

# 2022 Annual Report to the School Community

School Name: Greenvale Secondary College (8427)



- 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 11 March 2023 at 06:16 AM by Mark Natoli (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 28 March 2023 at 06:41 PM by Rebecca Cooper (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

Greenvale Secondary College is a coeducational school that opened in 2022 with 120 year 7 students and is expected to grow to 265 students from year 7-8 in 2023. The future enrolment capacity is 1100 students from year 7 to 12. The College has an enrolment management plan which restricts enrolment and students who reside in the school zone and enrol at Greenvale Secondary College participate in the Victorian Curriculum program with their peers. In 2022 the school had 19.4 EFT staff including 6.4 Education Support Staff, 1 Business Manager, 1 Assistant Principal and 2 Leading Teachers / Learning Specialists. Greenvale Secondary College is located in the southern end of Greenvale with a school zone encompassing most of Greenvale and parts of Roxburgh Park, Meadow Heights and Attwood.

Greenvale Secondary College is a new school that is establishing itself to be known for learning growth as well as having strong social and community values. The community of Greenvale has long-awaited its own secondary school and it is fast becoming a success story: the secondary school of choice for local families and a school of which the community can be proud. At Greenvale we are supportive and positive with the growth of every individual student our absolute core focus. We have a learning environment that is built on high expectations for all, where all students are engaged in academic enrichment with a diverse and challenging curriculum, while ensuring they enjoy the caring and supportive environment in which they learn every day.

At Greenvale Secondary College we have 2 main goals for every learner:

1. To Ensure Academic Success
2. To Foster Identity Development

Our school values reflect our vision and have been developed in partnership with our community and are:

Motto: Dream, Believe, Achieve

Our Vision: We stay at the forefront of education to encourage the development of the whole student, providing them with the knowledge, skills and confidence to succeed and become lifelong learners who are generous, active and informed citizens.

Our Mission: We're on a mission to provide the best education we can for our students by partnering with our community and fostering the natural care and passion our staff have to make a difference.

Our Values:

- Excellence: We relentlessly pursue excellence and achieve our best
- Leadership: We support and influence others to achieve more than they thought possible
- Respect: We respect others for who they are and value their opinions
- Teamwork: We work together to achieve our goals through trust and mutual support

Students are exposed to a diverse and challenging developmental curriculum including, English, Mathematics, Science, Humanities, Languages, Physical Education, Future Technologies, Visual and Performing Arts, Digital Media.

The College will also ensure supplement students' learning with a wide range of co-curricular programs as well as encouraging them to get involved with the wider community.

The College is structured to provide maximum support to all students and families throughout their journey at Greenvale Secondary College. The structure at Greenvale Secondary College is:

- Year 7 and 8 – The Junior School is where critical foundations are built, including teaching students to identify their own strengths, develop planning and concentration skills as well as taking responsibility for their learning by developing a resilient mindset
- Year 9 – The Middle School is where students are encouraged to further develop their own identity by solving real world problems to develop those key 21st Century skills
- Year 10, 11 and 12 – The Senior School is where engagement to school is further deepened through leadership development, and planning for future pathways and independence.

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

### Learning

Student achievement data currently only reflects the students the College had in 2022 – being Year 7 and as there are no Year 9 students, there is no further data in this report.

The Year 7 NAPLAN data is similar to the internal teacher judgement scores and Progressive Achievement Test results. Our first cohort of year 7 students have a wide range of abilities with less students in the top 3 bands of NAPLAN at the start of Year 7. Starting where our students are at and maximising learning growth for all students has been a key feature of our developmental curriculum which will be reflected in strong learning achievement and growth as future years data is available. Teacher judgement data indicates the school's teachers have rigorous and high standards. Students respond well to developmentally defined curriculum skill progressions and developmental rubrics that ensure all students can see the progress that they are making and the areas that they need to work on throughout a unit of work.

### Wellbeing

Students' sense of Connectedness to our School was very strong in 2022 with Greenvale Secondary College students consistently being 15% or more ahead of both Similar Schools and the State. This includes our students feeling positive about our management of bullying across the school year.

A college cocurricular program was established and continues to grow providing opportunities for students to enhance their participation and engagement is pivotal to this success, as is the presence of a strong pastoral care connection provided through the Mentor program and development of our Enhancement Programs.

Students participate in curriculum within Respectful Relationships and teachers utilise a restorative practices approach when working on student relationships. Our consistent approaches and focus on establishing a calm and orderly learning environment is evident in this data.

