

2018 Annual Report to The School Community



School Name: Bayswater Secondary College (7560)



- 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 2018 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 01 April 2019 at 02:43 PM by Warren Dawson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 04 April 2019 at 09:41 AM by Ben Graham-Nellor
(School Council President)

About Our School

School context

Bayswater Secondary College offers a broad, academic and rigorous educational program from Years 7-12. The College provides a challenging, safe and orderly environment that promotes high expectations for academic success. We are committed to providing a rich and diverse learning experience which maximises student potential, so that students are resilient and adaptable in an increasingly complex global context. In 2018 the College goals were to continue improve instructional practice and assessment strategies, student learning outcomes, student attendance, partnerships within the community and empowering students through student voice and leadership. The College also continued with the development of leadership (both staff and students) and the planning of new and innovative curriculum programs such as the SEAL program, which will be implemented in 2019.

Students transition from the Knox and Maroondah areas to enter Year 7, from 14 feeder primary schools. Our College offers an extensive academic teaching and learning program and all aspects are supported by a range of extra-curricular programs including music, sport, performing arts, camps, excursions and student leadership opportunities for all students. A wide and varied program also exists for Senior students, which includes the Victorian Certificate of Education (VCE), Vocational Education & Training in schools (VETis), Victorian Certificate of Applied Learning (VCAL), University partnerships involving University Entrance course admissions and participation in school based apprenticeships. The breadth of the learning program is further enhanced through strong well-being, resilience and engagement programs for all students. The College has 21.70 employed staff: 1 Principal, 1 Assistant Principal, 3 Leading Teachers, 1 Learning Specialist, 17 teaching staff and 9 education support staff. Teaching and education support class are also supported at the College by a Chaplain, SSSO Counselling Support and a DET Regional Adolescent Health Nurse.

Framework for Improving Student Outcomes (FISO)

The College has had a focus around the following FISO areas of: Building Practice Excellence and Empowering Students and Building School Pride. To underpin these areas of focus on-going professional learning was provided in the areas of leadership, literacy (reading), mathematics and general teacher practice/knowledge. Students were also provided with formal and informal student leadership training and development, which will be on-going. Involvement in the Maroondah Positive Network has also allowed for collaboration and sharing of knowledge and strategies to build a more positive culture across the school. Introduction of On-Demand testing in English and Maths across the year for all Year 7-10 students has also assisted in developing teacher knowledge regarding student progress and general learning gain. Some focus has also be directed toward improving teacher judgements, mapped against NAPLAN, where applicable. Additional involvement in the Knox and Maroondah Literacy initiatives has also provided further opportunities for staff to develop knowledge and partnerships across the system to benefit student learning. A range of partnerships were also developed with community groups such Bayswater Rotary Club, C.F.A., and the R.S.L. to provide students with additional leadership and self-development opportunities.

Achievement

The school has continued to focus on building instructional knowledge of literacy across all learning areas. The employment of a Learning Specialist has allowed English staff in particular to employ more consistent instructional practice, internal moderation and professional sharing to improve results. The initial focus on reading has been continued and there has been some positive movement in the NAPLAN Learning Gain particularly in spelling and reading. Learning gain in writing has been limited and will be an area of focus in 2019. Learning gain in Numeracy between Years 7-9 has also seen some improvement, particularly with students experiencing high gain. However, there is still improvement needed in reducing the levels of low gain across the school. VCE student learning outcomes have shown a slight improvement but the results are still below State average. On-going professional development regarding VCE item analysis and exam preparation techniques, through participation in the Maroondah Network VCE Holiday Exam Program, were areas of participation to

improve overall learning outcomes.

Engagement

Student engagement has improved in some areas, particularly in regards to student safety and connectedness to school from Years 7-12, in comparison to previous years. Students genuinely have embraced the many changes that have occurred across the school, including having much wider levels of choice in learning programs than ever before. Introduction of the Doctors In Schools program has also had a positive impact on general engagement within the school. Student Attitudes to School survey results are above State Average and indicate that students are very positive about their school and their general engagement to school, their teachers and learning in general. Overall they do feel very supported and that the school understands their learning needs. However, levels of Student Absence are higher than expected, which has been impacted significantly by a small number of long term absentees. Year Level Engagement Officers were trialed to follow-up and support students at particular Year Levels, alongside additional well-being resources and supports being offered. Student Retention across Years 7 to 10 is lower than expected and the exit destinations for Years 10-12 also was impacted by some of the longer term absentees as well. Over the past four years the number of students going on to further studies or full time employment at Years 10-12 is similar to most "like" schools across the area. Further discussion with students and staff in areas such as building levels of teacher concern, will also be an area of focus in 2019.

