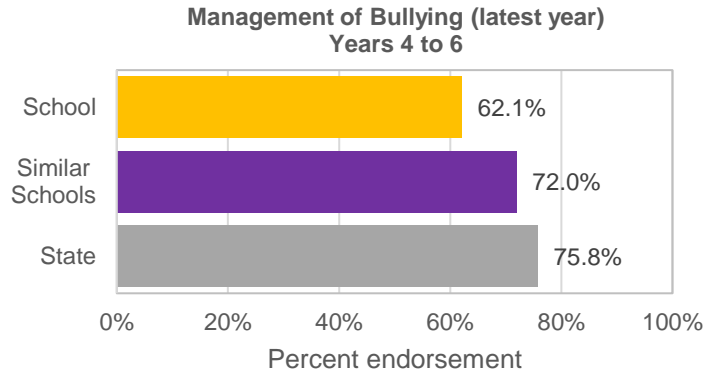
**WELLBEING (continued)**

**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).

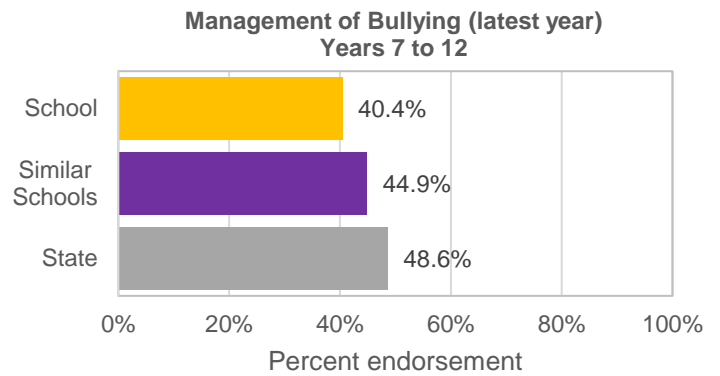
**Management of Bullying  
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	62.1%	67.6%
Similar Schools average:	72.0%	76.1%
State average:	75.8%	78.3%



**Management of Bullying  
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	40.4%	44.2%
Similar Schools average:	44.9%	51.4%
State average:	48.6%	54.0%



## ENGAGEMENT

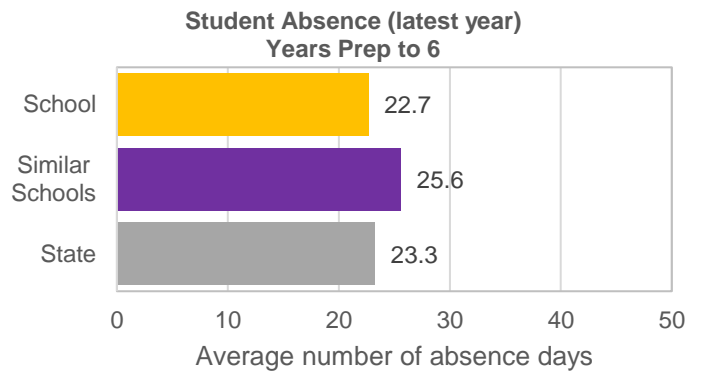
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

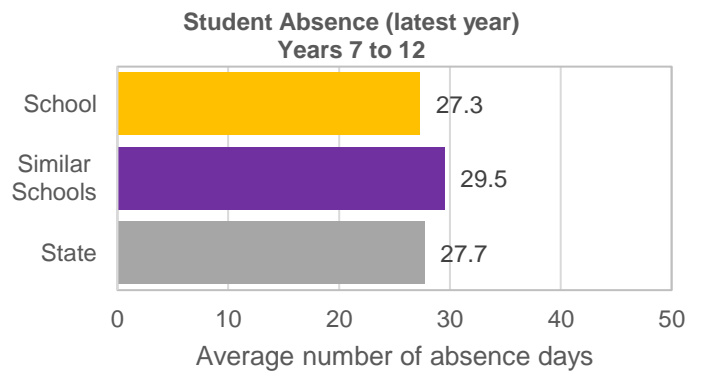
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.7	17.9
Similar Schools average:	25.6	18.5
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	27.3	20.9
Similar Schools average:	29.5	22.7
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):	89%	87%	89%	89%	88%	88%	90%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	87%	87%	85%	NDA	NDA	NDA	

