

2019 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 2019 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 10 August 2020 at 09:47 AM by Adam Smith (Principal)

The 2019 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 30 October 2020 at 10:32 AM by Ben Graham-Nellor (School Council President)

About Our School

School context

Bayswater Secondary College is located in the City of Knox in the eastern suburbs of Melbourne, approximately 34 kilometres from the Melbourne Central Business District. The College was founded in 1961 and relaunched in 2017.

Bayswater Secondary College is striving to create and deliver a rigorous, challenging, engaging and high performing educational program that caters for all student learning needs, while creating new opportunities for the future. The school is a centre for the community and we value our strong relationships with parents and members of the local and wider community, including our international and university partnerships. We are aspirational in our collective outlook as we work to achieve improved academic performance and build upon our social and community connections so that all students at Bayswater have a positive and strong sense of who they are, as active global citizens. We continue to invest in the development of our extra-curricular programs including performing arts, camps, excursions and leadership opportunities. Our learning community is welcoming and highly diverse and we celebrate and acknowledge the broad range of strengths, skills and attributes that all members of our school community possess. Bayswater continues to offer a wide and varied senior curriculum program including: the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and continues to be committed to offering students a wide variety of Vocational Education and Training in schools (VETis).

All students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices. Our School Values that are embedded in all that we do include Respect for Others, Honesty, Integrity, Teamwork (students), Collaboration, Creativity, Innovation, High Expectations, and Resilience

The staffing profile of Bayswater Secondary College includes a Principal and Assistant Principal, 3 Leading Teachers, 1 Learning Specialist 17 teachers and 8 full time equivalent Education Support (ES) staff. The College has a Chaplain and a qualified adolescent health School Nurse.

Framework for Improving Student Outcomes (FISO)

As 2019 was our year of review, Bayswater Secondary College narrowed our focus to one FISO Outcome and Key Improvement Strategy. The focus was on Excellence in teaching and learning, specifically "Building Practice Excellence" with a specific focus on Literacy and Writing. To support the below goal and rationale a Leading Teacher 'Head of English' was employed to support the development of this area.

Goal 1: To improve the quality of teaching and learning at Bayswater Secondary College

KIS: Build teacher capacity in explicit writing skills, strategies and subject related vocabulary to improve student writing proficiency.

Our rationale for selecting this goal was that Year 9 writing has consistently been below State average, with students moving into VCE studies with low writing skills. 64% of students at Year 9 in 2018 were in the bottom two bands in writing and no students in the top bands. Students in the bottom band increased from 32% in 2016 in comparison to 64% in 2018. While Learning Confidence is quite high, there is an explicit need to build teacher capacity in writing across the curriculum, starting with the English Learning area given the NAPLAN results are not acceptable. Teacher capacity must also be improved in formative assessment to improve on-going learning gain and student voice in learning.

We successfully reviewed our literacy profile and developed a revised plan to be implemented post the review, our Head of English provided ongoing professional learning in the area of imbedding writing across the curriculum and

modelled the successful PLC centred around developing strategies and tracking student progress. The SSP review indicated the need to continue to work on this goal and develop further plans to ensure greater student success in literacy as well as numeracy.

Achievement

Bayswater Secondary College has continued to focus on building staff collective capital in the area of literacy and numeracy instructional knowledge. The employment of a Leading teacher to work with the literacy specialist meant that the College was able to achieve traction in building staff knowledge through professional learning and PLCs. Learning gain in NAPLAN Reading and Writing although slight, shows that the College is on track to continue to improve student outcomes into 2020. There is however still improvement needed. At the end of 2019 the College also achieved growth in our VCE results. This can be attested to the investment in writing techniques modelled in each subject, and a commitment by our staff and students again attending the Maroondah Network V CE Holiday Exam Program. Future directions identified by the panel during our review include a continued focus on improvement in student achievement in all subjects areas at all levels and a focus on aspiration, engagement and confidence displayed through continued learning growth.

Engagement

Bayswater Secondary College has continued to prioritise student engagement and we have seen consistent performance in this area in the Student Attitude to School Survey between 2018 and 2019. We continue to address student need in the areas of student safety and connectedness and this has been harnessed by our focus on a home-group program that focuses on student positive wellbeing and developing resilience. Overall, students continue to feel supported and positive about their school, their teachers and learning. However, our levels of student absence continues to be below similar schools with absence levels higher than expected. This high absence percentage continues to be compounded by a small number of long term absentees. A focus of home group teachers and classroom teachers has been the regular phone and email contact of students who are away, the shift from having a year level engagement officer to process of everyone being responsible for the students that they teach is anticipated to have an impact in not only helping us further connect with our students but reduce the absence rate. At a transition level, we are very proud of our increasing enrolments, we continue to place importance on the transition between levels as well as the transition into post secondary schooling. In 2019 all students who applied for a tertiary placement were successful in gaining access to their course of choice. A focus for 2020 is to continue to improve student engagement with a spotlight on connection, attendance, and motivation.

Wellbeing

We continue to make progress in student wellbeing over the past two years and this is reflected in our college maintaining improvement in our Attitudes to School Survey results. Students continue to feel connected to their school and believe that the management of bullying continues to be proactive and positive. These areas continue to be above State Average and highlight that the school continues to provide a calm and and supportive learning environment. An added focus and opportunity in the first semester of 2019 was the employment of a relationships councillor. This had a positive impact on the college and a significant number of our disengaged students and families were reconnected with learning either at Bayswater or alternative settings as a result of their work with families. Unfortunately this funding ceased abruptly at the end of term three.

