

2022 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 of the previous calendar year 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 2023 at 03:43 PM by Karen Harris (Principal)

- This 2022 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 03 May 2023 at 11:33 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 and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 1050 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 an International Student Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school percentage of students in the top three bands of testing in Year 9 NAPLAN for Reading was pleasing when compared to 2021 (there was an increase from 64% to 71.3%) and remained higher than the state and like school median. The percentage of students in the top three bands for Year 7 Reading and Year 7 and 9 Numeracy decreased and was lower than similar schools, though remained significantly higher than the state. Data was not available for Year 7 to 9 NAPLAN learning gain as NAPLAN was not administered in 2020.

We continue to celebrate excellent VCE results. The number of students with a VCE study score greater than the mean of 30.2 remained higher than the state and was slightly higher than similar schools. Our students achieved two perfect study scores in the subjects of Biology and Outdoor and Environmental Studies. The dux of the school achieved an ATAR of 99.25. The number of students achieving an ATAR of 90 or greater increased from 13% to 19.8%.

The success of the reading results can be attributed to a range of factors. The literacy focus of Professional Learning Communities (PLC) across multiple Learning areas has enabled teaching teams to inform a literacy learning intervention and to differentiate student work more effectively. Additionally, the successful implementation of Literacy planet across all junior English classes and a strong focus on the four reading levels has further contributed to this increase.

The improved VCE data can be explained by the implementation of programs that support learner success. The school continues to offer a range of VCE subjects that caters to student choice. Pathway programs foster students making informed decisions, and additionally promote students studying an early start VCE subject. The implementation of the Homework policy together with the Home Group program have equipped students with the study tools required for effective revision and exam preparation.

Wellbeing

The school has continued to have an evidence-based focus on wellbeing throughout the remote learning and return to face to face teaching periods. Our wellbeing focus included providing a regular and predictable program for students, to maintain a sense of routine, supported by frequent wellbeing and safety check-ins, and adaptations to learning programs to increase active and collaborative learning. The Wellbeing Team maintains regular communication with families and students and while there were declines in self-reported mental health, students and parents reported feeling very well supported by the school, and expressed gratitude for feeling both reassured and fortified.

Additionally, staff awareness of the impacts of trauma on student mental health, wellbeing and behaviour was coupled with strategies for individualised student support that included weekly case management meetings, attendance plans, safety plans, individualised learning plans, and behaviour support plans. Our wellbeing staff reached mastery in providing individualised support for students and families in need. This skill development, forged during the global pandemic, is undoubtedly a leading factor in our

high retention and attendance rates and something we are very proud of. It is only by keeping young people in school and engaged with learning that we can build on student learning and wellbeing.

The school had surpassed our interim wellbeing targets in our 4-year strategic plan in 2020, reaching 66% positive endorsement from students in Sense of Connectedness (aiming for a final target of 70% for 2022) and 59% positive endorsement from students in Effective Classroom Behaviour (aiming for a final target of 61% for 2022). 2022 saw the re-introduction of events and offerings that provide a sense of connectedness and a belonging at Brunswick Secondary College - co-curricular programs, camps, celebratory assemblies, national days of action, excursions and incursions. In 2022 our Sense of Connectedness rating was on par with similar schools and the state. The rating for Management of Bullying was slightly below similar schools and the state.

Engagement

While the average days of absence of 22.8 days in 2022 was lower than the four-year average of 16.2 days, student attendance remained comparatively strong in 2022. Similar schools' average days of absence was marginally worse at 22.9 days, and the state average days of absence of 27.7 days was a lot higher than our average. The trend of increased absences in 2022 compared with the four-year average was also observed in similar schools and across the state. Also, the attendance rate was pleasing in 2022, ranging from 86% (Year 8) to 92% (Year 12), though more targeted work can be done to lift attendance across all year levels.

It was unsurprising to see an overall trend of increased absence in our school, in similar schools and across the state after repeated periods of remote learning in 2020 and 2021. However our school attendance is comparatively impressive, which is attributable to the schools Wellbeing Teams' strong practices in supporting students' wellbeing at school, and their case management approach to working with families and student to prevent absence.

