2019 Annual Report to The School Community

School Name: Bairnsdale Secondary College (8466)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 April 2020 at 02:51 PM by Trudie Nagle (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

Draft

About Our School

School context

Bairnsdale Secondary College, is a co-education Secondary College located in the township of Bairnsdale approximately 300kms east of Melbourne CBD.
The College values are currently under review as the College begins the process of implementing School Wide Positive Behavior System SWPBS, as part of developing a new approach to student management and developing a positive climate for learning.

The purpose of the College is to maximise the opportunities and choices for all of our students, to ensure they are confident individuals who make positive contributions to their communities.
The College vision is to create a learning community with a focus on improving teaching practice through ongoing performance development so that student outcomes improve.
The College must support the needs of all students in terms of wellbeing, a safe and positive learning environment and ultimately improving the outcomes for all students.

In 2019 the staffing profile was made up of 1 Executive Principal, 4 Assistant Principals, 7 Leading Teachers, 2 Learning Specialists, 85.5 Teachers, 52.6 Educational Support Staff, and 1 Business Manager.

In 2019 the College enrolment was 1175 students, 598 female and 577 males. 1 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.
The students are divided into 3 hubs: A year 7 Hub, a year 8 and 9 combined, and a year 10, 11 and 12 Hub. The College also provides a Flexible Learning Campus for VCAL students, at a Satellite venue in Bairnsdale. This campus has an enrolment of 22 students.

Based on the Student Family Occupation and Education Index, the College rates as low to medium. In 2019 the College's SFOE is 0.51. The overall Parent satisfaction summary, where parents are asked to endorse their level of satisfaction with the College, rated well below the state average and in fact in the bottom 20% of the state. Measures of endorsement by the staff, on the College Climate, fell significantly below the state averages and in fact in the bottom 20% of the state.

It must be noted that during 2019 there was significant change in the College's leadership profile, specifically the Principal.
At the end of Term 2 the substantive Principal resigned and an Acting Principal was instated until the end of 2019. During Term 4 a new Executive Principal was appointed to the College, for the beginning of 2020. The College under went a Priority Review during Term 2.

Framework for Improving Student Outcomes (FISO)

In 2019, the College's AIP focussed on implementation of key Improvement Strategies related to the FISO dimensions of Building Practise Excellence, Curriculum Planning and Assessment and Building Leadership Teams.
This includes: Building teacher capacity around data usage to support point of need teaching, Developing a Coaching Program, Developing a Behaviour Management process.

To support implementation of these KIS, 2 Learning Specialists was appointed as professional practice coaches at the start of Term 4. Recruitment continues to be a significant struggle for the College.
These Learning Specialists drove: The development of an Instructional Model for teaching and began Learning Walks throughout the classes.

During Term 4 the focus of the work was the development and implementation of the following to support Improving Student Outcomes:

Learning specialists employed, the shaping of a new leadership model, a Re-engagement Program developed, Role Clarity and Job descriptions developed for all staff, both teachers, leadership roles and Education support staff and the initial steps for a new student management system.
During Term 4, the mantra was developed for all students to be: In Class, On time and On task.

Achievement

In 2019 the College continued work on its goal of maximizing the learning and growth in Literacy and Numeracy for each student.
According to Teacher Judgements: The students in Years 7 to 10 achieved above that of similar schools for English, however fell below similar schools for numeracy.
The Percentage of students in the top 3 bands of NAPLAN testing in year 7 was below the median score for Secondary schools in both reading and numeracy, with a pattern of sliding results.
The Percentage of students in the top 3 bands of NAPLAN testing in year 9 was well below similar secondary schools in reading, with a pattern of sliding results.
The Percentage of students in the top 3 bands of NAPLAN testing in year 9 was at a similar level, for those similar secondary schools in numeracy, with a pattern of sliding results.
NAPLAN learning gain from Grade 5 to Year 7 fell well below state expectations in all areas of reading, numeracy, writing, spelling and grammar / punctuation.
NAPLAN learning gain from Year 7 to Year 9 fell well below state expectations in all areas of reading, numeracy, writing, spelling and grammar / punctuation.
The mean study score for all VCE subjects fell below those of similar secondary schools, in fact falling into the bottom 20% in the state. The mean score for VCE English was 19, with the state score being 27.
Students in 2019 who satisfactorily completed their VCE: 91%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 32%.
VET units of competence satisfactorily completed in 2019: 61%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 59%
Students supported through the Program for Students with a Disability (PSD) all showed progress in achieving their individual goals.

