

2017 Annual Report to the School Community



School Name: Brighton Secondary College

School Number: 7650

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Brighton Secondary College is a co-educational school situated approximately 15 km south-east of Melbourne. The school had 115.39 Effective Full Time employees in 2017. 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 SEAL (Select Entry Accelerated Learning) and EHLES (English, Humanities, Literature Enhancement Studies).

A total of 1244 students were enrolled in 2017.

There were 12% of EAL (English as an Additional Language) students and less than 1% ATSI (Aboriginal and Torres Strait Islander) students. Of the total student population, approximately 115 were full-fee paying international students.

DET analysis indicates the school family population has high socio-economic status.

The school prides itself on its inclusive enrolment and promotion practices. Overall, BSC is a place of opportunity where everybody collaborates with respect, compassion and integrity to achieve personal excellence.

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 a whole school coaching program, a whole school literacy program, and work on re-designing and implementing a new assessment and reporting regime.

Achievement

INSTITUTION	2012		2013		2014		2015		2016		2017	
	Bach. Deg	Cert. / Diplo ma	Bach. Deg	Cert. / Diplo ma	Bach. Deg	Cert. / Diplo ma	Bach. Deg	Cert. / Diplo ma	Bach. Deg	Cert. / Diplo ma	Bach. Deg	Cert. / Diplo ma
Academy of Design Australia							1					
Academy of Interactive Entertainment						1	1		1			
Australian Catholic University			4		14		5		4		1	
Australian College of the Arts (Collarts)			2				2					
Australian College of Sports Therapy								1				
Box Hill Institute of TAFE						2	1	4	1	2		
Chisholm Institute of TAFE						1						
Collarts (Australian College of the Arts)									1			
Le Cordon Bleu Australia - Sydney												



Deakin College (Formerly MIBT)				3		6		7		5		3
Deakin University	16		15		7		8		16		21	
Elly Lucas Beauty Therapy College										1		1
Federation University					2	1			1		1	
Footscray City Film						1						
Holmesglen Institute of TAFE				2		3				3		
La Trobe University	7		1		5		4		5		4	
La Trobe Melbourne										1		
Melbourne Institute of Technology (MIT)						2						
Monash College				1		4		5		3		4
Monash University	30		32		23	1	28		26		44	
Moorabbin Flying Services												2
Navitas			1									
NMIT				2	1							
RMIT University	23	9	18	8	17	3	18	10	26	14	13	6
SAE Creative Media Institute											2	
Southern School of Natural Therapies					1							
Swinburne University	8		16	12	18	8	8	2	7	4	10	5
University of Melbourne	11		6		21	1	19		14		10	
Victoria University			6	1	4		7		4	2	4	
William Angliss Institute of TAFE				4				2				
TOTAL			101	33	113	34	101	32	105	36	110	21
% of Total Offers			72%	28%	77%	23%	76%	24%	75%	25%	84%	16%
Total Number of Students (Completed VCE)			175		171		156		163		172	
Total Number of Applicants	158		159		160		144		146		143	
Non Applicants							9		16		28	
Total Number of Offers + % of Applicants	141 89.2%		141 88.7%		147 91.8%		133 92.3%		140 95.9%		131 / 91.6%	
Direct Offers (Non VTAC)											11	



Total in Post Secondary Ed. / % VCE Grads		80.60%	86%	85.3	85.90%	142 / 83
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Mathematics Teacher judgements 7-10. This value is lower than similar schools. This is an artefact of Maths Pathways implementation. Maths Pathways ensures prior gaps in student learning are filled. The system is quite sensitive to this, so when the program produces Vic Curriculum equivalent reports, they are often lower than what an holistic view of student progress made by teacher judgement might indicate.

Year 9 NAPLAN Numeracy 4 year average This value is lower than similar schools, but has been the same as similar schools for the past two years. We believe that this is indicative that we are trending towards being at the similar school standard in the next year.

All Study Score mean 2017 This is lower than similar schools. The school's current strategic plan recognises this, and has improvement of this to like school standard as a goal.

