

# 2021 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 2021 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 21 March 2022 at 09:52 AM by Glen Donald (Principal)

- This 2021 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 28 April 2022 at 11:58 AM by Glenn Dashwood (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 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

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### School context

Bendigo South East College is a co-educational Year 7–10 secondary school in Bendigo, 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 our community as a responsible and caring citizen."

Staff are aligned in their understanding and commitment to the concept of the growth of 'EVERY' student, which supports a positive climate for learning and encourages students to 'strive for excellence' (BSE motto), 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 to ensure our college values: Respect, Integrity, Resilience and Teamwork, are embedded into 'who we want to be in the future; for both students and adults.

The 2019-2022 Strategic Plan goals:

1. To improve student learning growth and achievement in numeracy and literacy.
2. Provide a learning environment that engages, challenges and empowers all students in their learning.
3. Build a professional learning culture to maximise capacity of all staff to improve student learning.

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.

A total of 1369 students were enrolled at this school in 2021. 3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

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

In 2021 the College had 132.3 equivalent full-time staff: 97.2 teacher class (including 1.0 Executive Principal, 3.0 Assistant Principals, 8 Leading Teachers, 4.5 Learning Specialists) and 35.1 Education Support Staff (29.8 teaching support staff, 5.3 Integration Teacher Aides).

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### Framework for Improving Student Outcomes (FISO)

In 2021 the strategic focus of BSE college was on the following actions in order to deepen consistency of teacher practice:

- Embed PLT structures to support teacher collaboration, develop data literacy, identify students requiring additional support and focus on differentiation.
- Establish/embed consistent approaches to formative assessment and moderation of student work.
- Establish a small group tutoring program in Literacy and Numeracy in all year levels.
- VCE Collaboration to occur across BEP schools in Business, Psychology, Health & Human development, Biology, PE and Advanced Maths.
- Base Camp program to deliver catch up/re-engagement learning program
- Whole school professional learning on trauma-informed practice will be implemented and revisited throughout the

- year
- Build staff capability to integrate digital communications between school-home on formative assessment feedback.
  - revision the BSE Vision and Values

We were able to deliver on some KIS, however, some of the associated AIP actions were modified to suit the periods of remote learning. The school undertook an analysis of the remote learning periods and progress against focus KIS from the 2021 AIP.

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## Achievement

Progress on 2021 AIP focus Key Improvement Strategies.

Term planners allocated time for PLT to meet to support teacher collaboration and analyse student data to identify students next steps in learning. Consistent approaches to formative assessment in subject areas was improved by working alongside the DSSI team who worked with some year7/8 PLTs to embed formative assessment practices, student feedback, data literacy practices and support improved subject planning (skill v task). Additional focus occurred on differentiation for teaching and support staff in semester 2 via Learning Specialist sessions with Subject Area Coordinators leading PLT meetings to establish consistent moderation of student work.

Teaching staff provided improved access to student feedback via multiple platforms including using Google classroom after the Semester 2 focus by LS - IT delivering information sessions of moving planning from STILE to Google classroom and use of Google classroom. The BSE Virtual dashboard was improved to display attendance/formative/summative assessment information for both students and parents to view feedback.

The tutoring program in Literacy and Numeracy in all year levels was delivered with the staffing that was able to be secured (mostly part time staff so number of student contacts/week was modified to suit available staffing).

VCE Collaboration occurred across BEP schools in Business, Psychology, Health & Human Development, Biology, PE and Advanced Maths due to BEP CoP meetings being scheduled on Wednesday's afternoons in week 5 each term across the 5 government secondary colleges.

Whole school professional learning on trauma-informed practice (Berry Street training) was unable to be implemented and will be revisited in 2022 when the trainers can engage face-to-face.

The revision of the BSE Vision and Values was able to be partially concluded to have the improved vision and values outlined for the start of the 2022 school year and embedded into the BSE instructional model (5Es). Embedding the BSE Teaching & Learning and Instructional models into classrooms was the focus upon return to face-to-face learning in Term 4, 2021.

A/Principal & Principal attended year level assemblies in the lead up to AToS to discuss the survey to improve understanding of importance of completing the survey and the focus of the questions.

