

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 March 2025 at 09:34 AM by Karen Harris (Principal)

- As executive officer of the school council, I attest that this 2024 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 28 March 2025 at 09:34 AM by Karen Harris (Principal)

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)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

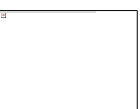
NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



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 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 five members of the principal team, and an Equivalent Full Time Teacher equivalence of eighty three dedicated teachers and twenty one dedicated education support staff. 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

Over 80% of Year 7 students performed in the strong or exceeding proficiency levels in NAPLAN Reading and Numeracy. The percentage of Year 7 students in the strong or exceeding proficiency level in Reading was slightly higher than the year before. Our Year 9 student performance in NAPLAN Reading and Numeracy in 2024, was again significantly higher than the state however Year 9 NAPLAN Reading dropped slightly below similar schools when comparing the students in the strong and exceeding category. Our strong performances in NAPLAN Reading can be attributed to The Four Levels of Reading approach to teaching reading. It is embedded at BSC and is consistently taught in junior English classes. The percentage of students in the strong and exceeding category of Year 9 Numeracy in 2024 was below that in 2023. The school will continue to use a range of embedded practices such as unit rubrics in Junior years and strengthening teachers professional learning within meetings to address this reduction.

The VCE mean study score remained at just above 30. The ATAR distribution again showed a significant proportion of students obtaining ATARs above 70. Sixteen students obtained an ATAR of 90 or above. The dux of the school achieved an ATAR of 98.95. Our strong VCE data can be explained by the implementation of guidelines and programs that support students to achieve success. The subject selection process is comprehensive and involves the senior school and pathway teams supporting students to make informed decisions. Consistent implementation of VCE guidelines ensured clarity for students in relation to attendance and coursework

requirements. The referral process enabled increased identification of students who need support in the form of special provisions for assessments.

In 2024 we had an increase in the number of students undertaking a VET subject (from 12% to 16%) and a greater percentage of students undertaking a VET successfully completed units of competence.

Wellbeing

Students reported a higher level of positive endorsement in the Sense of Connectedness factor from the Attitudes towards Schools Student (AtoSS) survey compared to 2023. However, when compared to similar schools and the state we are below the four-year average. Our students also reported an improvement in the Management of Bullying factor from the Attitudes towards Schools Student (AtoSS) survey compared to 2023 but show a similar trend to that of Sense of Connectedness when compared to similar schools and the state averages. We are pleased our own school results showed improvement and we attribute that to the tremendous work of the classroom teachers, and the year level coordinator, sub school leaders, wellbeing officers and learning support coordinators who have strong positive relationships and consistently provide unconditional positive regard for all students.

To build student pride and help students look forward to going to school, the school needs to ensure we celebrate achievements in more regular year level assemblies as well as continuing to acknowledge achievements in school events like the Art Show and Bands Night, whole school assemblies and school communications. Importantly, we must build on ensuring authentic student voice and agency in student learning and in how the school runs as a key factor in building pride. Student agency and a relaunch of Respectful Relationships are both foci for 2025 to further improve our results to above the state average.

Engagement

The average days of absence was 25.9 in 2024. In comparison to similar schools and the state this was a slightly lower number of average days absent which was pleasing but still a figure we wish to address. Student attendance has been selected as a foci in our 2025 AIP where we hope to develop a whole-school approach to accurately monitoring and addressing attendance.

Our Year 7-10 student retention rose to 85.9% which is a very high rate and significantly greater than similar schools and the state. Our own school data shows that most exits from our school between Year 7-10 are when families move houses to locations where remaining at BSC is not feasible. We also continue to receive a large number of enrolment enquiries from outside our school zone. This success could be attributed to the work of the sub school and wellbeing teams, the homegroup program and teachers within this program, the co-curricular programs and the increase in individual education plans developed.

2024 student exit data showed 99.1% of exiting students in years 10 to 12 leaving to go on to further studies or full-time employment. This is an impressive figure, above similar schools and the state. This positive data could be due to the structure of VET programs and the increasing number of students engaging in VET, and the support of our pathways program and pathways coordinator. The careers programs such as Morrisby in homegroup and work experience has helped to engage students in their career and pathway options. This requires students to identify their strengths, passions, skills and interests so they are better informed to make career and pathway choices.

