

# 2018 Annual Report to The School Community



School Name: Brunswick Secondary College (8807)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 23 April 2019 at 07:53 PM by Karen Harris  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 01:26 PM by Rosa Lorenzon  
(School Council President)

## About Our School

### School context

Brunswick Secondary College is a genuinely vibrant co-educational inner-city college. We are proud of our inclusive school community and diversity, with over 50 nationalities represented in an overall enrolment of about 980 students. Almost all recent enrolments that attend our school live locally with many students taking public transport or riding their bike to school.

The school has three members of the principal team, and approximately 80 dedicated teachers and 20 helpful support staff including a student wellbeing coordinator, counsellor, school nurse, and a doctor from the Doctor in Schools program. We provide a nurturing and challenging learning environment that empowers students to aim for excellence, both academically and socially. This is supported with an extensive co-curricula program where students engage with academic, skill-based, physical, artistic and social clubs.

### Framework for Improving Student Outcomes (FISO)

Brunswick Secondary College's FISO improvement priorities were Excellence in Teaching and Learning and Positive Climate for Learning. In particular, the two FISO improvement strategies were Building Practice Excellence and Empowering Students and Building School Pride. The 2018 Annual Implementation Plan focused on these priority areas. Teachers continued to be committed fully to the College's professional development program. The school utilised staff feedback on the FISO continuaa of practice, in the school review process which was conducted in Term 4. This formed a strong basis of identifying the three major goals for the 2019-2022 Strategic Plan.

### Achievement

The school implemented the testing of all Year 7-10 students using the Progression Achievement Test (PAT). Students were tested at the beginning and end of the school year. This data collection tied in with a focus on differentiation and the importance of teachers knowing their students and teaching to their point of need. The use of data, including PAT data, will be an important feature of teacher Professional Learning Communities (PLC) which will be implemented in 2019. Our 2018 NAPLAN data, VCE data and Teacher Judgement data all indicate that our median results are significantly higher than the state median. The number of students in the top three bands of NAPLAN across all domains of literacy and numeracy as well as NAPLAN relative growth from Year 7 to Year 9 is very pleasing when compared to the state medians and like school medians. We celebrated some excellent VCE results with a significant increase in the ATAR scores in the above 90 range.

### Engagement

2018 attendance data shows a decrease in the number of days students are absent from school. Retention rates of students remaining at school from Year 7 to 10 continue to be higher than the state. In addition, the number of students successfully completing VCAL units has increased. The extensive co-curricular program offered by the school complements the academic program and promotes student engagement. The careers teacher met with every Year 12 student to discuss pathways and a wide range of tertiary options or work options are being undertaken by graduating students in 2019. Further efforts will be made in 2019 to track the exit destinations of students so we have longitudinal data to draw on. This information could be valuable in terms of promoting an alumni relationship with graduating students.

### Wellbeing

The 2018 sense of connectedness rating showed a slight decline from 2017 but remains above the state median for all schools. The restricted recreational areas and temporary nature of some classroom locations due to major building works, may have attributed to our slight decrease in 2018. Managing bullying also resulted in a slight

decrease from 2017. In 2018 the school worked towards the implementation of a new pastoral care model for 2019; namely a weekly home group period with a home group teacher. This holds exciting possibilities in terms of the school supporting students to develop social and emotional skills to be active learners and participants in school life and beyond.

### **Financial performance and position**

In 2018 the school managed its finance in line with DE&T 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, has been supported by the Principal and Business Manager in providing financial leadership. Income for 2018 was approximately 21% more than in 2017. This is primarily due to the provision of funding for new equipment to outfit the recent building project and an increase in the core student learning allocation. Expenditure has increased by 9% due to the finalisation of computer and photocopier leases. Financial commitments identify an increase in short term asset replacement of \$350,000 for ICT hardware and \$199,000 for buildings/grounds. This is primarily due to the refurbishment of the new building renovations. Expenditure on property services accounted for 13% of the total of the 2018 expenditure. The College has maintained DE&T recommendation to have an operating cash reserve. During 2018 funds were expended in accordance with the budget approved by School Council. Staff development continues to be supported in the firm belief that improved teaching will directly lead to improved student achievement. The funds allocated to this program are well in excess of that provided by DE&T. The continued support of locally raised funding accounted for 43% of the 2018 income. This high level of support allows the school to offer the best possible facilities, resources and programs to its students. The School maintains appropriate amounts have been expended on student learning programs with pleasing student achievement noted across the school.

