

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2025 at 03:36 PM by Tony Roberts (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 March 2025 at 03:23 PM by Tony Roberts (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

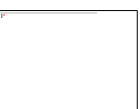
NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Bairnsdale Secondary College, is a co-education secondary college located in the township of Bairnsdale approximately 200kms West of downtown Cann River. In 2024 the staffing profile was made up of · 1 Executive Principal · 4 Assistant Principals · 1 Business Manager · 4 Leading Teachers · 4 Learning Specialists · 86.3 FTE Teachers · 54.6 Educational Support Staff A total of 1169 students were enrolled at this school in 2024, 557 female and 608 male. 3 percent of students had English as an additional language and 11 percent were Aboriginal and/or Torres Strait Islander. The students were supported in 3 hubs: year 7, year 8 and 9, and year 10, 11 and 12. Our College also provides a Flexible Learning Option (FLO) at a satellite venue in Bairnsdale. This campus had an enrolment of 20 students ranging in age from 15 to 17 years. The overall socio-economic profile of the College is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school's socio-economic band value is: High. (Possibilities are: Low, Low-Medium, Medium and High). In 2024 Bairnsdale Secondary College continued to move forward on our school improvement agenda. Student engagement in NAPLAN in 2024 continued to enable the College to support the growth and development of our students. During 2024 Bairnsdale Secondary College has continued to focus on embedding the staged implementation of SWPBS (School Wide Positive Behaviour System). The College values are: Respect, Resilience and Responsibility. We continued to embed a system of 'values points' to recognise the positive behaviour within our student cohort and the parents are informed of value points being allocated via text. The prime purpose of our 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. Our College vision is to create a learning community with a focus on improving teaching practice through ongoing performance development so that student outcomes improve constantly. The connection between Wellbeing and Teaching and Learning is highlighted in the Department of Education FISO 2.0 school implementation model and is a key focus at our College. Bairnsdale Secondary College continues to support the needs of all students in terms of well-being, a safe and positive learning environment and ultimately improving the academic outcomes for all students to improve choice and opportunity for students post secondary pathways. The overall Parent Satisfaction summary, where parents are asked to endorse their 2024 level of satisfaction with our College was 68% which is 4% below the Similar Schools average. Positive endorsement in 2024 by the staff of the College Climate was 8% below the similar schools average of 55%. Bairnsdale Secondary College will continue to strive for continuous improvement with a focus on promoting student leadership, student voice and student agency based on strong and genuine high expectation relationships.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 Bairnsdale Secondary College continued to work on the goal of maximising the learning and growth in Literacy and Numeracy for all students. This work promotes increased opportunities for students to have positive pathways beyond their secondary schooling. Teacher Judgements for English (Years 7 to 10) reflect that the number of students achieving at or above the expected standard at Bairnsdale Secondary College in 2024 was 62.7% (an increase of 4%). Teacher Judgement for Numeracy (Year 7 to 10) demonstrates that the number of students achieving at or above the expected standard at Bairnsdale Secondary College in 2024 was 42.7% (a decrease of 5%). NAPLAN results in 2024 were reported using the Proficiency Scales and results showed improvement in year 7 reading, year 7 numeracy and year 9 numeracy. Year 9 reading showed a 1% decrease in students in the "strong and exceeding" proficiencies. In 2024 the Victorian Senior Secondary rate was 95.9% compared to the similar schools results of 95.7%. In 2024 the College mean study score for all VCE subjects was 25.9. 26 students were awarded the VCE vocational major and 85% of VET units were satisfactorily completed in 2024. In 2024 Bairnsdale Secondary College continued to offer pathways guidance to students in the Year 10, 11 and 12 HUB (two staff) with the introduction of a Careers Officer in the year 9 HUB area with a 3 days per week time allocation. This resource acknowledges the key pathways discussions and decisions that students are making in the year 9 space and further enhances the student engagement with the Morrisby Careers Profile process that our year 9 students undertake.