Engagement

In 2019 and continuing into 2020 student engagement is a significant piece of work and one of the highest priorities of the College. The establishment of re-engagement program was key to improvements in term 4. This saw a group of 20 students from year 8, 9 and 10, offered an alternative program, that better addressed their educational needs and did in fact have impact on their levels of engagement, plus raised the "bar" in the mainstream classes.

The quality of teacher capacity and quality curriculum provision remains a key focus for 2019 and beyond.

In 2019, the rate of student absences was significantly higher than for those of similar secondary schools, falling into the highest 20% in the state. With 40 weeks in an average school year, across all year levels 7 to 12, students would average being absent for between 4 to 5 weeks of school. This having significant impact on student learning. In 2019, the College continued to work with families to ensure students were at school and learning. The College continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. In Term 4 of 2019, 2 Parent Liaison Officers were employed to work with families around a numbers of topics. This proved to be very successful and will be continued into the future. Increasing the level of engagement of students with their learning remains an ongoing piece of work.

The percentage of students who remain at the College from year 7 to Year 10 is "on par" with similar secondary

schools. However, the percentage of students from year 10 to 12 going onto further studies or full time employment is significantly below similar secondary schools, in fact falling into the lowest 20% in the state.

Wellbeing

The wellbeing space is an exciting one in the future work of the College. A formidable team is being developed, with work beginning in Term 4, 2019 and continuing into 2020.
There are 2 key leaders of the team, one focused on working with external agencies and the other focused on internal programs, with both working on our internal systems to promote and support student wellbeing, including working with the program for students with a disability.

The team in 2020 will be made up of: 2 Key leaders, 3 student counselors, 1 College Nurse that is shared with another secondary school, the Doctors in schools program (every Wednesday), 2 Chaplin's, specific programs for the Koorie children (Clontarf and Girls at the Centre), an external social worker and an external Health Practitioner / Child Psychologist. This team will have an overall view to developing and supporting the mental health and physical well being of all of our students.

In 2019, all students from years 7 to 12 reflected on their "Sense of Connectedness" to the College: The rating was well below that of similar secondary schools.
In 2019, all students from years 7 to 12 reflected on the "Management of Bullying" at the College: The rating was well below that of similar secondary schools, in fact falling into the bottom 20% of the state.

Financial performance and position

The SRP shows a surplus of $260,000 this is attributed to the challenges in recruiting teaching staff to the region. This shortage is reflected in our cash position with CRT expenditure significantly higher.
The College receives equity funding due to the percentage of students from low socio-economic backgrounds and Chaplaincy funding. Our second Chaplain commences in 2020.
In 2019 families received Drought Assistance funding through State Schools Relief and CSEF. The College fee collection rate was 90% compared with a 65% average in previous years. This increase is evident in the Funds Available however it must be noted there are significant unallocated funds for families that carry over into 2020.

For more detailed information regarding our school please visit our website at www.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 1175 students were enrolled at this school in 2019, 598 female and 577 male.

1 percent were EAL (English as an Additional Language) students and 11 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).

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

School Staff Survey

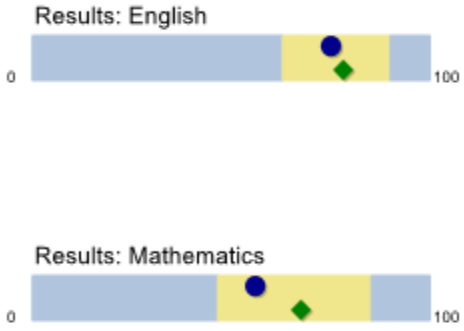
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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: ◆