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## Engagement

In 2021, student engagement was to further decline in the second year of transitioning in and out of remote learning. The expectations of every student engaging in every timetabled lesson via WebEx during remote periods worked for most students but did not for others. New roles of the Wellbeing Team via Student Services, Group Advisor, House Adviser, Year Coordinator and Head of Schools will be implemented in 2022 to closely monitor student attendance. Work will need to be done in 2022 to investigate the reasons behind the student attendance rate continuing to drop below 85% for all year levels, except year 7 (87%). The average number of absence days rose to 29.9 (19.85 in 2020)

compared to the state average of 21 (17.8 in 2020). The sharp rise was significantly impacted during term 4 with close contacts requiring 14 days of isolation. BSE had 662 students who had 20+ days absent in 2021, prompting the employment for the 2022 school year of a further engagement advisor to work specifically with the students who have between 30%- 50 % absent rate.

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

Percentage of Year 7 students who remain at the school through to Year 10 at BSE was 79.2% compared to the state average of 73.2%.

In 2022, there will need to be a focus on developing a college-wide approach to activating student voice in their learning and the newly created Heads of School (junior -years 7/8 & middle years 9/10) will drive this project alongside the student-led values project to define behaviours that reflect the BSE community expectations for students and adults.

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## Wellbeing

BSE students connectedness to the College has moved to below state and similar schools with many students electing not to engage in activities that enhance well-being conducted each day by Group Advisors during remote learning periods.

The Student Attitudes to School – Sense of Connectedness at school is 46.1%, compared to similar schools 50.0% and the state average of 51.6%

The 2022 focus will be on the activities/connection developed during the group advisor activities and using a trauma informed approach/Berry Street student planner to enhance this connection. Training will be delivered to staff during the next 2 year period which will see the implementation of 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.

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## Finance performance and position

The financial performance of the college depicts a net operating surplus for the year \$204,343. This was achieved via budgeting processes put in place and a strong commitment by the Principal/School Council/Finance Committee to continue working within the 10 year funding plan (2019 - 2029).

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

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.

# 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 1370 students were enrolled at this school in 2021, 655 female and 715 male.

3 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).

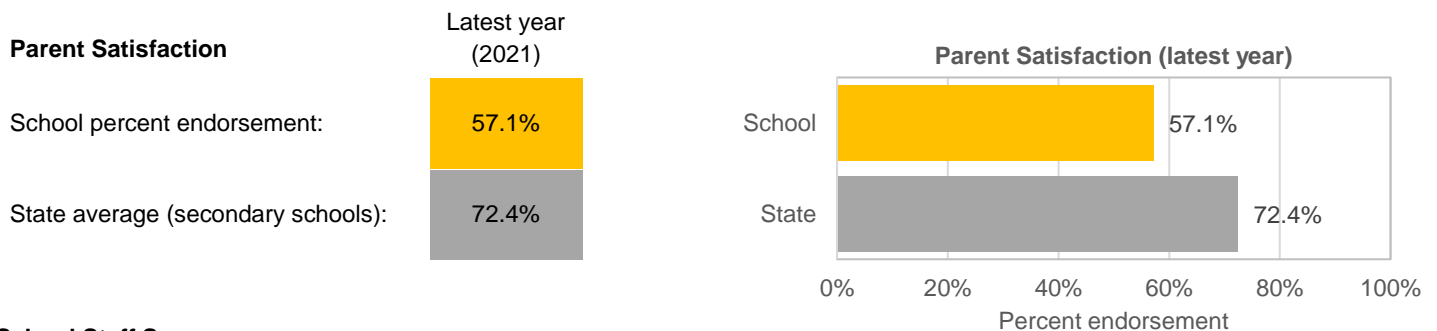
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

