

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 02:21 PM by Elizabeth Swan (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 06:38 PM by Ben Graham-Nellor (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Founded in 1961, Bayswater Secondary College is a growing secondary school located in the City of Knox in the eastern suburbs of Melbourne, approximately 34 kilometres from the Melbourne Central Business District. The College is a centre of the community and we value our strong relationships with students, parents, carers, local primary schools and the wider community, including tertiary partnerships. Our core focus is providing a wide variety of options and opportunities to our students in a boutique setting, to ensure that every student at Bayswater Secondary College has every opportunity to succeed throughout and beyond their secondary school years. Bayswater Secondary College currently has an enrolment of 178 students, with growth projected to increase to above 200 students in 2024 with a built capacity of 550 to be reached by 2028. Our staffing profile includes a Principal and Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, 19 teachers and 8 full-time equivalent Education Support (ES) staff. Our College values of Honesty, Excellence, Acceptance, Respect and Teamwork are at the H.E.A.R.T. of everything we do at Bayswater Secondary College, and underpin the culture of support and inclusivity that we continually work to achieve. We believe in a supportive and inclusive school community where 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. The organisational structure for students is one that is arranged into sub-schools (Junior - Years 7-9; and Senior - Years 10-12) where students are supported by engagement and wellbeing leaders within the College including their Home Group teacher, Sub School Coordinator, Sub School Leader and Assistant Principal. Further engagement and wellbeing supports are enacted through our College wellbeing team comprising of a Student Wellbeing Coordinator, Mental Health Practitioner, Psychologist, Occupational Therapist and Chaplain. Regular support from the regional Student Support Services team, in addition to strong links with the Occupational Therapy program of La Trobe University round out the team and ensure the wellbeing and engagement needs of students are met. 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 Secondary College currently offer a structured core curriculum (Victorian Curriculum / VCE / VCE-VM), as well as Accelerated Learning opportunities for students at all year levels, an Instrumental Music program from Years 7-10 and a wide variety of VCE and Vocational Education and Training in schools (VETis) options for senior students. The College offers a variety of elective choices in Years 8-10, which are vertically grouped to provide students a wide range of options in a small setting. The College is part of the Bayswater Education Plan, and is currently working with the local Bayswater primary schools to improve educational outcomes for students in the Bayswater area. The College has also received \$12.4 million to fund the redevelopment of the buildings and grounds, with work commencing in Term 4 2022 and scheduled for completion in Term 4 2023. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022 the College continued the implementation of the Teaching and Learning model developed in 2021, in addition to an increased focus on teachers working in teams to plan for student learning, document curriculum, plan for and implement effective assessment strategies and build capacity to effectively differentiate the learning to support the range of student learning needs in each class. Further to this, we refined our Literacy and Numeracy tutoring programs to supplement and support classroom learning with a combination of in class and withdrawal sessions for students needing additional support as well as extension. This has led to a shift in student achievement data, particularly in the areas of reading and numeracy, where we saw a significant increase in the percentage of our Year 9 students in the top three bands for NAPLAN compared to previous years (Reading 2021 AT 25% up to 40% in 2022 and Numeracy 2021 at 18.8% in 2021, up to 34.1% in 2022), putting us ahead of similar schools in both these categories. We will continue to implement and refine these strategies in 2023 and look forward to continued improvement in this data.

Throughout 2021 and 2022, the College refined processes around course counselling for students entering Senior School, with a focus on careers, pathways and the most effective course selection through Years 11 and 12 to facilitate the best outcome for each student. While our VCE median was slightly lower in 2022 compared to 2021, 100% of VCE students enrolled in 2022 successfully completed their certificate, which demonstrated significant improvement on previous years. While the data presented on VCAL completion rates in 2022 appears low by comparison, all but one student successfully completed the Senior VCAL certificate in

2022. The implementation of the pre-CAL program in 2022 has also enabled the College to offer an accelerated vocational pathway in 2023, with three Year 10 students able to complete the VCAL intermediate certificate in Year 10, enabling them to commence the VCE-VM Senior Certificate in 2023.