### Engagement

Greenvale Secondary College's student engagement data reflects the very positive data in the annual state-wide Student Attitude to School Survey. Whilst absence is lower than the state average, we have 100% explained absences, with many being due to COVID or extended family holidays. The College invested time to research absence patterns in 2022 to better inform our approaches to maximising student attendance in future years. This is particularly important given the influence of the pandemic on illnesses in 2022.

The school's most important strategy for improving attendance data is a commitment to a rich and engaging learning program that empowers students by focusing on learner growth with feedback and developmental rubrics. As the College opened in 2022 there is no long-term trend data for student retention or exits and consequently this data is not displayed in the report.

---

## Financial performance

Greenvale Secondary College maintained a very sound financial position throughout 2022. The Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus that will be invested back into priority areas, programs and amenities for the benefit students. Equity funding has supported the provision of academic catch up through the enhanced curriculum programs for students. The School Council has contractual arrangements with Noone Imagewear and Franko Pennisi as external service providers as well as agreements with the Department of Education and Training (DET) in areas of Middle Years Literacy and Numeracy (MYL NS), Tutor Learning Initiative (TLI) as well as the Professional Learning Communities (PLC) and Respectful Relationships (RI) initiative. The School Council also enters into an annual arrangement with School Sport Victoria who manage Divisional, Regional and State sporting competitions that student's access. Finally, the College has continued to manage our Establishment Grants as a new school to furnish and equip our learning spaces appropriately. This will continue into 2023/24.

For more detailed information regarding our school please visit our website at  
[www.greenvalesc.vic.edu.au](http://www.greenvalesc.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 120 students were enrolled at this school in 2022, 64 female and 56 male.

28 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).

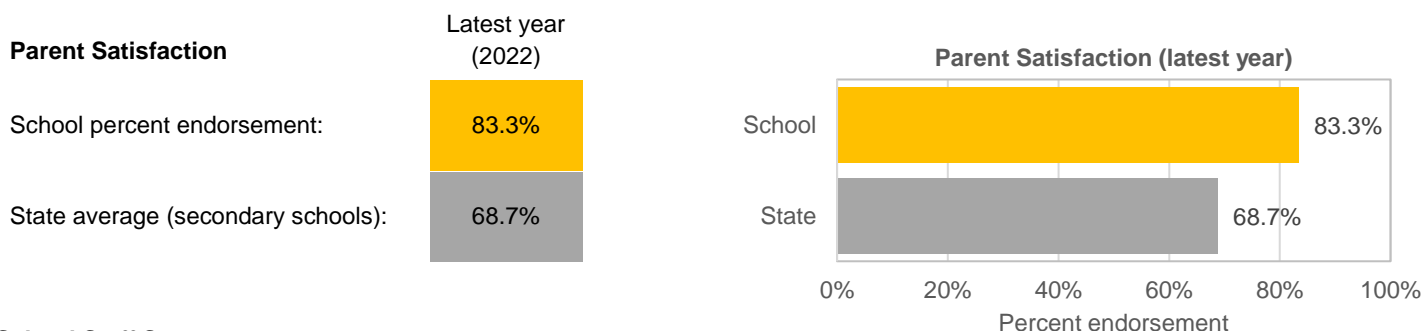
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

### 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.

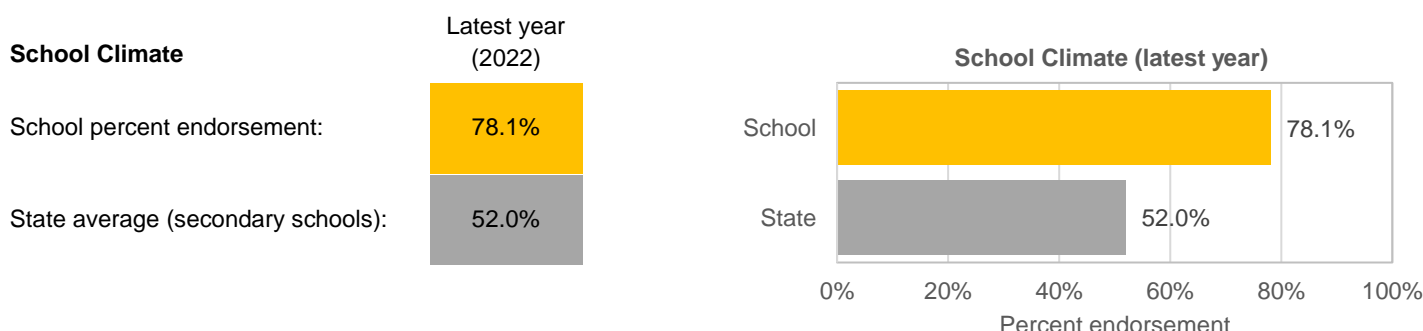


### School Staff Survey

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:

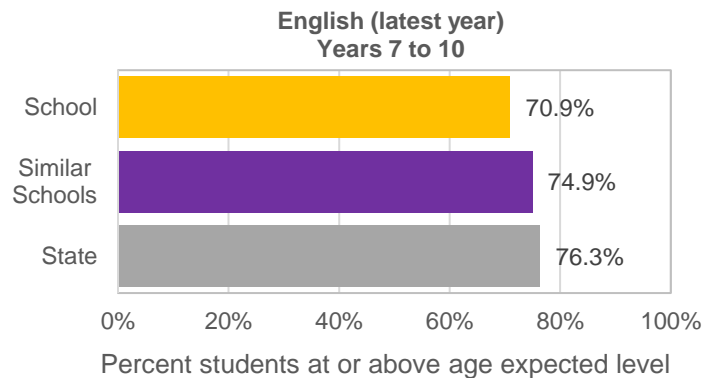
70.9%

Similar Schools average:

74.9%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

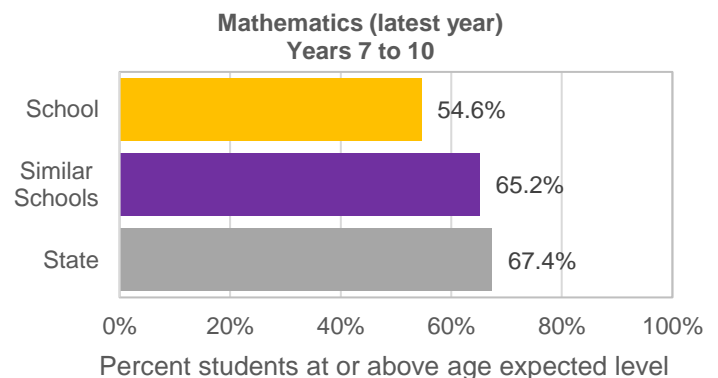
54.6%

Similar Schools average:

65.2%

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.

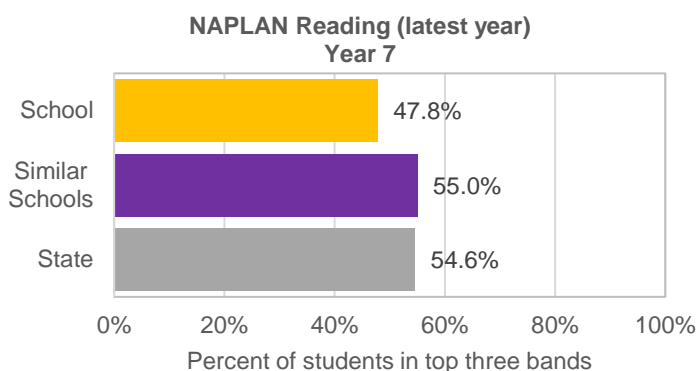
### NAPLAN

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.

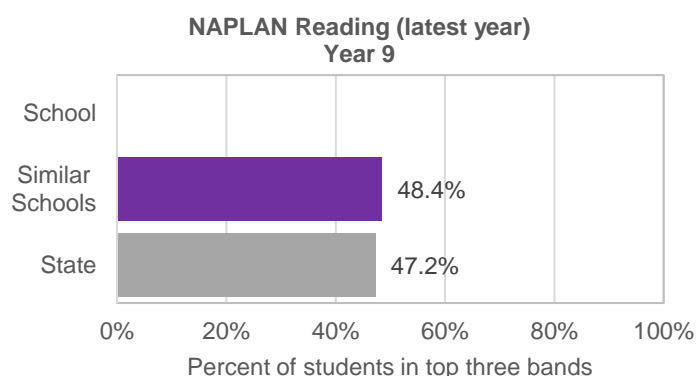
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.8%	47.8%
Similar Schools average:	55.0%	56.3%
State average:	54.6%	55.3%



