

2023 Annual Report to the School Community

School Name: Brighton Secondary College (7650)



- 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 14 April 2023 at 04:46 PM by Richard Minack (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 24 April 2023 at 01:13 PM by Asaf Harel (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

Brighton Secondary College is a co-educational school situated approximately 15 km south-east of Melbourne. The school is strongly guided by its vision, mission and values.

Vision: BSC is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.

Mission: Our mission at BSC is to develop future-ready global citizens.

We strive to prepare young people to thrive and contribute in the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners, and critical thinkers.

We live by the values of Respect, Excellence, Curiosity, Integrity, Teamwork and Empathy.

Because of this ethos, the school prides itself on its inclusive enrollment and promotion practices.

1052 students were enrolled in 2022, of which 43 were international students.

The school had 99.8 Effective Full Time employees in 2022. The leadership structure consists of a Principal, three Assistant Principals and seven Leading Teachers.

The school delivers the Victorian, VCE and VET curriculum. It offers a range of other enhanced curriculum offerings including an accelerated learning program with EHLES (English, Humanities, Literature Enhancement Studies) STEM and Innovation and Enterprise streams. It also is an accredited International Baccalaureate World School offering the Diploma Program.

Additionally, the school has a very successful International Student Program. We are regarded as a model program by the DOE and are proud of our international students, and the very positive, cultural, personal and academic richness which they bring to our school community. We have an enrollment cap for international students of 120. COVID19 meant many of our international students could not enter the country. This meant our program had approximately 43 students rather than our usual 120, but we expect this to grow again as COVID restrictions ease.

The school continues to attract very reasonable patronage from our local community, but competition for enrolments in our zone has become fierce, with local independent schools offering record numbers of scholarships, many of which have been accepted by students who either attended at Brighton, or would have.

We are not aware of any staff who identify as Aboriginal or Torres Strait Islander.

Progress towards strategic goals, student outcomes and student engagement

Learning

The achievement data for the school has continued to improve and is excellent.

Our top three band NAPLAN data compares very favorably with similar schools, with Brighton continuing to be rated above those schools for both Reading and Numeracy. It was pleasing to note that gap between us and similar schools was higher in the year 9 data than that for year 7. This indicates the positive impact the school is having, as we have relatively little ownership of the year 7 data as the testing occurs very early in those students' time with us.

Learning gain from year 7 to 9 is not available because of incomplete data sets caused by the cancellation of NAPLAN in 2020.

Our achievement based on teacher judgement, that is, derived by global judgement based on local school-based assessments, indicates we are similar to other like schools in English, and slightly below in Mathematics. It is pleasing to note the difference between Brighton and similar schools in respect to teacher judgements for numeracy has halved in the past year. This is likely to be because we have moved away from the Maths Pathways program which, as noted in previous reports, caused a skewing of our data because

of the way it measured and reported student attainment.

Our VCE data indicated we were higher than similar schools for the All Study median for the first time last year. Our satisfactory completion rate for VCE continues to be extremely high, and remains higher than like schools and the state average. These improvements have been driven a continued focus on developing a shared, viable and thoroughly documented curriculum, and a focus on effective assessment. These actions reflect both our Strategic Plan priorities, and that of our Annual Implementation Plan.

Wellbeing

Sense of connectedness across years 7-12 continued to decline in 2022. This is not surprising given the continued impacts of remote learning on a number of cohorts. Similar schools also experienced a fall in this value, as did the state average, although not to the extent experienced at Brighton.

Management of bullying measures also decreased to be marginally lower than the four year average for similar schools, and lower than state. This was consistent with significant reductions in similar schools and the state average for this value, although the figure for 2022 for Brighton is lower than these two groups.

We continue to resource a very large and experienced student well-being team which works to support individual students, as well as deliver co-curricular programs in the school to reduce bullying and the harms it causes. As set out in our strategic documents, we are also rolling out a number of programs to increase student connectedness. These include programs directed to maximise student voice and agency, positive regard, and build consistent approaches to managing student behaviour.

