

# 2020 Annual Report to The School Community



School Name: Bendigo South East 7-10 Secondary College (7837)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 April 2021 at 02:50 PM by Glen Donald (Principal)

The 2020 Annual Report to the school community:

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

Attested on 26 April 2021 at 04:03 PM by Glenn Dashwood (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

Bendigo South East College is a co-educational Year 7–10 secondary school in Central Victoria.

Our College is one of four (4) Year 7–10 colleges in Bendigo, with students generally completing Year 11–12 studies at Bendigo Senior Secondary College. Since its formation in 2009, as part of the Bendigo Education Plan, our college has continued to attract teaching and support staff, who are keen to fulfil the College's vision: "We are committed to ensuring every student develops the knowledge, skills and attributes needed to positively contribute to the global community as a responsible and caring citizen."

Our curriculum follows the Victorian F-10 Curriculum which provides a single, coherent and comprehensive set of prescribed content and common achievement standards, used to plan student learning programs, assess student progress, provide feedback to students and report to parents. Each school day is structured around four (4) lessons per day. Our learning model encourages students to develop an inquiring mind by challenging them to engage with real world issues and with the community.

Staff are aligned in their understanding and commitment to the concept of the growth of 'EVERY' student, which supports a positive climate for learning.

Our BSE motto encourages students to 'strive for excellence' – to achieve more than is required or expected academically, vocationally, socially and personally.

The College is a community, which promotes harmony, participation, friendly competition and opportunities for contribution, recognition and celebration. We strongly promote the College as a community of life-long learners, with parents integral to the partnership.

Our values hold focus at each year level:

- o Year 7 — Teamwork: Working together to achieve shared aspirational goals.
- o Year 8 — Respect: Treat others with consideration and regard and be respectful of the rules within a community.
- o Year 9 — Appreciation: Be generous in actions and words towards everyone who contributes to the BSE community.
- o Year 10 — Leadership: Accept we all have a role to play in modeling, contributing and serving others as responsible and caring citizen.

A total of 1492 students were enrolled at this school in 2020, 711 female and 781 male. 3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

The College has a Low-Medium range socio-economic profile.

In 2020 the College had 131 equivalent full-time staff: a Principal, three (3) assistant principals, 85 teacher class and 42 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

In 2020 the strategic focus of the college was on the revision of the College Assessment procedures and practices. While much work has been done in the area of written feedback on Learning assessments via the BSE Virtual platform the ATSS results indicate that students require a different, more immediate and developmental feedback approach.

The following Actions in order to deepen consistency of practice:

- Develop and implement the use of formative assessment rubrics to provide feedback and explore the use of these to be incorporated into a report framework.
- Include training in the development and use of formative assessment rubrics as part of the induction process to ensure new and returning staff are skilled in the use.

VCE Collaboration to occur across BEP schools in Business Management, Psychology, Health & Human Development, Biology and Physical Education.

We were able to delivered on our KIS to develop formative assessment rubrics. However, some of the associated AIP actions were modified to suit remote learning. The school undertook an analysis of the remote learning period and progress against focus KIS from the 2020 AIP.

The first remote learning period presented significant challenges for differentiated learning, disengaged students, communication, feedback to students, staff collaboration and consistency and rigour of the learning program.

For the second remote learning period the school identified those students who did not engage in the last remote period, bring them onsite each Monday and set them up with their learning for the week.

During the first remote learning period, the rigour and differentiation of learning activities required attention. For the second remote period, teachers were required to provide differentiation via Webex contact with students, with documented expectations consolidated into handbooks for staff, students and parents. Implementation of a common learning plan template across Key Learning Areas (KLA) was supported and monitored by heads of curriculum (HoC) for consistency, quality and rigour and leaders are facilitating the sharing of plans via Google Drive and STILE. HoC have responsibility for overseeing the quality of curriculum, assessment and learning tasks. Year Level Leaders were responsible for monitoring engagement and wellbeing of students. Group Advisor (Learning Advisor) checks in with each student at least once a week and provides a group engagement activity. The basis for recording daily attendance is a virtual clicking of a 'check-in' button by students each morning and afternoon, monitored by the Group Advisor.