All Study score mean 4 year average See above comment

Engagement

7-10 retention 4 year average lower than similar schools. The school continues to see a gap between apparent and real retention. A small but significant number students leave the school to attend select entry State Schools or to transfer to local independent schools. We know from anecdotal data that a percentage of our parents plan to transfer their children to other schools for "finishing" after year 8 or 9. Our challenge is to make the value proposition for staying here such that they change their minds and leave their children here. It is probable that this phenomena also plays into our VCE attainment data, in that the outflow of students tends to be those that are academically successful, whilst the in-flow are not.

The DET asks schools to comment of how they are addressing non-attendance as part of its report on Engagement and Wellbeing, Our school has very low levels of non-attendance. The performance charts indicate our non-attendance rates are well below both state averages, and like school predicted levels. Nevertheless, we continue to address non-attendance in a variety of ways. Use of Compass to flag non-attendance is ongoing. Year level Co-coordinators, and then, if necessary, our Wellbeing team follow-up specific instances of prolonged non-attendance.

Parent education about the importance of maximizing student attendance is on-going. We also access specific agencies to assist families to address the underlying causes of students who may have periods of significant nonattendance. These include welfare, counselling and alternative educational providers.

Wellbeing

Similar to like schools,

Students continue to report feelings of connectedness to school in line with the state average, and perceptions of safety above the state average (that is, they feel safer, on average, than students in other schools). We are aware that the scores on feelings of connectedness are lower than we are driving for. To this end, we have paused our timetabled pastoral care sessions (mentor program), so that we can review and improve it prior to its re-introduction in 2019. All our other pastoral care programs remain in place.

For more detailed information regarding our school please visit our website at <https://brightonsc.vic.edu.au/>



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1243 students were enrolled at this school in 2017, 529 female and 714 male.</p> <p>11 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>○ Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>56%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>49%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	50%	36%	Numeracy	20%	49%	31%	Writing	18%	56%	26%	Spelling	17%	49%	34%	Grammar and Punctuation	20%	51%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>Lower</p> <p>Lower</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 96% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 8% VET units of competence satisfactorily completed in 2017: 90% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 33%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	90 %	94 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	90 %	94 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Lower</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

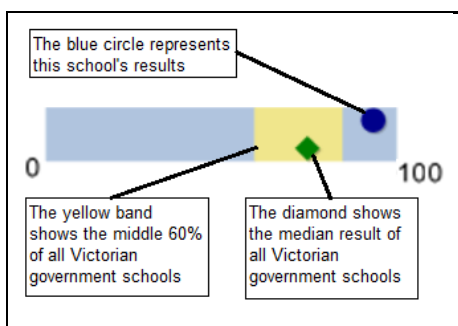
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

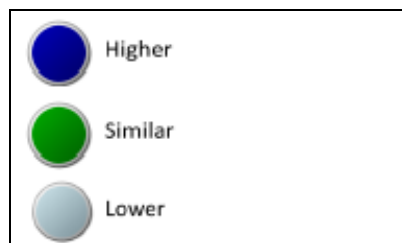


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

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 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 set aside to pay out our planned deficit. This expenditure is recorded in miscellaneous expenses.

Equity catch-up and equity social disadvantage funding has been allocated to support the college professional practice coaching program.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,403,066	High Yield Investment Account	\$980,690
Government Provided DET Grants	\$1,843,069	Official Account	\$101,498
Government Grants Commonwealth	\$12,491	Other Accounts	\$1,027,779
Government Grants State	\$25,677	Total Funds Available	\$2,109,967
Revenue Other	\$108,661		
Locally Raised Funds	\$2,205,019		
Total Operating Revenue	\$13,597,983		
Equity¹			
Equity (Social Disadvantage)	\$34,726		
Equity (Catch Up)	\$21,435		
Equity Total	\$56,161		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,359,447	Operating Reserve	\$667,675
Books & Publications	\$4,588	Revenue Receipted in Advance	\$78,000
Communication Costs	\$90,297	Provision Accounts	\$289,096
Consumables	\$302,816	Repayable to DET	\$1,075,197
Miscellaneous Expense ³	\$2,444,272	Total Financial Commitments	\$2,109,967
Professional Development	\$82,487		
Property and Equipment Services	\$635,276		
Salaries & Allowances ⁴	\$339,098		
Trading & Fundraising	\$162,524		
Travel & Subsistence	\$90,936		
Utilities	\$82,261		
Total Operating Expenditure	\$15,594,004		
Net Operating Surplus/-Deficit	(\$1,996,021)		
Asset Acquisitions	\$166,381		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.