

2021 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).
- 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 2021 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 28 April 2022 at 04:53 PM by Karen Harris (Principal)

- This 2021 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 29 April 2022 at 09:35 AM by Shahab Kasmai (School Council President)

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

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. We are proud of our inclusive school community and diversity, with over 50 nationalities represented in an overall enrolment of 1030 students.

The school has four members of the principal team, and an Equivalent Full Time Teacher equivalence of eighty three dedicated teachers and 20 dedicated education support staff. No current staff are of Aboriginal or Torres Strait Islander descent.

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 2021 were associated with Building Practice Excellence and Instructional and Shared Leadership. More specifically, to implement a Professional Learning Community (PLC) methodology and to build teacher capability to ensure clarity and consistency of instructional practice.

In 2021, the Tutor Learning Initiative was introduced as a strategy to support students whose skills and knowledge development may have been adversely affected by the extensive time in remote learning. This initiative, along with our continued commitment to the Middle Years Literacy and Numeracy Initiative, fed into our PLC enquiries. The focus on pedagogy and planning with students in mind, became evident through our PLC cycles.

Our commitment to staff professional learning was maintained throughout 2021 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 continued to teach in the remote learning space in 2021. Teaching teams adjusted their scope and sequence documentation to reduce content and focus on building essential skills. Our NAPLAN results for Years 7 and 9 Reading, and Year 7 Numeracy were pleasing. The percentage of students in the top three bands for Year 7 and Year 9 Reading tests remained higher than similar schools and significantly higher than the state. This was also the case for Year 7 Numeracy. The number of students testing in the top three bands for Year 9 Numeracy decreased and was lower than similar schools, though remained higher than the state.

The Year 7 to 9 NAPLAN learning gain remained stable for Reading, Writing and Grammar and Punctuation when the

three-year average is considered. We continued to out-perform similar schools in the high learning gain bands in these areas as well. The percentage of students in the high learning gain band for Year 9 Spelling was significantly higher than similar schools. However, high learning gain for Year 9 Numeracy decreased and was significantly less than similar schools. Numeracy improvement is a priority for 2022.

We continue to celebrate excellent VCE results. The number of students with a VCE study score greater than the mean of 30 remained higher than the state and was higher than similar schools. Our students achieved five perfect study scores across varying curriculum areas including English, English as an Additional Language, Drama, Biology and Further Mathematics. The dux of the school achieved an ATAR of 99.90.

Engagement

Our Home Group program, which was in its third year of implementation, was used to great effect during remote learning and face to face periods. There is evidence of more students and parents using the Home Group teacher as the first point of contact for any concerns, which is pleasing as one of the main goals in setting up Home Group was for students to feel they had at least one significant person in the school they could go to. Our Sub-School Leaders and Year Level Coordinators once again responded to students who were known to be disengaging, with a careful monitoring of attendance and work completion during remote learning.

Our teachers continued to be responsive to professional learning and the sharing of pedagogies which were successful during remote learning but also with consideration of which pedagogies could be continued when students returned face to face. The sharing of pedagogical practices was the main focus of our professional learning sessions throughout the year.

The teaching staff displayed great competence at using online tools to continue with the teaching and learning program, including assessments. We are proud that we continued with VCE assessments in the remote learning phase as we felt this helped manage student anxiety. Students were not faced with a back-log of assessments when they returned to face to face learning and were receiving important feedback after each assessment. These strategies led to some outstanding VCE results. Year 12 Graduation was a highlight of the year with a strong sense of mutual appreciation between our school community and school staff.

Wellbeing

Throughout remote learning periods our staff, students and families were kept abreast of wellbeing supports and resources they could access. The Microsoft Teams platform was used creatively as a way to maintain connection, primarily in remote learning but continuing with face to face learning. The Year Level Pages were and continue to be safe and inclusive places for students to recognise and share comments.

We have a well-resourced Wellbeing Team comprising of a Student Wellbeing Leader, Mental Health Practitioner, School Nurse and Social Worker. Plans commenced towards a new Wellbeing Space which will hopefully eventuate in 2022 and serve to further enhance our wellbeing supports for students and families. This Wellbeing Team complements and works closely with our Sub-School teams to ensure we are reacting to student needs and planning interventions for individual and cohorts of students. The Learning Support period at Year 10 in 2022 is an initiative that has come from looking at student learning data and as a means of proactively preparing student who will commence VCE in 2023 with remote learning having impacted their Middle Years preparation.

