

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 March 2021 at 08:48 AM by Richard Minack (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 May 2021 at 05:21 PM by Asaf Harel (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

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

School performance data

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

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

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

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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.

The school had 110.10 Effective Full Time employees in 2020. The leadership structure consists of a Principal, three Assistant Principals and eight 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 Excellence streams. It also is an accredited International Baccalaureate World School offering the Diploma Program.

Additionally, the school has a very successful program International Student Program. We are regarded as a model program by the DET 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 85 students rather than our usual 120.

The school continues to attract very strong patronage from our local community. Evidence of this is in the close proximity of enrollment placements into year seven. In 2020, the most distant enrollment into year seven (by family residential address) was still approximately 3.0km.

Framework for Improving Student Outcomes (FISO)

The school has selected, "Building Practice Excellence" as its FISO improvement initiative.

Work is well advanced in delivering various programs that seek to develop practice excellence. These include:

- Development of the curriculum for the Personal Excellence Program (PEP)
- Continuation of the whole school curriculum documentation project
- Refinement and use the Process Reports

To assist the implementation of these outcomes, Learning Specialists have been appointed to act as professional practice coaches, and feedback gained has shown them to be having a positive impact.

2020 saw a particular focus on documentation of the curriculum, but of course, the lockdown forced us to redirect our energies and priorities into responding to remote learning. This, effectively, caused us to slow much of our curriculum development work during that time.

Achievement

NAPLAN data is unavailable for 2020 so a large section of our usual achievement data is missing. In terms of teacher judgements for English, the percentage of students at or above minimum standard is higher than similar schools. This is consistent with our NAPLAN and teacher judgement data from previous years. In terms of Mathematics, the local attribute of our teacher assessment practices using Maths Pathways, continues to indicate our students are below state and similar schools. We have established with NAPLAN data in previous years that in fact our students actually perform better than state and like schools in numeracy, and there is no reason to think this has changed.

It was pleasing to see an improvement in our VCE attainment for 2020. Our All Study Score mean was 29.3 which was above state and slightly below similar schools. This was also higher than our four year average for this measure.

PSD funded students continue to be supported with in class assistance. Each has an Individual Education Plan. Students' progress is regularly monitored and communicated to parents in Student Support Group meetings.

Engagement

The school continues to have very low absence rates, much lower than state and similar schools averages.

Student retention increased slightly in 2020 to be around the same as the state average, but is still below similar schools. In the second half of 2020, we did see strenuous marketing from the independent school sector. Many half-scholarships were offered by those schools in our district, and we expect this to have an impact on our 2021 retention figures.

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

Wellbeing

Data from the Student Attitude to School survey was based on a smaller sample size because the survey occurred during lockdown. Our sense of connectedness results increased by about 6.4 percent. This is in line with state and similar school values which also increased by 4.6 and 4.7 percent respectively, although in absolute terms, our data is still lower than state and similar schools.

COVID19 lockdowns interrupted the roll-out of the Personal Excellence Program (PEP). At time of writing, this program was being rolled out to all levels of the school. This program is intended to develop pro-social skills and attributes in students, as well as other non-curricular skills. We envisage that it will increase feelings of student connectedness.

Management of bullying measures also increased (in a good way) across our school, state and similar schools. Our school remains significantly better than state and similar schools in absolute terms in both the annual data for 2020 and the four year average.

We continue to resource a very large and experienced student well-being team which continues to support individual students, as well as deliver co-curricular programs in the school.

Financial performance and position

Our accounts indicate an operating deficit. 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. 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. This expenditure is recorded in miscellaneous expenses.

COVID lockdowns severely impacted the usual arrangements described above. Revenue from international students was down by about 50% and this has impacted the school's cash-flow. We have entered into arrangements with the DET 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.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

Enrolment Profile

A total of 1231 students were enrolled at this school in 2020, 530 female and 701 male.

