Frankston North   
Education Plan

2018

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# Acknowledgment of country

The Victorian State Government, Department of Education and Training, acknowledges the Bunurong People, Traditional Owners of the lands of Frankston North, and pays its respects to their Elders past, present and future.

The Department of Education and Training is committed to honouring Aboriginal and Torres Strait Islander peoples’ unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

# Executive summary

In May 2017, the Victorian Government announced it would develop the Frankston North Education Plan (the Plan). The purpose of the Plan is to improve the quality of education provision across the Frankston North community in the early, primary and secondary years, as well as connect more adults from Frankston North into adult learning.

Frankston North is a disadvantaged area on the fringe of Melbourne with longstanding socio-economic issues which have a significant impact on the education and wellbeing outcomes of its children and young people.

The Frankston North area has long been the focus of community development initiatives. For over 25 years Commonwealth, state and local government initiatives have worked to enhance education, health and wellbeing opportunities and outcomes. While some success has been realised through interventions such as development of a child and family centre at Mahogany Rise Primary School, ongoing, sustainable, impact has yet to be achieved. Previous research indicates a wariness by the community towards further interventions[[1]](#footnote-2).

The Frankston North Education Plan presents an opportunity to learn from, as well as build on, past investments and provide the area with long-term improved educational and community outcomes. It is a comprehensive Plan for early years, primary and secondary education with a focus on improving student outcomes and ensuring readiness for transition through each stage of education be it primary, secondary, tertiary or alternative training pathways and options. The Plan includes objectives and strategies for the next four years.

**How the Frankston North Education Plan was developed**

A Strategic Advisory Group was established in July 2017 to oversee the Plan’s development. The Strategic Advisory Group is made up of Frankston North school principals, representatives from the South Eastern Victoria Region (SEVR) of the Department of Education and Training (DET), representatives from the Victorian Schools Building Authority (VSBA), Department of Health and Human Services, Frankston City Council, and the State Member of Parliament for Frankston.

The Strategic Advisory Group investigated how schools in the Frankston North area could best deliver education, health and wellbeing services to the community to help achieve the Education State objectives.

Concurrently, Monash University undertook a priority review of the Frankston North schools to address underperformance. The review was completed over a period of 24 days and involved interviews with school principals, teachers, students, parents and community. A report, provided in October 2017, assisted in forming and developing the recommendations of the Plan.

A three-week community consultation commenced in October 2017, and included a number of community, parent, teacher and student forums. A draft report, completed in December 2017, also assisted in forming and developing the recommendations of the Plan.

## The case for change

The City of Frankston is the twenty-first largest Local Government Area in Victoria with a population of approximately 139,511 and is the major regional retail and commercial centre and transport hub of the Mornington Peninsula. Frankston North represents 4.2 per cent of the municipality’s population. It has three government schools, two early learning centres, a sporting club and a community centre.

Forecast population growth for Frankston North to 2036 is high at 5.95 per cent per year compared to the predicted Victoria growth rate of only 1.4 per cent over the same period. By 2036,

* the age group of birth to four years will represent 6.1 per cent of the Frankston North population
* the primary school age group (5–11 years) will remain around 8.9 per cent
* the secondary school age group (12–17 years) will represent 5.1 per cent of the population – a projected increase of 61 per cent.

Frankston North has a high proportion of Aboriginal and Torres Strait Islander people (2.2 per cent) compared to the City of Frankston and the state average. It is also home to a large migrant community with approximately 20 per cent of the population having been born overseas.

Compared to its surroundings, Frankston North has a relatively high level of socio-economic disadvantage and vulnerability among its children and young people. Almost half of all children (41 per cent) start school developmentally vulnerable on at least one domain of the Australian Early Development Census. All three of the schools are also in the highest category of socio-economic disadvantage (based on the Student Family Occupation and Education (SFOE) index).

These extreme levels of disadvantage, low aspirations and poor learner engagement are reflected by the area’s high proportion of early school leavers (approximately 14 per cent) and levels of youth crime that are higher than the state average (42 crimes per 1,000 children and young people compared to 22.7 per 1,000 for Victoria).

**Challenges and opportunities for improved outcomes**

An extensive community engagement program was undertaken over a three-week period that identified six key areas for improvement:

* Provision of excellent early learning services that are accessible and affordable to all.
* Keeping children and young people engaged through the development of transition and pathways to support their journey from early learning through to post-secondary schooling.
* Improved wellbeing of children and young people by meeting their holistic needs including their emotional and social development through a supportive and inclusive early years and school environment.
* Increased community engagement to build stronger relationships and to support and empower children to continue learning and progress to post-secondary schooling.
* Breaking down the barriers linked to social and economic disadvantage.
* Fostering a stronger sense of community and ensuring that critical wellbeing services are affordable and accessible to all (e.g. bring together education, health and learning services for all ages and community groups).

Student consultation also identified the following four key areas for improvement:

* Broadening the curriculum and methodology of delivery.
* Commencing career advice earlier, supported with relevant work placements and excursions.
* Raising expectations of themselves, their peers and the school.
* Acknowledge the contribution of student voice to the solution.

## A shared vision

Based on consultation, the community wants a vision that is positive, life affirming, applicable to students and parents and non-judgemental about what constitutes success.

**The vision for the Frankston North Education Plan is that ‘Every child and family is successful in learning and life.’**

Community feedback clearly identified education provision as the key driver to transforming the current level of disadvantage in Frankston North, therefore Frankston North Education Plan aims to:

* lift child, youth and family aspirations and pride through implementation of specialisation and excellence streams at the secondary school and provision of accessible, affordable, high-quality early learning and wellbeing services.
* provide high quality education through professional leadership and teacher capability development, along with investment in modernised education spaces that enable innovative learning and maximise the benefits of integrated infrastructure development.
* provide long term improved education and community outcomes for disadvantaged communities in Frankston North through greater collaboration between education providers from early years through to secondary school, and with health and wellbeing community organisations.
* build a culture where the community works together, where educational community voice, agency and leadership are understood and valued as inter-related factors that contribute to the notion of empowerment and sense of pride.

## Realising the vision

In order to achieve the above aims, a critical priority of the Frankston North Education Plan is the implementation of an agenda that improves outcomes at scale across the local schools. Transforming education in Frankston North will focus on the following six key strategy areas. These are to:

* develop the sites of Aldercourt and Mahogany Rise Primary Schools to enable the provision of additional, affordable, accessible high-quality early learning which is integrated with school learning and which together can act as hubs for the provision of a broad range of support services and as focus points for community building
* develop a strong, long-term relationship with universities and other key stakeholders in local government and training surrounding Frankston North, in particular, early childhood, schools, adult education and community support services
* develop a Centre of Excellence at Monterey Secondary College in one or more domains as a unique identity for the college. This centre would be part the education offering of the broader network of secondary schools in Frankston and surrounding areas
* develop a consortium of the three schools and early learning providers to coordinate the work of engaging and building community aspiration, pride and confidence in their schools, and providing services to children and students
* develop a program of family engagement initiatives to build their confidence and capacity to engage with schools and actively support their children’s learning
* provide more shared professional support for teachers across different settings, including to build their capacity to create orderly, inclusive learning environments and support children’s oral language development.