Wellbeing

Bairnsdale Secondary College continues to deploy significant resources in support of student Health and Well-being. The size of the College Well-being team reflects the increased need for physical, emotional and mental health support of our teachers and students. The 2024 team consisted of: · 2 key leaders · 3 student counsellors · 1 College nurse who is shared with another secondary school · A doctor and a triage nurse through the Doctors in Secondary Schools Program (every Wednesday). A full time mental health practitioner · An external social worker, plus a visiting drug and alcohol support worker. We also have additional targeted programs, such as Clontarf Academy (for Aboriginal and/or Torres Strait Islander boys) and Girls at the Centre (The Smith Family program for Aboriginal and/or Torres Strait Islander girls). The Bairnsdale Secondary College 2024 student opinion survey data "Sense of Connectedness" (Years 7 - 12) positive response was 34.9% (35.3% 4 year trend average). The State average in 2024 was 46.9% and the State 4 year trend average is 48.0%. The Wellbeing team plays a leading role in developing and supporting the mental health and physical wellbeing of all of our students. Students are supported in small groups and individually through a variety of programs including School Wide Positive Behaviour Support (SWPBS). In 2024, Stymie continued to be utilised as a reporting platform for students to seek support or support for a friend (eg mental health, bullying, violence or any issue impacting negatively on their lives and when they think an adult needs to know). Our College has a strong relationship with local police and they regularly

delivered student safety workshops throughout the year. These workshops cover a range of topics including - cyber safety/impacts of social media, vaping, and healthy relationships and the law.

Engagement

Attendance and student retention continue to be key pieces of work for Bairnsdale Secondary College. In 2024 our year level attendance rates were 85% (year 7), 83% (year 8), 81% (year 9), 85% (year 10), 89% (year 11) and 91%(year 12). The average attendance rates from Years 7 to 12 remain low. On average students from Years 7 to 12 at Bairnsdale Secondary College in 2024 missed 30.1 days of school which is 1.1days less than the state average of 31.2 days. 2024 student retention in years 7-10 was 78.8% which was significantly ahead of the state average of 71.5%.In 2024 Bairnsdale Secondary College continued to support student reengagement with a flexible learning option offering a combination of online and classroom learning. This is a direct strategy to engage with those students who are unable to attend school due to personal circumstances. In 2024 the College invested significant time and resources in preparation for the Disability Inclusion rollout due to be in place from day 1 2025. This involved the employment of an additional Assistant Principal, additional teachers, support staff and a psychologist.

Financial performance

At the conclusion of 2024 the total school funds available had a balance of \$1,880,124.34 . Most of these funds in reserve are committed to projects/budgets for the 2025 school year. Funds received from the Department of Education (DE), or raised by our College, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the college. This is consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. In 2024 Bairnsdale Secondary College has managed its finances in line with DE processes and guidelines. The school council is responsible for managing the school's budget as it relates to running the school and are supported by the Business Manager and Principal to provide financial leadership. Changes to the DE Parent Payment Policy in 2022 continues to impact on collection rates of parent voluntary contributions with further declines expected to continue in coming years. Budgets continue to be monitored closely through the finance subcommittee to ensure that the college continues to remain financially viable.

For more detailed information regarding our school please visit our website at www.bairnsdalesc.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1,169 students were enrolled at this school in 2024, 557 female and 608 male.

3 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

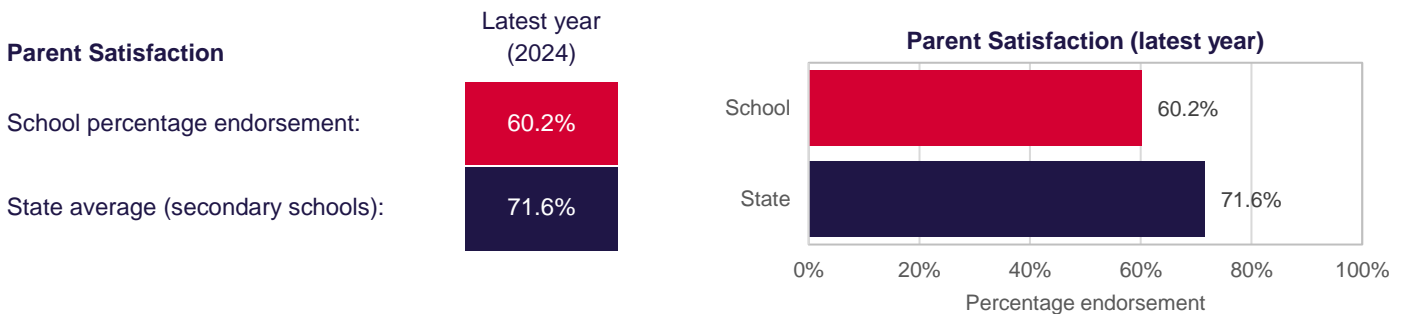
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