### Achievement

Progress on 2020 AIP focus Key Improvement Strategies. Some work has been undertaken on formative assessment rubrics in term 1; two formative assessments were required per term but this has not been achieved. Professional learning in this area has been interrupted but focused upon English and mathematics at Years 7 & 8 through the work of the Learning Specialist and supported by the DSSI team. DSSI is now focusing upon Year 7 English support as they weren't getting traction; this includes fortnightly half hour meetings with pod teachers. On Demand reading and maths assessments were conducted with Year 7 students in the first week of term 3 to monitor learning growth. Due to COVID was not possible to undertake further work on VCE Collaboration (since 12 March), however there is intent to re-engage in this work to achieve consistency in Units 1 & 2 across Years 10-12 in BEP schools in Business Management, Psychology, Health & Human Development, Biology, Physical Education and Extension Maths. Consistent planning documents/templates are implemented with the majority of KLAs, however it's a challenge where there may be only one teacher in a particular subject to complete for 4 year levels. A broad Moderation Policy & Process document was developed, however marking guides are yet to be developed and will be a focus for 2021, along with Learning Specialists training staff to undertake moderation in their PLTs.

### Engagement

In 2020, a key improvement initiative in regard to student engagement was to further define the role of the services provided through the student services centre and house advisers to closely monitor student attendance. Work will need to be done in 2021 to investigate the reasons behind the student attendance rate continuing to drop below 90% for all year levels, except year 7. The average number of absence days was 19.8 in 2020 compared to the state average of 17.8.

Student retention at school through to Year 10 remain slightly higher than the median of all Victorian Government Secondary Schools.

Percentage of Year 7 students who remain at the school through to Year 10 at BSE was 74.9% compared to the state average of 72.5%.

In 2021, there will need to be a focus on developing a college-wide approach to activating student voice in their learning and ensuring quarterly revisit of goals in their e-learning plan to further improve the engagement in school programs. The college has implemented a position of Amplify Coordinator to enhance this KIS.

## Wellbeing

BSE students connectedness to the College has moved to below state with many students believing that they are able to engage in extra curricular activities that enhance well-being rather than the activities conducted each day by Group Advisors.

The Student Attitudes to School – Sense of Connectedness at school is 48.7%, compared to the state average of 59.9%

The 2021 focus will be on the activities/connection developed during the group advisor activities and using a trauma informed approach/planner to enhance this connection. Training will be delivered to staff during the next 2 year period which will see the implementing a range of high impact teaching strategies in the context of team teaching in an open learning environment that will ensure all student feel connected, safe and ready to learn at BSE.

## Financial performance and position

### Financial performance and position

The financial performance of the college depicts a net operating surplus for the year \$495,230. This was derived via new budgeting processes put in place and a strong commitment by the Principal/School Council/Finance Committee to remediate the previous situation of deficit and develop a 10 year funding plan into the future.

The College received locally raised funds from parents for subject levies, camps & excursions and optional programs. In addition to parent revenue, the College received funding from hire of facilities.

All funds received from the Department or raised by the college have been expended or committed to subsequent years to support the achievement of educational outcomes for students consistent with Department policies and the intent for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at**  
<https://www.bse.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.

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 1492 students were enrolled at this school in 2020, 711 female and 781 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