Engagement

The student absence rate has increased from 2021 in our school, as it did in similar schools as well as the state average. This is an outcome of difficulties some students experienced adjusting back to face-to-face learning. Pleasingly, the school continues to have very low absence rates which are significantly lower than state and similar schools averages.

Student retention decreased in 2022 by about the same rate it did in similar schools. Interestingly, the state average remained almost unchanged. This is consistent with anecdotal evidence I have from principal colleagues who work in similar schools. They also report that from the second half of 2020, the independent school sector has strenuously worked to lure students into it from the State sector, and that this is continuing. This has seen a very large number of half-scholarships being offered by those schools in our district and, as we predicted in the 2020 annual report, we continue to see this have an impact on our 2022 retention figures.

The percentage of students in years 10-12 exiting the school to full time employment or further study improved marginally last year and continues to be slightly above similar schools on a yearly and four year average basis, and significantly above the state on both these measures, which is very pleasing.

Other highlights from the school year

The school ran it's full suite of co and extra curricular activities for the first time since remote learning.

Year level camps for years 7,8,9 and 12 were run very successfully, and our cultural events resumed including House Chorals and College Production.

The school had an excellent year in the sporting arena including winning ten district championships, three regional titles and one State championship in Senior Girls Football (soccer).

The college also competed very well in the DAV debating competition, and our students won their age group in the Bayspeak public speaking competition.

Financial performance

Our accounts indicate an operating deficit, albeit a lower one than in 2021. The school deliberately runs a deficit each year so that it can employ additional staffing to support student learning and wellbeing at school. The school usually repays this debt to the DET in

the third quarter of the following year by drawing on its locally raised funds. Historically, the full fee paying international student program and local parent contributions usually generate about \$2mil in revenue for the school annually. A large portion of this is usually set aside to pay out our planned deficit. As mentioned above, these local contributions used to service this debt almost entirely go towards the employment of additional staff which we use to enrich our programs and services.

COVID lockdowns severely impacted the usual arrangements described above. Continuing travel restrictions meant that revenue from international students was down by about 50% and this has impacted the school's cash-flow. Changes to the Department's Parent Payment Policy has also had a significant impact on the amount of funds raised locally. We have entered into arrangements with the DOE for a deferred repayment schedule of this debt, which were unable to service because of the revenue shortfall caused by the interruption of our international student program, as well as very large increase in expenditure on Contrat Replacement Teachers caused by the high levels of COVID in the first half of 2022.

Equity catch-up and equity social disadvantage funding has been allocated to support the college professional practice coaching program, and to ensure all of our students have access to the exceptional BSC school experience.

For more detailed information regarding our school please visit our website at
<https://brightonsc.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 1040 students were enrolled at this school in 2022, 436 female and 604 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).

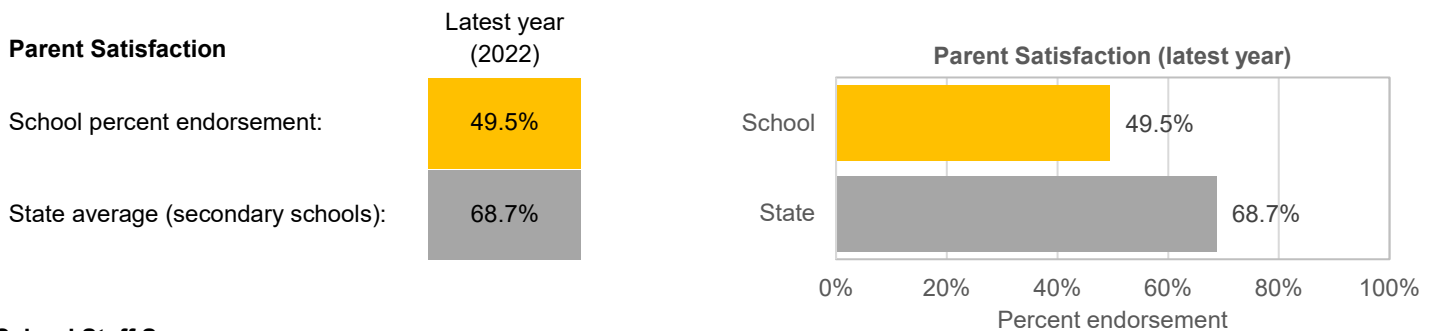
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