Efforts aimed at improving the educational outcomes of disadvantaged children and young people, in ways that are both sustainable and scalable, need to take account of the range of complex and interconnected factors that influence these outcomes. Initiatives need to be evidenced-based and evaluated through the capture of outcomes data, which will be monitored regularly.

## Implementation

The existing Strategic Advisory Group will continue, and will guide and monitor the implementation of each of the strategies and have oversight of the whole Plan, including responding to evaluation feedback.

The Senior Education Improvement Leader (SEIL) will oversee the work of school improvement that is currently underway at each of the three schools, with further expert leadership support through the Differentiated Support for School Improvement initiative.

Specific project groups will be established with representation drawn from relevant stakeholders for each of the elements of the Plan that require partnership arrangements.

The consortium of the three schools and early learning providers will be established with the support of the DET’s Legal Unit and its governance arrangements will reflect the legal instrument which is used to underpin its establishment in order to ensure its sustainability.

Implementation will draw on policy and program guidance through DET’s Regional Services Group, to ensure that the Plan leverages and reinforces broader reform initiatives. The VSBA will be actively involved in the project where there is capital expenditure, for the duration of the building timeframe.

# Introduction

The Victorian Government has invested more than $5 billion to make Victoria the Education State, improving outcomes for every student, in every classroom, in every school, and for all communities. The Education State is building a system that provides every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives and have the skills that industry needs and employers expect.

The ambitious Education State school targets focus our efforts on the things that promote excellence across the curriculum, the health and wellbeing of students, and breaking the link between disadvantage and student outcomes.

These targets reflect our ambition to improve outcomes for children and young people:

* Learning for Life
  + More students achieving excellence in reading, maths, science, critical and creative thinking and the arts.
* Happy, Healthy and Resilient Kids
  + Building the resilience of our children and encouraging them to be more physically active.
* Breaking the Link
  + Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students.
* Pride and Confidence in our Schools
  + Making sure every community has access to excellence in every government school and classroom.

The Framework for Improving Student Outcomes (FISO) has been developed to help us work together to dramatically increase the focus on student learning in schools. It helps schools and education partners to focus their efforts on key areas that are known to have the greatest impact on school improvement, enabling principals, school leaders, teachers, students, parents, regional staff and policy-makers to work together to create better outcomes for our students.

In May 2017, the Victorian Government announced it would develop the Frankston North Education Plan. The purpose of this Education Plan is to improve the quality of education provision across this vulnerable community in the early, primary and secondary years, as well as connect more adults from Frankston North into adult learning.

This aspirational Plan seeks to improve educational outcomes by giving young people more options and opportunities including improving the transition through each stage of education, equipping teachers through more effective training and resourcing and developing contemporary school infrastructure that supports students and the community to learn.

The Frankston North Education Plan will help schools and education partners improve outcomes in relation to the FISO priority areas of:

* achieving excellence in teaching and learning
* professional leadership
* community engagement in learning and
* creating a positive climate for learning.

## Why have a Plan?

Frankston North is in the City of Frankston, one of Victoria’s most disadvantaged Local Government Areas (LGAs). Chronic community and family-level disadvantage is a significant contributing factor to developmental vulnerability and engagement in school age learning.

Frankston North includes three government schools - Mahogany Rise Primary School, Aldercourt Primary School and Monterey Secondary School. In 2015, 41.1 per cent[[2]](#footnote-3) of students in Frankston North in Foundation year were not achieving the developmental milestones for their age. Evidence shows that learning starts in early childhood and it is critical to support children to develop foundational capabilities that will set them up for future success and lifelong learning.

The Frankston North Education Plan articulates how these schools can best deliver education, health and wellbeing services to help the community achieve a stronger future and to reach the Education State objectives. Health and wellbeing services include building on existing wellbeing services currently being delivered at the three schools such as the Doctors in Secondary Schools program.

The Plan will also include ways to increase participation, develop resilience among young people and build aspiration and pride in the community. This Plan addresses objectives and strategies for the next four years.

The Frankston North area has long been the focus of community development initiatives. For over 25 years commonwealth, state and local government initiatives have worked to enhance education, health and wellbeing opportunities and outcomes. While some success has been realised through interventions such as development of a child and family centre at Mahogany Rise Primary School, ongoing, sustainable, impact has yet to be achieved. Indeed, previous research highlights a wariness by the community towards further interventions[[3]](#footnote-4).

Currently, there are approximately 26 different organisations and groups providing services and programs in the area. The Frankston North Education Plan will streamline existing services to support schools to meet the Education State targets.

In particular, a concerted effort will be made to create an alliance of key philanthropic organisations to deliver programs that support schools and the community to break the link between disadvantage and positive outcomes for students.

Success of the Frankston North Education Plan, and how it differs from previous initiatives, is based on:

* rethinking collaboration so that all parties work together to achieve the same objective rather than work independently with the intention of achieving shared objectives.
* the Department of Education and Training (DET), South Eastern Victoria Region (SEVR), taking the lead, on behalf of the Victorian Government, in development and implementation of the Plan to ensure cohesive and coordinated progress aligned to the stated objectives.
* capital investment that supports delivery of the Plan rather than drives it and that is planned on an area-wide scale, rather than school-wide scale.
* specialist expertise brought in as required to build capability, such as with the Leadership Partnership Program where key personnel work alongside school leadership teams over a two year period to embed sustainable improvement.

## How the Frankston North Education Plan was developed

This Place-Based Education Plan has been developed based on findings of priority school reviews, community engagement, review of previous initiatives, data analysis and evidenced-based strategies. It harnesses collective responsibility for transforming education in the community, with a focus on sustainable improvement of learner achievement, engagement and wellbeing outcomes.

The needs and aspirations of the community have guided this Plan’s development and local stakeholders have collaborated to identify the challenges to improving outcomes and find holistic, comprehensive solutions tailored to the local context. Input was also obtained from Doveton College on their early childhood services integration model.

**Governance arrangements**

A Strategic Advisory Group was created to support and guide the development of the Frankston North Education Plan. Membership includes state and local government, DET representation including the Victorian School Building Authority (VSBA), the Australian Education Union (AEU), Monash University and the Department of Health and Human Services, as well as the principals from the three schools involved (Appendix 1).