The Years 7 to 10 student retention rate improved significantly in 2022. The four-year average retention rate was 80.5%, which was significantly eclipsed in 2022 with 86.9% of students remaining at BSC from Years 7 to 10. Similar schools' Years 7 to 10 retention rate was 80.7% in 2022, remaining stable over their four-year average, which was 80%. We continue to out perform the state in retaining students from Years 7 to 10, as the state average in 2022 was 73.1%, which is consistent with the state four-year average of 73%.

This success can be explained by proactive programs such as the Home Group program, which provides students skills for setting goals and monitoring progress. Success can also be attributed to the tireless work of the Engagement and Wellbeing Teams, who support students' learning progress and development, and help students see the value in working towards senior pathways. Teaching staff also engaged in deep professional learning about the elements of the BSC Instructional Model in 2022, which supported them in providing effective and enjoyable learning experiences for students.

2022 student exit data was commendable, with 99.3% of exiting students in Years 10 to 12 leaving to further studies or full-time employment. This marks an improvement on the four-year average of 96.9%, and is also comparatively much higher than the 2022 similar schools' 94.8% and the states' 90% rate of students in Years 10 to 12 exiting to further studies or full-time employment. The state's and similar schools' four-year student exit data was similar to their 2022 data.

This impressive data can be explained through the enhancement of many practices. Firstly, the careers and pathways advice has improved, requiring students to choose whole learning programs appropriate to their knowledge, skills, strengths and interests. Also, the case management approached employed by the Engagement and Wellbeing Team is underpinned by the moral purpose to ensure students leave our school with their VCE, VCAL (VCE VM in 2023), or to other further studies or employment. Every meeting with students and parents worked towards that end.

Other highlights from the school year

Our School Review was conducted in Term 4, 2022 and as part of this process our school community provided input into school highlights. It was really pleasing that our parents, carers and students continue to recognise the responsiveness of our staff including an acknowledgement of our Education Support staff and teachers across Teaching and Learning and Wellbeing domains. Our school community also continues to highly value our extensive Co-curricular Program, which includes activities associated with academic learning and social learning. We have many students interested in raising social and environmental awareness through various clubs and activities.

In 2022 we enjoyed a return to the business of our school calendar with a constant stream of events which help strengthen our community links such as camps, sports events, two school productions and the Twilight Market.

Our top-end VCE results continue to grow in number with significant upward trends in the number of students attaining ATARs above 90 and the percentage of students attaining study scores above 40. The fact that students are achieving highly in all VCE and VCAL subjects is testament to the quality of teaching and learning at the school.

Financial performance

In 2022 the school managed its finances in line with DET processes and guidelines. By keeping in line with internal control the school effectively kept within objectives and safeguarded assets and aligned compliance with applicable regulations. 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 Council whilst responsible for overseeing the program and provision of timely reports, has been supported by the Principal and Business Manager to provide financial leadership. There was a significant increase in support services expenditure due to replacement of teaching and support staff in 2022. A significant reduction in locally raised funds, such as parent donations and international student enrolments was primarily due to the continued impact of COVID pandemic. The revised parent payment policy and requirement of casual teaching staff influenced our initial budgetary decisions in 2022. The college has maintained DET recommendations, and during 2022 funds were expended in accordance with the budget approved by School Council. Asset acquisition in 2022 included a new shade sail, gymnasium annexe (Fitness) and Year 11 locker bay. Locally raised funds account for more than 8% 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. Staff development has been supported to a high level in the firm belief that improved teaching will directly lead to improved student achievement across the school.

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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 1035 students were enrolled at this school in 2022, 502 female and 533 male.

14 percent of students had English as an additional language and NDP 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).

