

# 2020 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 2020 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 03 May 2021 at 08:51 AM by Karen Harris (Principal)

The 2020 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.

Attested on 11 May 2021 at 07:56 PM by Rachael Ploenges (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### 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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 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 a disability 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').

## About Our School

### School context

Brunswick Secondary College aims to be a school which honours its past whilst moving to the future with a reputation for being at the forefront of evidence-based innovative teaching practices. Alongside exemplary teaching, resulting in learner growth for every student, we aim to develop community minded citizens with a great emphasis on student agency. Our school fosters a culture that promotes the values of teamwork, persistence, responsibility, achievement and excellence founded on the core value of respect. We are committed to developing a strong and inclusive sense of community, celebrating and cultivating a deep respect for diversity of people, culture and opportunity. 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 990 students. Almost all recent enrolments that attend our school live within our school zone. The school has four members of the principal team, and approximately 80 dedicated teachers and 20 helpful support staff including a growing student wellbeing team of mental health professionals. 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-curricular program where students engage with academic, skill-based, physical, artistic and social clubs. Brunswick Secondary College offers a Select Entry Accelerated Program and an International Student Program

### Framework for Improving Student Outcomes (FISO)

Brunswick Secondary College's FISO improvement priorities in 2020 were mainly within the Excellence in Teaching and Learning dimension. 2020 was the second year of our Strategic Plan so consolidation in regards to 2019 initiatives within Climate for Learning was a focus. Our 2020 focus on implementing the Brunswick Secondary College Instructional Model was maintained throughout the extended remote learning period however our plans for implementing a Professional Learning Community methodology across the school was postponed to 2021. Our commitment to staff professional learning was maintained throughout 2020 and was responsive to the changing needs of our school community in relation to the pandemic and long periods of time in the remote learning space.

### Achievement

We ambitiously set out to teach in the remote learning space according to our school timetable and to primarily use Microsoft Teams as the platform of delivery. The school was fortunate to have driven the use of Microsoft Teams pre-pandemic to the level where the infrastructure of class set-up and staff set-up was already in place. This made for a smooth transition to the video function. We are proud that our ambition paid off with no delay in moving to the online learning environment. There was a great staff commitment to professional learning related to the online learning and work environment with all staff showing willingness to implement new skills. Of note is the sophistication of our student assessments online, including VCE assessments. Our trust that we could deliver authenticated and rigorous online assessment was a testament to our school community. Our VCE results remained on par with previous years in terms of our overall study score median but out-performed previous years achievement on some measures. We were particularly pleased to have a record number of students achieve an ATAR of above 95.

### Engagement

Throughout the remote learning period our Sub-School Leaders and Year Level Coordinators created and promoted a supportive environment through the set-up of year level Microsoft Teams pages. This provided the opportunity for students to engage with one another, recognising birthdays and participating in themed days such as crazy hair day. Our School Captains were instrumental in maintaining a positive spirit amongst the Year 12 cohort. In a year where Year 12 students were grieving their rites of passage rituals, we were able to come up with creative ways to hold those symbolic events online with student input. One hundred percent of Year 12 students who commenced Year 12 in

January graduated; something we are extremely proud of. Our Home Group program, with a significant teacher looking out for the wellbeing of students, was prominent throughout remote learning. The checking in on students had never been as important as it was during the long periods of remote learning, particularly for the students in the lower year levels who were away from face to face learning for the longest periods. The sub-school teams and welfare team followed up on all students who were disconnected from remote learning. Our focus on student wellbeing continued with our transitions back to school, with our teachers adapting curriculum to meet student needs.