The Strategic Advisory Group met regularly to monitor progress of the Plan and to provide guidance in its scope and development. The group’s key considerations were:

* to what extent can education can be improved for young people – from early learning through primary and secondary school and beyond?
* to what extent can we boost educational outcomes by giving young people more options and opportunities, help them transition through each stage of education and promote health and wellbeing within a school setting?

**Community engagement**

Funding was provided for community consultation to inform development of the Frankston North Education Plan. Community engagement was designed and led by VSBA with support and guidance from the SEVR, DET, and the project Strategic Advisory Group. Community engagement commenced in October 2017.

The Frankston North community participated in a range of engagement activities designed to understand their needs and aspirations in relation to education, health and wellbeing. Discussions explored the needs of students from early years to secondary school and beyond, while considering the current health and wellbeing services valued by the community.

Engagement opportunities included:

* School-gate pop-ups at each participating school
* A drop-in session at the Frankston North Community Centre
* Workshops for local primary and secondary school teachers, students and parents
* An online survey open to any interested community member to provide feedback
* Social media through the VSBA website, Facebook and [www.engage.vic.gov.au](http://www.engage.vic.gov.au) pages.

The engagement activities were promoted through connections from the Strategic Advisory Group, letterbox drops across households in Frankston North, parts of Seaford and Carrum Downs and social media opportunities.

As a result:

* 30 posters were distributed to local early learning centres, schools and community facilities
* 7,511 postcards were sent to residents
* 1,140 unique page views were received via the ‘Engage Vic Frankston North’ page
* Social media posts reached 5,315 people with 62 per cent engagement on Facebook
* ‘Have your Say’ video received 12,902 Facebook views
* 37 stakeholder kits were sent to local community members via email
* 153 people completed the online survey
* 211 people attended workshops and events.

The Community Engagement Report was completed in December 2017 detailing the challenges identified by the local community as having a significant effect on the lives of young people, and which are considered to be impacting their ability to reach their full potential.

The report explores options to inspire students to more deeply engage in their learning journey and how they could better strive to reach their full potential. More than 1,500 individual comments were captured and analysed, and six key themes were identified for consideration in development of the Frankston North Education Plan.

SEVR also carried out a priority review of the three schools in July and August 2017. The review, undertaken by Monash University, involved interviews with school principals, teachers and students. Findings concluded that school improvement efforts were at the formative stages of development in every school. Recommendations from that review have been considered in development of the Plan.

## The community

The City of Frankston is the twenty-first largest LGA in Victoria with a population of approximately 139,511. Located 40 kilometres south of Melbourne, the City of Frankston functions as the major regional retail and commercial centre of the Mornington Peninsula, as well as the transport hub. The City of Frankston has nine main suburbs - Sandhurst, Skye, Carrum Downs, Langwarrin, Langwarrin South, Seaford, Frankston, Frankston South and Frankston North. Frankston North is the focus of this Education Plan and represents 4.2 per cent of the municipality’s population. The largest institutions in this area are the three government schools (two primary one secondary, the sporting club and community centre).

In 2016, Frankston North had the highest proportion of Aboriginal and Torres Strait Islander population in the City of Frankston. It is over twice the Victorian average and approximately 2.2 per cent of the local population. Of the Aboriginal and Torres Strait Islander population in the City of Frankston, the largest age group is 5–19 years (280) followed by birth–four years (138) and 20–24 years (122).

In 2016, approximately 20 per cent (1,191) of the Frankston North population was born overseas and 11 per cent arrived in Australia within the five year period up to 2016. Australia, United Kingdom and New Zealand were the predominant countries of birth and of those who came from countries where English was not their first language, 1.8 per cent (101) reported difficulty-speaking English.

**Population Growth**

Forecast population growth for Frankston North to 2036 is high at 5.95 per cent per year compared to the predicted Victoria growth rate of only 1.4 per cent over the same period. By 2036,

* the age group of birth to four years will represent 6.1 per cent of the Frankston North population
* the primary school age group (5–11 years) will remain around 8.9 per cent
* the secondary school age group (12–17 years) will represent 5.1 per cent of the population – a projected increase of 61 per cent.

**Vulnerability and Disadvantage**

In 2011, Frankston North scored 907 on the Socio-Economic Indexes for Areas (SEIFA) index of disadvantage, indicating it is the most disadvantaged area in the City of Frankston, and ranked 31 in the state overall. In 2017, the Student Family Occupation and Education Index (SFOE) scores for the Frankston North schools indicated high levels of disadvantage and were:

|  |  |
| --- | --- |
| Mahogany Rise Primary School | 0.7061 |
| Aldercourt Primary School | 0.6803 |
| Monterey Secondary College | 0.6656 |

Maternal and Child Health data (Key Age and Stage Completion Rates) for the Frankston LGA, indicate 99 per cent engagement with home visits in the first two weeks tapering off to 61 per cent engagement by three and a half years of age. There are geographic areas where the highest levels of under engagement correlate with the highest areas of vulnerability. The areas of vulnerability include, high numbers of families living in social housing, those known to be experiencing family violence and those experiencing the impacts of substance abuse and poverty[[4]](#footnote-5).

There is a high proportion of children who are developmentally vulnerable in Frankston North. Children who are identified as developmentally vulnerable in one or more domains is more than double that of their peer group population for Victoria (Appendix 2).

The proportion of children in Foundation year in Frankston North reported as having speech and language difficulties is higher than that of their peer group in Victoria and the proportion of Foundation children with parental reported concern about child behaviour is two times that of the Victorian average (Appendix 3).

**Employment**

In 2016, the size of the labour force in Frankston North was 2,115. Analysis of the employment status in Frankston North shows that, compared to Frankston City, there was a lower proportion of employment and a higher proportion of unemployment. Full time employment for Frankston North was 51 per cent.

Analysis of individual income levels in Frankston North in 2016 compared to Frankston City, shows that there was a lower proportion of people earning a high income (those earning $1,750 per week or more) and a higher proportion of low income people (those earning less than $500 per week). Overall 47.3 per cent earned a low income.

## Education providers and partners

**Early years**

There are currently two early learning services operating in Frankston North: Wirilda Kindergarten, operated by a Committee of Management, and currently rated as ‘Meeting’ national Quality Standards; and Mahogany Rise Child and Family Centre, operated by the City of Frankston and rated as ‘Exceeding’ standards.

Consistent with the rest of the state, the eligible population enrolled in four-year-old kindergarten is high (94.1 per cent), however there is a high proportion of children who may be developmentally vulnerable (based on receipt of kindergarten fee subsidies) and while enrolment figures are available, actual attendance figures are not.