Finance performance and position

In 2021 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 and face to face communication on a regular basis. Through challenges along the way due to times of 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 surplus of \$6,834 in 2021 well under the expected budget of \$91,549 primarily due to the loss of income from the hire of facilities and international student fees which were significantly impacted. Professional learning and fundraising drastically reduced in 2021 due to the pandemic.

Asset acquisition in 2021 included air purifiers and prepaid internet USB's to support disadvantaged students. During 2021 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 \$1,138,969 account for more than 9% 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 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 1002 students were enrolled at this school in 2021, 492 female and 510 male.

15 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).

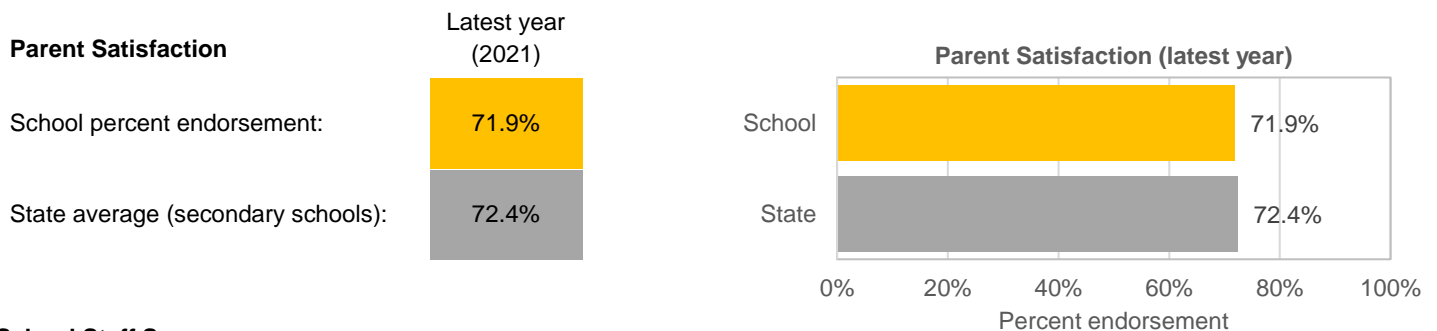
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

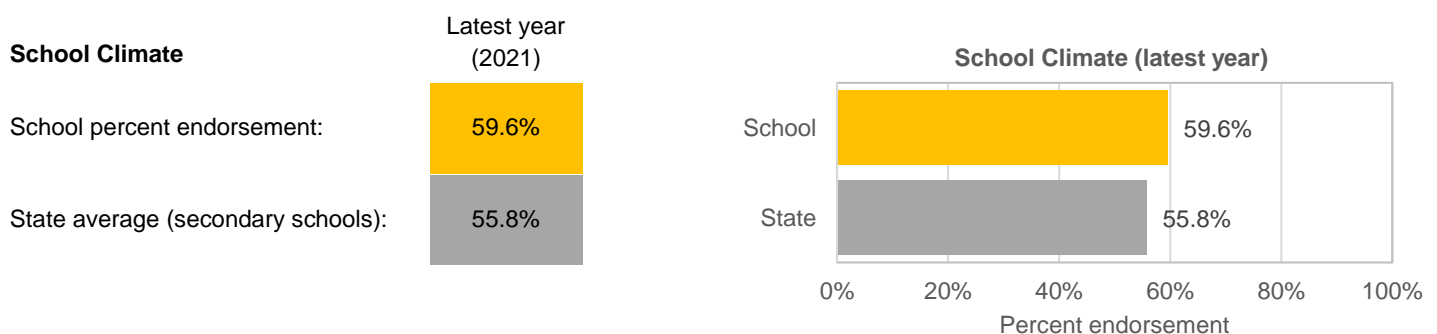


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

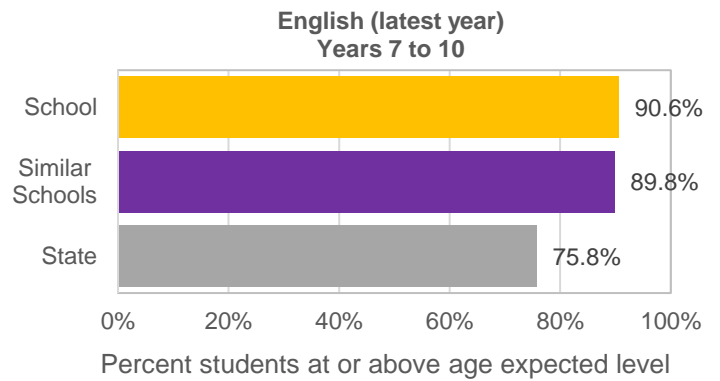
90.6%

Similar Schools average:

89.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

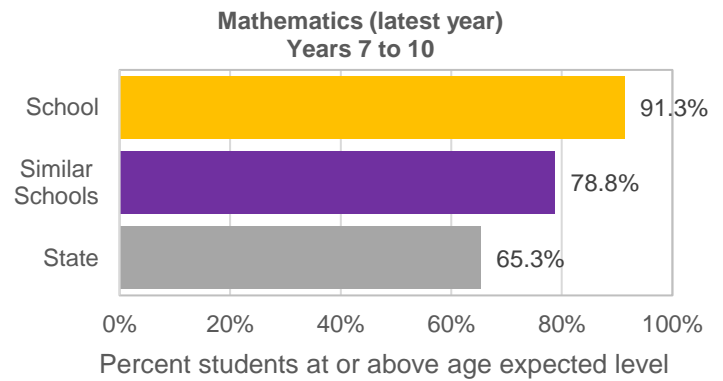
91.3%

Similar Schools average:

78.8%

State average:

65.3%



ACHIEVEMENT (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.

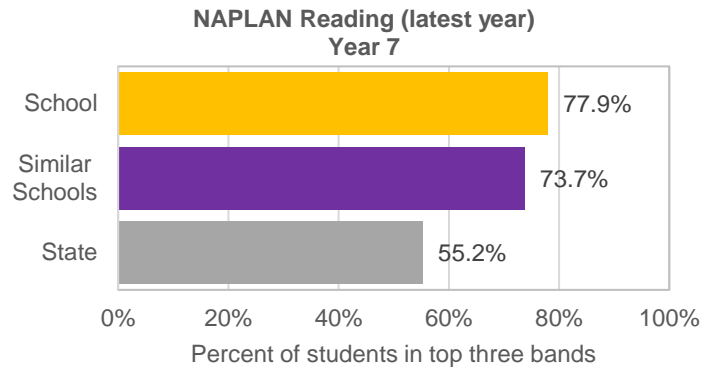
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

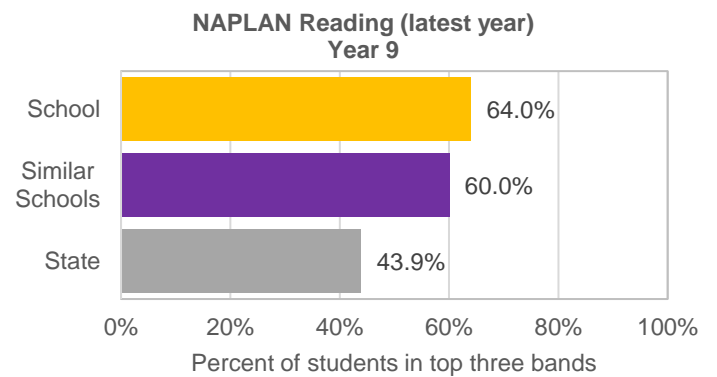
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.9%	72.9%
Similar Schools average:	73.7%	72.2%
State average:	55.2%	54.8%



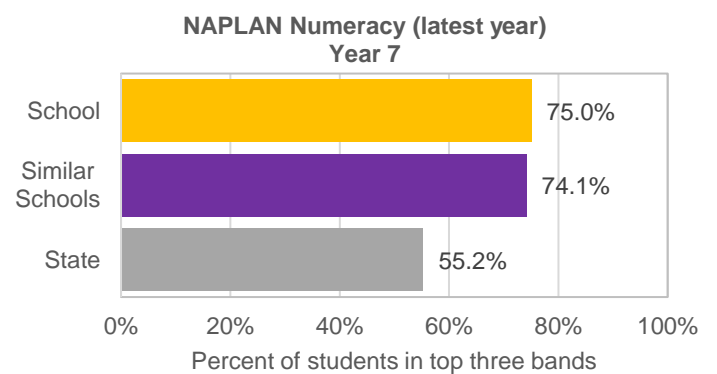
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.0%	62.9%
Similar Schools average:	60.0%	61.5%
State average:	43.9%	45.9%