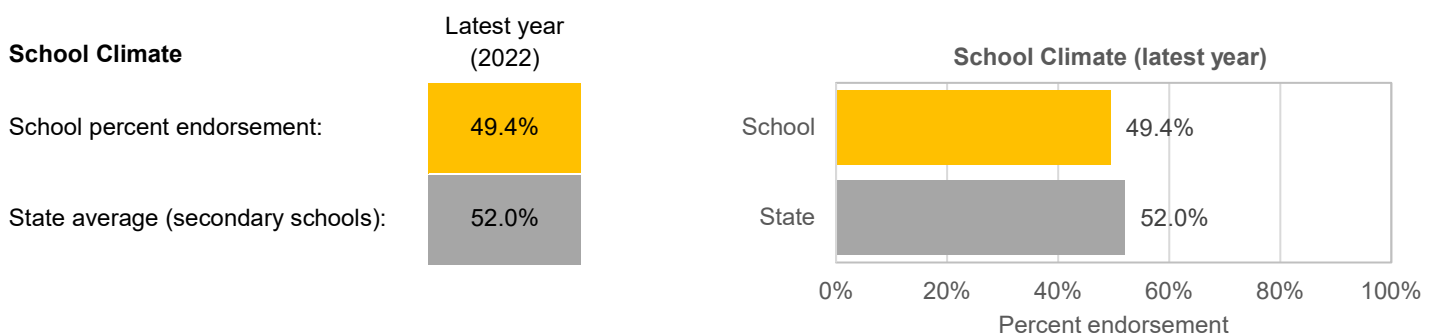


School Staff Survey

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:

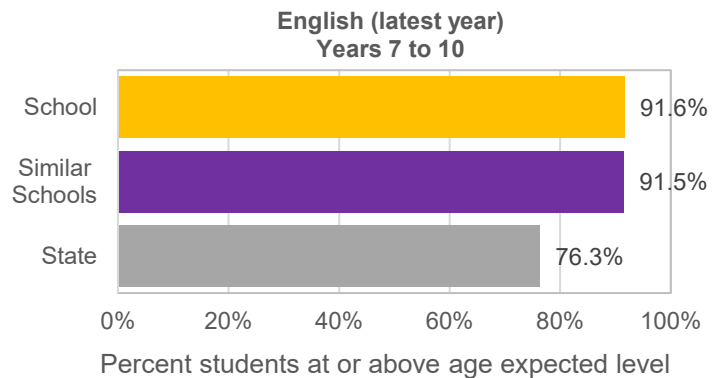
91.6%

Similar Schools average:

91.5%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

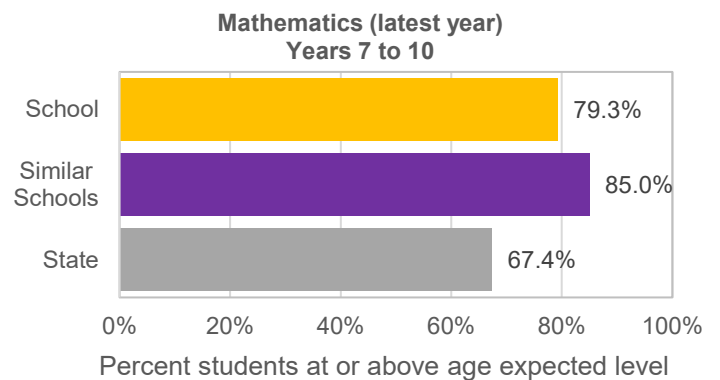
79.3%

Similar Schools average:

85.0%

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.