**Primary and secondary Schools**

The following table provides an overview of the three schools included in this Plan.

|  |  |  |  |
| --- | --- | --- | --- |
| Frankston North Schools | Mahogany Rise PS | Aldercourt PS | Monterey SC |
| **School type** | Primary | Primary | Secondary |
| **Year range** | Foundation–Year 6 | Foundation–Year 6 | Years 7–12 |
| **Total students** | 129 | 176 | 278 |
| **Total FTE teaching staff** | 9.5 | 13.8 | 29.9 |
| **Total FTE non-teaching staff** | 19 | 14.4 | 14.1 |
| **\*Total Out of Home Care students** | 4 | 10 | 3 |
| **\*\*SFOE index** | 0.7061 | 0.6803 | 0.6656 |
| **\*\*Total EAL students** | 10 | 27 | 4 |
| **\*\*Total Equity Funded students** | 107 | 115 | 193 |

\* CP130, January 2018

\*\* Panorama Reports, December 2017

**Enrolment Trends**

Across the last ten years, enrolments in all three schools have declined, in particular at Monterey Secondary College where the decline (678 down to 292 enrolments) has been 74 per cent (Appendix 4). In 2016, 165 primary and 82 secondary school aged students living in Frankston North bypassed their local schools to attend schools outside Frankston North.

**Higher Education**

In 2016, only 29.41 per cent of Year 12 students at Monterey Secondary College went on to university or TAFE, compared to over 50 per cent for the state (Appendix 5). There is one College of TAFE and one university operating in Frankston.

Chisholm Institute of TAFE offers the Vocational Education and Training in Schools (VETiS) program at secondary school level, Victorian Certificate of Applied Learning (VCAL), Study Preparation Course (Learning Skills Unit - LSU), Certificate I to Certificate IV, Diplomas, Advanced Diplomas and Degrees.

Monash University offers both undergraduate and postgraduate credentials including Masters Degrees in Business and Economics, Education and Medicine, Nursing and Health Sciences.

**Other Support Providers**

Frankston North primary and secondary schools are currently serviced by 26 known different providers:

* Anglicare - funds community liaison person working for three schools and ParentZone, a parenting resource service
* Salvation Army - Chaplaincy program
* Melbourne City Mission - Detour program for homelessness
* Brotherhood of St Lawrence/RESET program at Monterey Secondary College
* Ardoch – children’s charity focused on improving educational outcomes
* Headspace – youth mental health initiatives
* Reach Foundation – helping young people to get the most out of life
* Frankston City Council
* Frankston North local community planning committee
* Frankston North Community Centre
* Frankston Raiders Rugby Club
* Frankston North Men’s Shed
* Frankston North Rotary Club
* Gilbert and Tobin Lawyers – work experience and pathways
* Peninsula Community Legal Centre
* Peninsula Vocational Education and Training (PVET) Local Learning and Employment Network
* Victorian Women’s Foundation
* Speech Pathology Network
* OnPsych
* Doctors in School Program
* Peninsula Health
* Primary Health Network
* Peninsula Family Practice (weekly at Monterey Secondary College)
* Victoria Police (Carrum Downs/Frankston)
* Sexual Offences and Child Abuse Investigation Team (SOCIT) - family violence and sexual offences
* South Eastern Centre Against Sexual Assault & Family Violence (SECASA).

While there is strong alignment of goals and values as providers strive to tackle common issues in new and positive ways, an overarching strategy is missing.

In particular, a concerted effort will be made to create an alliance of key philanthropic organisations to deliver programs that support schools and the community to break the link between disadvantage and positive outcomes for students.

## Previous initiatives to improve education outcomes

There have been numerous major initiatives undertaken in Frankston North over a number of decades.

In 2007, the Department of Planning and Community Renewal oversaw implementation of a Community Renewal Plan for Frankston North. A Board representing Government, Shire, Education, and agencies monitored the project.

An Education Committee established by the Community Renewal project ran community education programs out of the local neighbourhood house (e.g. computing, cooking, and parenting).

SEVR convened an Education Provision Group (EPG) for Frankston North that included principals and school council presidents of the three schools in the area, Frankston City Council, the Manager of the kindergarten and the Community Renewal Project Manager. The EPG developed a vision for education provision across the area which led to the Early Childhood facility being built at Mahogany Rise.

Through the National Partnerships, the Department of Education and Early Childhood Development (DEECD) Education Partnerships Division (EPD), funded an Extended School Hub (ESH) pilot in Frankston North which then became the new focus for the EPG. Each area (four across the state) was responsible for determining its own processes for operating in order to ensure a place-based approach.

An evaluation report[[5]](#footnote-6), undertaken in December 2011 on the success of the Extended School Hub, concluded that “while progress had been made in the early years’ segment, parent and school engagement needed to improve particularly at the secondary level”. It also noted that “there was an awareness that many initiatives had come and gone through Frankston North and there was a wariness from the community about the Hub and a desire for all service providers and brokers to accept the need to be longitudinally accountable for what they do”.

# The case for change

Community engagement on the Frankston North Education Plan highlighted the complex array of educational, social and health challenges that students in the Frankston North area face. These issues have a significant effect on the lives of young people and are considered to be impacting their chances to achieve their potential.

Analysis of the feedback identified the following key themes:

1. provision of excellent early learning services that are accessible and affordable to all
2. keeping children and young people engaged through the development of transition and pathways to support their journey from early learning through to post-secondary schooling
3. improved wellbeing of children and young people by meeting their holistic needs including their emotional and social development through a supportive and inclusive early years and school environment
4. increased community engagement to build stronger relationships and to support and empower children to continue learning and progress to post-secondary schooling
5. breaking down the barriers linked to social and economic disadvantage
6. fostering a stronger sense of community and ensuring that critical wellbeing services are affordable and accessible to all (e.g. bring together education, health and learning services for all ages and community groups).

Participants envisaged a broad role for schools that goes beyond just delivering classroom curriculum. They want schools to:

* support students in their journey from early learning through to post-secondary schooling ensuring they remain engaged and complete their education
* facilitate pathways into employment and further training, providing an accessible and promising future for students after school
* meet the holistic needs of children including their emotional and social development, through a supportive and inclusive school environment
* acknowledge the contribution of student voice to the solution.

They also recognised the fundamental role that early learning plays in a child’s development and want early learning to be more affordable (in the case of long day care) and accessible to help break down barriers linked to social and economic disadvantage.

## Challenges and opportunities for improved outcomes

**Learning for life**

In acknowledging the fundamental role that early learning plays in a child’s development, the community told us that parents are unable to access kinder and childcare due to social and economic disadvantage. They want early learning to be more affordable, more accessible and more education provided to parents regarding the availability and importance of early learning services.