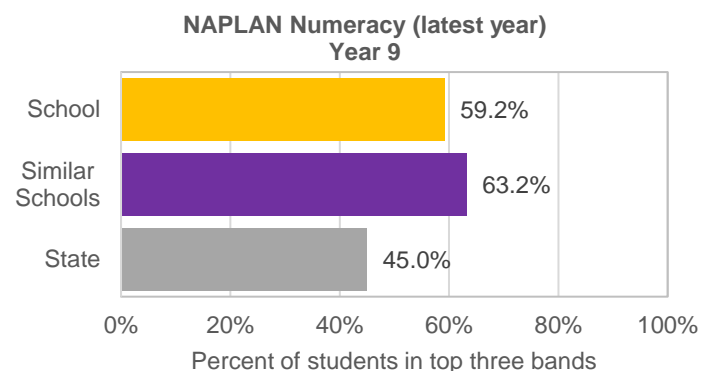
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	70.5%
Similar Schools average:	74.1%	73.5%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.2%	61.2%
Similar Schools average:	63.2%	64.1%
State average:	45.0%	46.8%



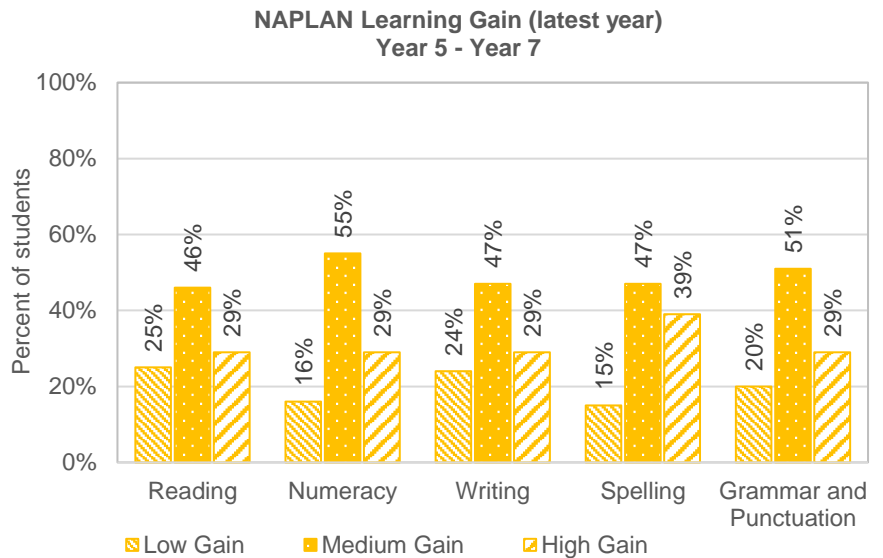
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

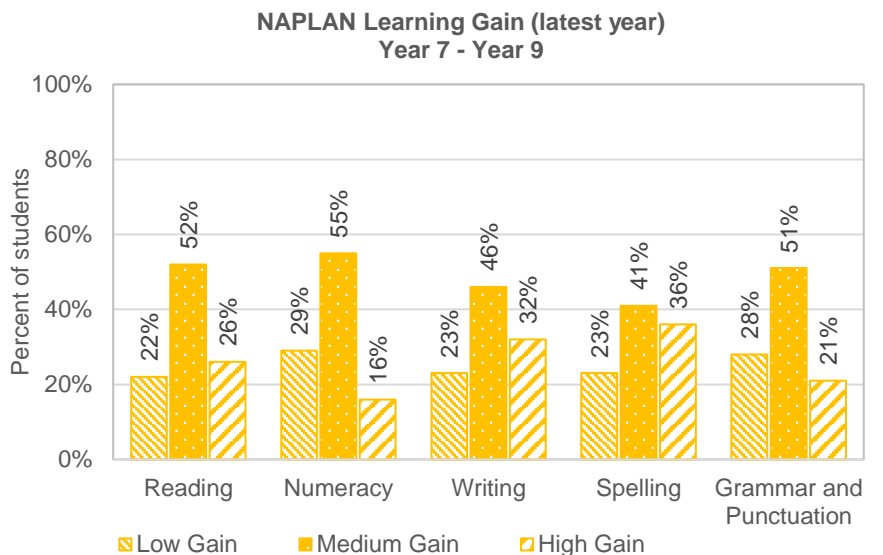
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	46%	29%	28%
Numeracy:	16%	55%	29%	27%
Writing:	24%	47%	29%	28%
Spelling:	15%	47%	39%	26%
Grammar and Punctuation:	20%	51%	29%	27%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	52%	26%	27%
Numeracy:	29%	55%	16%	27%
Writing:	23%	46%	32%	28%
Spelling:	23%	41%	36%	30%
Grammar and Punctuation:	28%	51%	21%	26%



