

2017 Annual Report to the School Community



School Name: Bairnsdale Secondary College

School Number: 8466

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 1,075 in 2017 and 1,169 in 2018. The College is taking an increased percentage of students from the local catchment and beyond.

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.

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 Gunai-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.

Technology, Humanities, Science, Arts and Sport are prominent across the curriculum and we have a highly respected Instrumental Music Program with high-level music tuition for students.

Framework for Improving Student Outcomes (FISO)

The College is a member of the Tambo/Bairnsdale Network of Schools. We 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 continued to improve relative to previous years which is pleasing given the emphasis on performance development, teaching and learning and leadership. Our Professional Practice staff survey data ranked in the eightieth percentile. The school has been categorised as a stretch school by the department due to sustained improvement in 5 of 7 domain areas.

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 exception was the mean score for VCE study scores, which had dropped from the previous year where the scores were a four year high. The 2018 group already is performing strongly with students taking advantage of Thursday after school study sessions with teachers.

Overall growth data for Year 7-9 students shows sustained improvement.

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.

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. We are employing Teaching and Learning Coaches to support improvement.

Engagement

Our attendance data has improved when compared to schools with students from similar backgrounds. This will continue to be a focus for improvement.

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.

Student Retention improved in 2017 and is similar to other schools with students from similar backgrounds.



Wellbeing

Student connectedness to school is a focus for our current strategic plan and it is pleasing to see continued improvement in this area.

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 behaviours, which promote higher aspirations and authentic relationships.

The percentage endorsement of the management of bullying is lower than similar schools and it is hard to ascertain whether improvement has occurred due to a new survey format, however this area will continue to be a focus with our main strategies being our pastoral system, hub assemblies and relentless emphasis on school values.

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.

For more detailed information regarding our school please visit our website at:
<http://bairnsdalesc.vic.edu.au>



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

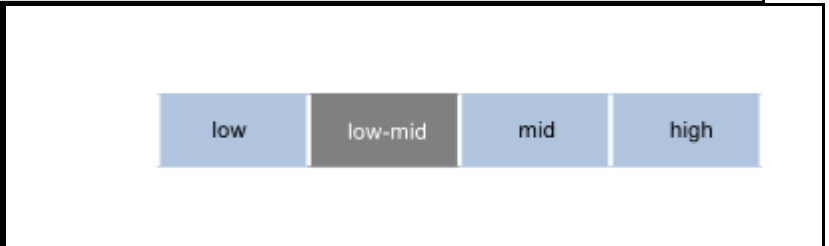
Enrolment Profile

A total of 1075 students were enrolled at this school in 2017, 529 female and 546 male.

1 percent were EAL (English as an Additional Language) students and 9 percent ATSI (Aboriginal and Torres Strait Islander) students.

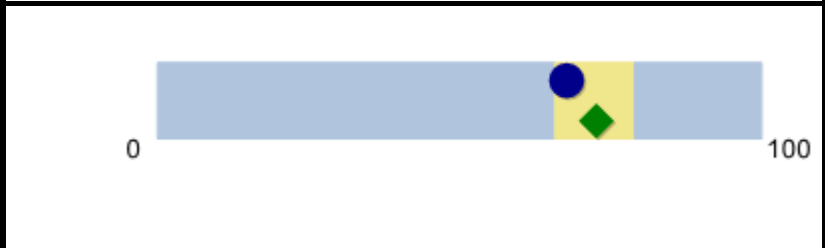
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