The community told us that they wanted students to be more motivated and engaged with their learning and to raise expectations of themselves and their peers. They want schools that are fun, interesting and foster a love of learning. They also want schools to better prepare students for the workforce and further education.

However, the schools’ review and community consultation identified that the state of school facilities, the workforce and in-school educational delivery are not promoting high expectations and achieving student outcomes.

This is reinforced by the National Assessment Program Literacy and Numeracy (NAPLAN) data which indicates a trend across the Frankston North schools that shows the proportion of students in the top two performance bands is significantly lower than the average for both the state and the SEVR (Appendix 6). The schools’ review confirms that current instructional practice is not delivering the outcomes needed for students to reach their potential.

In 2017, the outcomes for senior secondary students show that Monterey Secondary College VCE All Study score was 23.8 which is below the state average of 28.7. The average scores of other colleges in the City of Frankston ranged from 25.4–31.3 (Appendix 7). The number of students eligible to complete VCE has declined from 36 in 2012 to 12 in 2017 and the completion rates for Monterey Secondary College are the lowest in the City of Frankston with 91.7 per cent of students completing VCE compared to 98 per cent for the Bayside Peninsula Area. This is compounded by an inefficient structure of the VCE curriculum at the College.

In 2016, 29.4 per cent of Year 12 students at Monterey Secondary College went on to University or TAFE compared to over 50 per cent for the state. (Appendix 5).

Frankston North locals also want to foster a stronger sense of community. Respondents suggested that people of all ages would benefit from being involved in sporting and community groups. They also suggested bringing together health and welfare services, learning facilities for all ages and community groups to make these critical wellbeing services accessible to all.

In addition to improving education for young people, participants explored opportunities for giving the wider community opportunities to learn new skills and encourage more participation in adult education. The cost of courses and the location of programs were cited as an essential consideration. Respondents suggested free or subsidised childcare, long day care sessions and/or kindergarten could alleviate common barriers. Offering community education courses at schools or early learning centres could also make it easier for parents to undertake further learning.

The Frankston North Education Plan has the opportunity to significantly improve education outcomes by taking an innovative approach to education and transition, in particular the early years.

**Breaking the link**

Absence is strongly linked to poor achievement and engagement outcomes, particularly relating to Education State *Learning for Life* and *Breaking the Link* targets. Research shows there is a strong correlation between student attendance and learning outcomes. The average number of absence days per student per year between 2012 and 2016 for both primary schools was, in each case, significantly more than the state-wide average.

The average number of absence days per student per year for Monterey Secondary College has historically been higher than the state-wide average with some improvement seen in 2016 (Appendix 8). Chronic absence (defined as missing 25+ days of school in primary school and 30+ days of school in secondary school) is problematic in Frankston North. On average, 24 per cent of primary school absence and 44 per cent of secondary school absence is chronic absence.

In 2015, Frankston North also had the second highest proportion of early leavers in the whole of the SEVR (15 per cent of students in Years 9–11 compared to 4 per cent for the Bayside Peninsula Area).

The community identified access to early learning services as a factor in breaking the link between disadvantage and poor education outcomes. They expressed interest in co-locating early learning facilities with schools to help them overcome issues of accessibility, enrolment process and incompatibility of opening hours. Building continuity by linking the activities at the centres with what is taught in the Foundation year of school and ensuring quality teaching by staff of contemporary methods were also mentioned as ways of learning for life.

Participants also want a closer relationship between parents and schools. Parents, community members and teachers all outlined the challenges faced by many parents in the areas of economic disadvantage, social isolation, addiction and health issues, and fractured family relationships. These challenges mean some parents may not have access to the kind of support or services they need to enable their children to attend and participate fully at school.

Feedback indicated many need advice, guidance and practical solutions to social and financial problems and suggested that support services that provide coaching, mentoring and advice for parents would be greatly valued.

The Frankston North Education Plan has the opportunity for all schools to work closely together and with other community agencies in a coordinated way, to provide comprehensive delivery of targeted services that support education participation by students and their families.

**Happy, healthy, resilient kids**

The community identified the critical role that schools, parents and the broader community play in the academic, holistic and emotional development of young people. Through this whole-of-community approach, they wanted to see:

* development of young people by supporting their individual needs (safe, inclusive learning environment, promote belonging and respect, provide health and wellbeing services
* help for children by supporting parents and the wider community around them (support services, access to health, wellbeing and social services, physical activity/social cohesion)
* creation of a safe, inclusive learning environment that promotes belonging and respect (improved response to bullying and poor behaviour, teachers to be good listeners, source of care and support, empathy and relationship building through the teaching of respectful relationships)
* provision of health and wellbeing services that respond to students’ needs (wellbeing and mental health, psychologists and counsellors, greater emotional intelligence, wellbeing spaces, food, nutrition, hygiene and hygiene advice, and breakfast and lunch clubs).

Data relating to Frankston North indicates significant disadvantage resulting in health and wellbeing issues that impact on a child’s capacity to learn. The proportion of children in Foundation year in Frankston North reported as having speech and language difficulties is higher than their peer group in Victoria and the proportion of Foundation children with parental reported concern about child behaviour is more than double that of the Victorian average (Appendix 3).

Priority review key considerations for all three schools outlined the need for student voice and learner agency strategies to be activated to increase student engagement in learning and school. In two out of the three schools, positive endorsement for student voice and agency was below the state average.

The Frankston North Education Plan has the opportunity to create a safe and supportive environment where high-quality practices, services and facilities provide a reliable and positive space for the community to thrive.

**Pride and confidence in our schools**

Community engagement identified quality leadership, teaching and facilities as an avenue for helping students to have more confidence in themselves and their community and contribute to greater student morale and better outcomes. They felt increasing staff numbers and improving professional development are ways to better support teachers and students. Both students and teachers raised the need for improved facilities across IT, sports and the arts.

An effective partnership between parents, the community, and the school is an important influence in optimising learning. While there is a high level of interest in education, as demonstrated by over 1,500 individual comments received through the community consultation period, there is a perception that there is low level of communication between parents and schools.

In particular, the 2017 Parent Opinion Survey at Monterey Secondary College received one of the highest percentages of negative feedback for ‘parent community engagement’ relating to the effectiveness of communication between teachers and parents and parent participation and involvement.

Similarly, in the School Staff Survey (a means to facilitate staff thinking about ways to enhance their work and ultimately student outcomes) ‘academic emphasis’ and 'collective efficacy' have been identified as key factors that strongly predict National Assessment Program Literacy and Numeracy (NAPLAN) achievement. Across all three schools, positive endorsement for ‘academic emphasis’ and ‘collective efficacy’ was below the state average (Appendix 9). This indicates teachers feel that standards are lower and that they feel less confident that they can make a difference to the learning of the students of this community.