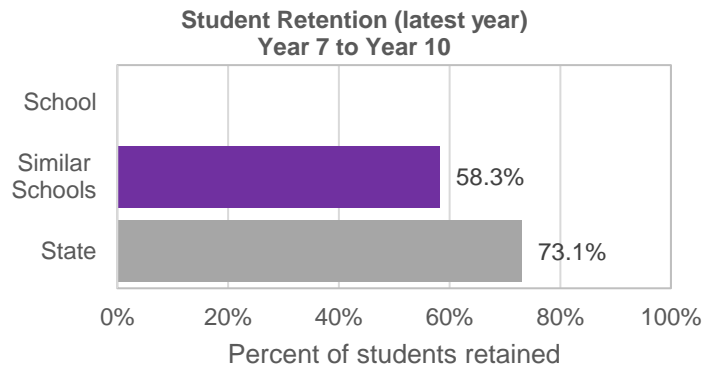
## ENGAGEMENT (continued)

### 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:	NDA	NDA
Similar Schools average:	58.3%	58.7%
State average:	73.1%	73.0%



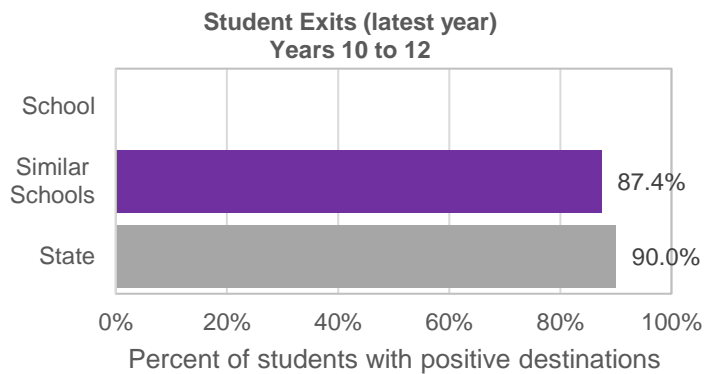
### Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	87.4%	87.6%
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	\$14,644,894
Government Provided DET Grants	\$2,238,922
Government Grants Commonwealth	\$14,705
Government Grants State	\$4,500
Revenue Other	\$99,075
Locally Raised Funds	\$562,022
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,564,118</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$378,945
Equity (Catch Up)	\$29,450
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$408,395</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,740,152
Adjustments	\$0
Books & Publications	\$11,538
Camps/Excursions/Activities	\$283,685
Communication Costs	\$16,185
Consumables	\$360,021
Miscellaneous Expense <sup>3</sup>	\$272,285
Professional Development	\$55,147
Equipment/Maintenance/Hire	\$383,914
Property Services	\$52,213
Salaries & Allowances <sup>4</sup>	\$654,777
Support Services	\$405,516
Trading & Fundraising	\$13,327
Motor Vehicle Expenses	\$12,399
Travel & Subsistence	\$0
Utilities	\$101,111
<b>Total Operating Expenditure</b>	<b>\$15,362,271</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,201,848</b>
<b>Asset Acquisitions</b>	<b>\$505,873</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	\$4,807,076
Official Account	\$108,403
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,915,478</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$433,994
Other Recurrent Expenditure	\$41,954
Provision Accounts	\$74,762
Funds Received in Advance	\$107,199
School Based Programs	\$2,498,710
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$158,000
Capital - Buildings/Grounds < 12 months	\$1,065,000
Maintenance - Buildings/Grounds < 12 months	\$183,500
Asset/Equipment Replacement > 12 months	\$300,000
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$185,000
<b>Total Financial Commitments</b>	<b>\$5,348,118</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.*