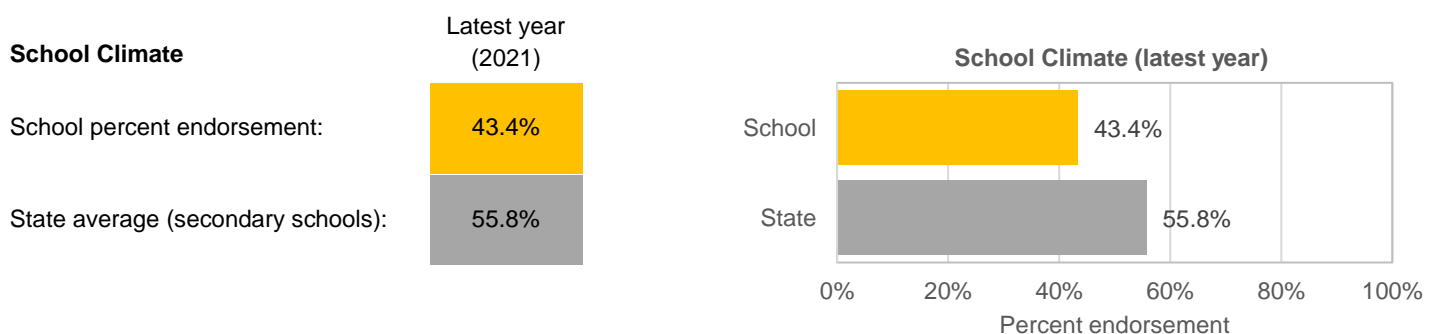


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

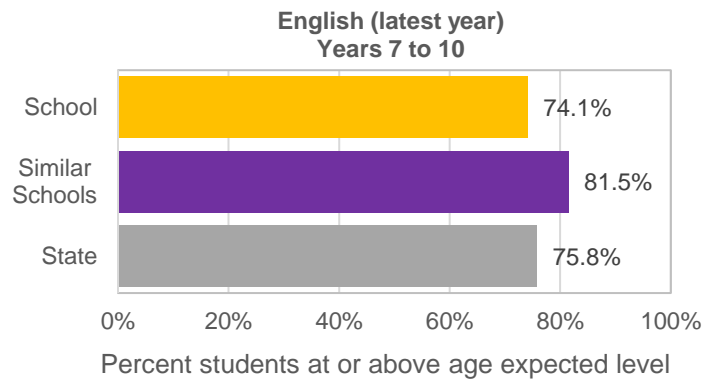
74.1%

Similar Schools average:

81.5%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

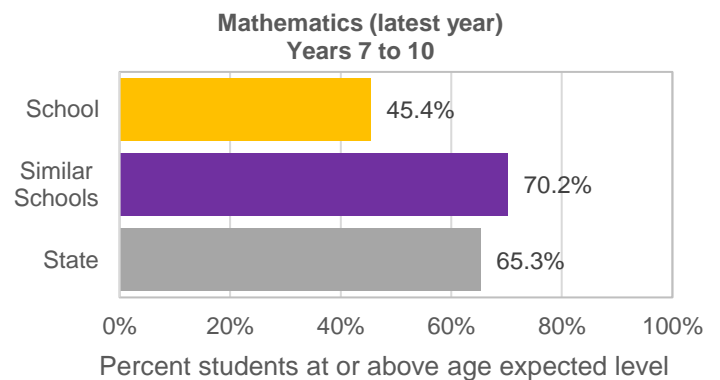
45.4%

Similar Schools average:

70.2%

State average:

65.3%





**ACHIEVEMENT (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.

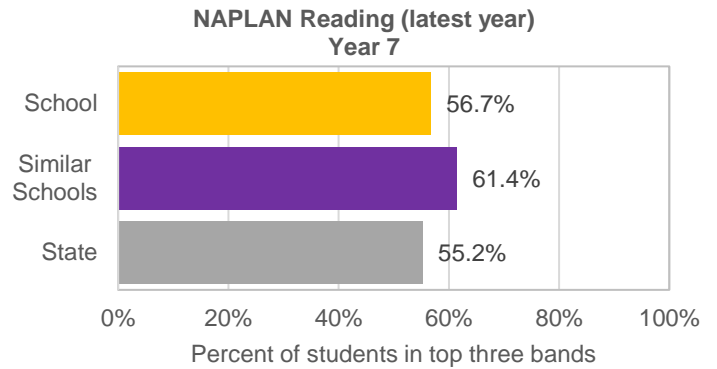
**NAPLAN**

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 2018, 2019 and 2021 data.

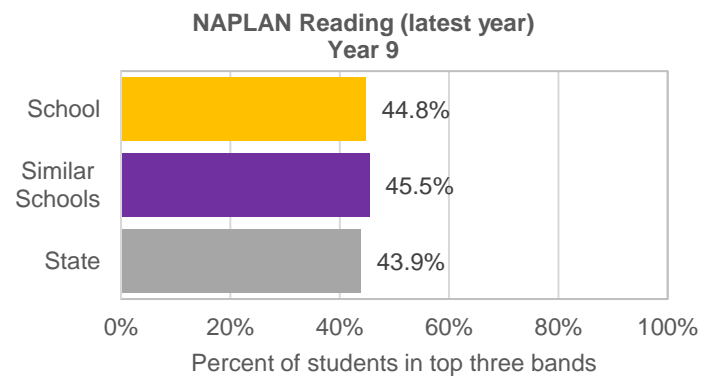
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.7%	59.8%
Similar Schools average:	61.4%	61.4%
State average:	55.2%	54.8%