Other highlights from the school year

The work of a dedicated team of parents and carers continue to support our school in our endeavours to provide rich and varied opportunities for our students in a safe and well-resourced environment. We are pleased that in 2024 we progressed in School Council's quest to develop a Grounds Master Plan and that we have already started on some major refurbishments (F block and Library). We continue to have parents and carers support our Breakfast Club, Parents Association and the Grants and Fundraising working party.

Financial performance

In 2024 the school managed its finances in line with Department of Education 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 staffing expenditure due to replacement of teaching and support staff in 2024. This along with major expenses, due to the impact of the new EBA in regards to Time in-Lieu and the continued effect of the COVID pandemic, have influenced budgetary decisions in 2024.

The college has maintained Department of Education recommendations and, during 2024, funds were expended in accordance with the budget approved by Council. 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.

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 1,091 students were enrolled at this school in 2024, 512 female and 568 male.

13 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).

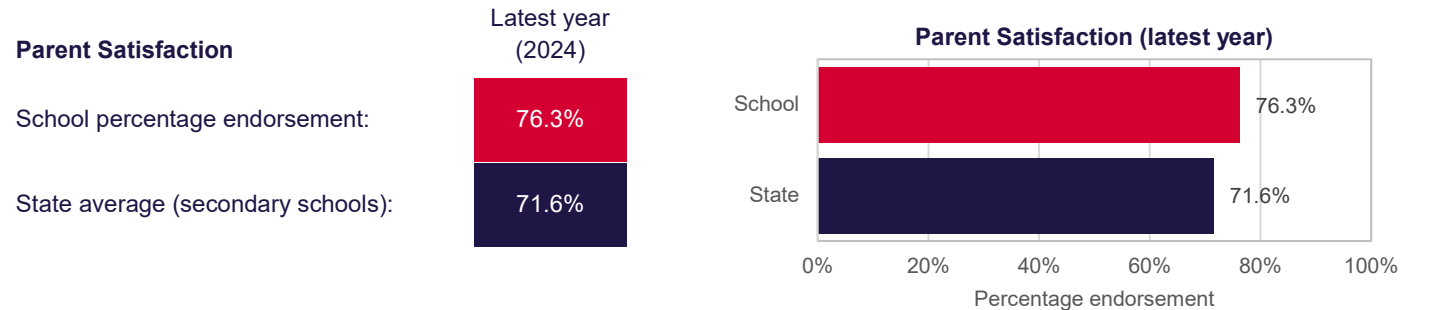
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

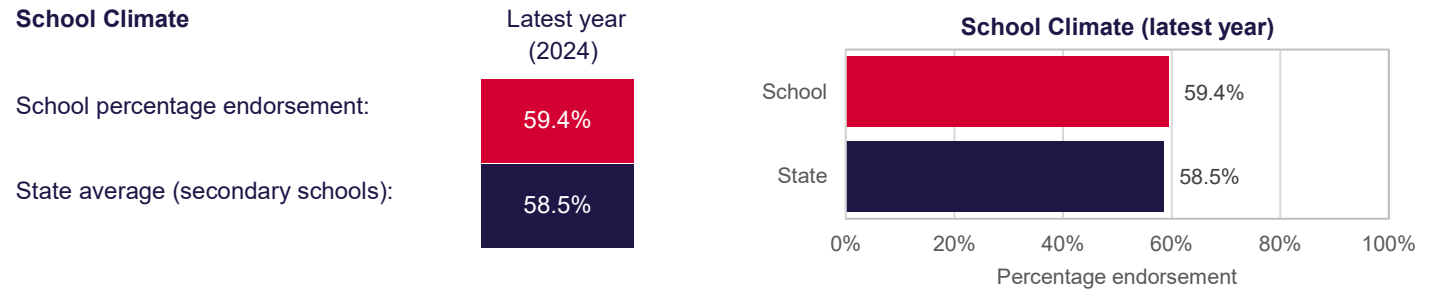


School Staff Survey

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

Percentage 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 against the Victorian Curriculum