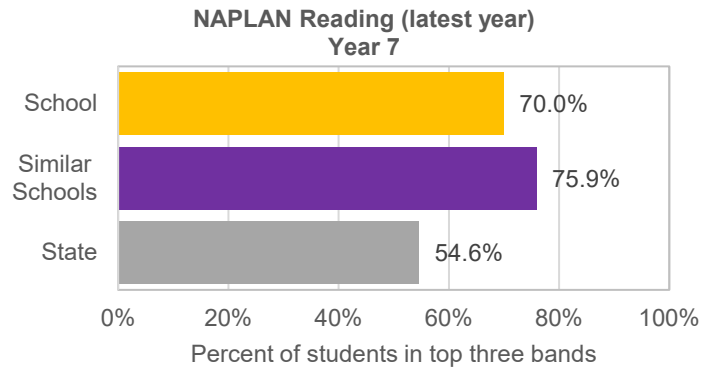
NAPLAN

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.

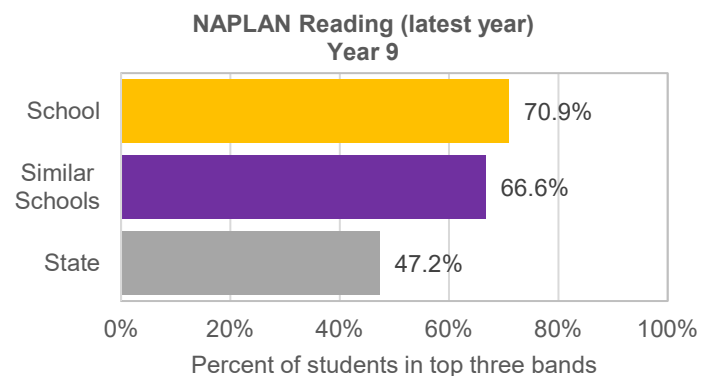
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	77.2%
Similar Schools average:	75.9%	76.2%
State average:	54.6%	55.3%



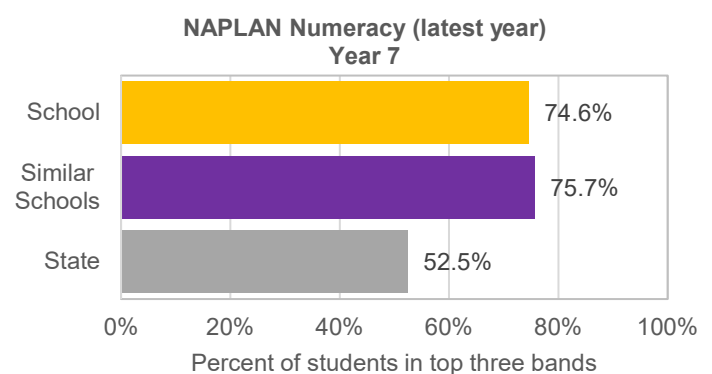
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.9%	70.0%
Similar Schools average:	66.6%	65.7%
State average:	47.2%	46.0%



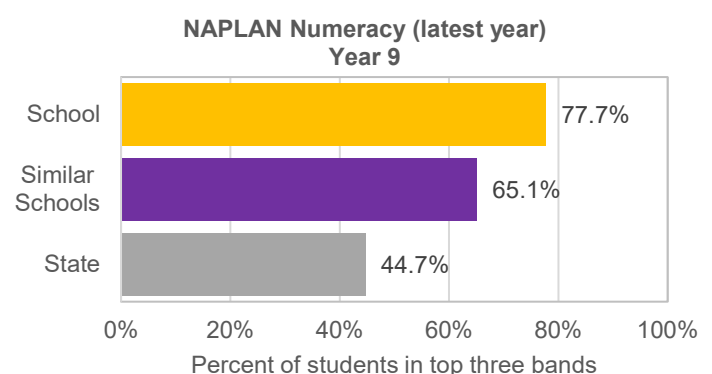
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.6%	81.1%
Similar Schools average:	75.7%	76.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.7%	75.1%
Similar Schools average:	65.1%	66.4%
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.*