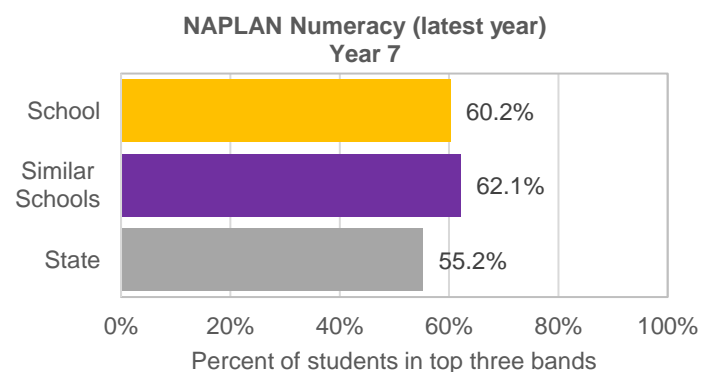
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.8%	46.0%
Similar Schools average:	45.5%	48.2%
State average:	43.9%	45.9%



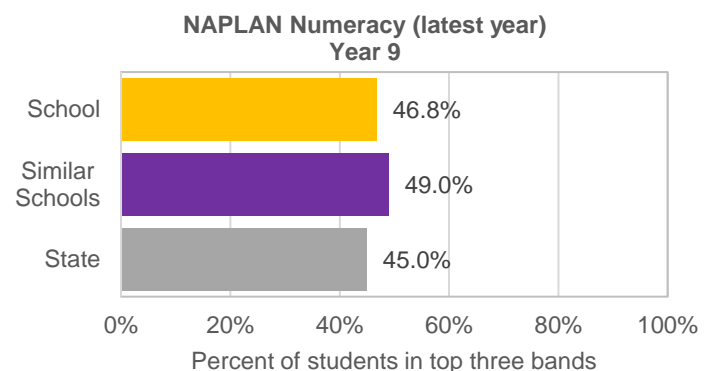
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.2%	59.3%
Similar Schools average:	62.1%	62.3%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.8%	44.4%
Similar Schools average:	49.0%	51.1%
State average:	45.0%	46.8%



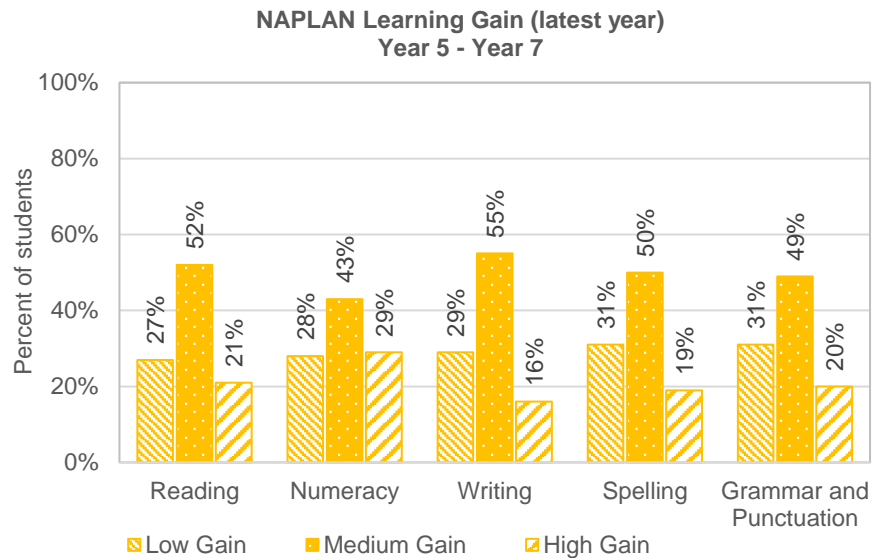
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