The Frankston North Education Plan has the opportunity to increase pride and confidence in its schools by listening to the community’s expectations and needs and working together to meet them.

# A shared vision

Based on consultation, the community wants a vision that is positive, life affirming, applicable to students and parents and non-judgemental about what constitutes success.

**The vision for the Frankston North Education Plan is that ‘Every child and family is successful in learning and life.’**

## Aims of the plan

The aims of the Frankston North Education Plan are aligned to the priority areas of the Framework for Improving Student Outcomes (FISO) in order to focus efforts on key areas that are known to have the greatest impact on school improvement.

**Excellence in teaching and learning**

* The Frankston North Education Plan aims to **lift child, youth and family aspirations and pride** through implementation of specialisation and excellence streams at the secondary school and provision of accessible, affordable, high-quality early learning and wellbeing services.

**Professional leadership**

* The Frankston North Education Plan aims to **provide high quality education through professional leadership and teacher capability development**, along with investment in modernised education spaces that enable innovative learning and maximise the benefits of integrated infrastructure development.

### Community engagement in learning

* The Frankston North Education Plan aims to provide long term improved education and community outcomes for disadvantaged communities in Frankston North through **greater collaboration between education providers from early years through to secondary school, and with health and wellbeing community organisations**.

### Creating a positive climate for learning

* The Frankston North Education Plan aims to build a culture where the community works together, where educational community voice, agency and leadership are understood and valued as inter-related factors that contribute to the notion of empowerment and sense of pride.

# Realising the vision

## Lifting child, youth and family aspirations for education

The community told us that they wanted students to be more motivated and engaged with their learning and to raise expectations of themselves and their peers. However, the schools review and community consultation identified that the state of school facilities, the workforce and in-school educational delivery are not promoting high expectations and achieving student outcomes.

In order to lift child, youth and family aspirations and pride in education, the Frankston North Education Plan will:

* develop a Centre of Excellence at Monterey Secondary College in one or more domains of learning
* develop a strong long-term relationship with universities and other key stakeholders in local government and training to support key initiatives in Frankston North, in particular early childhood, schools, adult education and community support services
* ensure critical affordable, accessible wellbeing services are in place to support the community
* develop Aldercourt and Mahogany Rise primary schools to enable the provision of additional, affordable, accessible high-quality early learning which is integrated with school learning and which together can act as hubs for the provision of a broad range of support services and as focus points for community building.

## Providing high-quality leadership, teaching and learning

The community told us that they wanted the standard of school leadership, teaching and facilities raised as well as the number of teachers. However, the schools review identified that school improvement efforts were at the formative stages of development in every school and that some facilities were outdated and not conducive to innovative teaching and learning.

In order to provide high-quality leadership, teaching and learning, the Frankston North Education Plan will:

* develop and implement a comprehensive school improvement agenda in each school which is supported in 2018–19 by a Leadership Partnerships team
* modernise education infrastructure to support innovative learning.

## Increasing collaboration between education, health and wellbeing providers

The community told us they wanted to see more collaboration between early learning, schools, and local health and wellbeing community organisations in order to improve education and community outcomes, particularly for disadvantaged communities. Data tells us that chronic absence is a significant challenge in Frankston North.

In order to increase collaboration between education, health and wellbeing providers, the Frankston North Education Plan will:

* develop a consortium of the three schools and early learning providers to coordinate the work of ensuring the provision of a broad range of support services
* develop Aldercourt and Mahogany Rise primary schools to enable the provision of additional, affordable, accessible high-quality early learning which is integrated with school learning and which together can act as hubs for the provision of a broad range of support services and as focus points for community building
* ensure the Strategic Advisory Group acts as a mechanism for ongoing collaboration and coordination.

## Creating a positive climate for learning

The community told us that they believe the role for schools goes beyond delivering classroom curriculum. They want closer engagement between schools and parents. They want parents to be able to access services that will support and empower them to continue learning as well as their children. An effective partnership between parents, the community and the school is known to be an important influence in optimising learning. We also know that there is room for improvement through school Parent Opinion Surveys.

In order to create a positive climate for learning, the Frankston North Education Plan will:

* develop a program of family engagement initiatives to build their confidence and capacity to engage with schools and actively support their children’s learning
* provide more shared professional support for teachers across different settings, including to build their capacity to create orderly, inclusive learning environments and support children’s oral language development
* develop a consortium of the three schools and early learning providers to coordinate the work of ensuring the provision of a broad range of support services.

# Implementation

This Plan outlines the high-level aims and strategies required to achieve Frankston North’s vision for education. A more detailed Implementation Plan will be developed throughout 2018 that outlines the specific actions required, along with specifications for infrastructure solutions.

## Roles and responsibilities

Bayside Peninsula Area, South Eastern Victoria Region, Department of Education and Training, will continue to play a leading role in implementation of the Plan, including by supporting local governance arrangements. The existing Strategic Advisory Group will continue, and will guide and monitor the implementation of each of the strategies and have oversight of the whole Plan, including responding to evaluation feedback.

The Senior Education Improvement Leader (SEIL) will oversee the work of school improvement that is currently underway at each of the three schools, with further expert leadership support through the Differentiated Support for School Improvement initiative.

Specific project groups will be established with representation drawn from relevant stakeholders for each of the elements of the Plan that require partnership arrangements.

The consortium of the three schools and early learning providers will be established with the support of the DET’s Legal Unit and its governance arrangements will reflect the legal instrument which is used to underpin its establishment in order to ensure its sustainability.

Implementation will draw on policy and program guidance through DET’s Regional Services Group, to ensure that the Plan leverages and reinforces broader reform initiatives. The VSBA will be actively involved in the project where there is capital expenditure, for the duration of the building timeframe.