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

English
Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

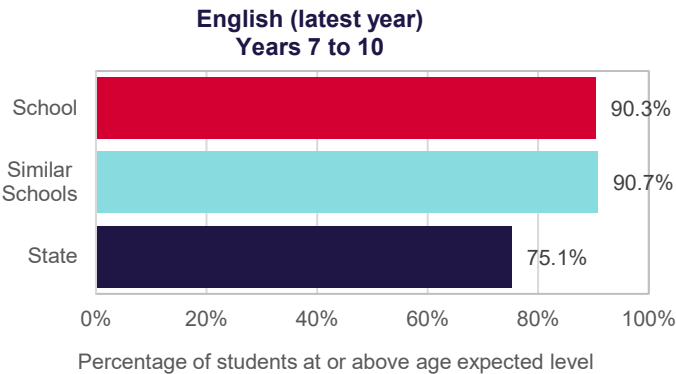
90.3%

Similar Schools average:

90.7%

State average:

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

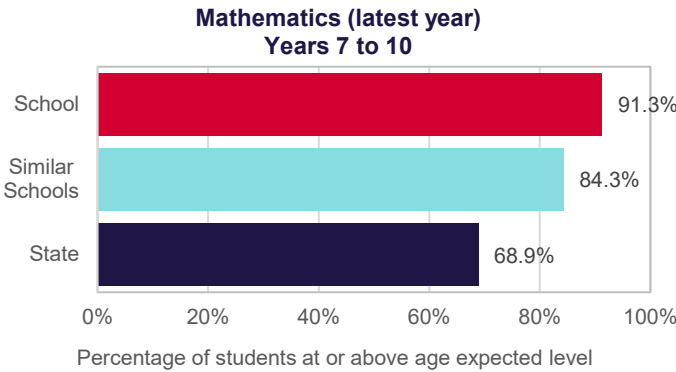
91.3%

Similar Schools average:

84.3%

State average:

68.9%



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.

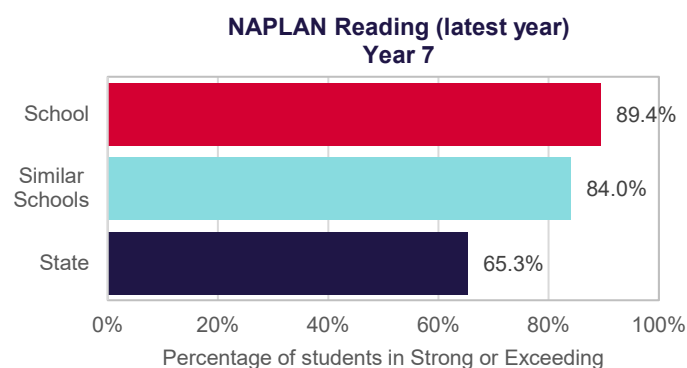
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

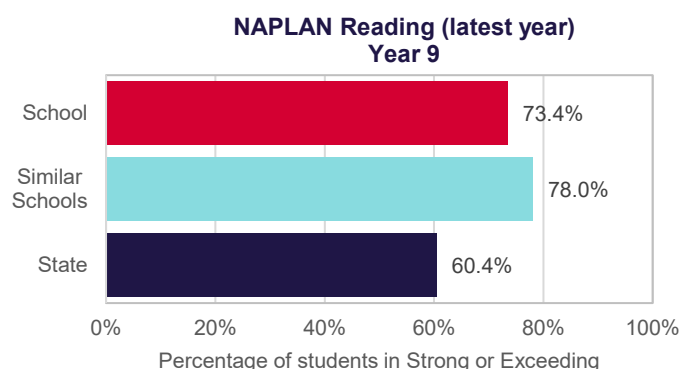
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.4%	87.4%
Similar Schools average:	84.0%	84.1%
State average:	65.3%	65.7%