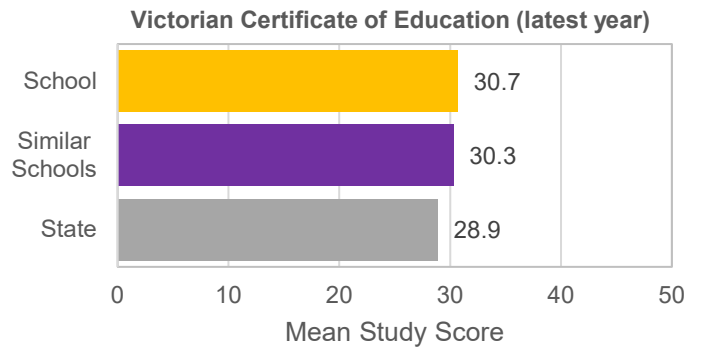
Victorian Certificate of Education (VCE)

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	30.7	29.7
Similar Schools average:	30.3	30.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

16%

VET units of competence satisfactorily completed in 2022:

87%

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

NDA

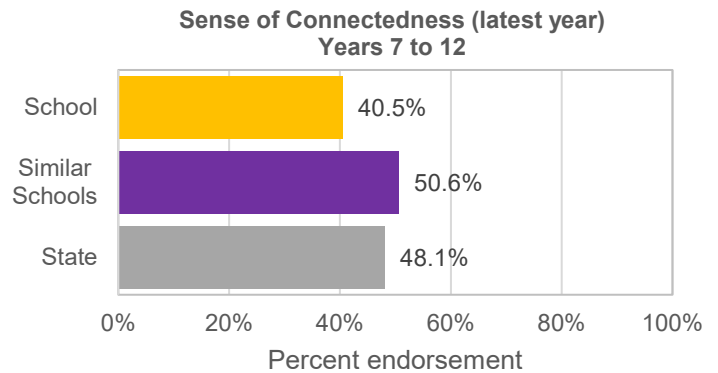
WELLBEING

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).

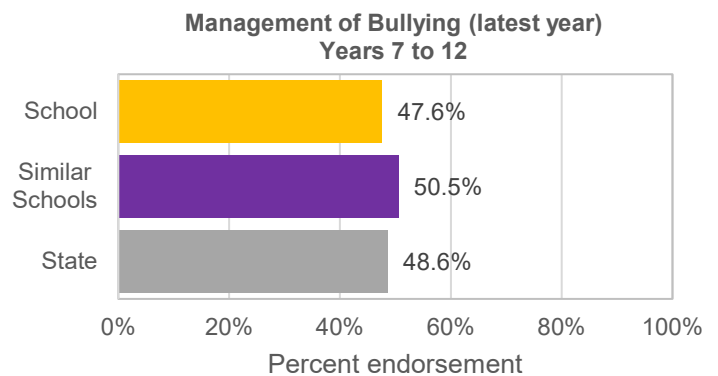
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	40.5%	47.3%
Similar Schools average:	50.6%	54.5%
State average:	48.1%	52.5%



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:	47.6%	55.1%
Similar Schools average:	50.5%	55.4%
State average:	48.6%	54.0%



ENGAGEMENT

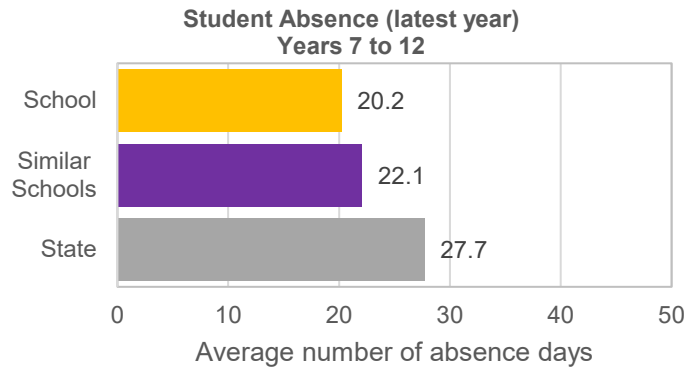
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	12.8
Similar Schools average:	22.1	16.3
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.

