

2016 Annual Report to the School Community



School Name: Bairnsdale Secondary College

School Number: 8466



Name of School Principal:

Ian Hall

Name of School Council President:

Liz Barlow

Date of Endorsement:

April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Bairnsdale Secondary College remains the largest provider of education in the East Gippsland Network of Schools, with a climbing enrolment of 1061 students enrolled in 2016 and increases again in 2017. There are three Learning Hubs operating, Wargomerrin is the Year 7 Hub, Wurrin is for Year 8 and 9 and Malgobila is for Years 10, 11 and 12. Each Hub has a welfare and student management team. There were a further 35 senior VCAL students at the Changing Lanes site, an alternative program off-campus.

The College also operated a Deaf Program for three students, where Auslan is their first language. Approximately half of the student population resides within the township of Bairnsdale, with the remainder travelling from surrounding areas in East Gippsland.

Bairnsdale Secondary College is sited on Gunnai-Kurnai land. The College is in partnership with the Clontarf Academy, with a goal of improving participation of Koorie males. We also team with the Smith Family, to provide a Koorie Girls program. A pastoral and health education program has an increasing emphasis.

We have a highly respected Instrumental Music Program with high-level music tuition for students; this includes a number of bands, ensembles and orchestras, in which students of all year levels participate. Technology, Humanities, Science, Arts and Sport are prominent across the curriculum.

Framework for Improving Student Outcomes (FISO)

The College is a member of the Tambo/Bairnsdale Network of Schools. We also combine with a strong group of schools within this network as a teamlet, which has a strong focus on improving student outcomes through building leadership capacity, enhancing teacher practice and implementing programs based on sound research.

Overall our data sets have improved relative to previous year, which is pleasing, given the emphasis on performance development, teaching and learning and leadership.

Achievement

The achievement results of students across year levels are similar to other schools where groups of students are from similar backgrounds, in most areas. The exceptions were the mean score for VCE study scores and teacher judgment of students for both English and Mathematics, were lower. Year 9 NAPLAN reading scores were higher. Even though teacher judgment was lower across Ausvels English and Mathematics, it more closely correlated with NAPLAN data than similar schools.

Overall growth data for Year 7-9 students had improved except for Numeracy, which had ongoing staffing issues. The VCE study score mean increased from the previous year and the total number of study scores and the percentage and number of students with scores higher than 40 was the highest for four years.

The College is continuing work on improving the consistency and precision of teaching through whole school professional development, including the use of data and team based planning, implementation and review of teaching and learning.

Further, the College is using its performance and development processes to support leader and teacher development. There is a united focus on classroom observation to support this work. This year the College is employing Teaching and Learning Coaches to support improvement. The Victorian Curriculum is being developed.

The number of students going on to university is lower. This is connected to a number of factors, including government policies that make it more difficult for students from low income and middle families to afford higher education. This, in turn, impacts on aspirations and is an ongoing challenge for families, teachers and leaders. The tyranny of distance also impacts on this data. These issues are faced by rural and regional areas across the world and require macro and local policy initiatives. To address this issue, the College has formed a partnership with Federation University to deliver a Bachelor of Arts Course on our school site.

Engagement

Engagement data indicated our students have similar levels of well-being and perceptions of safety to students from schools from similar backgrounds. This data improved in 2016.

The College has engaged in professional development, including that which focuses on developing authentic relationships between teachers and students. The promotion of staff and students' values is ongoing and helps clarify the behaviors, which promote higher aspirations and authentic relationships.

Our attendance data is lower compared to schools with students from similar backgrounds. This continues to be a focus for improvement.

Student Leadership remained a focus with Hub Leaders selecting 8-15 students from each year level who were identified as having leadership potential but had not been prominent in School Leadership roles. Each program for each year level was conducted over a week, culminating with a graduation ceremony populated by peers, family and invited staff.

Wellbeing

Our wellbeing data indicate our students are similar to schools with students from similar backgrounds. This data also improved in 2016.

College initiatives, including increased pastoral care, together with values clarification and teacher professional development, all aim to improve student wellbeing, through the power of richer authentic relationship building between teachers and students.

The school has three Hubs, Junior, Middle and Senior, which assist students and teachers with student management and wellbeing issues.

These Hubs are supported by a Wellbeing Team, including a social worker, chaplain and school nurse. A Principal Class Officer assists leaders in these Hubs. Koorie Education Support Officers and Clontarf leaders also work as part of these teams. The senior Hub includes VCAL staff to assist with wellbeing and coordination issues.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 1061 students were enrolled at this school in 2016, 532 female and 529 male. There were 1% of EAL (English as an Additional Language) students and 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

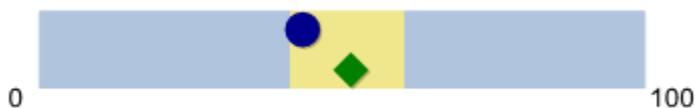
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected</p>		



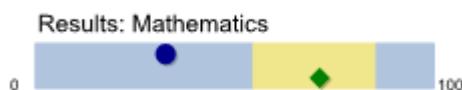
standards in:

- English
- Mathematics

For further details refer to *How to read the Performance Summary*.