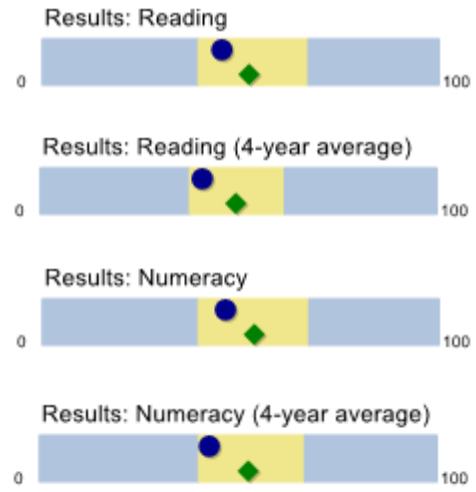
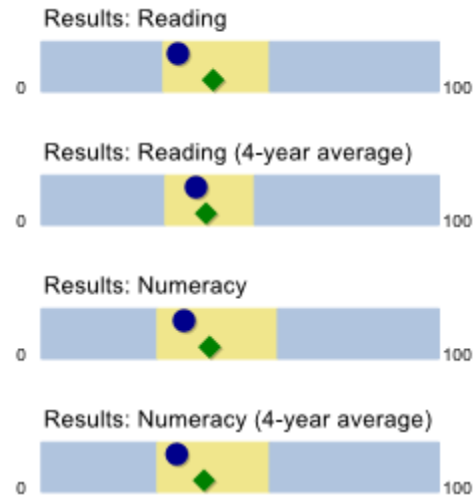
Key: Similar School Comparison — Above ● Similar ● Below ●

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

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: ◆

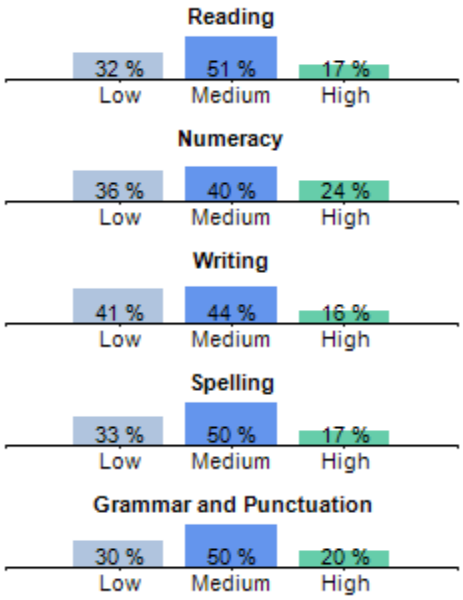
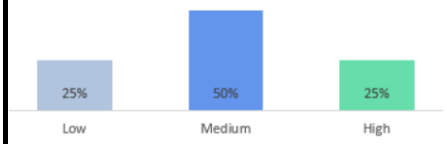
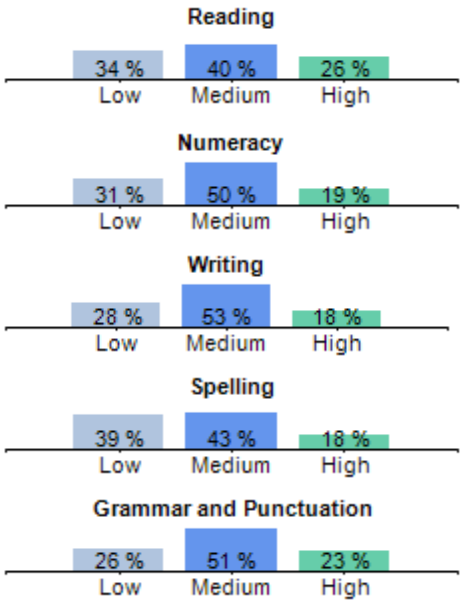
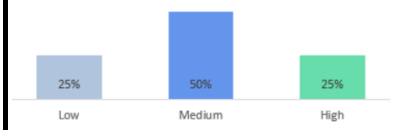
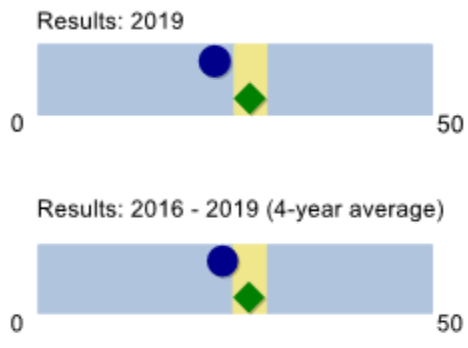
Key: Similar School Comparison — Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 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.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 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.		

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: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

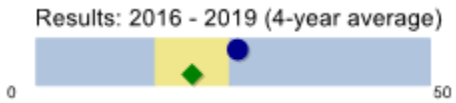
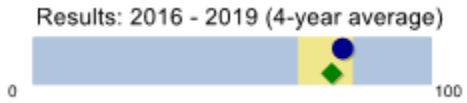
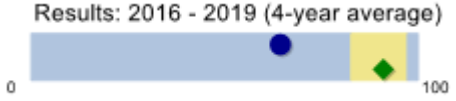
Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year 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'.		There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.  Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.		There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.  Statewide Distribution of Learning Gain (all domains)
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.		