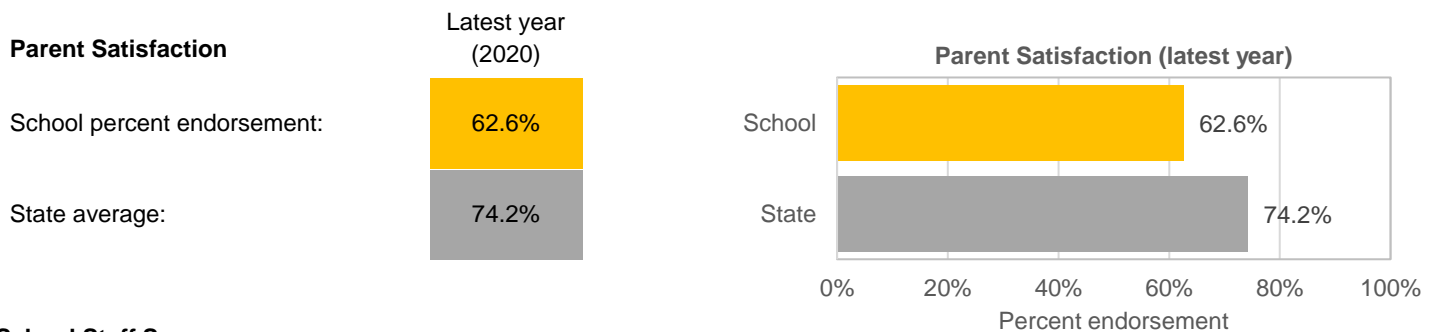
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

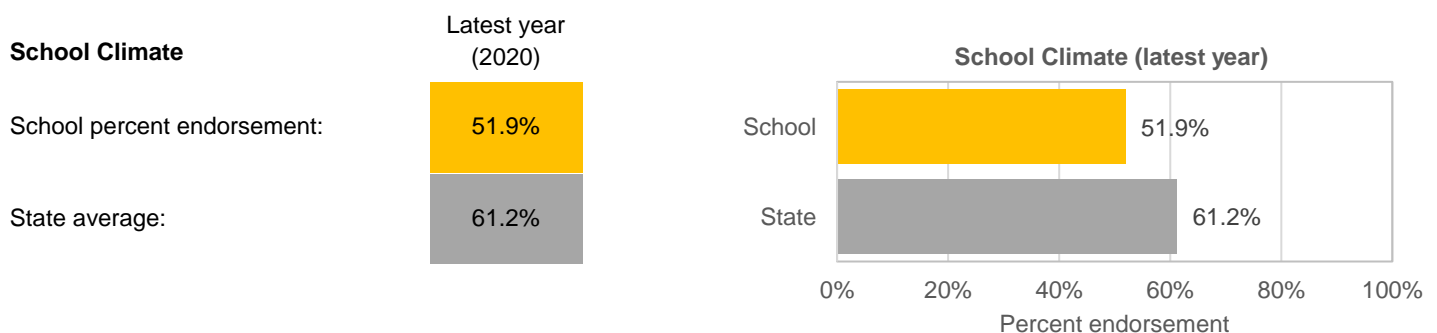


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

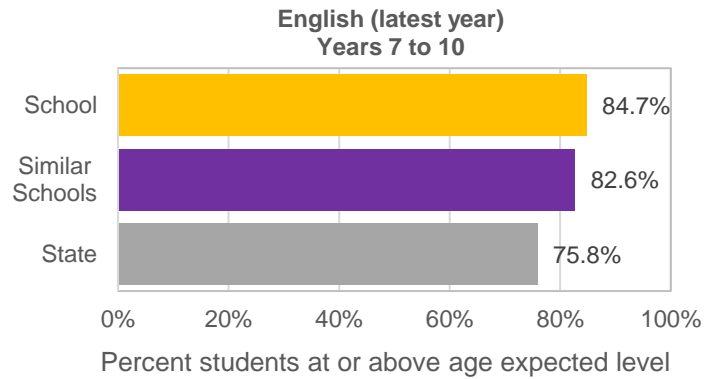
84.7%

Similar Schools average:

82.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

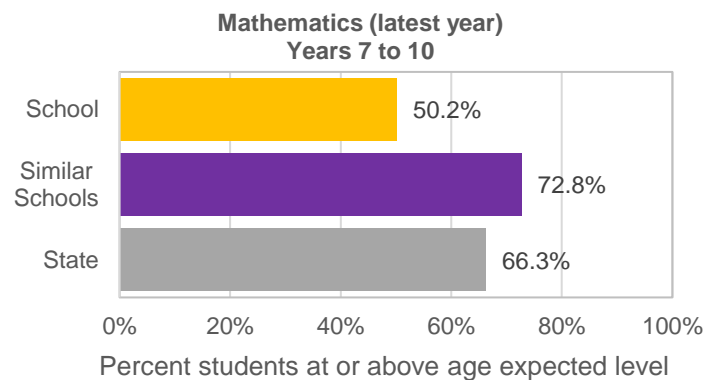
50.2%

Similar Schools average:

72.8%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.