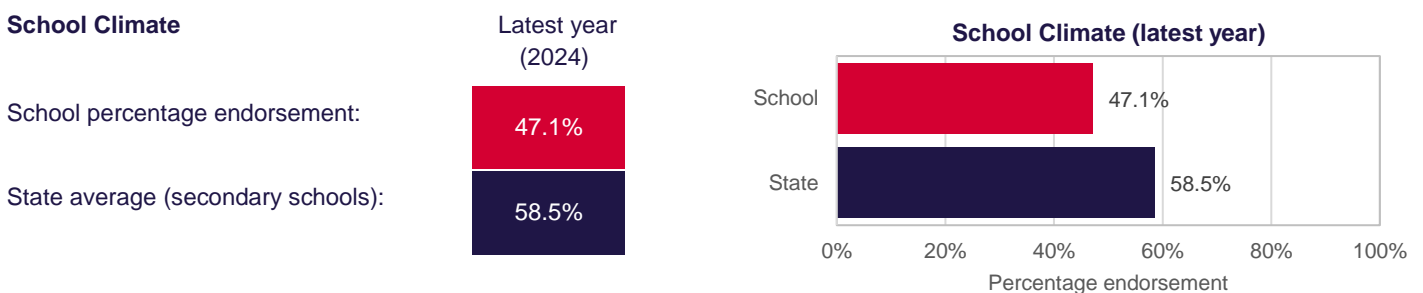


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

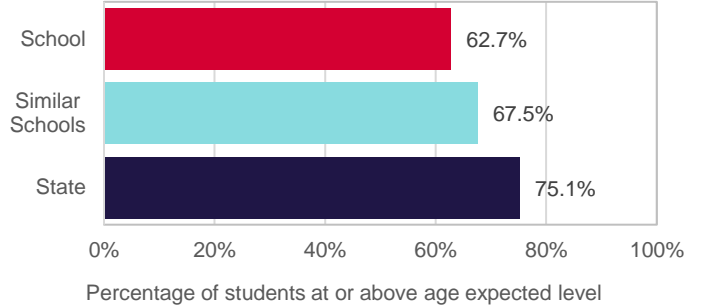
Latest year
(2024)

62.7%

67.5%

75.1%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

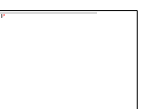
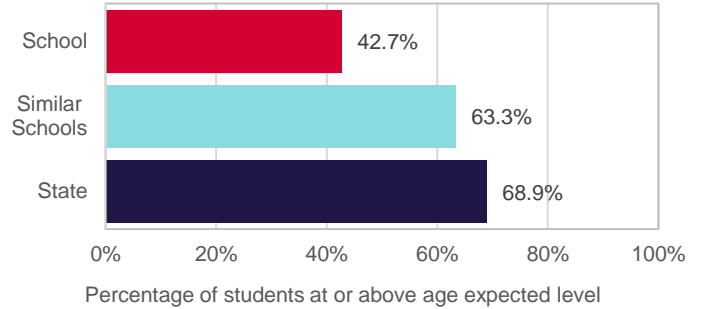
Latest year
(2024)

42.7%

63.3%

68.9%

Mathematics (latest year) Years 7 to 10



LEARNING (continued)

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

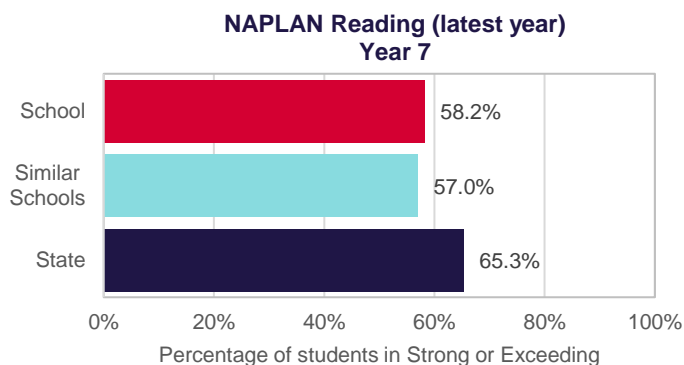
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