Students in 2019 who satisfactorily completed their VCE: 91%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 32%
VET units of competence satisfactorily completed in 2019: 61%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 59%

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: ◆

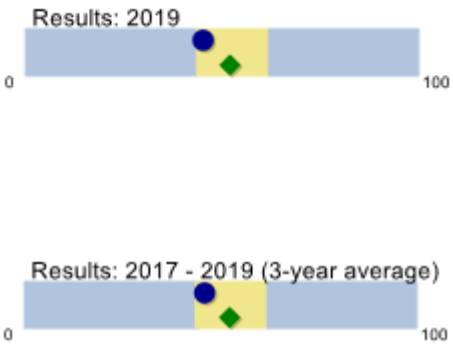
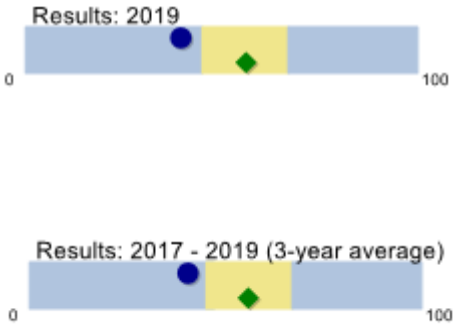
Key: Similar School Comparison — Above ● Similar ● Below ●

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	 Few absences <------> Many absences  Few absences <------> Many absences	
Average 2019 attendance rate by year level:	Yr7: 86 % Yr8: 85 % Yr9: 85 % Yr10: 86 % Yr11: 86 % Yr12: 88 %	Similar school comparison not available
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	 	
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	 	

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: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	$13,534,735
Government Provided DET Grants	$2,351,061
Government Grants Commonwealth	$600
Government Grants State	$68,763
Revenue Other	$157,758
Locally Raised Funds	$1,459,851
Total Operating Revenue	**$17,572,767**

Equity[1]	
Equity (Social Disadvantage)	$1,017,918
Equity (Catch Up)	$124,497
Equity Total	**$1,142,415**

Expenditure	
Student Resource Package[2]	$13,258,654
Books & Publications	$20,742
Communication Costs	$58,231
Consumables	$532,672
Miscellaneous Expense[3]	$803,477
Professional Development	$91,533
Property and Equipment Services	$870,961
Salaries & Allowances[4]	$812,535
Trading & Fundraising	$268,473
Travel & Subsistence	$11,317
Utilities	$179,710
Total Operating Expenditure	**$16,908,303**
Net Operating Surplus/-Deficit	**$664,464**
Asset Acquisitions	**$87,720**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	$1,007,287
Official Account	$39,151
Total Funds Available	**$1,046,438**

Financial Commitments	
Operating Reserve	$548,648
Other Recurrent Expenditure	$7,600
Provision Accounts	$5,000
Funds Received in Advance	$420,063
School Based Programs	$184,968
Funds for Committees/Shared Arrangements	$66,812
Maintenance - Buildings/Grounds < 12 months	$45,721
Total Financial Commitments	**$1,278,814**

(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 26 February 2020 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.

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?

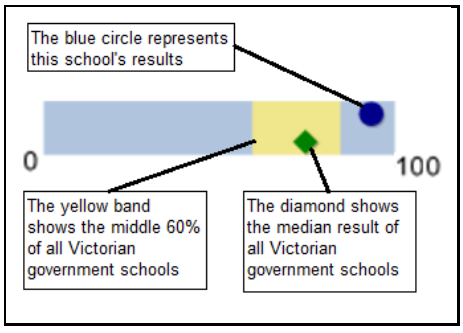
The Performance Summary reports on data in three key areas:

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).

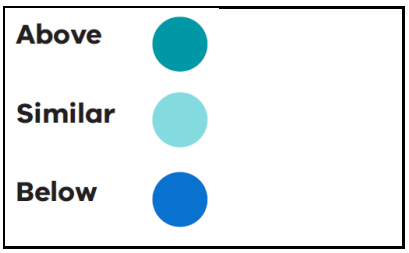


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or *'ND'* 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').