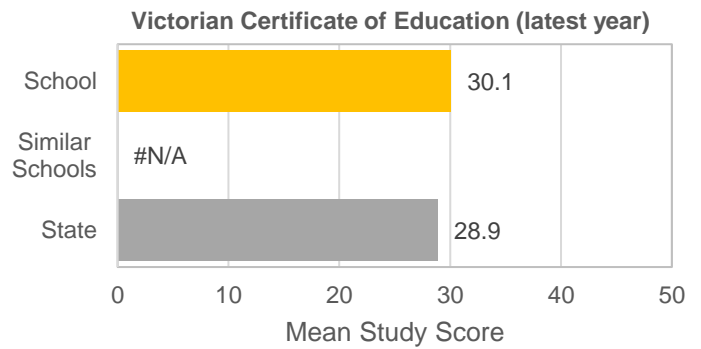
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	30.1	29.4
Similar Schools average:	29.9	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

99%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

VET units of competence satisfactorily completed in 2021*:

73%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

57%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

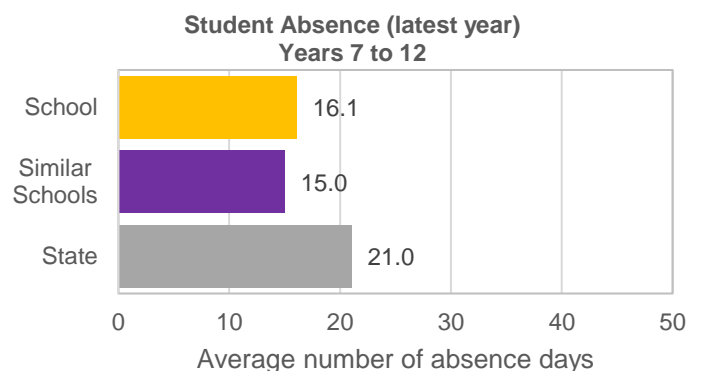
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	16.1	14.9
Similar Schools average:	15.0	15.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

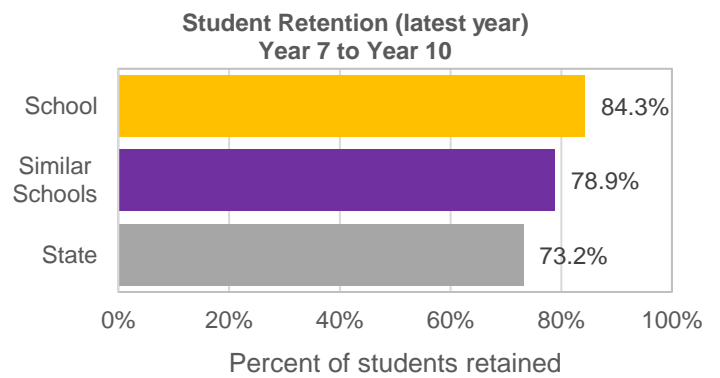
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	92%	91%	90%	92%	93%

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 (2021)	4-year average
School percent of students retained:	84.3%	78.1%
Similar Schools average:	78.9%	78.0%
State average:	73.2%	72.9%



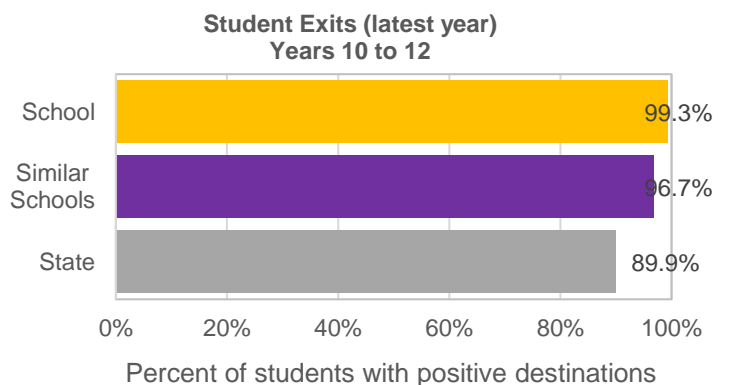
Students exiting to further studies or full-time employment