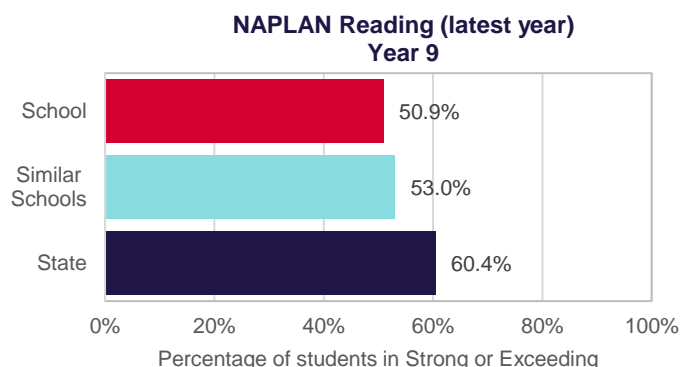
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.2%	56.3%
Similar Schools average:	57.0%	58.7%
State average:	65.3%	65.7%



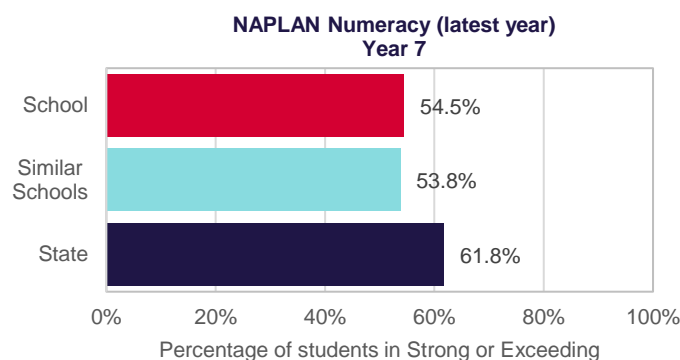
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.9%	51.1%
Similar Schools average:	53.0%	53.3%
State average:	60.4%	60.2%



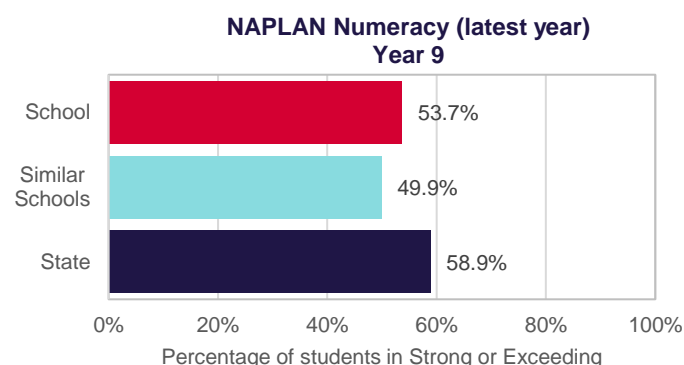
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.5%	52.5%
Similar Schools average:	53.8%	54.4%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.7%	52.6%
Similar Schools average:	49.9%	50.8%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

**Reading
Year 7**

(2022)

School percentage of students in the top three bands:

48.3%

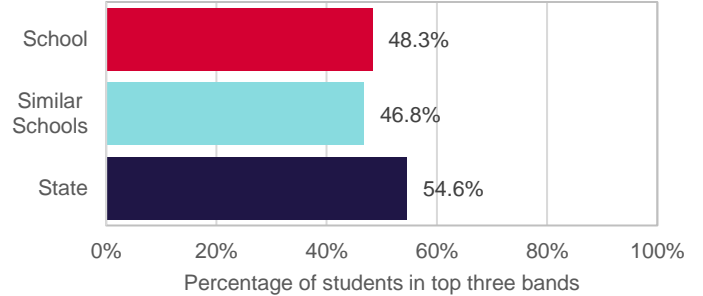
Similar Schools average:

46.8%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

47.3%

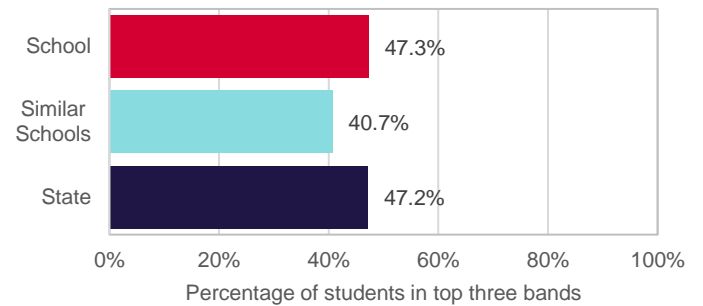
Similar Schools average:

40.7%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

41.1%

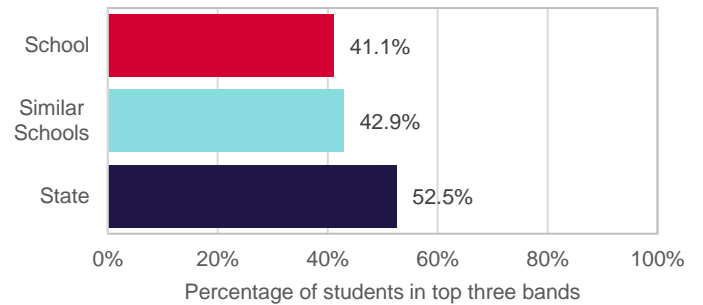
Similar Schools average:

42.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

46.5%

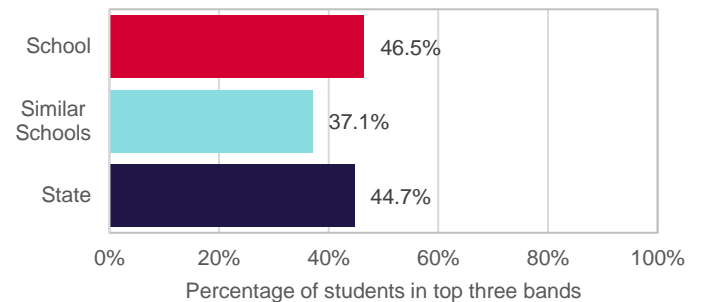
Similar Schools average:

37.1%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

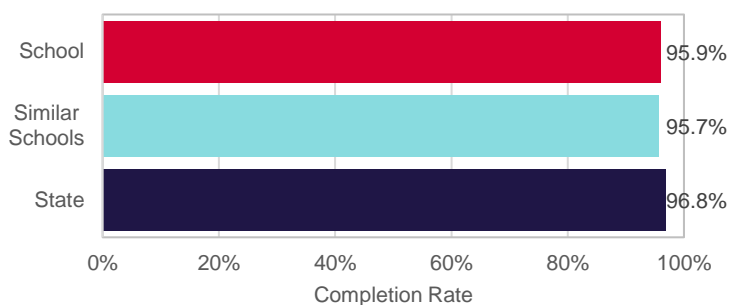
Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	95.9%	96.9%
Similar Schools completion rate:	95.7%	95.8%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.9

Number of students awarded the VCE Vocational Major

26

Number of students awarded the Victorian Pathways Certificate

7

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

39%

Percentage VET units of competence satisfactorily completed in 2024:

85%



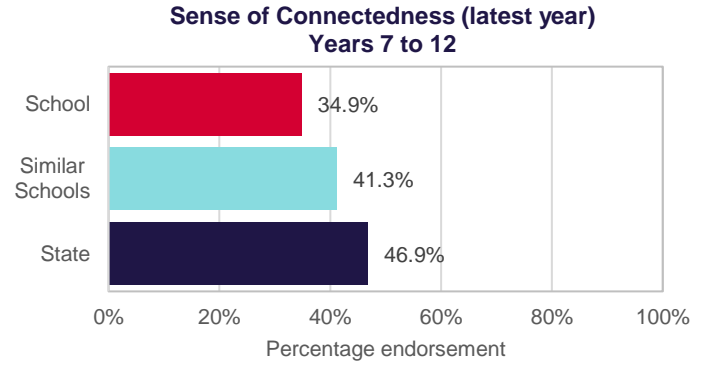
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

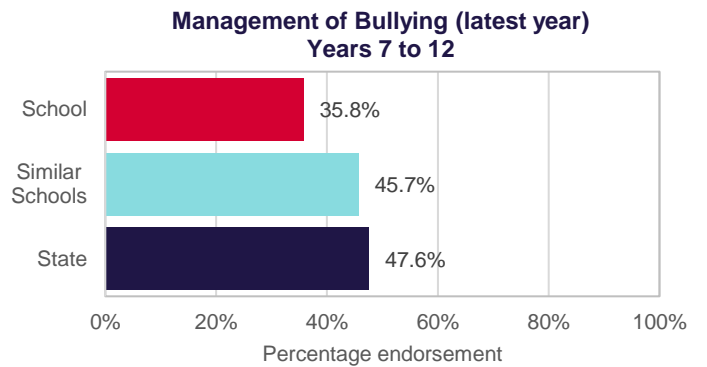
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	34.9%	35.3%
Similar Schools average:	41.3%	42.9%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	35.8%	38.1%
Similar Schools average:	45.7%	46.7%
State average:	47.6%	49.1%