**Wellbeing**

The Parent Opinion survey was sent to all 796 families due to remote learning with 96 responses (12%). Parent Opinion Survey data was very positive with consistently strong positive responses in most areas. Areas of strength reflect the continuing focus on Positive Behaviour Support (implemented 2018-2020). Remote learning responses indicate a very high level of satisfaction with the school and its learning and wellbeing responses to remote learning. The unrelenting focus on wellbeing during the COVID year was supported by parents and carers as shown in our two internal parent surveys, and reflected with the Parent Opinion data showing a 69% increase in focus on wellbeing. The comments from the first internal survey from parents commended staff on their care, effort and support, the school on its communication and organisation and the students on their resilience, and efforts. The second internal survey of parents showed that families were finding remote learning more difficult to sustain, and that students were increasingly losing motivation. There were many hopeful comments around resilience, enduring, and gratitude for the efforts of teachers, peers and our community. Specifically, parents and carers showed a 82% endorsement for safety, the same as similar schools and exceeding the state. Respect for diversity was perceived as 5% higher than similar schools, but managing bullying and promoting positive behaviour was 3% lower than similar schools. Student agency, confidence and resilience was the same as like schools, and the state average. Parent community engagement was higher overall and higher in all areas of parent participation, school communication and teacher communication by 3-4% for like schools and also well above state school averages. The student survey shows that students over the past 4 years increasingly do not experience bullying, with a 93% positive endorsement. This is, however, below similar schools at 95%. The year most noted for bullying is at Year 12, with Year 10-12 female students more affected than male students in regards to management of bullying and respect for diversity. However, Year 10-12 males experiencing more bullying. Having an advocate at school overall (70%) was above like schools and state schools (68%), with a notable drop at Year 12 (61% compared to similar schools at 75%), with a smaller drop at Year 7 (70% compared to similar schools at 73%).

**Financial performance and position**

In 2020 Brunswick Secondary College effectively kept within objectives and safeguarded assets and aligned compliance with applicable regulations during the COVID-19 pandemic. The school maintained business resilience during times of upheaval and leaders focused on new ways to keep in line with DET 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 funds. The school leadership managed to inform school council of financial concerns or anomalies via online communication on a regular basis. Through challenges along the way due to school closure, the School Council was kept well informed and effectively managed to oversee the program and provision of timely financial reports, supported by the Principal and Business Manager. SRP funding relates predominantly to staff salaries. SRP income is based on student enrolments. The net operating loss of \$227,139 in 2020 was primarily due to the loss of income from the hire of facilities and international student fees which were significantly impacted. Professional learning costs and fundraising drastically reduced in 2020 due to the pandemic. Asset acquisition in 2020 included new laptops and prepaid internet USB's to support disadvantaged students. During 2020 funds were expended in accordance with the budget approved by Council. Staff development has been supported to a high level in the firm belief that improved teaching will directly lead to improved student achievement even when confronted by future challenges. Locally raised funds \$710,092 account for more than 6% of income. This continued support allows the school to offer the best facilities, resources and programs to its students. Appropriate amounts have been expended on student learning with pleasing student achievement noted across the college.

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

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 1006 students were enrolled at this school in 2020, 496 female and 510 male.

18 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.

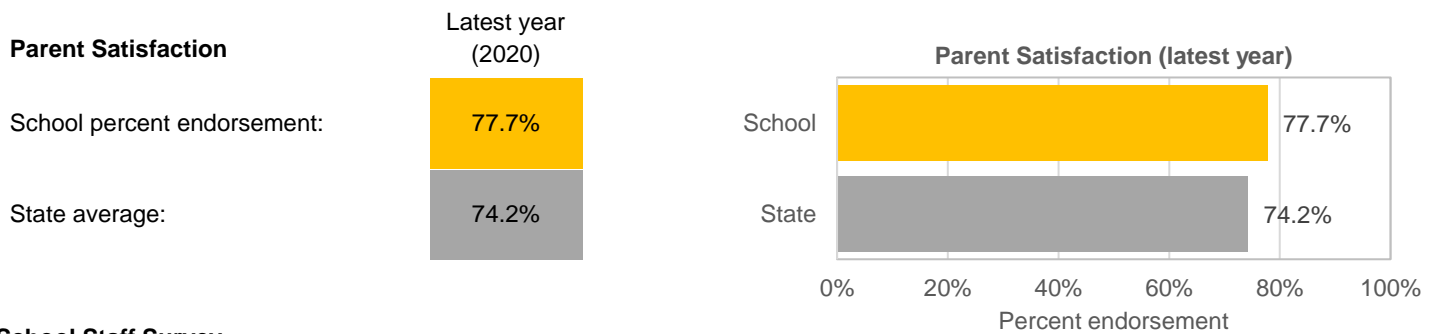
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