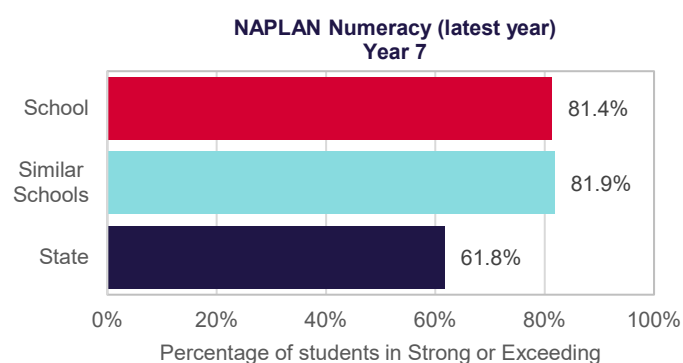
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.4%	77.9%
Similar Schools average:	78.0%	78.5%
State average:	60.4%	60.2%



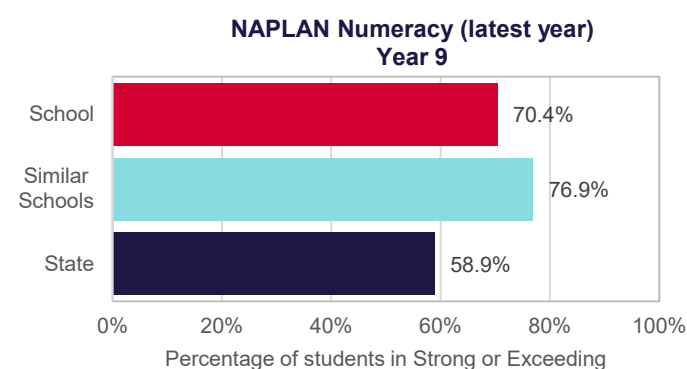
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.4%	82.2%
Similar Schools average:	81.9%	82.0%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.4%	74.6%
Similar Schools average:	76.9%	77.7%
State average:	58.9%	59.4%



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 (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

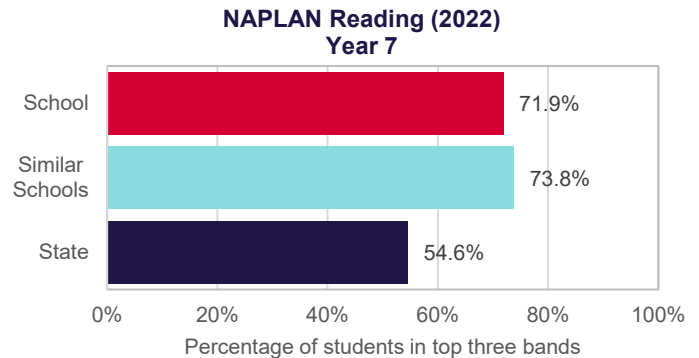
71.9%

Similar Schools average:

73.8%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in the top three bands:

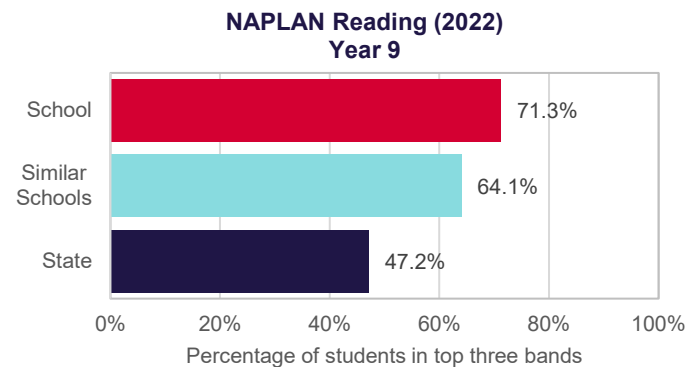
71.3%

Similar Schools average:

64.1%

State average:

47.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

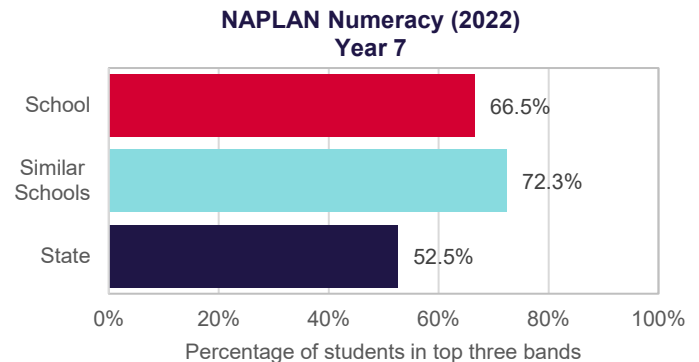
66.5%

Similar Schools average:

72.3%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

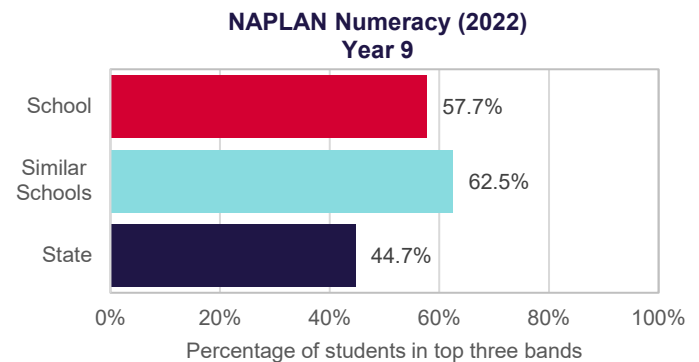
57.7%

Similar Schools average:

62.5%

State average:

44.7%

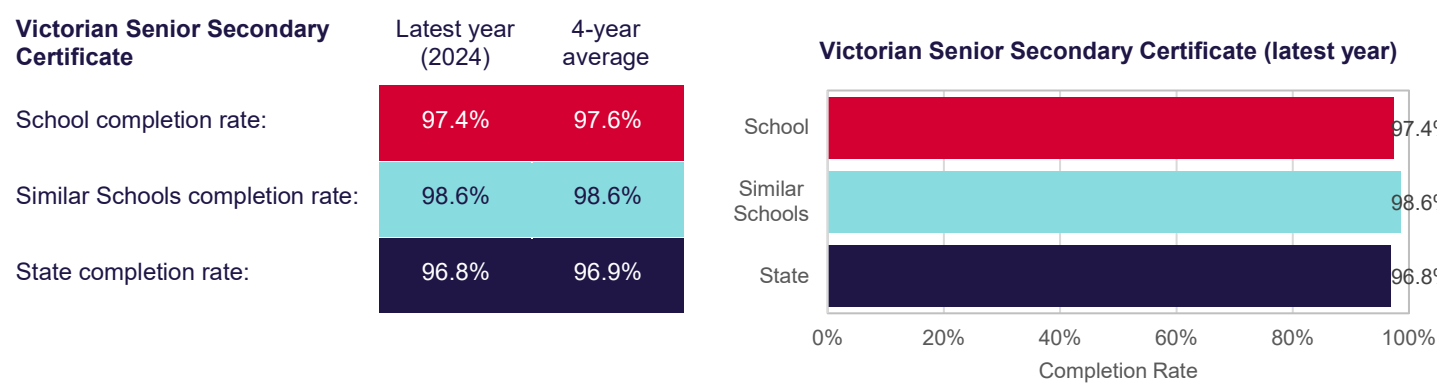


LEARNING (continued)

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 Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	30.2
Number of students awarded the VCE Vocational Major	14
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	16%
Percentage VET units of competence satisfactorily completed in 2024:	82%



WELLBEING

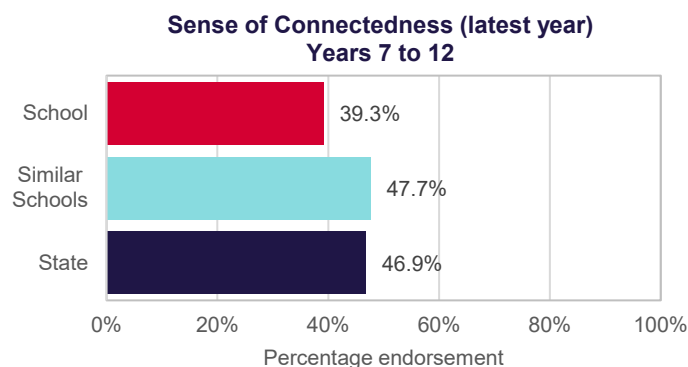
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	39.3%	41.7%
Similar Schools average:	47.7%	48.9%
State average:	46.9%	48.0%