ENGAGEMENT

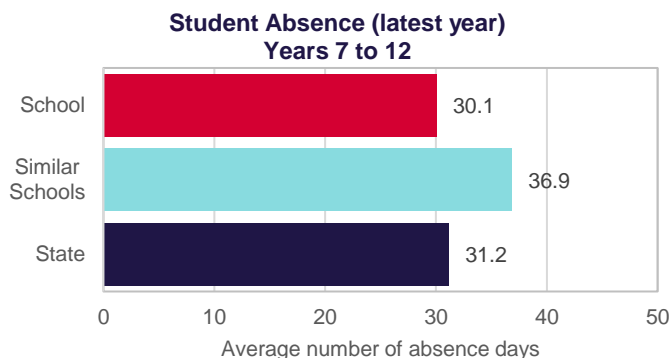
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	30.1	29.3
Similar Schools average:	36.9	32.9
State average:	31.2	27.2



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

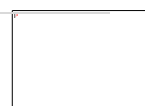
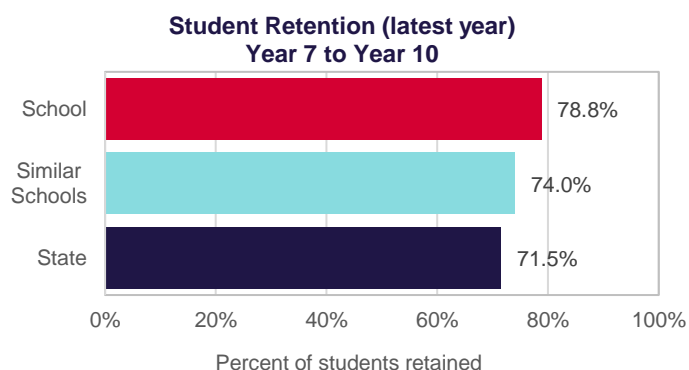
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	83%	81%	85%	89%	91%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	78.8%	73.2%
Similar Schools average:	74.0%	75.5%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

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

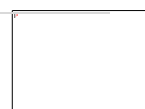
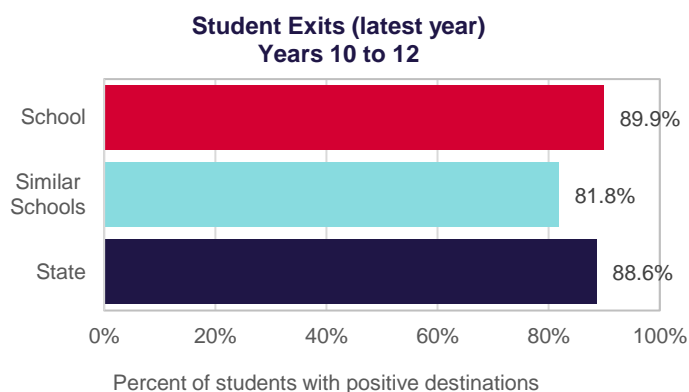
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	89.9%	83.6%
Similar Schools average:	81.8%	83.7%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

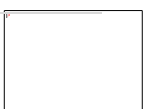
FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$15,333,838
Government Provided DET Grants	\$1,768,524
Government Grants Commonwealth	\$21,473
Government Grants State	\$17,973
Revenue Other	\$192,796
Locally Raised Funds	\$456,260
Capital Grants	\$0
Total Operating Revenue	\$17,790,865

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,082,640
Equity (Catch Up)	\$98,122
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,180,762

Expenditure	Actual
Student Resource Package ²	\$16,159,116
Adjustments	\$0
Books & Publications	\$24,087
Camps/Excursions/Activities	\$319,812
Communication Costs	\$44,066
Consumables	\$344,783
Miscellaneous Expense ³	\$320,676
Professional Development	\$68,060
Equipment/Maintenance/Hire	\$227,642
Property Services	\$660,684
Salaries & Allowances ⁴	\$475,294
Support Services	\$529,482
Trading & Fundraising	\$52,591
Motor Vehicle Expenses	\$3,718
Travel & Subsistence	\$6,914
Utilities	\$204,735
Total Operating Expenditure	\$19,441,661
Net Operating Surplus/-Deficit	(\$1,650,796)
Asset Acquisitions	\$150,059

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,766,681
Official Account	\$113,443
Other Accounts	\$0
Total Funds Available	\$1,880,124

Financial Commitments	Actual
Operating Reserve	\$552,482
Other Recurrent Expenditure	\$13,702
Provision Accounts	\$5,000
Funds Received in Advance	\$792,032
School Based Programs	\$166,732
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,354
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$39,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$154,560
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,728,861

All funds received from the Department of Education, 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.