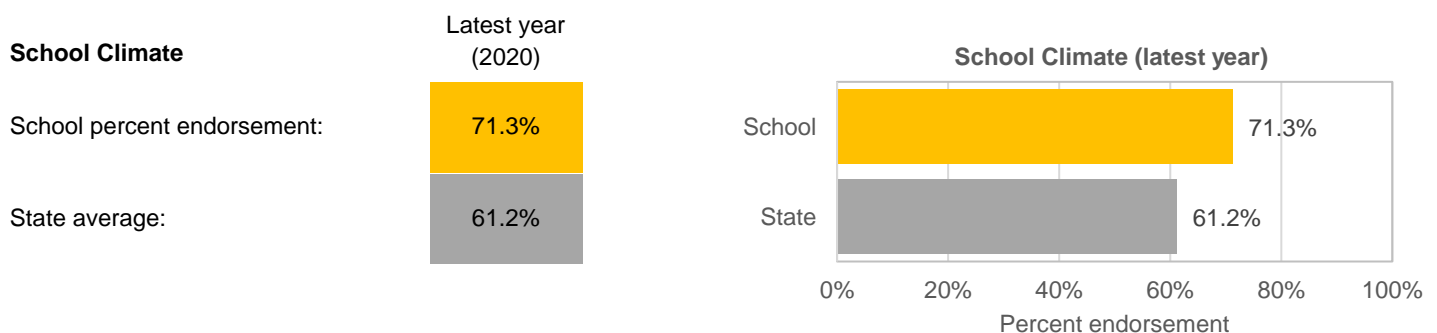


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

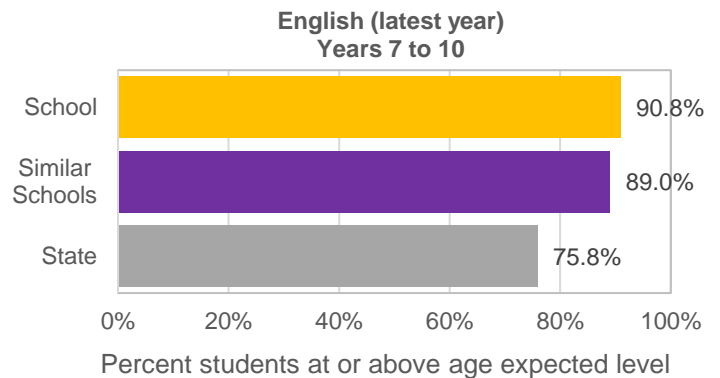
90.8%

Similar Schools average:

89.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

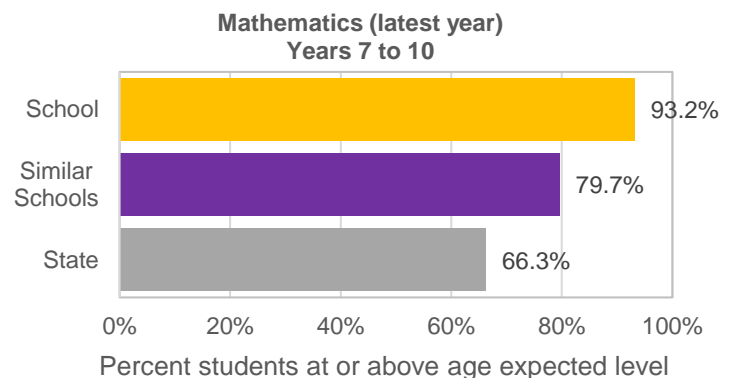
93.2%

Similar Schools average:

79.7%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



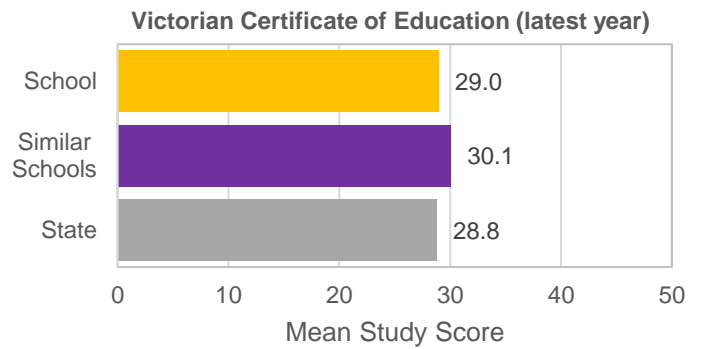
## ACHIEVEMENT (continued)

### 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	Latest year (2020)	4-year average
School mean study score	29.0	29.4
Similar Schools average:	30.1	30.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

15%

VET units of competence satisfactorily completed in 2020:

85%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

84%

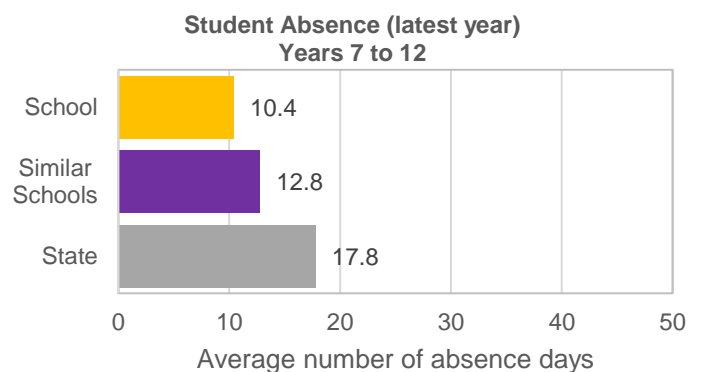
## ENGAGEMENT

**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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	10.4	14.7
Similar Schools average:	12.8	15.3
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

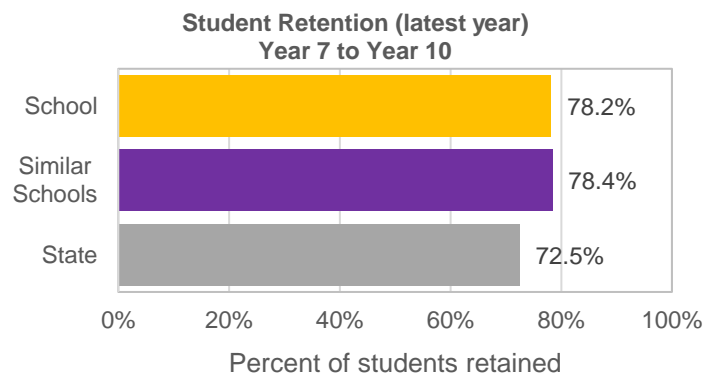
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	95%	92%	94%	96%	96%

**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 (2020)	4-year average
School percent of students retained:	78.2%	75.3%
Similar Schools average:	78.4%	78.2%
State average:	72.5%	72.9%



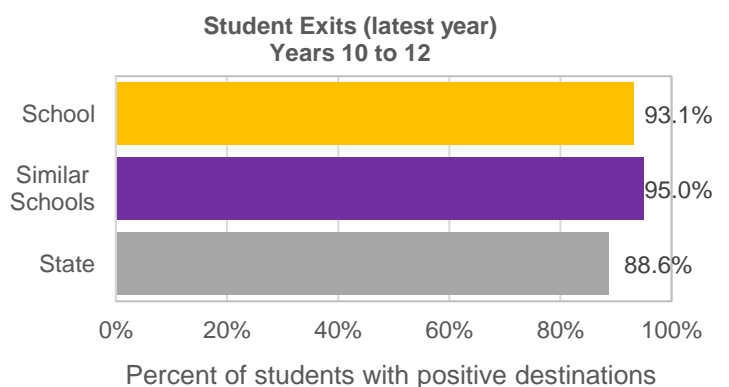
**Students exiting to further studies or full-time employment**