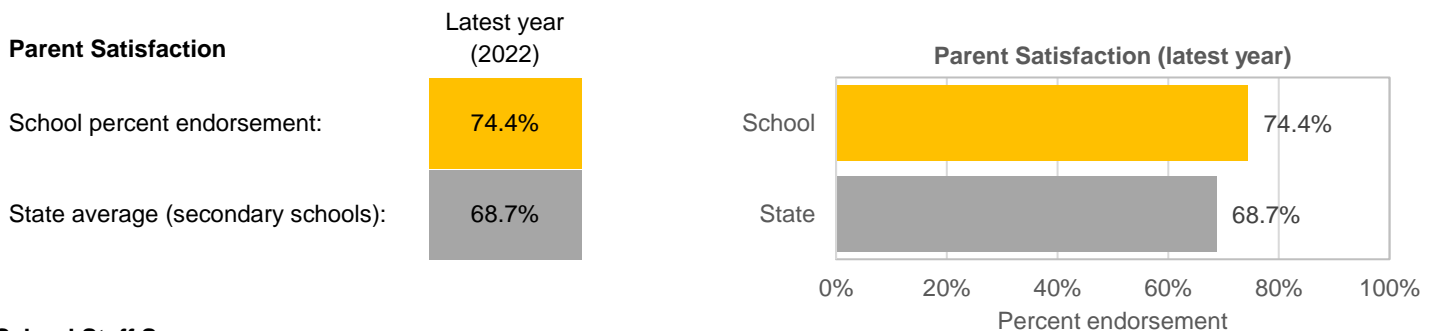
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

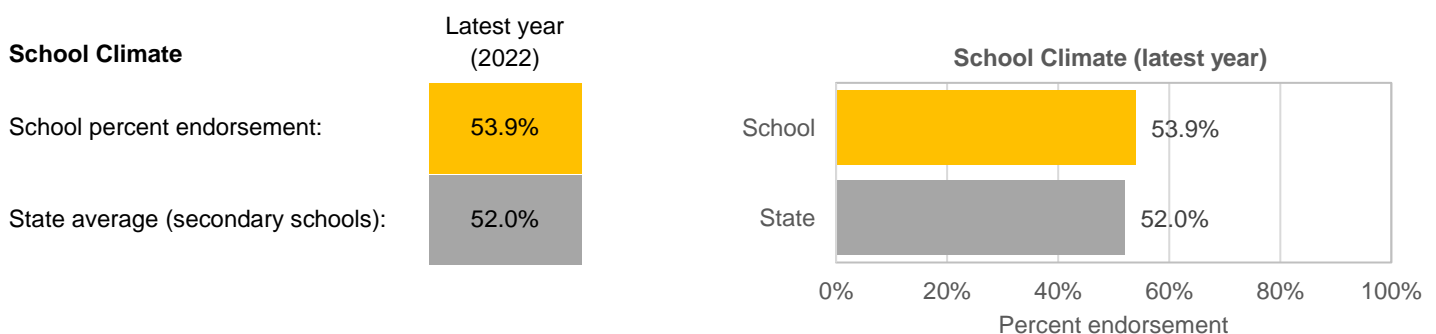


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

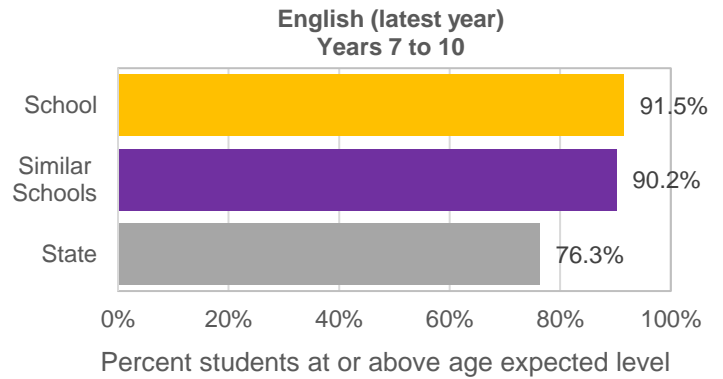
91.5%

Similar Schools average:

90.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

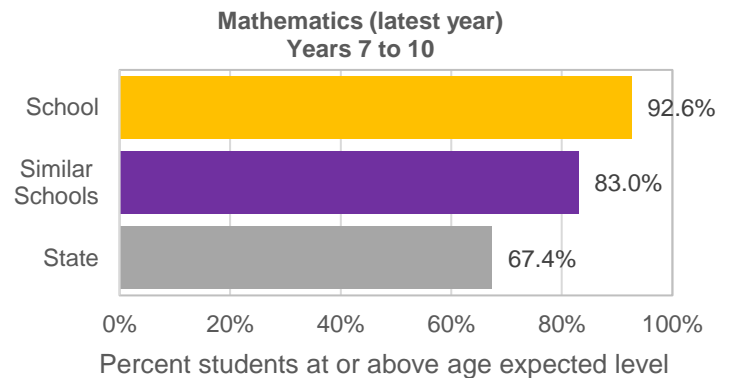
92.6%

Similar Schools average:

83.0%

State average:

67.4%



LEARNING (continued)

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

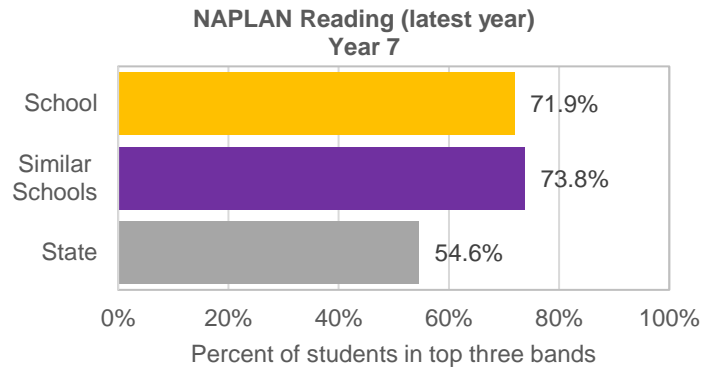
NAPLAN

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 2019, 2021 and 2022 data.

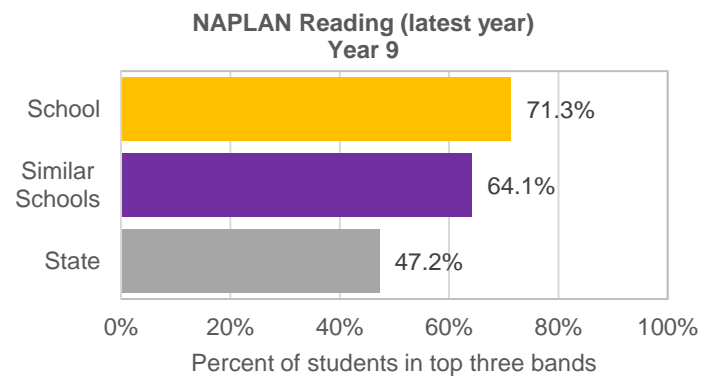
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.9%	75.2%
Similar Schools average:	73.8%	74.4%
State average:	54.6%	55.3%



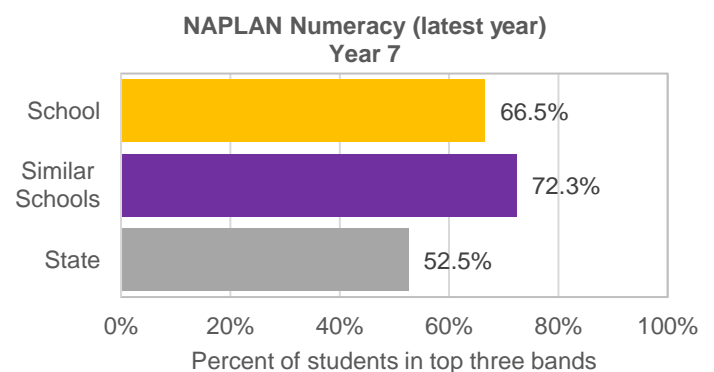
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.3%	67.7%
Similar Schools average:	64.1%	63.3%
State average:	47.2%	46.0%



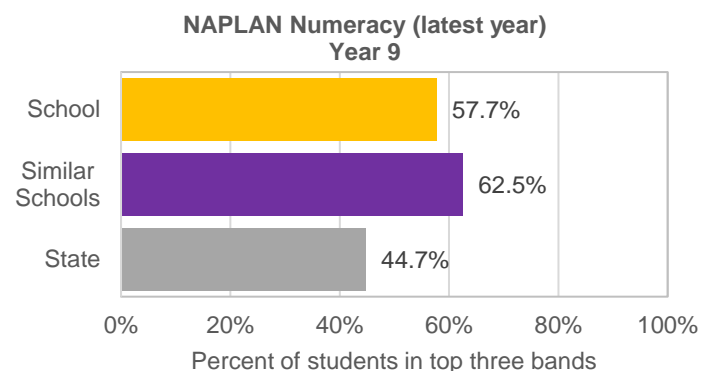
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.5%	70.9%
Similar Schools average:	72.3%	73.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	61.4%
Similar Schools average:	62.5%	64.0%
State average:	44.7%	45.6%