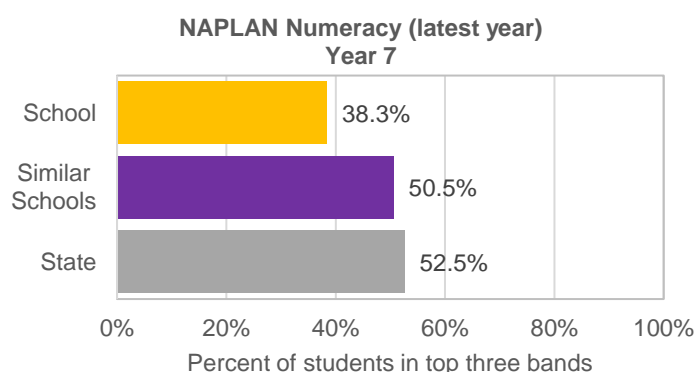
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	48.4%	45.3%
State average:	47.2%	46.0%



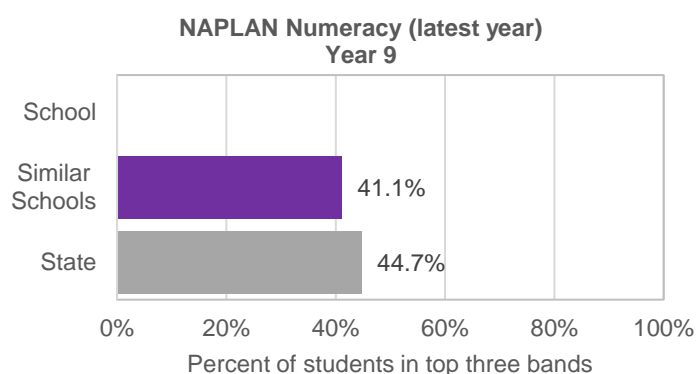
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.3%	38.3%
Similar Schools average:	50.5%	53.5%
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:	41.1%	41.3%
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.

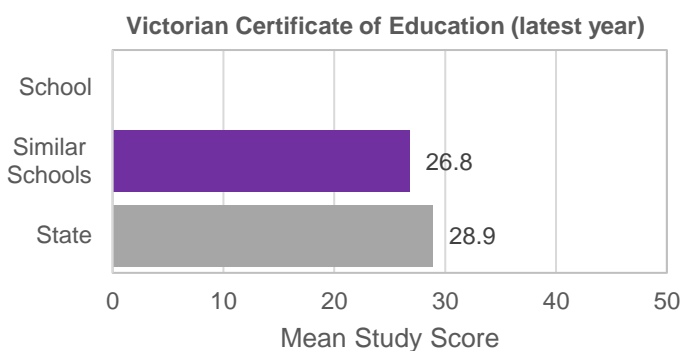
### Victorian Certificate of Education (VCE)

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:	26.8	26.7
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

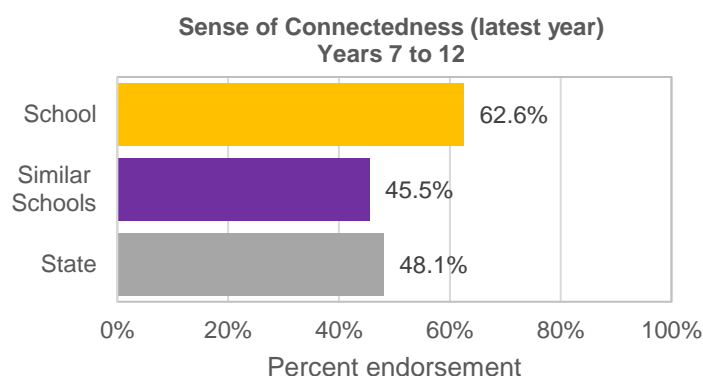
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	62.6%	62.6%
Similar Schools average:	45.5%	49.4%
State average:	48.1%	52.5%

