Brunswick Secondary College

2013 Annual Report to the School Community

Brunswick Secondary College

School Number: 8807

Name of School Principal:

Vivienne Telfer

Name of School Council President:

Karen King

Date of Endorsement: 23/03/14
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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Brunswick Secondary College is a vibrant co-educational inner city College. Its population genuinely reflects both the multiculturalism and recent gentrification of the communities of Brunswick and Coburg. There are 48 nationalities represented in an overall enrolment of 960 students. Our vision is to provide all students with a learning environment that promotes academic success, challenging and supporting each child to exceed their expected level of progress. There is a clear focus on quality teaching, high expectations and Work Practices. The College has a Select Entry Accelerated Learning Program, a Chinese Specialist Program, an increasing community of international students and draw card Performing Arts and Media programs.

Our teachers work in teams to develop curriculum and assessment to improve the learning outcomes and educational experience of all students. The 2012 Learning Review reaffirmed the value of offering a discipline-based curriculum that is further enhanced by an emphasis on wellbeing and co-curricular learning. The school has an impressive offering of specialist subjects and enrichment opportunities. Student lunchtime and afterschool clubs run the gamut of student interests including Chess, Creative Writing, Circus, Science, Art, Music, Sport, Kendo and Debating. There is strong student voice and genuine opportunity for student leadership and involvement.

The vibrancy of our programs attracts and retains highly qualified and dedicated staff. Within the school, there are 76 effective full time staff: 3 principal class, 73 teachers and 13 Education Support staff.

An emphasis on positive relationships and community supports our high academic standards. We are known as a caring community where students feel connected to their teachers and peers. Success is measured by the learning progress made by each student and staff: 3 principal class, 73 teachers and 13 Education Support staff.

Wellbeing is a school priority across Year 7-12. We know that student wellbeing is closely linked to achievement and students’ feeling of connection to the school and their peers. We see wellbeing as the concern of all teachers. In 2014, all staff are being trained in the use of Positive Psychology in the classroom. We also use Appreciative Inquiry, This strengths-based method involves using what is going well to build further improvement and celebrating the successes and improvement of students at all stages of academic achievement.

A key outcome of the 2012 Learning Review was the introduction of the Community Opportunity Growth Success program. COGS is a carefully structured, whole school approach to meeting the wellbeing needs of students at each stage of schooling. Topics include positive relationships, mindfulness, stress and self-management, study skills, cyber safety and developing resilience.

Brunswick SC has an expansive co-curricular program that includes an enticing range of performing art, public speaking and sporting opportunities together with a wide selection of study groups. There are diverse opportunities for student leadership.

Student Voice within the curriculum is important and valued. The College conducts bi-annual surveys in which all teachers receive individual feedback from every student they teach. Staff use this feedback to inform their individual professional learning goals.
Brunswick Secondary College

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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| Key: Range of results for the middle 60% of Victorian government schools: |
| Result for this school: | Median of all Victorian government schools: |

## School Profile

### School Enrolments

A total of 1011 students were enrolled at this school in 2013, 402 female and 608 male.

### Overall socio-economic profile

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

### Proportion of students with English as a second language.

### 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.

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Please note: The Staff Opinion Survey was not conducted in 2013.
Performance Summary

**Achievement**

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child’s end of year report.

A ‘C’ rating means that a student is at the standard expected at the time of reporting.

**Student Outcomes**

Results: English

Results: Mathematics

**School Comparison**

- Similar

**NAPLAN Year 7**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

**NAPLAN Year 9**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
## Performance Summary

### Achievement

#### NAPLAN Relative Growth Year 5 - Year 7

Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

#### NAPLAN Relative Growth Year 7 - Year 9

Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

#### 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 2013 who satisfactorily completed their VCE: 96%
Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 12%
VET units of competence satisfactorily completed in 2013: 91%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 78%
### Performance Summary

#### Engagement

##### Student Attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>94%</td>
</tr>
<tr>
<td>Yr8</td>
<td>92%</td>
</tr>
<tr>
<td>Yr9</td>
<td>90%</td>
</tr>
<tr>
<td>Yr10</td>
<td>92%</td>
</tr>
<tr>
<td>Yr11</td>
<td>92%</td>
</tr>
<tr>
<td>Yr12</td>
<td>94%</td>
</tr>
</tbody>
</table>

#### Student Outcomes

- **Results: 2013**

- **Results: 2010 - 2013 (4-year average)**

#### School Comparison

- **Similar**

#### Student Retention

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

- **Results: 2013**

- **Results: 2010 - 2013 (4-year average)**

- **Higher**

- **Similar**

#### Students exiting to further studies and full-time employment

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

- **Results: 2012**

- **Results: 2009 - 2012 (4-year average)**

- **Similar**

- **Similar**
### Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong>&lt;br&gt; Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td><img src="#" alt="Graph 2013" /></td>
<td><img src="#" alt="Similar" /></td>
</tr>
<tr>
<td><img src="#" alt="Graph 2010-2013" /></td>
<td><img src="#" alt="Similar" /></td>
<td></td>
</tr>
</tbody>
</table>
How to read the Performance Summary 2013

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 colleges, 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).

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 relative growth 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 growth level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

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 Indigenous 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 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.


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 - Operating Statement
Summary for the year ending 31st December, 2013

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$1,284,953</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$26,779</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$50,392</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$226,031</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$812,675</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$2,400,830</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$15,313</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$21,942</td>
</tr>
<tr>
<td>Consumables</td>
<td>$297,188</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$429,718</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$45,747</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$621,135</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$261,357</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$14,129</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$48,088</td>
</tr>
<tr>
<td>Utilities</td>
<td>$74,501</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,829,118</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$262,115</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$48,929</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$7,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$18,000</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$216,611</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$1,940,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$2,492,655</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Operating Surplus/-Deficit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Operating Surplus</td>
<td>$571,711</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Asset Acquisitions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset Acquisitions</td>
<td>$147,050</td>
</tr>
</tbody>
</table>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary
In 2013 Brunswick Secondary College managed its finance in line with DEECD processes and guidelines. There was a clear segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The School Council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by the Principal and Business Manager to provide financial leadership. Income for 2013 was approximately 20% less than in 2012. This was primarily due to NSSCF funding and the Chinese Specialisation grant provided in 2012. New sources of funding received in 2013 included the VCAA grant, used to develop Junior AusVELS Science & History units, and an Energy Efficiency grant. Expenditure on property services accounted for 34% and self-funded camps & excursions accounted for 13% of the total 2013 expenditure. The amount of funds available to commence the new school year has increased largely due to an increase in capital expenditure. Financial commitments increased due to an ongoing requirement to maintain buildings, grounds and other assets. During 2013, staff development has been supported to a very high based on the evidence that teacher professional learning is the most significant factor in improved teaching and student outcomes... Locally raised funds account for more than 34% of the 2013 income. This continued support allows the school to offer the best possible facilities, resources and programs to its students. The school maintains DEECD recommendation to have an operating reserve. The school ensures appropriate amounts have been expended on student learning with pleasing student achievement noted across the school.