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 previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	93.1%	93.5%
Similar Schools average:	95.0%	95.5%
State average:	88.6%	89.1%



## WELLBEING

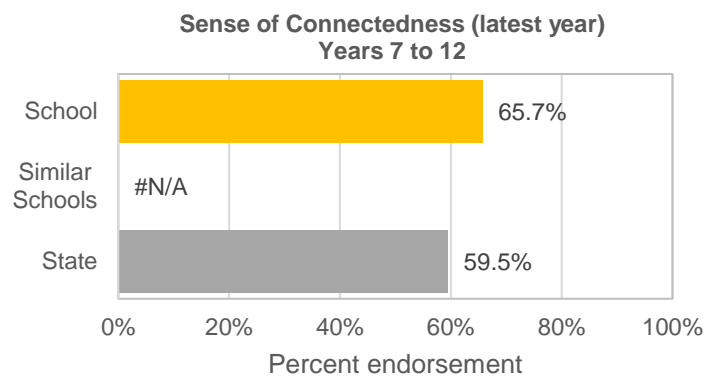
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	65.7%	57.8%
Similar Schools average:	NDP	57.1%
State average:	59.5%	55.3%



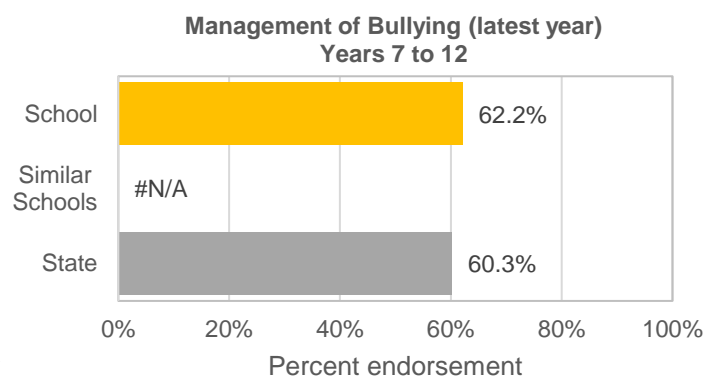
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	62.2%	55.2%
Similar Schools average:	NDP	59.9%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$9,880,186
Government Provided DET Grants	\$1,144,069
Government Grants Commonwealth	\$17,852
Government Grants State	\$19,409
Revenue Other	\$25,125
Locally Raised Funds	\$710,092
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$11,796,732</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$120,922
Equity (Catch Up)	\$43,180
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$164,102</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,657,828
Adjustments	NDA
Books & Publications	\$4,280
Camps/Excursions/Activities	\$89,162
Communication Costs	\$21,288
Consumables	\$145,804
Miscellaneous Expense <sup>3</sup>	\$34,480
Professional Development	\$23,342
Equipment/Maintenance/Hire	\$209,289
Property Services	\$336,042
Salaries & Allowances <sup>4</sup>	\$399,253
Support Services	\$168,250
Trading & Fundraising	\$6,094
Motor Vehicle Expenses	\$137
Travel & Subsistence	\$4,417
Utilities	\$88,305
<b>Total Operating Expenditure</b>	<b>\$12,187,973</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$63,975</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 02 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,922,237
Official Account	\$200,263
Other Accounts	\$23,987
<b>Total Funds Available</b>	<b>\$2,146,487</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$207,905
Other Recurrent Expenditure	\$27,379
Provision Accounts	NDA
Funds Received in Advance	\$441,492
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$300,710
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$350,000
Asset/Equipment Replacement > 12 months	\$170,000
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$2,147,486</b>

*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.*