Wellbeing

The College furthered the work undertaken in 2021 by continuing to implement and refine the Positive Education and Berry Street Educational Model strategies commenced that year. This included significant professional learning undertaken by staff to build their capacity in relation to trauma-informed practice, as well as effective strategies to support and engage a variety of neurodivergencies in learning. Our Wellbeing team developed revised processes and protocols to effectively triage students seeking wellbeing support from school, to ensure that their time, skills and expertise were used most effectively to ensure all students were able to be supported throughout the year. A significant enabling factor was the partnership we developed with the Occupational Therapy and Social Work faculties of La Trobe University, whereby the best and brightest fourth year Occupational Therapy and Social Work students are placed with us for a long-term supervised internship and are able to support us in supporting the wellbeing of our learners. Additionally, the introduction of the Hands on Learning program has had a significant impact on both the engagement and wellbeing of students who have been part of the program.

Looking forward, 2023 will see the College continue with the La Trobe University partnership, as well as Hands on Learning, and the addition of other support programs to the Wellbeing range, including Art Therapy, Equine Therapy and other specifically targeted programs.

While our Connectedness to School and Management of Bullying data from the Student Attitudes to School Survey remains better than the similar school and state averages, this is an area in which we need to continue to focus, particularly with the addition of new students throughout the year. Focus groups of students indicated that many indicated a neutral response to the questions related to the management of bullying, as they had not experienced bullying at this school, which was reflected in the related survey question where 89% of students indicated that they had not experienced bullying here. In 2023 a number of strategies will be implemented, including a Peer Mentor program and the Friendology program to further support and enhance student's connectedness to the College and one another.

Engagement

While 2022 saw absence rates significantly increase across the state and in similar schools (State average absence from 21 days in 2021 to 27.7 days in 2022 and Similar Schools 26.9 days in 2021 to 35 days in 2022) we saw a slight increase in these absence days (28.3 days in 2021 to 29.1 days in 2022) which can largely be attributed to a small number of students who were unable to attend school for a number of reasons. The improvement in our attendance data saw us move from being one of the top five schools in our network for absenteeism to being one of the leaders for attendance, resulting from a number of factors including the implementation of the Hands on Learning program, as well as the work undertaken throughout 2021 and 2022 to improve the level of student voice and agency in relation to curriculum programs at the College. Student input enacted meaningful change to the College elective and personal best program, resulting in a significant improvement in students attending school for electives, and engaging positively in those programs. Additionally, significant work was undertaken to ensure a rigorous course counselling process at Year 10 to ensure all students were engaged in the right pathway for their desired post-secondary destination. This not only improved attendance and engagement, but academic achievement as well. Further to this, the introduction of the Pre-CAL program at Year 10 rounded out our Accelerated Learning pathway opportunities, where previously early entry was only for VCE studies.

The year 10-12 Exit data reflects the 2021 school year, which saw a dip from previous years that was directly related to COVID. We are pleased to report that in 2022, more than 90% of our senior students went on to further studies of full-time employment, which is the highest it has been in recent years.

Other highlights from the school year

Overall, 2022 was a significantly positive year for the College and it was fantastic to be able to return to a more normal school year with the return of camps, excursions, clubs and other activities that enrich and enhance the educational outcomes for every student. Work continued steadily on the Bayswater Education Plan, with fruitful collaborative projects taking place between all 5 schools, including a Student Leadership Mentoring Program, moderated assessment tasks, wellbeing and engagement programs, Secondary School Taste Tester experience programs and a focus on industry partnerships, careers and pathways in Senior Secondary.

Our students participated in a range of programs throughout 2022, including the Victorian State School Spectacular, multiple challenges and competitions with KIOSC at Swinburne in Wantirna, as well as partnering with Monash University and Melbourne Water to launch an environmental project monitoring the health of the Dandenong Creek behind the College.

Most excitingly, Term 4 saw the commencement of our capital works project, with demolition of the Senior School building and part of the main classroom wing, with ground works throughout Term 4 and construction commencing in Term 1 of 2023. Anticipated completion of these works is November 2023.

Financial performance

The College continued to work strategically and frugally throughout 2022 to be out of deficit. This was achieved by careful management of budgets and strategic planning around staffing to ensure the needs of all students were met within the SRP budget allocation. The College received approximately \$25,000 in the Shade Sail Grant fund for an outdoor learning space, which was built during the Term 1 holidays in 2022 between the PADT and Science wings. Further to this, \$30,000 was allocated to the College through the Active Schools Grant that was used to upgrade the gym equipment in the mezzanine area, with this space now being used for a lunchtime and after school fitness club.