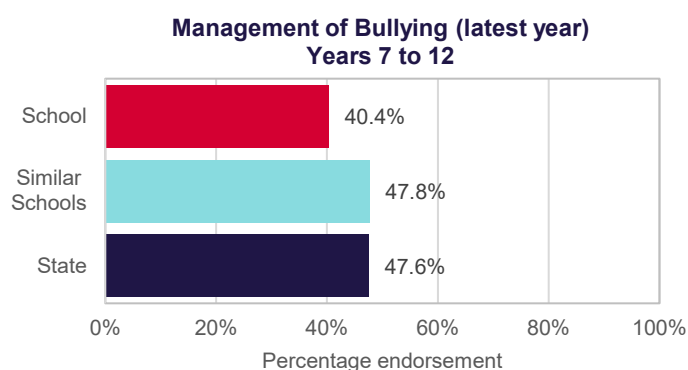


Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	40.4%	42.6%
Similar Schools average:	47.8%	49.3%
State average:	47.6%	49.1%

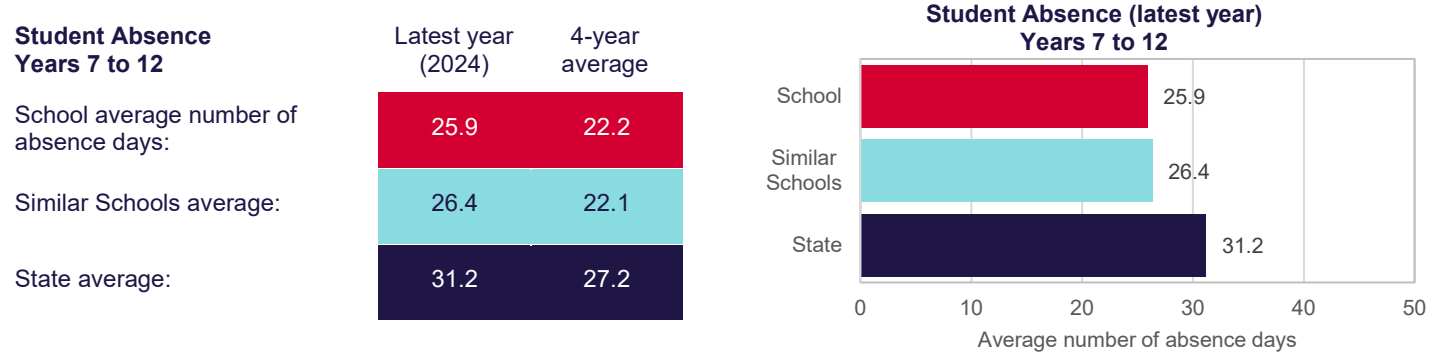


ENGAGEMENT

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.