Lower



Lower

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
NAPLAN Year 9 <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	Higher Similar Similar Similar

Performance Summary

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<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>40 %</td> </tr> <tr> <td>Medium</td> <td>53 %</td> </tr> <tr> <td>High</td> <td>7 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>39 %</td> </tr> <tr> <td>Medium</td> <td>45 %</td> </tr> <tr> <td>High</td> <td>16 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>32 %</td> </tr> <tr> <td>Medium</td> <td>50 %</td> </tr> <tr> <td>High</td> <td>13 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>29 %</td> </tr> <tr> <td>Medium</td> <td>48 %</td> </tr> <tr> <td>High</td> <td>23 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>39 %</td> </tr> <tr> <td>Medium</td> <td>49 %</td> </tr> <tr> <td>High</td> <td>12 %</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	40 %	Medium	53 %	High	7 %	Gain Level	Percentage	Low	39 %	Medium	45 %	High	16 %	Gain Level	Percentage	Low	32 %	Medium	50 %	High	13 %	Gain Level	Percentage	Low	29 %	Medium	48 %	High	23 %	Gain Level	Percentage	Low	39 %	Medium	49 %	High	12 %	NAPLAN Learning Gain does not require a School Comparison.
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2016</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Results: 2013 - 2016 (4-year average)</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>50</td> <td>50</td> </tr> </tbody> </table>	Score	Value	0	0	50	50	Score	Value	0	0	50	50	Lower Similar																												
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<p>Students in 2016 who satisfactorily completed their VCE: 95%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 26%</p> <p>VET units of competence satisfactorily completed in 2016: 70%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 79%</p>																																										

Performance Summary

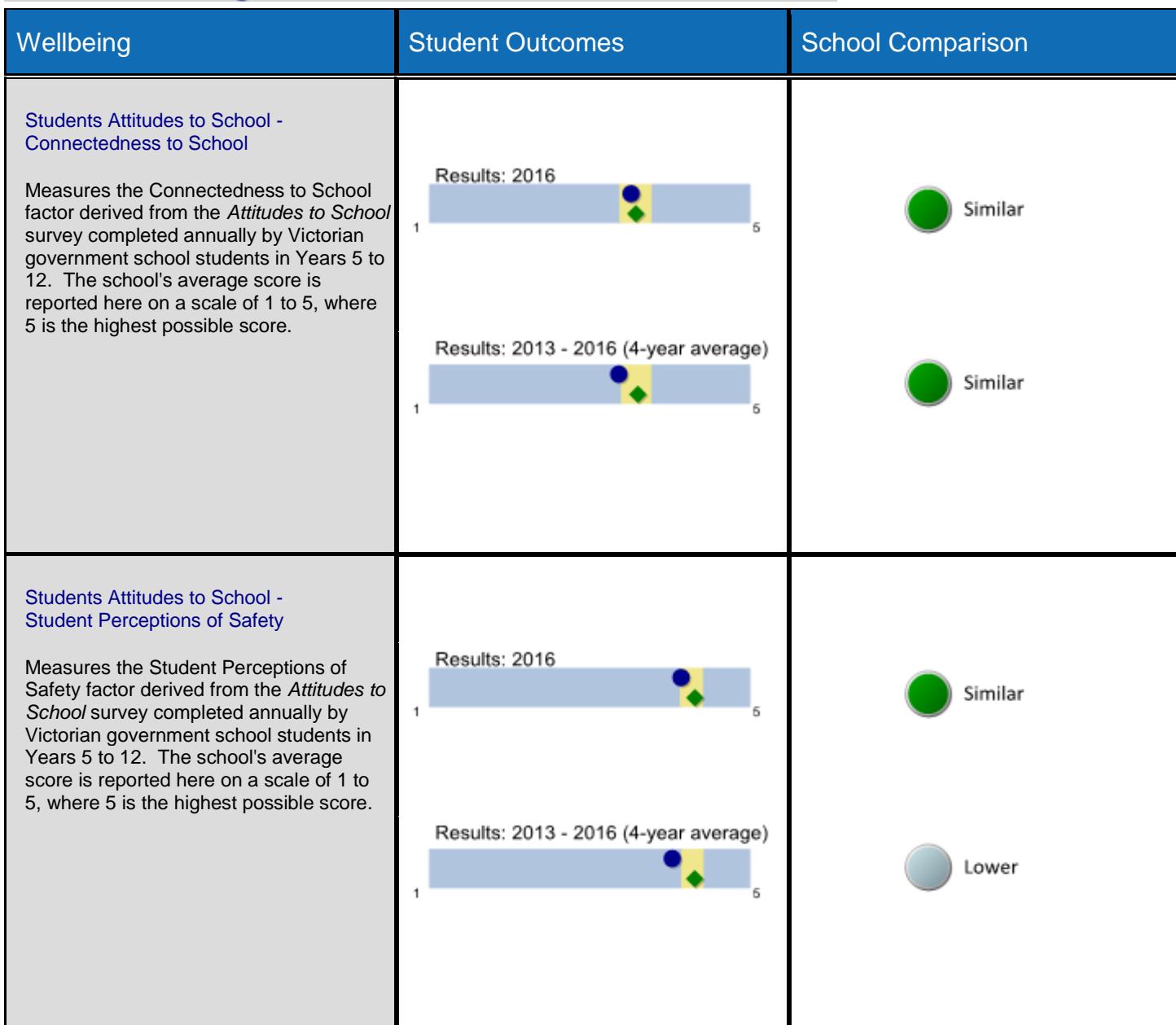
Key: Range of results for the middle 60 % of Victorian government secondary year levels:

Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="574 758 1030 855"> <tr> <th>Yr7</th><th>Yr8</th><th>Yr9</th><th>Yr10</th><th>Yr11</th><th>Yr12</th></tr> <tr> <td>87 %</td><td>86 %</td><td>85 %</td><td>82 %</td><td>86 %</td><td>89 %</td></tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	86 %	85 %	82 %	86 %	89 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	Lower Lower
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	86 %	85 %	82 %	86 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	Lower Similar												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	Lower Lower												

Performance Summary

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How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

What is a School Comparison?

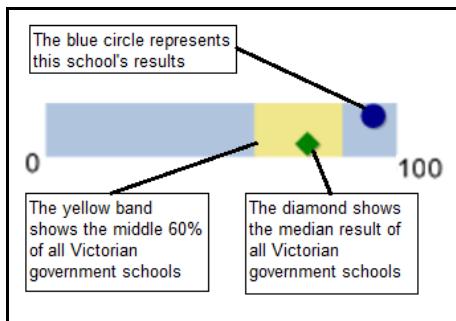
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their

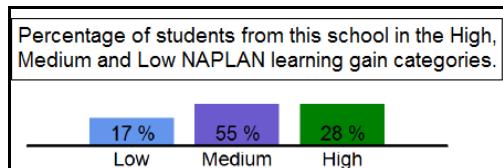


The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



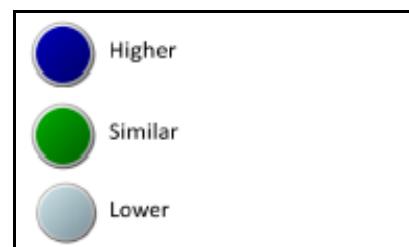
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The College continues to improve its financial position after many years, where there was imbalance between SRP deficits, as opposed to cash accounts.

The College has recorded a slight but not significant surplus due to sound financial management. Additional revenue and expenditure items include Advance grants, a Departmental Japanese grant and Regional/Network assistance for the Deaf Program.

The College will continue to monitor and plan for a sound fiscal position where the interests of students' learning and students' safety is prioritised.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,040,806	High Yield Investment Account	\$830,400
Government Provided DET Grants	\$2,333,537	Official Account	\$69,193
Government Grants Commonwealth	\$26,752	Other Accounts	\$436,255
Government Grants State	\$77,821	Total Funds Available	\$1,335,848
Revenue Other	\$330,964		
Locally Raised Funds	\$1,107,021		
Total Operating Revenue	\$13,916,901		

Expenditure		Financial Commitments	
Student Resource Package	\$9,964,268	Operating Reserve	\$223,575
Books & Publications	\$13,408	Asset/Equipment Replacement < 12 months	\$85,000
Communication Costs	\$65,240	Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Consumables	\$348,884	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,000
Miscellaneous Expense	\$1,077,313	Beneficiary/Memorial Accounts	\$436,255
Professional Development	\$60,634	Revenue Received in Advance	\$257,432
Property and Equipment Services	\$571,693	School Based Programs	\$223,403
Salaries & Allowances	\$872,536	School/Network/Cluster Coordination	\$77,000
Trading & Fundraising	\$306,592	Other recurrent expenditure	\$183
Travel & Subsistence	\$14,956	Total Financial Commitments	\$1,335,848
Utilities	\$117,852		

Total Operating Expenditure	\$13,413,374
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Net Operating Surplus/-Deficit	\$503,527
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Asset Acquisitions	\$140,421
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Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