For more detailed information regarding our school please visit our website at

<https://www.bayswatersc.vic.edu.au/>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 180 students were enrolled at this school in 2022, 75 female and 105 male.

NDP percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

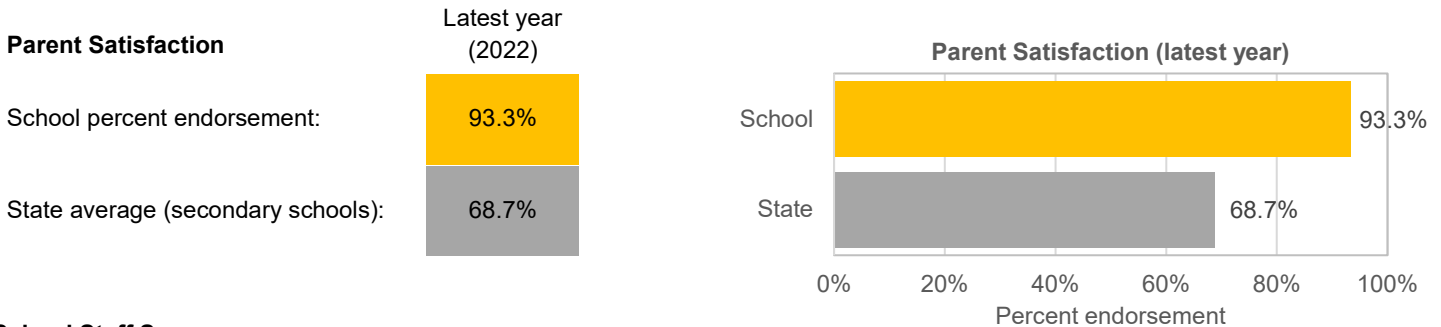
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

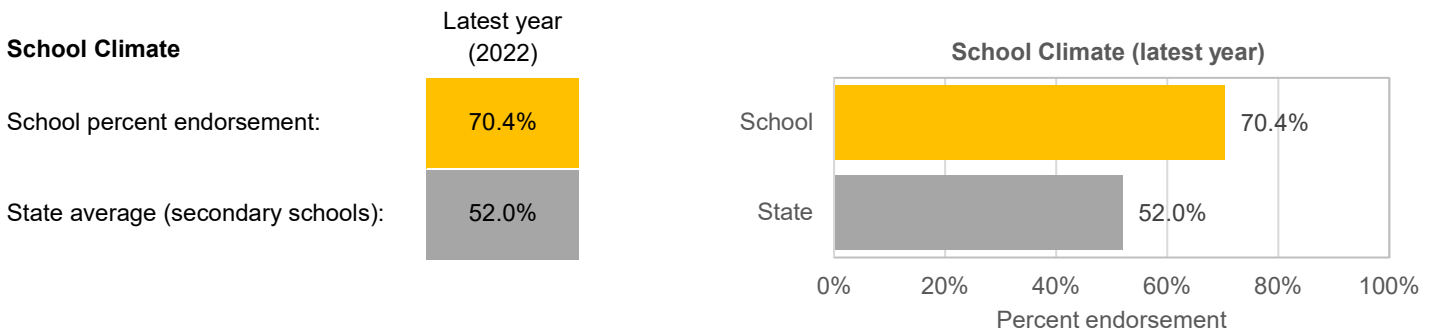


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

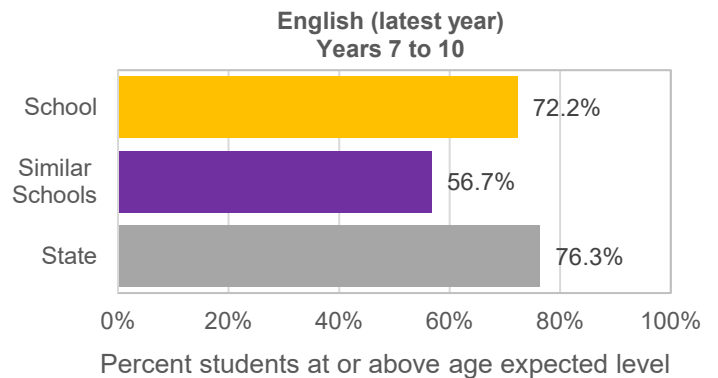
72.2%

Similar Schools average:

56.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

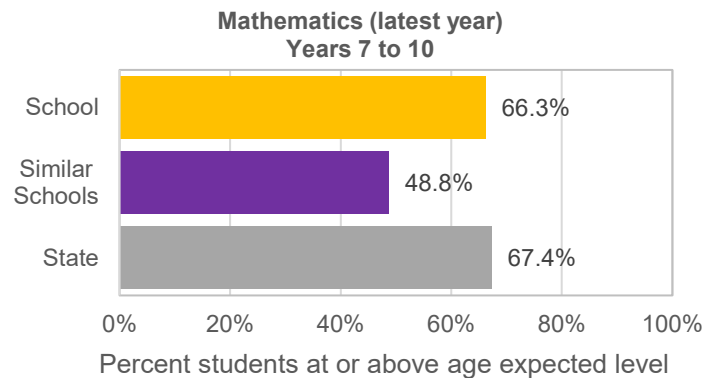
66.3%

Similar Schools average:

48.8%

State average:

67.4%



LEARNING (continued)

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

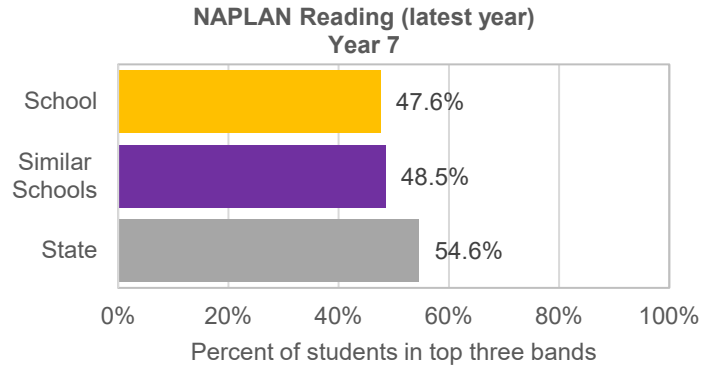
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

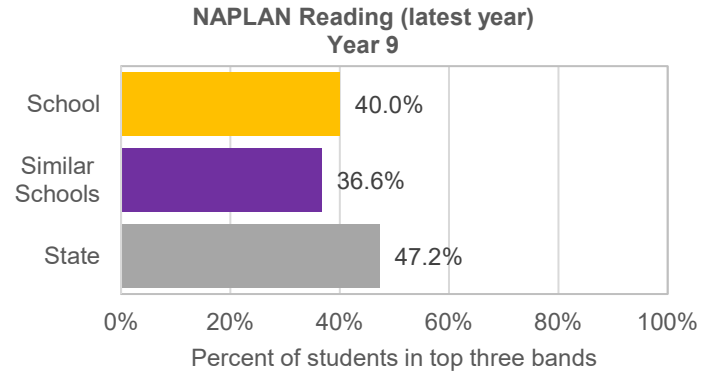
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.6%	36.5%
Similar Schools average:	48.5%	47.4%
State average:	54.6%	55.3%



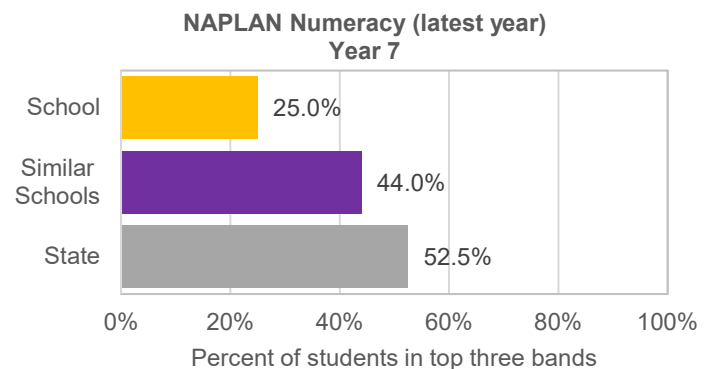
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	36.8%
Similar Schools average:	36.6%	38.4%
State average:	47.2%	46.0%