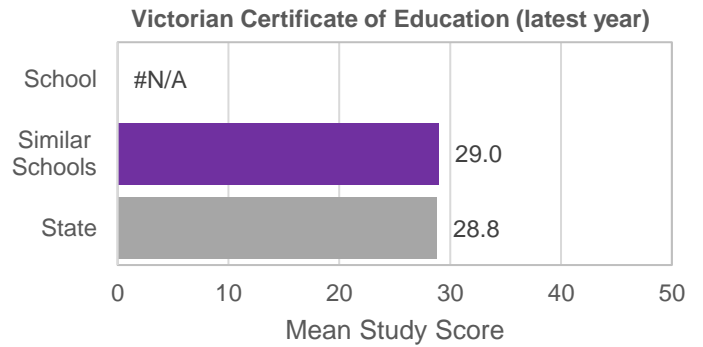
**ACHIEVEMENT (continued)**

**Victorian Certificate of Education (VCE)**

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	29.0	29.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

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

NDA
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VET units of competence satisfactorily completed in 2020:

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

NDA
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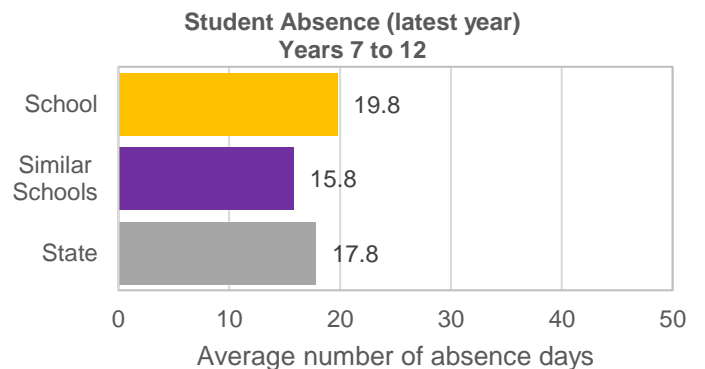
**ENGAGEMENT**

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

**Average Number of Student Absence Days**

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	19.8	20.6
Similar Schools average:	15.8	18.1
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

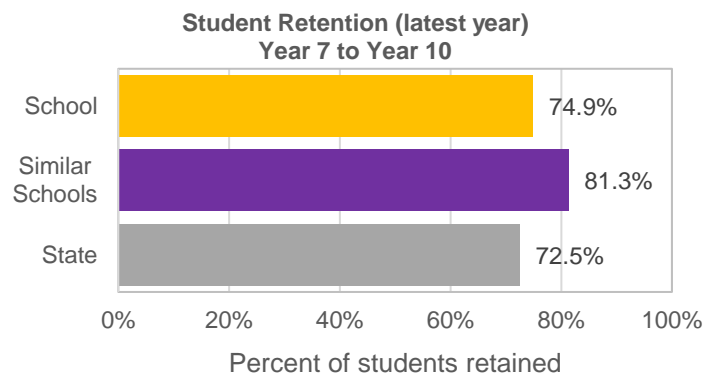
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	89%	89%	89%	NDA	NDA

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	74.9%	78.1%
Similar Schools average:	81.3%	80.0%
State average:	72.5%	72.9%