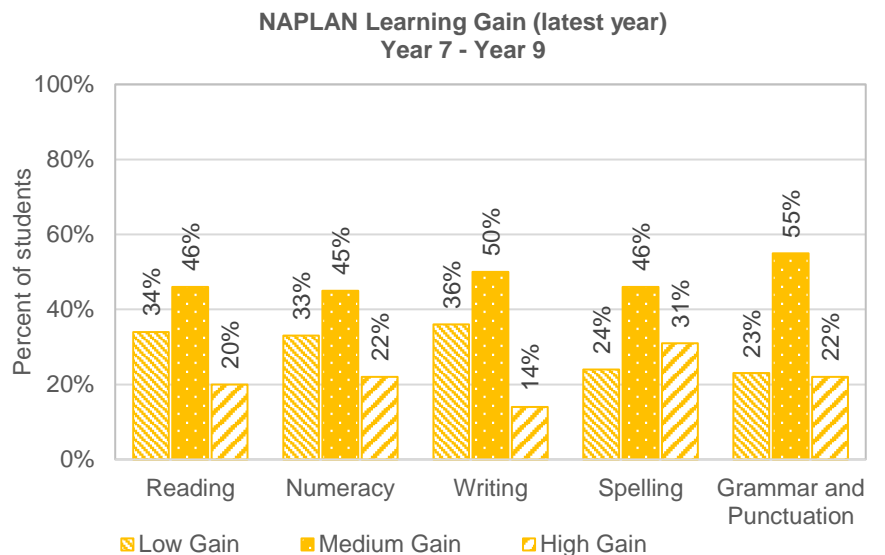
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	52%	21%	21%
Numeracy:	28%	43%	29%	21%
Writing:	29%	55%	16%	21%
Spelling:	31%	50%	19%	23%
Grammar and Punctuation:	31%	49%	20%	22%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	46%	20%	23%
Numeracy:	33%	45%	22%	23%
Writing:	36%	50%	14%	22%
Spelling:	24%	46%	31%	23%
Grammar and Punctuation:	23%	55%	22%	23%



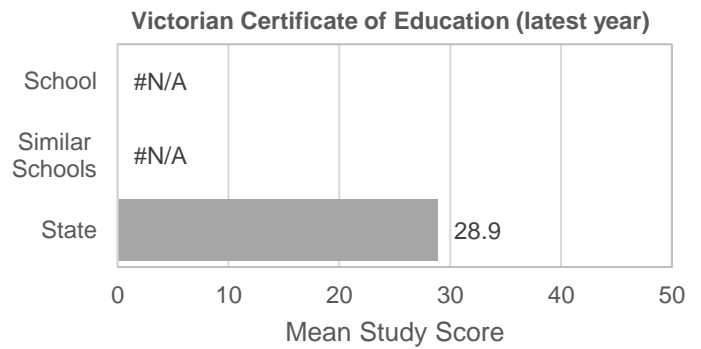
## ACHIEVEMENT (continued)

### 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 (2021)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	29.0	NDA
State average:	28.9	28.9



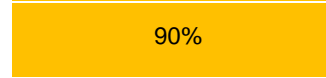
Students in 2021 who satisfactorily completed their VCE:



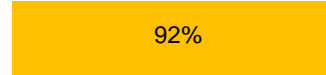
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021\*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

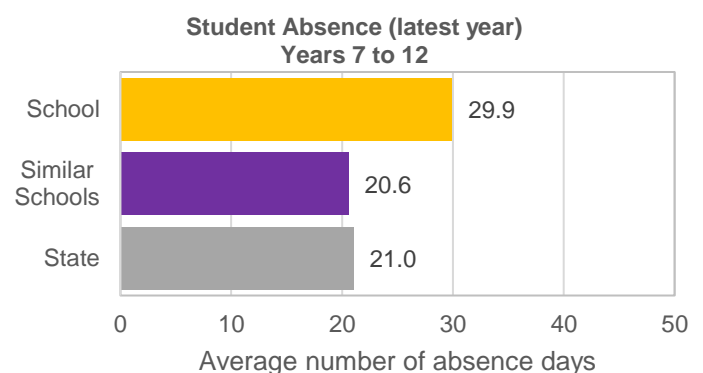
## ENGAGEMENT

**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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	29.9	23.3
Similar Schools average:	20.6	18.6
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

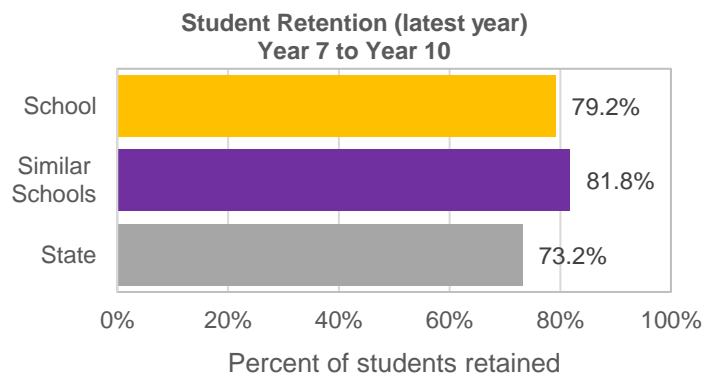
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	85%	84%	85%	NDA	NDA