11 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

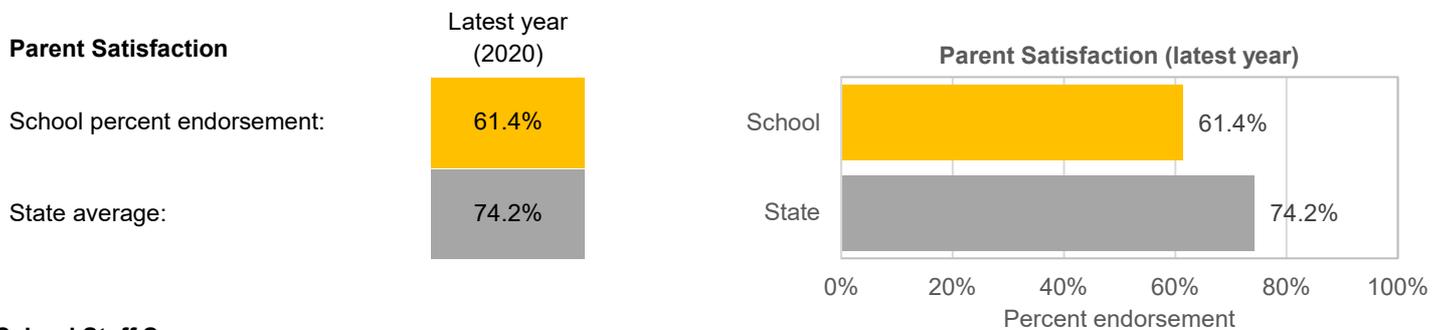
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

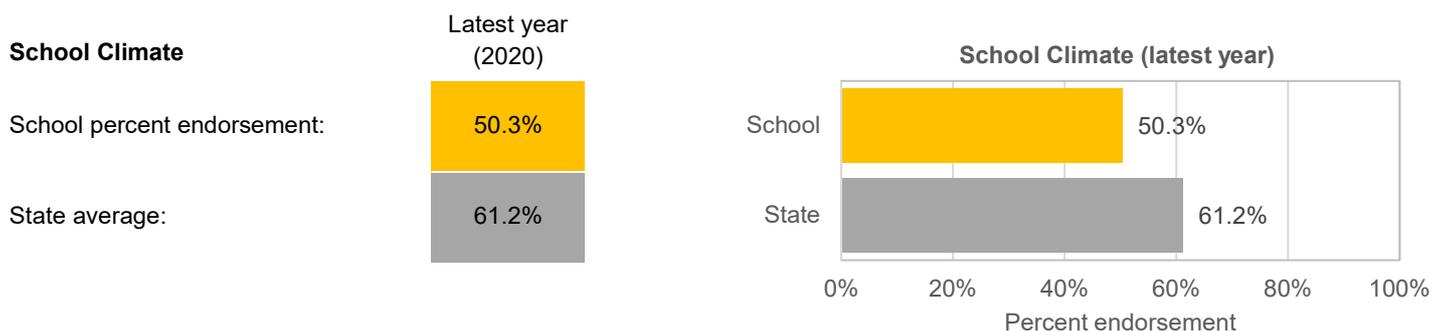


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

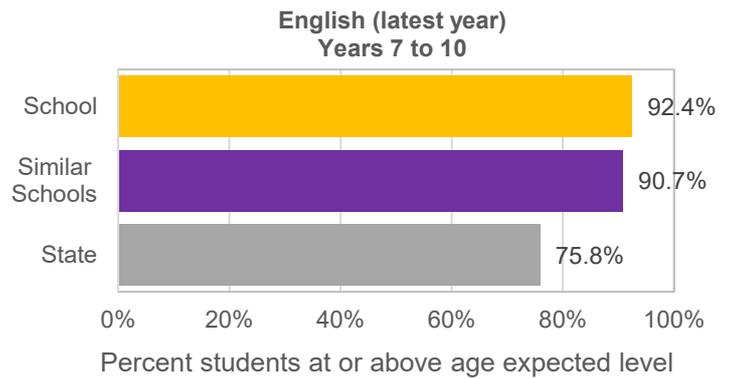
92.4%

Similar Schools average:

90.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

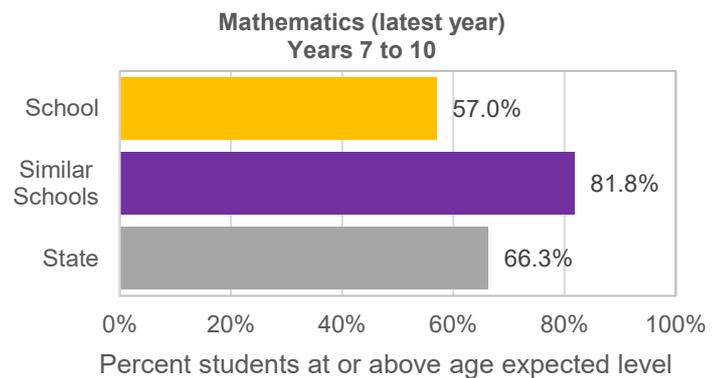
57.0%

Similar Schools average:

81.8%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

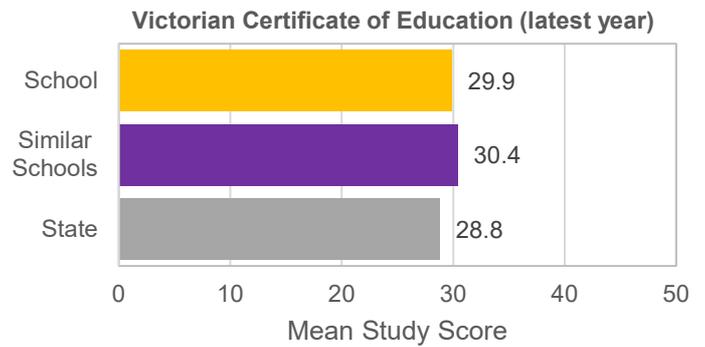
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	29.9	29.3
Similar Schools average:	30.4	30.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

12%

VET units of competence satisfactorily completed in 2020:

70%

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

NDA

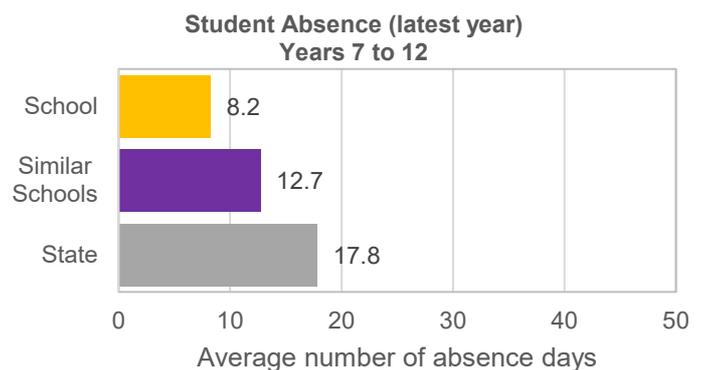
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	8.2	12.2
Similar Schools average:	12.7	15.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

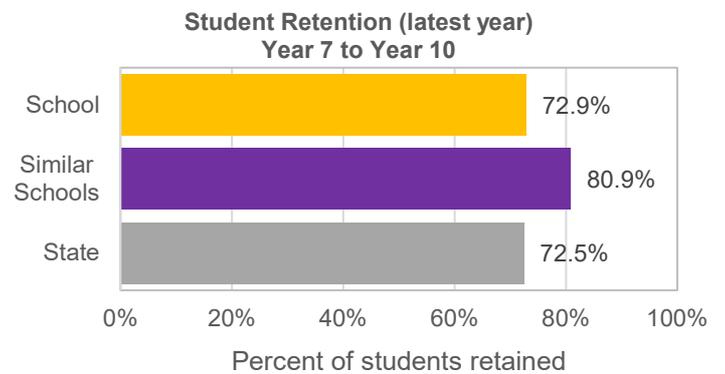
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	97%	95%	95%	95%	96%	96%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	72.9%	71.2%
Similar Schools average:	80.9%	80.0%
State average:	72.5%	72.9%