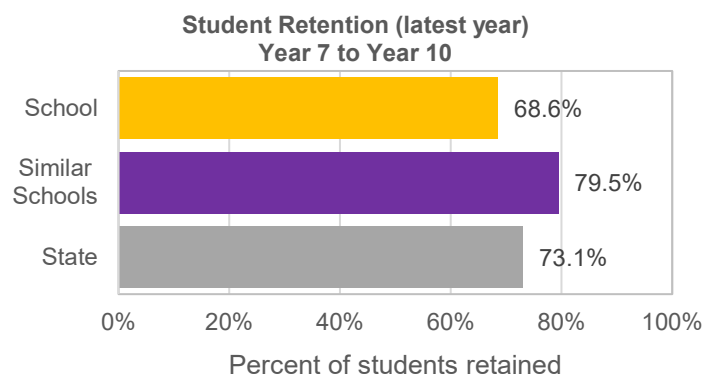
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	88%	88%	90%	93%	93%

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 (2022)	4-year average
School percent of students retained:	68.6%	69.9%
Similar Schools average:	79.5%	78.6%
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.

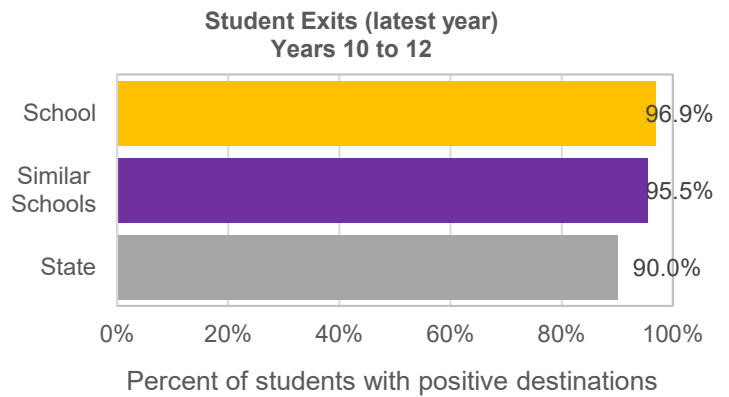
Students exiting to further studies or full-time employment

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:	96.9%	97.4%
Similar Schools average:	95.5%	95.9%
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	\$10,631,880
Government Provided DET Grants	\$799,640
Government Grants Commonwealth	\$37,534
Government Grants State	\$37,924
Revenue Other	\$41,572
Locally Raised Funds	\$1,463,876
Capital Grants	\$0
Total Operating Revenue	\$13,012,427

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,735
Equity (Catch Up)	\$22,029
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,764

Expenditure	Actual
Student Resource Package ²	\$12,262,172
Adjustments	\$0
Books & Publications	\$3,566
Camps/Excursions/Activities	\$464,584
Communication Costs	\$26,110
Consumables	\$289,722
Miscellaneous Expense ³	\$95,799
Professional Development	\$49,580
Equipment/Maintenance/Hire	\$208,653
Property Services	\$412,666
Salaries & Allowances ⁴	\$693,782
Support Services	\$258,577
Trading & Fundraising	\$13,983
Motor Vehicle Expenses	\$4,987
Travel & Subsistence	\$8,571
Utilities	\$106,253
Total Operating Expenditure	\$14,899,005
Net Operating Surplus/-Deficit	(\$1,886,578)
Asset Acquisitions	\$21,721

- (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 24 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	\$1,470,925
Official Account	\$66,529
Other Accounts	\$376,919
Total Funds Available	\$1,914,373

Financial Commitments	Actual
Operating Reserve	\$390,951
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$170,067
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$326,963
Repayable to the Department	\$1,925,024
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$103,390
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,916,395

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.