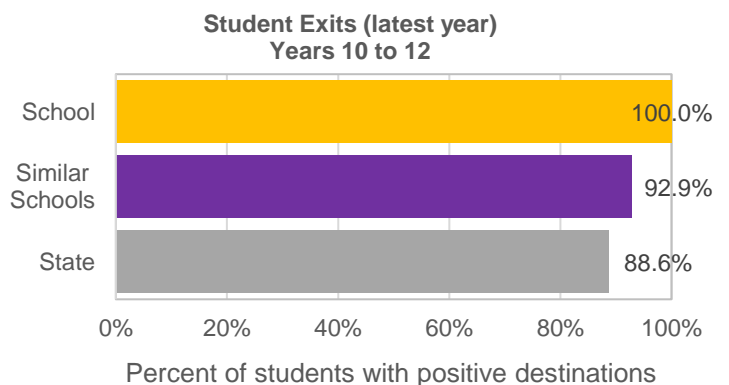
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.9%
Similar Schools average:	92.9%	92.5%
State average:	88.6%	89.1%



**WELLBEING**

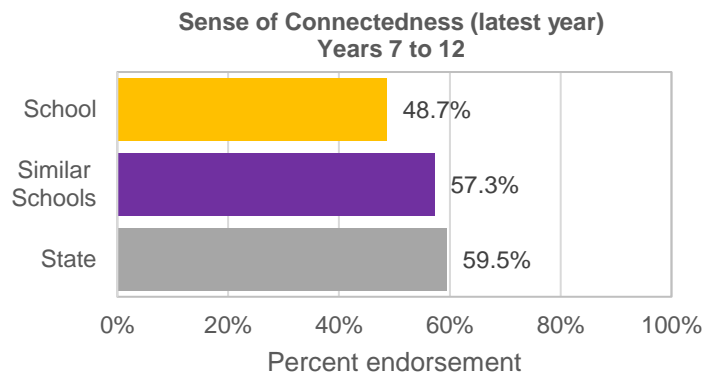
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

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

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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	48.7%	53.0%
Similar Schools average:	57.3%	54.6%
State average:	59.5%	55.3%



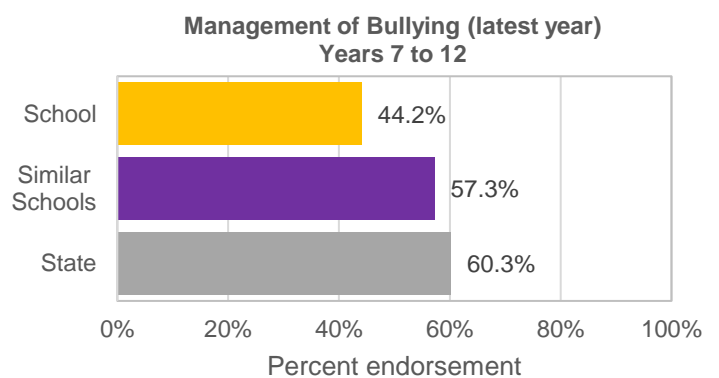
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	44.2%	54.4%
Similar Schools average:	57.3%	57.6%
State average:	60.3%	57.9%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$14,399,090
Government Provided DET Grants	\$2,182,024
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$228,145
Locally Raised Funds	\$1,582,777
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$18,401,762</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$170,832
Equity (Catch Up)	\$100,641
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$271,473</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,598,420
Adjustments	NDA
Books & Publications	\$3,594
Camps/Excursions/Activities	\$209,199
Communication Costs	\$32,768
Consumables	\$358,091
Miscellaneous Expense <sup>3</sup>	\$110,648
Professional Development	\$28,831
Equipment/Maintenance/Hire	\$895,040
Property Services	\$659,828
Salaries & Allowances <sup>4</sup>	\$450,177
Support Services	\$246,913
Trading & Fundraising	\$74,195
Motor Vehicle Expenses	\$343
Travel & Subsistence	\$1,767
Utilities	\$236,717
<b>Total Operating Expenditure</b>	<b>\$17,906,532</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$495,230</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

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

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$790,531
Official Account	\$73,228
Other Accounts	\$48,544
<b>Total Funds Available</b>	<b>\$912,303</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$509,510
Other Recurrent Expenditure	\$55,607
Provision Accounts	NDA
Funds Received in Advance	\$317,055
School Based Programs	\$25,431
Beneficiary/Memorial Accounts	\$8,813
Cooperative Bank Account	\$14,300
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$930,715</b>

*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.*