LEARNING (continued)

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

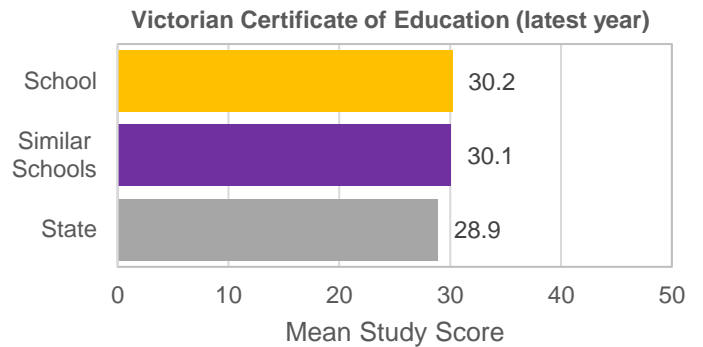
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	30.2	29.5
Similar Schools average:	30.1	30.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

9%

VET units of competence satisfactorily completed in 2022:

77%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

60%

WELLBEING

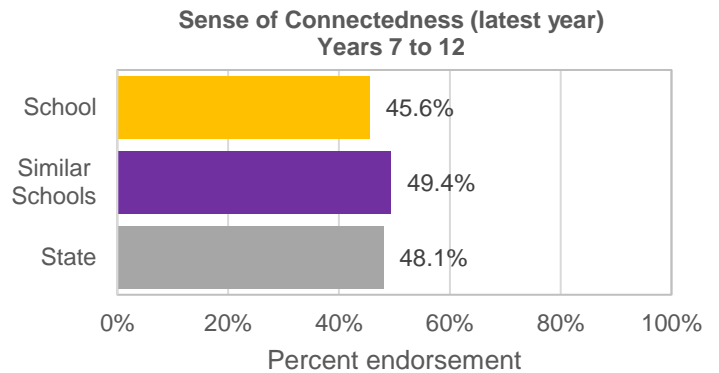
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	45.6%	52.4%
Similar Schools average:	49.4%	53.7%
State average:	48.1%	52.5%

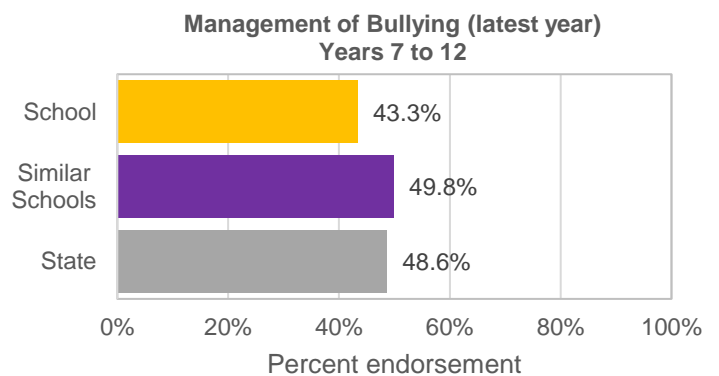


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	43.3%	50.2%
Similar Schools average:	49.8%	55.0%
State average:	48.6%	54.0%



ENGAGEMENT

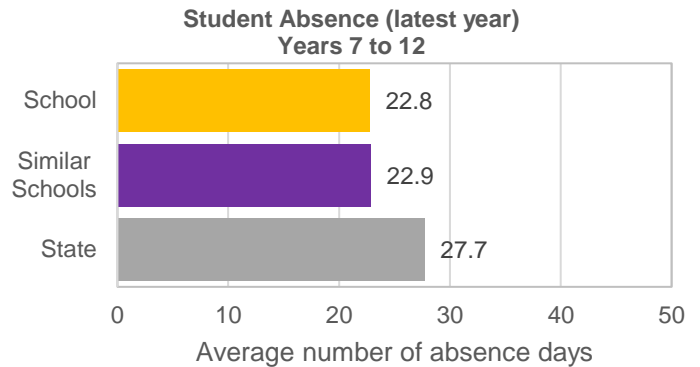
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	22.8	16.2
Similar Schools average:	22.9	16.9
State average:	27.7	21.8