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	99.3%	94.1%
Similar Schools average:	96.7%	95.8%
State average:	89.9%	89.2%



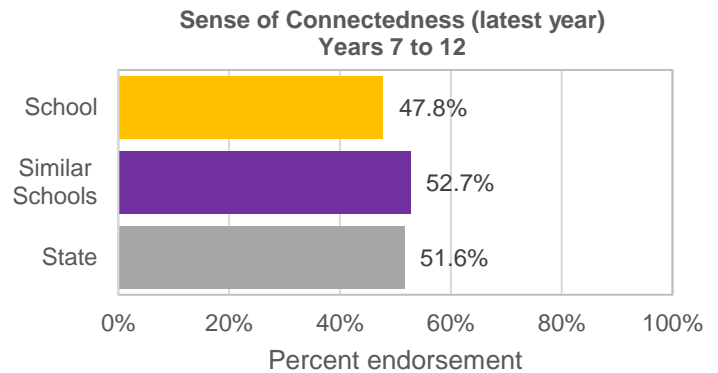
WELLBEING

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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	47.8%	55.1%
Similar Schools average:	52.7%	55.9%
State average:	51.6%	54.5%

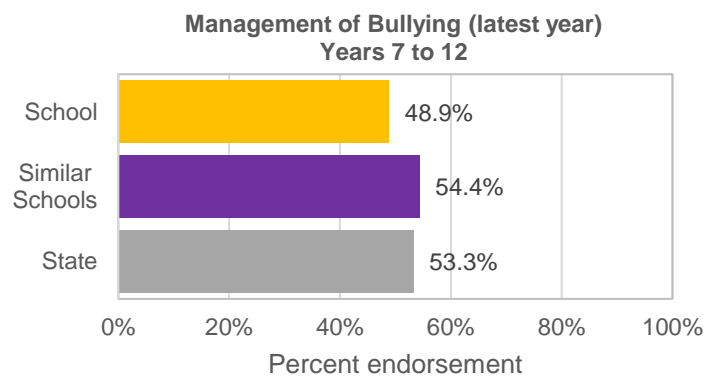


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	48.9%	53.0%
Similar Schools average:	54.4%	58.5%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$9,807,480
Government Provided DET Grants	\$703,977
Government Grants Commonwealth	\$14,570
Government Grants State	\$17,970
Revenue Other	\$50,390
Locally Raised Funds	\$1,138,969
Capital Grants	\$0
Total Operating Revenue	\$11,733,357

Equity ¹	Actual
Equity (Social Disadvantage)	\$81,039
Equity (Catch Up)	\$43,225
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$124,264

Expenditure	Actual
Student Resource Package ²	\$10,811,379
Adjustments	\$0
Books & Publications	\$4,922
Camps/Excursions/Activities	\$236,152
Communication Costs	\$17,398
Consumables	\$172,097
Miscellaneous Expense ³	\$575,630
Professional Development	\$25,843
Equipment/Maintenance/Hire	\$169,546
Property Services	\$142,303
Salaries & Allowances ⁴	\$309,146
Support Services	\$169,628
Trading & Fundraising	\$17,154
Motor Vehicle Expenses	\$3,566
Travel & Subsistence	\$278
Utilities	\$82,136
Total Operating Expenditure	\$12,737,178
Net Operating Surplus/-Deficit	(\$1,003,821)
Asset Acquisitions	\$35,760

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,751,893
Official Account	\$230,451
Other Accounts	\$23,988
Total Funds Available	\$2,006,332

Financial Commitments	Actual
Operating Reserve	\$309,658
Other Recurrent Expenditure	\$31,688
Provision Accounts	\$0
Funds Received in Advance	\$165,262
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$464,511
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$230,000
Maintenance - Buildings/Grounds > 12 months	\$55,000
Total Financial Commitments	\$2,006,119

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.