Wellbeing

The past twelve months has seen a continuation of improving student well-being across the College. Students do feel connected to their school and that management of bullying is both proactive and positive. These areas are above State Average and indicate a calm and supportive learning environment. Student voice is also a critical factor in the improvement of student well-being across the College, with Student Leadership forums now a regular fixture on the school's timetable. On-going training of all school leadership candidates has also added to the positive discussion and involvement of students in their learning. The school has also worked to improve our connections with feeder primary schools, as part of our transition process, to ensure that learning plans and general student information allow the school to be better prepared to meet student needs. Student involvement in general discussion of school improvement measures and student voice opportunities has also impacted positively on student well-being. For 2019 however, there is a need to employ a family relationships counselor as another strategy to better engage families, particularly of those students whose engagement and attendance are at risk. On-going improvement in Home Group teacher role descriptions and Sub-School management strategies will also improve overall student well-being across the College.

Financial performance and position

The school had a small surplus at the end of 2018 due to significant capital upgrade spending to classrooms and general learning program resources, as well as re-developing the College Resource Centre and the purchasing of a College Bus. These upgrades were made to improve and modernise aspects of the school's buildings but also to support some of the learning programs that were introduced in 2018. The establishment of a shared VCE Provision Program with Heathmont College, which has provided students with a wider selection of VCE subjects at both schools, meant that the school needed to provide a transport option for students from both schools given the limited transport options available. Equity funding was used to employ a Learning Specialist to support and build teacher capacity in the delivery of improved literacy practice. Additional professional learning was also provided to build leadership and literacy capacity across the College.

For more detailed information regarding our school please visit our website at
<http://www.bayswatersc.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

Enrolment Profile

A total of 170 students were enrolled at this school in 2018, 89 female and 81 male.

6 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

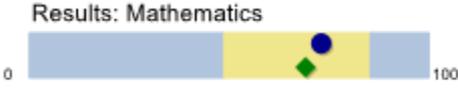
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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> Higher</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> Lower</p> <p> Similar</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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 years 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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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>● Lower</p> <p>● Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: 93% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 28% VET units of competence satisfactorily completed in 2018: 56% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 73%</p>		

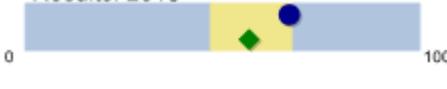
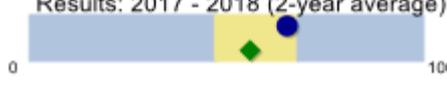
Performance Summary

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>84 %</td> <td>83 %</td> <td>80 %</td> <td>81 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	84 %	83 %	80 %	81 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	84 %	83 %	80 %	81 %	88 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Similar</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: 

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,420,179	High Yield Investment Account	\$95,938
Government Provided DET Grants	\$496,809	Official Account	\$13,786
Government Grants Commonwealth	\$1,641	Other Accounts	\$0
Government Grants State	\$19,507	Total Funds Available	\$109,724
Revenue Other	\$14,317		
Locally Raised Funds	\$119,317		
Total Operating Revenue	\$3,071,770		
Equity¹			
Equity (Social Disadvantage)	\$260,118		
Equity (Catch Up)	\$19,975		
Equity Total	\$280,093		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,334,363	Operating Reserve	\$109,724
Books & Publications	\$990	Other Recurrent Expenditure	\$265
Communication Costs	\$10,836	Funds Received in Advance	\$20,883
Consumables	\$91,259	Total Financial Commitments	\$130,872
Miscellaneous Expense ³	\$200,917		
Professional Development	\$9,735		
Property and Equipment Services	\$408,409		
Salaries & Allowances ⁴	\$76,076		
Trading & Fundraising	\$37,677		
Travel & Subsistence	\$11,351		
Utilities	\$58,668		
Adjustments	\$2,404		
Total Operating Expenditure	\$3,242,684		
Net Operating Surplus/-Deficit	(\$170,914)		
Asset Acquisitions	\$0		

(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 15 March 2019 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.

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).

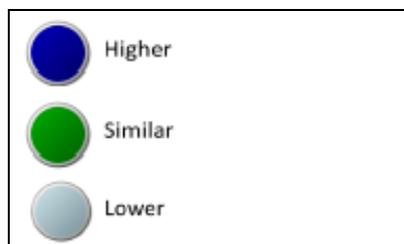


What does *School Comparison* refer to?

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*' or '*ND*' 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').