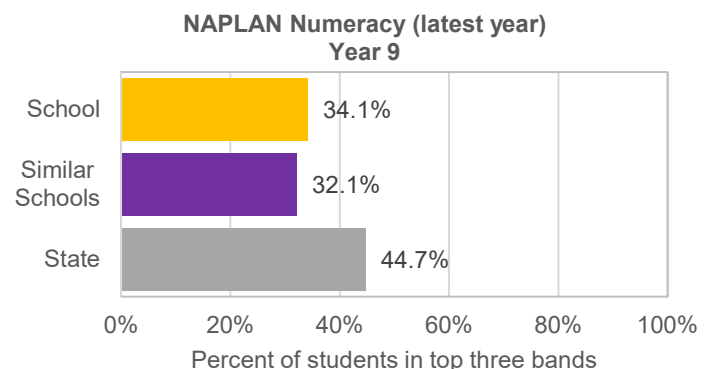
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	31.5%
Similar Schools average:	44.0%	46.2%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.1%	27.1%
Similar Schools average:	32.1%	36.6%
State average:	44.7%	45.6%



LEARNING (continued)

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

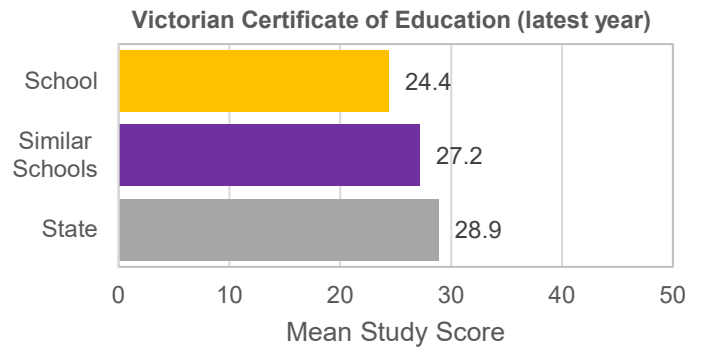
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	24.4	24.6
Similar Schools average:	27.2	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

29%

VET units of competence satisfactorily completed in 2022:

67%

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

70%

WELLBEING

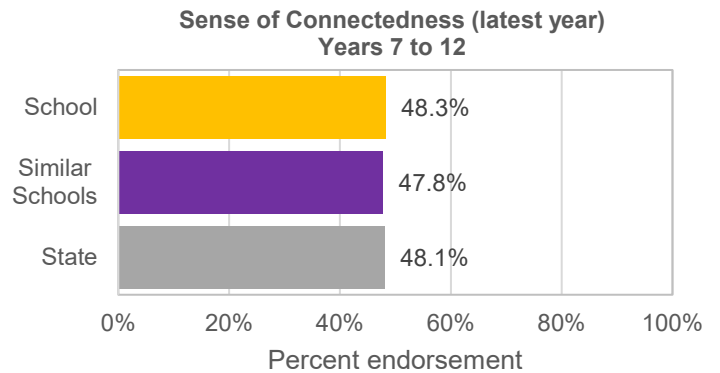
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	48.3%	55.2%
Similar Schools average:	47.8%	51.2%
State average:	48.1%	52.5%

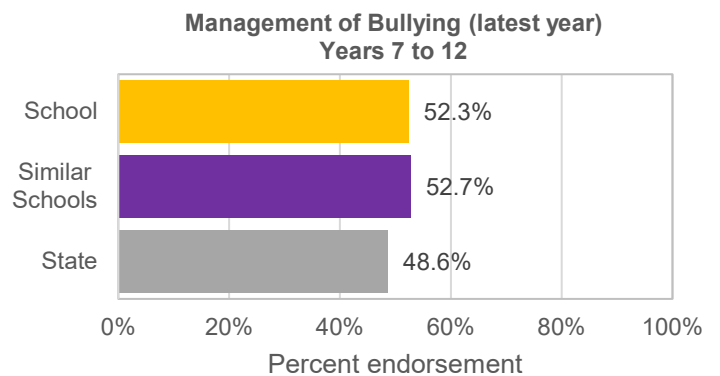


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	52.3%	55.4%
Similar Schools average:	52.7%	56.8%
State average:	48.6%	54.0%