Attendance Rate (latest year)

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

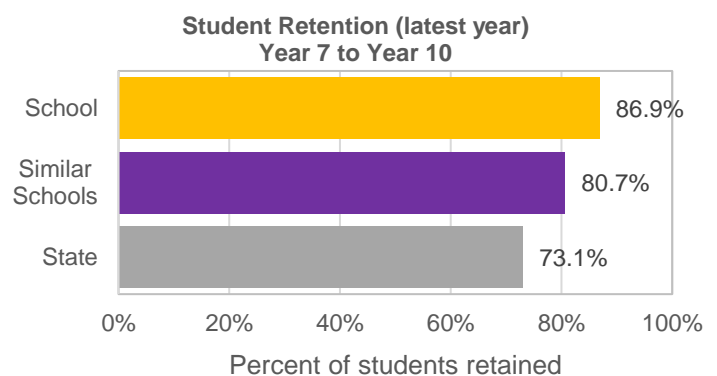
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	86%	87%	89%	90%	92%

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 (2022)	4-year average
School percent of students retained:	86.9%	80.5%
Similar Schools average:	80.7%	80.0%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

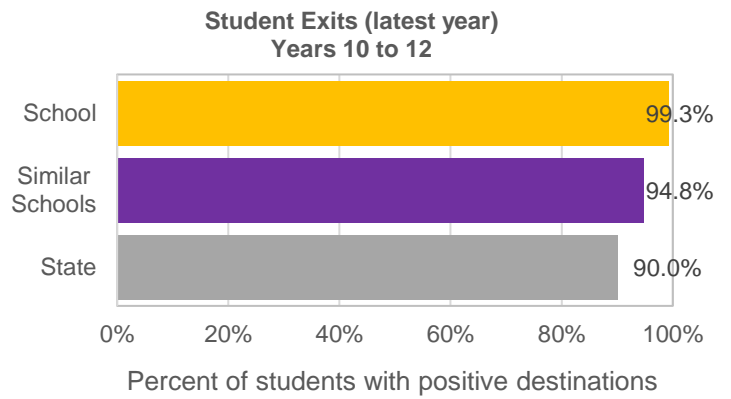
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	99.3%	96.6%
Similar Schools average:	94.8%	95.6%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$10,623,511
Government Provided DET Grants	\$763,264
Government Grants Commonwealth	\$23,804
Government Grants State	\$36,015
Revenue Other	\$39,251
Locally Raised Funds	\$1,062,712
Capital Grants	\$0
Total Operating Revenue	\$12,548,559

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,361
Equity (Catch Up)	\$41,466
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$117,827

Expenditure	Actual
Student Resource Package ²	\$11,950,528
Adjustments	\$0
Books & Publications	\$6,286
Camps/Excursions/Activities	\$380,587
Communication Costs	\$17,668
Consumables	\$176,131
Miscellaneous Expense ³	\$466,984
Professional Development	\$30,307
Equipment/Maintenance/Hire	\$199,221
Property Services	\$154,887
Salaries & Allowances ⁴	\$477,702
Support Services	\$187,249
Trading & Fundraising	\$18,153
Motor Vehicle Expenses	\$905
Travel & Subsistence	\$958
Utilities	\$82,423
Total Operating Expenditure	\$14,149,989
Net Operating Surplus/-Deficit	(\$1,601,431)
Asset Acquisitions	\$57,004

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,431,444
Official Account	\$40,960
Other Accounts	\$42,320
Total Funds Available	\$1,514,725

Financial Commitments	Actual
Operating Reserve	\$354,262
Other Recurrent Expenditure	\$32,830
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$785,895
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$141,738
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,514,725

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.