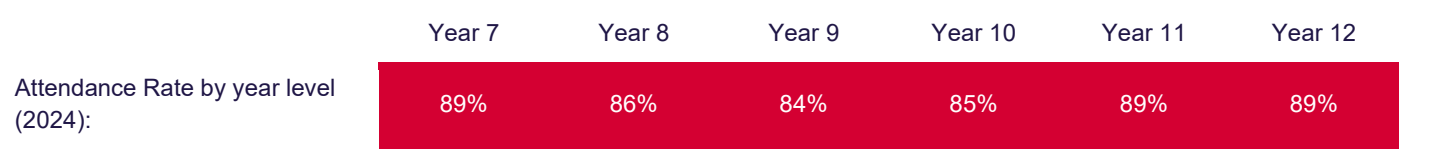
Average Number of Student Absence Days

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



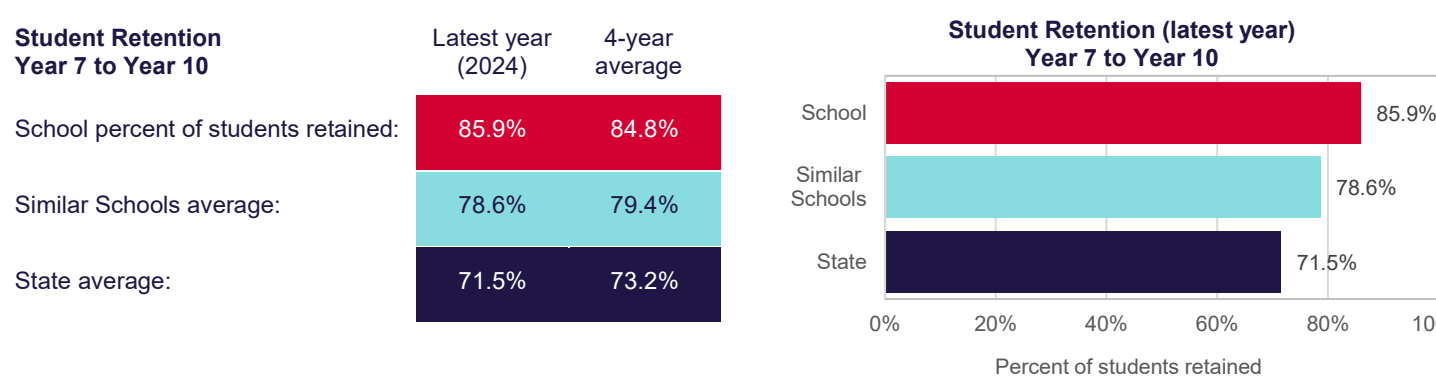
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

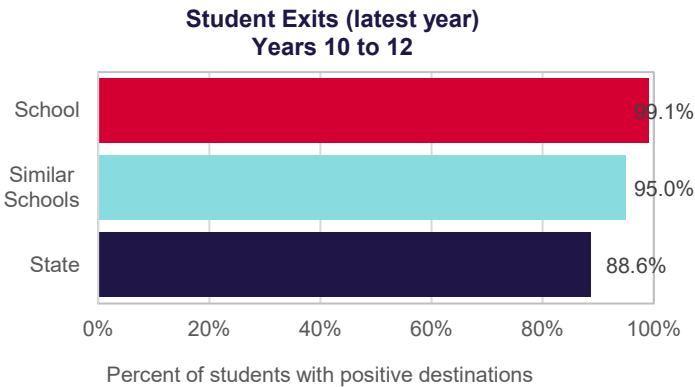
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	99.1%	98.9%
Similar Schools average:	95.0%	95.1%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$12,188,846
Government Provided DET Grants	\$830,128
Government Grants Commonwealth	\$11,440
Government Grants State	\$19,199
Revenue Other	\$73,176
Locally Raised Funds	\$1,289,795
Capital Grants	\$0
Total Operating Revenue	\$14,412,584

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,712
Equity (Catch Up)	\$49,185
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$125,896

Expenditure	Actual
Student Resource Package ²	\$13,441,543
Adjustments	\$0
Books & Publications	\$8,286
Camps/Excursions/Activities	\$399,556
Communication Costs	\$18,710
Consumables	\$189,490
Miscellaneous Expense ³	\$834,337
Professional Development	\$40,321
Equipment/Maintenance/Hire	\$304,743
Property Services	\$97,348
Salaries & Allowances ⁴	\$471,865
Support Services	\$405,633
Trading & Fundraising	\$37,501
Motor Vehicle Expenses	\$695
Travel & Subsistence	\$1,529
Utilities	\$105,593
Total Operating Expenditure	\$16,357,151
Net Operating Surplus/-Deficit	(\$1,944,567)
Asset Acquisitions	\$2,183

- (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 22 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$503,732
Official Account	\$105,860
Other Accounts	\$135,490
Total Funds Available	\$745,082

Financial Commitments	Actual
Operating Reserve	\$502,872
Other Recurrent Expenditure	\$110,238
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	\$150,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$763,110

All funds received from the Department of Education, 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.