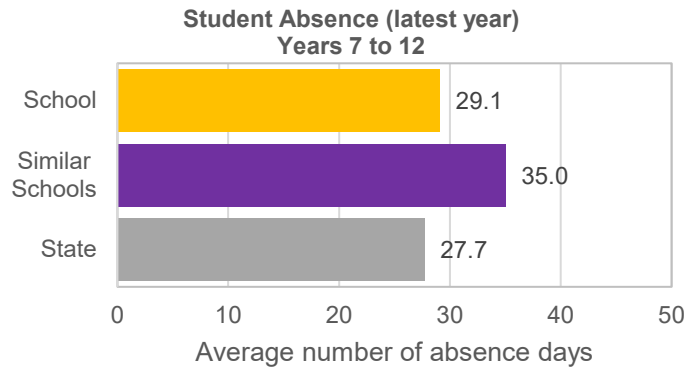
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	29.1	31.8
Similar Schools average:	35.0	28.6
State average:	27.7	21.8



Attendance Rate (latest year)

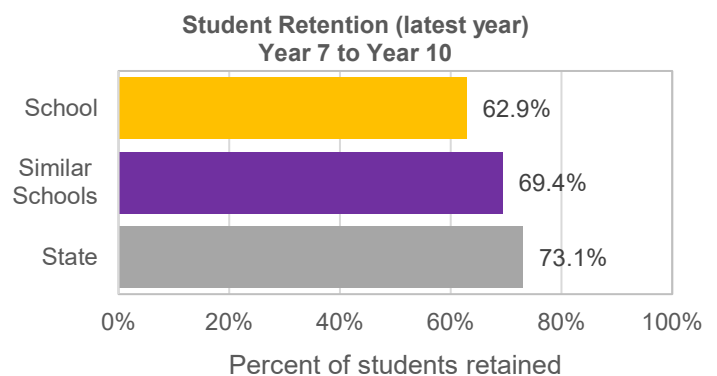
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	80%	84%	85%	87%	87%	91%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	62.9%	71.0%
Similar Schools average:	69.4%	69.8%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

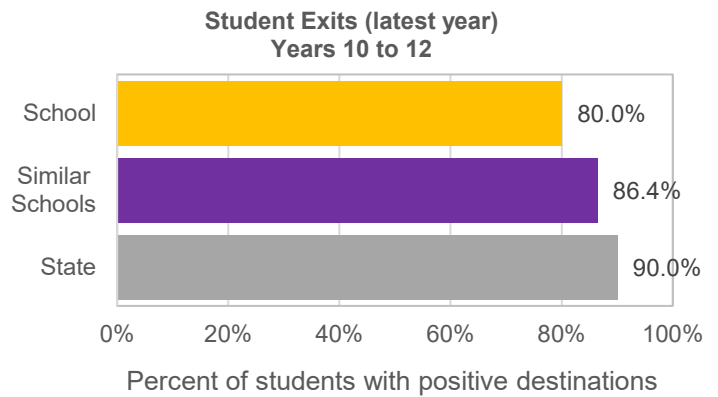
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	80.0%	83.1%
Similar Schools average:	86.4%	85.1%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$2,937,802
Government Provided DET Grants	\$693,492
Government Grants Commonwealth	\$20,814
Government Grants State	\$23,200
Revenue Other	\$24,448
Locally Raised Funds	\$121,709
Capital Grants	\$0
Total Operating Revenue	\$3,821,464

Equity ¹	Actual
Equity (Social Disadvantage)	\$220,144
Equity (Catch Up)	\$20,026
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$240,170

Expenditure	Actual
Student Resource Package ²	\$3,019,944
Adjustments	\$0
Books & Publications	\$687
Camps/Excursions/Activities	\$71,099
Communication Costs	\$13,489
Consumables	\$76,848
Miscellaneous Expense ³	\$104,972
Professional Development	\$16,445
Equipment/Maintenance/Hire	\$78,982
Property Services	\$97,938
Salaries & Allowances ⁴	\$61,824
Support Services	\$149,561
Trading & Fundraising	\$46,221
Motor Vehicle Expenses	\$5,268
Travel & Subsistence	\$88
Utilities	\$66,806
Total Operating Expenditure	\$3,810,173
Net Operating Surplus/-Deficit	\$11,292
Asset Acquisitions	\$30,837

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$400,365
Official Account	\$16,111
Other Accounts	\$0
Total Funds Available	\$416,476

Financial Commitments	Actual
Operating Reserve	\$117,659
Other Recurrent Expenditure	\$19,058
Provision Accounts	\$585
Funds Received in Advance	\$10,729
School Based Programs	\$90,587
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,287
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$268,905

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.