**For more detailed information regarding our school please visit our website at**  
[www.brunswick.vic.edu.au](http://www.brunswick.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.

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

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

### Enrolment Profile

A total of 985 students were enrolled at this school in 2018, 450 female and 535 male.

27 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	73.0	72.4	64.8	78.4

### School Staff Survey

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

Percent 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	51.6	51.5	41.4	61.2

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.6	79.1	64.9	89.9	Similar
Mathematics	90.4	69.4	49.3	85.5	Similar

### NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

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

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

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	64.5	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	64.6	50.8	37.5	66.7	
Year 9	Reading (latest year)	55.6	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	56.4	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	66.2	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	66.0	51.4	38.1	66.0	
Year 9	Reading (4 year average)	54.1	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	54.6	41.8	30.1	59.1	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	25.7	52.0	22.3
Year 5 to 7	Numeracy	26.2	50.3	23.4
Year 5 to 7	Writing	21.7	49.3	28.9
Year 5 to 7	Spelling	15.1	51.3	33.6
Year 5 to 7	Grammar and Punctuation	26.3	45.4	28.3
Year 7 to 9	Reading	28.1	44.7	27.2
Year 7 to 9	Numeracy	26.1	53.9	20.0
Year 7 to 9	Writing	19.5	49.2	31.4
Year 7 to 9	Spelling	28.8	44.9	26.3
Year 7 to 9	Grammar and Punctuation	23.7	50.0	26.3

### 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	29.8	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	29.7	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **98 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **12 percent**.

VET units of competence satisfactorily completed in 2018: **98 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **87 percent**.

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	17.3	20.2	16.0	24.5	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	90	89	91	91

### Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	78.0	75.0	66.7	81.7	Similar
Retention (4 year average)	75.9	75.0	66.2	80.4	Higher

### 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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	87.9	91.7	83.1	99.3	Similar
Student Exits (4 year average)	93.3	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	55.3	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	57.0	52.9	44.5	61.9	Similar

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	53.5	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	55.7	56.0	47.5	66.4	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$9,421,936
Government Provided DET Grants	\$1,320,203
Government Grants Commonwealth	\$13,459
Government Grants State	\$285,242
Revenue Other	\$46,672
Locally Raised Funds	\$1,247,457
<b>Total Operating Revenue</b>	<b>\$12,334,969</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$140,464
Equity (Catch Up)	\$0
Transition Funding	\$46,537
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$187,001</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,639,583
Adjustments	\$0
Books & Publications	\$7,204
Communication Costs	\$23,292
Consumables	\$208,715
Miscellaneous Expense <sup>3</sup>	\$813,968
Professional Development	\$30,134
Property and Equipment Services	\$570,577
Salaries & Allowances <sup>4</sup>	\$334,476
Trading & Fundraising	\$9,062
Travel & Subsistence	\$18,474
Utilities	\$114,361
<b>Total Operating Expenditure</b>	<b>\$11,769,846</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$565,123</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,313,299
Official Account	\$87,684
Other Accounts	\$5,230
<b>Total Funds Available</b>	<b>\$1,406,212</b>



Financial Commitments	Actual
Operating Reserve	\$331,267
Other Recurrent Expenditure	\$5,161
Provision Accounts	\$0
Funds Received in Advance	\$362,673
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$157,790
Asset/Equipment Replacement < 12 months	\$350,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$199,320
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,406,212</b>

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 04 Mar 2019 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').