Bayswater Secondary College continues to believe strongly in the importance of student voice and agency and in 2019 we introduced our Year 7 Ambassador roles as well as a much more aligned junior and senior school leadership portfolio. Students continue to access GRIP leadership opportunities. In 2019 a mixture of students in years 10 - 12 had the opportunity to participate in the Knox Youth Forum hosted by Victoria police. A highlight for the year has been the partnerships developed with Victorian Police and the REACH foundation who collectively provided leadership opportunities and wellbeing opportunities for our students. In 2019 all of our students developed an Individual Learning Plan and reflected on their personal skills, academic progress and wellbeing growth. In 2020 there will be a continued focus on student wellbeing and engagement and self awareness.

Financial performance and position

During 2019 the school has installed a Hearing Loop from Boost Funding and made improvements to our buildings. We continued to provide support and equipment in technology. This has continued to support the learning programs introduced in 2018, into 2019. We had a shared VCE provision program with Heathmont College which provided students with a wider selection of VCE subjects, with students being transported between both schools in the Bayswater Secondary College bus. There has been a successful SEAL program to acknowledge and promote student Excellence and the school has also funded student scholarships. The partially funded Managing Individuals Pathways program was provided for students 7 - 12 to support them to prepare for their future pathway and career choices and to support senior students with entry to their chosen careers. Professional learning opportunities were provided to all staff to enhance the delivery of teaching and learning programs, and Equity funding was continued for the provision of a Learning Specialist to support the meeting of targets and goals linked to Literacy and staff capacity. Income from the Hire of Buildings increased due to the programs being offered to the community such as Tae-Kwan Do. The College's financial position at the end of the 2019 year has shown a small surplus after all the budgeted commitments had been met.

For more detailed information regarding our school please visit our website at
<https://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 180 students were enrolled at this school in 2019, 85 female and 95 male.

9 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).

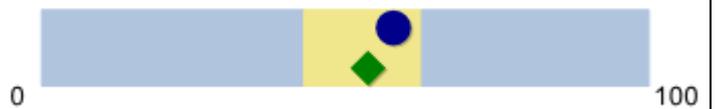
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



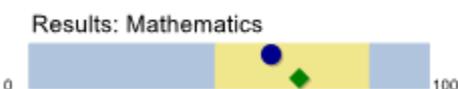
School Staff Survey

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

Achievement	Student Outcomes	Similar 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>Below </p> <p>Similar </p>

Performance Summary

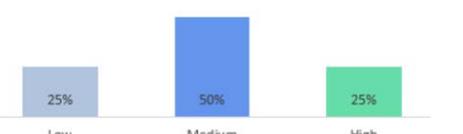
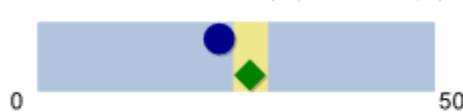
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Below ●</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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Reading</p> <p>45 % Low 45 % Medium 9 % High</p> <p>Numeracy</p> <p>50 % Low 32 % Medium 18 % High</p> <p>Writing</p> <p>43 % Low 38 % Medium 19 % High</p> <p>Spelling</p> <p>27 % Low 59 % Medium 14 % High</p> <p>Grammar and Punctuation</p> <p>27 % Low 68 % Medium 5 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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>Reading</p> <p>26 % Low 42 % Medium 32 % High</p> <p>Numeracy</p> <p>22 % Low 50 % Medium 28 % High</p> <p>Writing</p> <p>40 % Low 35 % Medium 25 % High</p> <p>Spelling</p> <p>26 % Low 47 % Medium 26 % High</p> <p>Grammar and Punctuation</p> <p>32 % Low 42 % Medium 26 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **94%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**
 VET units of competence satisfactorily completed in 2019: **52%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **96%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:			Above												
			Similar												
			Below												
<h3>Engagement</h3>	<h3>Student Outcomes</h3>	<h3>Similar School Comparison</h3>													
<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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>84 %</td> <td>80 %</td> <td>85 %</td> <td>85 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	84 %	80 %	85 %	85 %	90 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
91 %	84 %	80 %	85 %	85 %	90 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>													

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison:	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆		● Above	● Similar
Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,543,923	High Yield Investment Account	\$82,279
Government Provided DET Grants	\$447,255	Official Account	\$14,971
Government Grants Commonwealth	\$4,350	Total Funds Available	\$97,250
Government Grants State	\$13,909		
Revenue Other	\$25,595		
Locally Raised Funds	\$154,740		
Total Operating Revenue	\$3,189,771		
Equity¹			
Equity (Social Disadvantage)	\$198,929		
Equity (Catch Up)	\$18,598		
Equity Total	\$217,527		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,620,268	Operating Reserve	\$96,859
Books & Publications	\$1,601	Provision Accounts	\$243
Communication Costs	\$10,522	Repayable to the Department	\$96,616
Consumables	\$58,529	Total Financial Commitments	\$193,719
Miscellaneous Expense ³	\$257,938		
Professional Development	\$19,473		
Property and Equipment Services	\$169,431		
Salaries & Allowances ⁴	\$20,125		
Trading & Fundraising	\$39,137		
Travel & Subsistence	\$11,359		
Utilities	\$64,179		
Adjustments	\$375		
Total Operating Expenditure	\$3,272,935		
Net Operating Surplus/-Deficit	(\$83,163)		
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 20 March 2020 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)

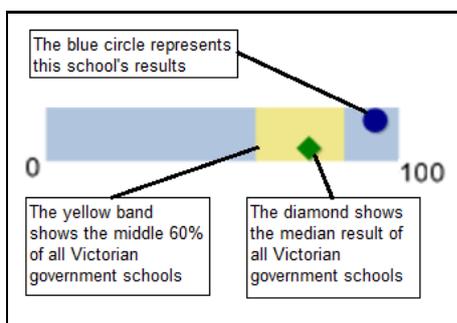
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').