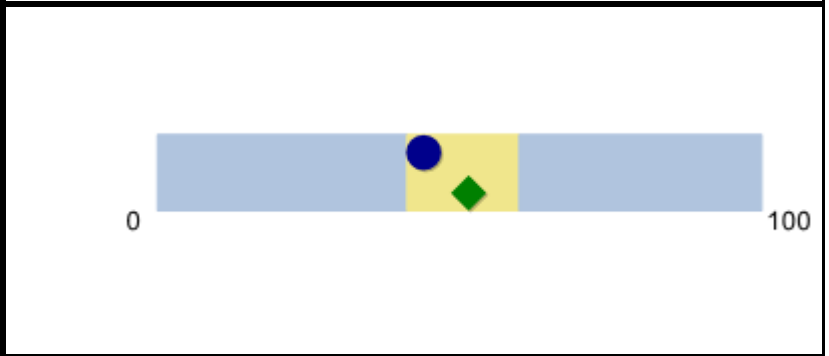
Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>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>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 36%, Medium: 52%, High: 12%</p> <p>Numeracy Low: 39%, Medium: 48%, High: 13%</p> <p>Writing Low: 47%, Medium: 41%, High: 13%</p> <p>Spelling Low: 30%, Medium: 52%, High: 19%</p> <p>Grammar and Punctuation Low: 45%, Medium: 41%, High: 14%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 31%, Medium: 48%, High: 21%</p> <p>Numeracy Low: 32%, Medium: 50%, High: 18%</p> <p>Writing Low: 42%, Medium: 50%, High: 8%</p> <p>Spelling Low: 29%, Medium: 56%, High: 15%</p> <p>Grammar and Punctuation Low: 29%, Medium: 54%, High: 17%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 96%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%</p> <p>VET units of competence satisfactorily completed in 2017: 50%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 69%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>89 %</td> <td>87 %</td> <td>87 %</td> <td>86 %</td> <td>84 %</td> <td>90 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	87 %	86 %	84 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	87 %	86 %	84 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Lower</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

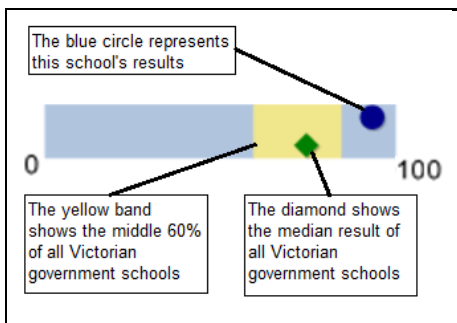
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

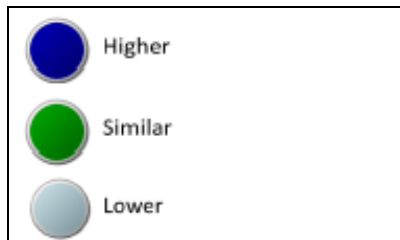


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

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 and a Departmental Japanese grant

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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,976,574	High Yield Investment Account	\$661,674
Government Provided DET Grants	\$2,330,506	Official Account	\$81,709
Government Grants Commonwealth	\$19,450	Other Accounts	\$0
Government Grants State	\$8,592	Total Funds Available	\$743,383
Revenue Other	\$117,383		
Locally Raised Funds	\$1,052,164		
Total Operating Revenue	\$14,504,669		
Equity¹			
Equity (Social Disadvantage)	\$854,059		
Equity (Catch Up)	\$133,762		
Equity Total	\$987,820		
Expenditure		Financial Commitments	
Student Resource Package ²	\$10,861,921	Operating Reserve	\$24,747
Books & Publications	\$25,557	Beneficiary/Memorial Accounts	\$48,449
Communication Costs	\$57,249	Revenue Receipted in Advance	\$348,626
Consumables	\$465,629	School Based Programs	\$197,984
Miscellaneous Expense ³	\$831,423	School/Network/Cluster Coordination	\$70,097
Professional Development	\$56,500	Other recurrent expenditure	\$48,542
Property and Equipment Services	\$780,875	Capital - Buildings/Grounds incl SMS>12 months	\$4,937
Salaries & Allowances ⁴	\$1,061,112	Total Financial Commitments	\$743,383
Trading & Fundraising	\$216,592		
Travel & Subsistence	\$16,544		
Utilities	\$129,650		
Total Operating Expenditure	\$14,503,051		
Net Operating Surplus/-Deficit	\$1,618		
Asset Acquisitions	\$552,643		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