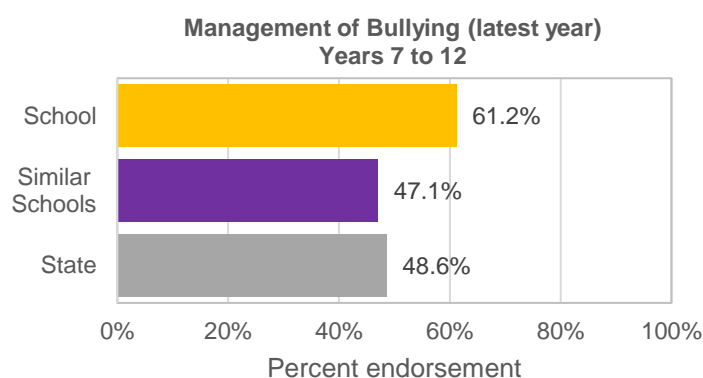


### Student Attitudes to School – Management of Bullying

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:	61.2%	61.2%
Similar Schools average:	47.1%	52.3%
State average:	48.6%	54.0%



## ENGAGEMENT

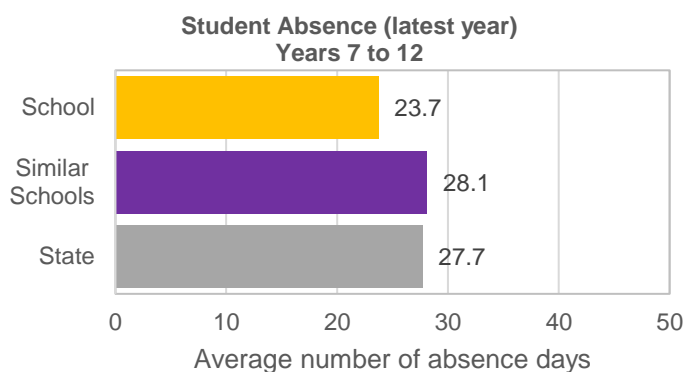
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.7	23.7
Similar Schools average:	28.1	23.3
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.

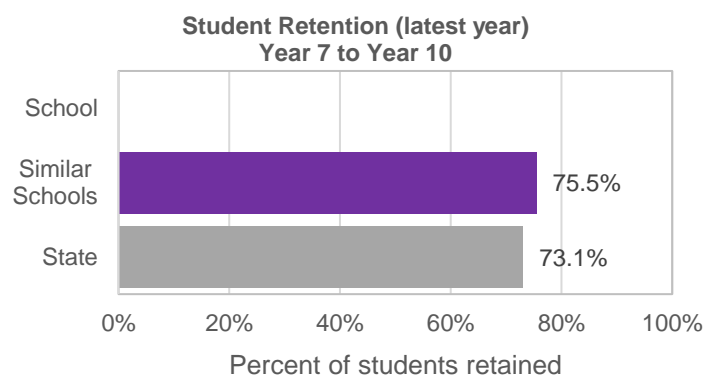
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	NDP	NDA	NDA	NDA	NDA

### 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:	75.5%	74.6%
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:

86.8%

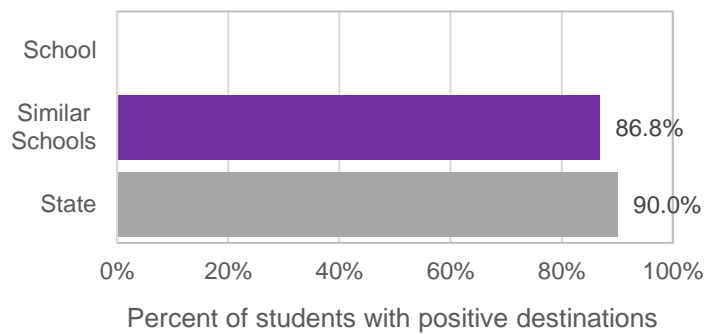
86.2%

State average:

90.0%

89.3%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$2,145,578
Government Provided DET Grants	\$969,309
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$39,952
Locally Raised Funds	\$80,227
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,235,066</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,123,594
Adjustments	\$0
Books & Publications	\$17,053
Camps/Excursions/Activities	\$26,700
Communication Costs	\$4,624
Consumables	\$122,826
Miscellaneous Expense <sup>3</sup>	\$57,838
Professional Development	\$21,844
Equipment/Maintenance/Hire	\$114,519
Property Services	\$61,561
Salaries & Allowances <sup>4</sup>	\$33,852
Support Services	\$53,285
Trading & Fundraising	\$13,162
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,727
<b>Total Operating Expenditure</b>	<b>\$2,720,585</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$514,482</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$494,261
Official Account	\$12,961
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$507,223</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$90,687
Other Recurrent Expenditure	\$26,108
Provision Accounts	\$0
Funds Received in Advance	\$25,384
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$157,179</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.*