## Timeframes, actions and next steps

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACTIONS | 2018 | 2019 | 2020 | 2021 |
| 1. Development of the sites of Aldercourt and Mahogany Rise Primary Schools to enable the provision of additional, affordable, accessible high-quality early learning which is integrated with school learning and which together can act as hubs for the provision of a broad range of support services and as focus points for community building | Development of model for integrated service delivery | Implementation of model | | |
| 1. Develop a strong and enduring relationship with universities and other key stakeholders in local government and training surrounding Frankston North, in particular, early childhood, schools, adult education and community support services | Development of partnership | Ongoing work of partnership | | |
| 1. Develop and implement a comprehensive school improvement agenda | Implementation of school strategies | | | |
| Leadership partnership supports in place | |  | |
| 1. Develop a Centre of Excellence at Monterey Secondary College in one or more domains as a unique identity for the college. This centre would be part the education offering of the broader network of secondary schools in Frankston and surrounding areas | Planning and identification of curriculum focus areas |  | | |
| Program implementation | | | |
| 1. Develop a consortium of the three schools and early learning providers to coordinate the work of engaging and building community aspiration, pride and confidence in their schools, and providing services to children and students | Develop legal basis for consortium and plan activities which sit under consortium’s remit | Implementation of consortium | | |
| 1. Develop a program of parent engagement initiatives to build parent confidence and capacity to engage with schools, actively support their child’s learning, and build their trust in government education | Develop program and determine management responsibilities | Program implementation | | |

## Measuring success

The DET is developing a framework to guide evaluation of Place-Based Education Plans, which will provide some tools to support local-level monitoring and review of the Frankston North Education Plan. As part of this, DET will identify relevant indicators (both lead and lag) so that we can know how implementation of the Plan is tracking and adapt implementation strategies accordingly.

Specific indicators and targets will be developed as part of an evaluation of the Place-Based Education Plans initiative.

Given that the purpose of the Frankston North Education Plan is to improve the quality of education provision across the Frankston North community in the early, primary and secondary years, as well as connect more adults from Frankston North into adult learning, it will have an impact on a number of important education and wellbeing outcomes.

**The intended short-term outcomes include:**

* An increase in the overall enrolment of students attending Aldercourt Primary School, Mahogany Rise Primary School and Monterey Secondary College
* An increase in the percentage of Year 3, 5, 7 and 9 students operating in the top two bands of NAPLAN Reading, Writing and Numeracy
* An increase in the percentage of Year 5, 7 and 9 students recording medium to high learning gain in NAPLAN Reading, Writing and Numeracy
* An increase in the enrolment rate of children into early childhood centres
* Engagement in Maternal and Child Health appointments
* A reduction in the percentage of early school leavers
* A reduction in absenteeism, in particular chronic absenteeism

**The intended long-term outcomes include:**

* A reduction in the percentage of children developmentally vulnerable entering primary school
* School readiness
* An increase in the percentage of students completing Year 12
* An increase in the percentage of students entering higher education

**Data sets to measure intended outcomes:**

* Australian Childhood Development Census
* Early Years Evaluation [EYE] screening tool
* NAPLAN
* VCAA Year 12 completion rates
* CASES Attendance data
* Attitude to School

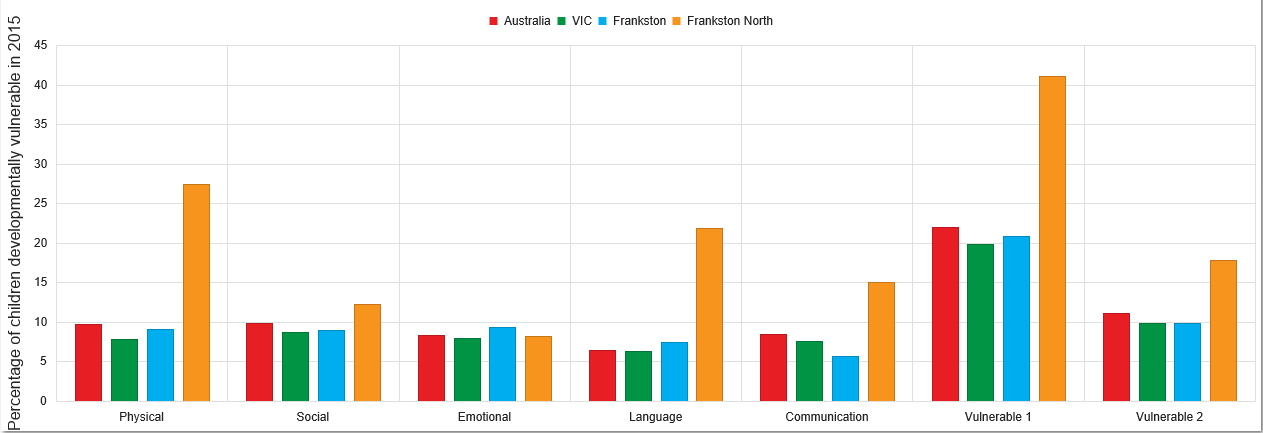
# Appendices

## Appendix 1 - Strategic Advisory Group membership

|  |
| --- |
| Strategic Advisory Group Membership |
| Executive Director, Bayside Peninsula Area, South Eastern Region Victoria,  Department of Education and Training |
| Executive Director, School Improvement Division, South Eastern Region Victoria,  Department of Education and Training |
| Facilities Manager School Improvement Division, South Eastern Region Victoria,  Department of Education and Training |
| School Education Improvement Leader, Northern Peninsula Network,  South Eastern Region Victoria, Department of Education and Training |
| Principal, Aldercourt Primary School |
| Principal, Mahogany Rise Primary School |
| Principal, Monterey Secondary College |
| School Council President, Aldercourt Primary School |
| School Council President, Mahogany Rise Primary School |
| State Member for Frankston |
| Parliament Assistant to Paul Edbrooke |
| Manager Community Participation, Department Health & Human Services |
| Vice President Secondary, Australian Education Union |
| General Manager Communities, City of Frankston |
| Community Engagement, Victorian School Building Authority |
| Corporate Communications, Victorian School Building Authority |