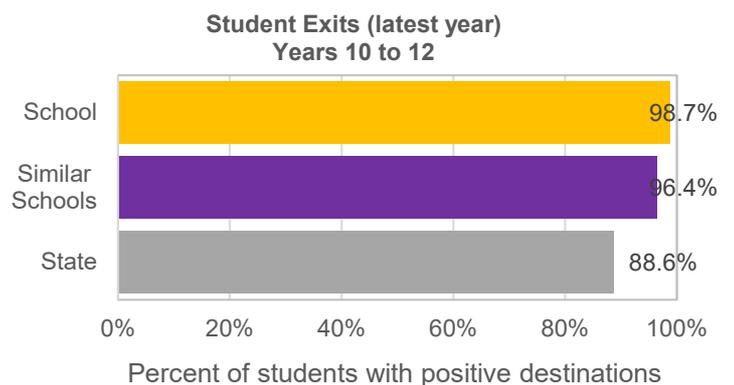
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	98.7%	97.2%
Similar Schools average:	96.4%	96.3%
State average:	88.6%	89.1%



WELLBEING

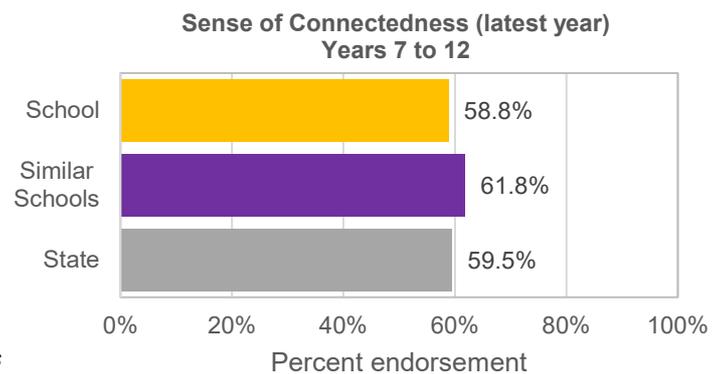
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	58.8%	52.4%
Similar Schools average:	61.8%	57.1%
State average:	59.5%	55.3%



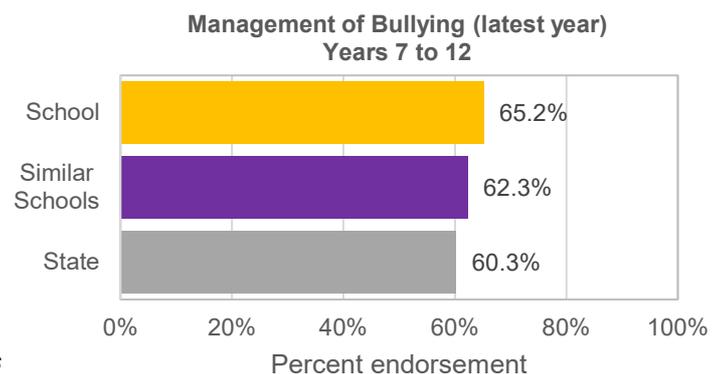
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	65.2%	59.5%
Similar Schools average:	62.3%	58.7%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,595,322
Government Provided DET Grants	\$1,764,382
Government Grants Commonwealth	\$25,155
Government Grants State	\$28,714
Revenue Other	\$61,902
Locally Raised Funds	\$1,725,066
Capital Grants	NDA
Total Operating Revenue	\$14,200,540

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,992
Equity (Catch Up)	\$17,542
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$57,534

Expenditure	Actual
Student Resource Package ²	\$12,350,783
Adjustments	NDA
Books & Publications	\$1,748
Camps/Excursions/Activities	\$410,263
Communication Costs	\$31,155
Consumables	\$299,022
Miscellaneous Expense ³	\$112,178
Professional Development	\$36,758
Equipment/Maintenance/Hire	\$205,483
Property Services	\$165,777
Salaries & Allowances ⁴	\$416,605
Support Services	\$192,163
Trading & Fundraising	\$69,156
Motor Vehicle Expenses	\$3,451
Travel & Subsistence	\$8,839
Utilities	\$105,980
Total Operating Expenditure	\$14,409,359
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$51,300

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,298,510
Official Account	\$132,640
Other Accounts	\$334,184
Total Funds Available	\$2,765,334

Financial Commitments	Actual
Operating Reserve	\$321,762
Other Recurrent Expenditure	\$4,906
Provision Accounts	NDA
Funds Received in Advance	\$184,861
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$322,438
Repayable to the Department	\$949,372
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$70,960
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,854,299

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.