## Appendix 2 - Early years

Percentage of children developmentally vulnerable in 2015 across domains



## Appendix 3 - children with disability or developmental problems in Frankston North

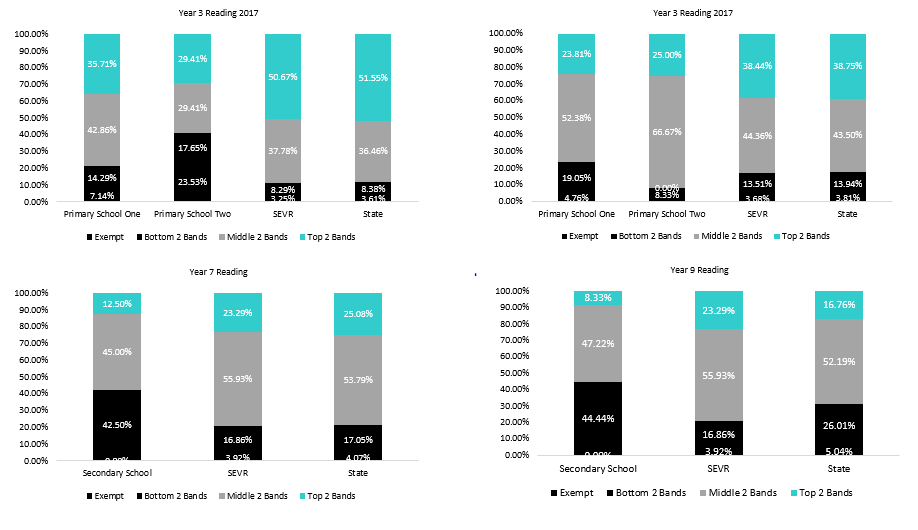
## Appendix 4 - School Enrolments

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **2007** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Aldercourt PS** | **238.0** | **209.0** | **182.0** | **191.0** | **185.0** | **190.0** | **211.6** | **164.0** | **184.0** | **185.0** |
| Prep | 26.0 | 15.0 | 26.0 | 31.0 | 31.0 | 34.0 | 40.0 | 19.0 | 27.0 | 33.0 |
| Year 1 | 32.0 | 30.0 | 15.0 | 30.0 | 32.0 | 29.0 | 32.0 | 29.0 | 25.0 | 28.0 |
| Year 2 | 37.0 | 23.0 | 28.0 | 11.0 | 24.0 | 29.0 | 29.0 | 29.0 | 29.0 | 20.0 |
| Year 3 | 29.0 | 26.0 | 21.0 | 28.0 | 13.0 | 27.0 | 30.6 | 23.0 | 31.0 | 30.0 |
| Year 4 | 46.0 | 40.0 | 28.0 | 23.0 | 29.0 | 15.0 | 28.0 | 25.0 | 22.0 | 29.0 |
| Year 5 | 29.0 | 28.0 | 35.0 | 29.0 | 24.0 | 33.0 | 18.0 | 24.0 | 24.0 | 22.0 |
| Year 6 | 39.0 | 47.0 | 29.0 | 39.0 | 32.0 | 23.0 | 34.0 | 15.0 | 26.0 | 23.0 |
| **Mahogany Rise PS** | **149.2** | **178.0** | **174.0** | **133.0** | **136.0** | **140.0** | **162.0** | **151.6** | **147.0** | **115.0** |
| Prep | 13.0 | 22.0 | 28.0 | 20.0 | 24.0 | 26.0 | 21.0 | 24.0 | 22.0 | 10.0 |
| Year 1 | 20.0 | 33.0 | 24.0 | 24.0 | 17.0 | 21.0 | 30.0 | 17.0 | 21.0 | 18.0 |
| Year 2 | 20.0 | 20.0 | 32.0 | 18.0 | 25.0 | 16.0 | 28.0 | 25.0 | 22.0 | 21.0 |
| Year 3 | 27.0 | 22.0 | 16.0 | 26.0 | 19.0 | 24.0 | 15.0 | 19.8 | 23.0 | 18.0 |
| Year 4 | 26.2 | 27.0 | 20.0 | 13.0 | 21.0 | 19.0 | 29.0 | 15.4 | 14.0 | 23.0 |
| Year 5 | 23.0 | 30.0 | 25.0 | 14.0 | 16.0 | 16.0 | 24.0 | 29.0 | 13.0 | 12.0 |
| Year 6 | 20.0 | 24.0 | 29.0 | 18.0 | 14.0 | 18.0 | 15.0 | 21.4 | 32.0 | 13.0 |
| **Monterey SC** | **676.8** | **524.5** | **519.4** | **465.0** | **402.0** | **377.5** | **321.6** | **309.0** | **295.0** | **292.0** |
| Year 7 | 107.0 | 102.0 | 93.0 | 69.0 | 58.0 | 57.0 | 55.0 | 62.0 | 48.0 | 58.0 |
| Year 8 | 101.0 | 97.0 | 100.0 | 88.0 | 78.0 | 62.0 | 63.0 | 55.0 | 61.0 | 43.0 |
| Year 9 | 106.0 | 113.0 | 98.0 | 90.0 | 85.0 | 75.0 | 63.0 | 58.0 | 57.0 | 58.0 |
| Year 10 | 135.0 | 90.0 | 110.0 | 88.0 | 78.0 | 84.0 | 52.0 | 55.0 | 51.0 | 48.0 |
| Year 11 | 135.0 | 61.0 | 69.0 | 81.0 | 55.0 | 58.5 | 54.0 | 40.0 | 40.0 | 46.0 |
| Year 12 | 92.8 | 61.5 | 49.4 | 49.0 | 48.0 | 41.0 | 34.6 | 39.0 | 38.0 | 39.0 |
| **Grand Total** | **1,064** | **911.5** | **875.4** | **789.0** | **723.0** | **707.5** | **695.2** | **624.6** | **626.0** | **592.0** |

## Appendix 5 - Exit destinations of Year 12 students

## 

## Appendix 6 - Percentage of students by naplan band





## Appendix 7 - VCE

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | |  |  | |  | |  |
| **Mean VCE study score** | **2013** | **2014** | **2015** | | | **2016** | | **2017** | |
| Business Studies | 19.8 |  |  | | |  | |  | |
| English | 21.2 | 27.3 | 22.1 | | | 25.6 | | 24.7 | |
| Health and Physical Education | 20.0 | 24.7 | 22.5 | | | 25.6 | | 20.5 | |
| Humanities | 28.0 | 24.6 | 21.6 | | | 24.5 | | 30.5 | |
| Mathematics | 19.6 | 22.4 | 23.3 | | | 22.3 | | 21.8 | |
| Science | 21.9 | 22.1 | 20.6 | | | 23.3 | | 22.4 | |
| Technology | 27.2 | 26.5 | 26.0 | | | 22.5 | | 25.8 | |
| The Arts | 27.3 | 30.4 | 27.0 | | | 24.1 | | 27.8 | |
|  |  | | |  |  | |  | |  |
|  |  | | |  |  | |  | |  |
| **Percentage of VCE completions** | **2013** | **2014** | **2015** | | | **2016** | | **2017** | |
| 12 | 90.48% | 85.00% | 95.00% | | | 94.44% | | 91.67% | |
|  |  |  |  | | |  | |  | |
|  |  |  |  | | |  | |  | |

## Appendix 8 - School Absence

**Average Absence per student**

## Appendix 9 - Staff Opinion Survey

Staff Opinion Survey positive endorsement for academic emphasis and collective efficacy



1. Evaluation of Extended School Hub Pilot Project, DEECD, Dec 2011 [↑](#footnote-ref-2)
2. Australian Early Development Census 2015 [↑](#footnote-ref-3)
3. Evaluation of Extended School Hub Pilot Project, DEECD, Dec 2011 [↑](#footnote-ref-4)
4. Best Start Program 2016–2017 [↑](#footnote-ref-5)
5. Evaluation of Extended School Hub Pilot Project, DEECD, Dec 2011 [↑](#footnote-ref-6)