**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 (2021)	4-year average
School percent of students retained:	79.2%	77.4%
Similar Schools average:	81.8%	80.4%
State average:	73.2%	72.9%



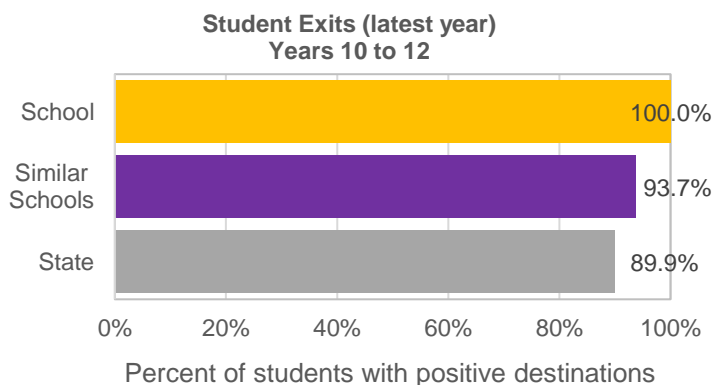
**Students exiting to further studies or full-time employment**

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.9%
Similar Schools average:	93.7%	92.9%
State average:	89.9%	89.2%



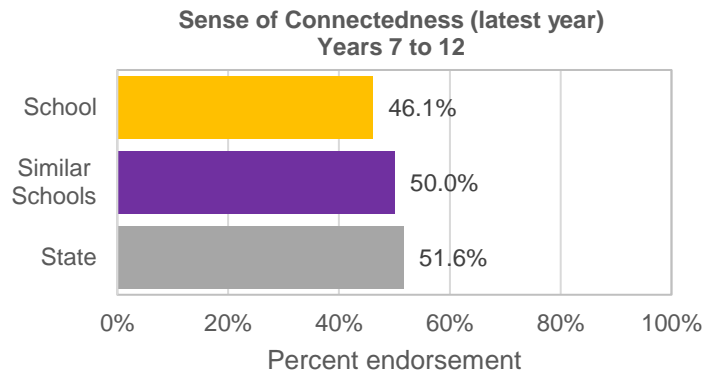
**WELLBEING**

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	46.1%	50.1%
Similar Schools average:	50.0%	53.1%
State average:	51.6%	54.5%

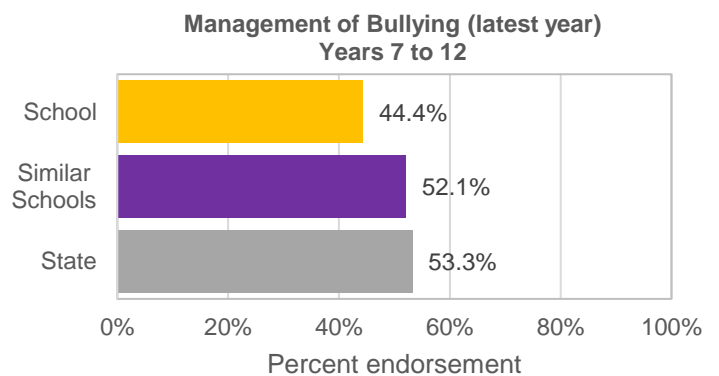


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	44.4%	49.9%
Similar Schools average:	52.1%	55.8%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$14,155,813
Government Provided DET Grants	\$1,930,531
Government Grants Commonwealth	\$2,500
Government Grants State	\$9,800
Revenue Other	\$299,982
Locally Raised Funds	\$1,543,789
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,942,416</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$193,116
Equity (Catch Up)	\$97,314
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$290,430</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,319,133
Adjustments	\$0
Books & Publications	\$468
Camps/Excursions/Activities	\$331,121
Communication Costs	\$39,504
Consumables	\$264,168
Miscellaneous Expense <sup>3</sup>	\$71,485
Professional Development	\$32,785
Equipment/Maintenance/Hire	\$736,298
Property Services	\$702,384
Salaries & Allowances <sup>4</sup>	\$595,919
Support Services	\$285,171
Trading & Fundraising	\$124,469
Motor Vehicle Expenses	\$32,730
Travel & Subsistence	\$8,942
Utilities	\$193,495
<b>Total Operating Expenditure</b>	<b>\$17,738,073</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$204,343</b>
<b>Asset Acquisitions</b>	<b>\$13,000</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 10 Mar 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,001,113
Official Account	\$49,766
Other Accounts	\$47,600
<b>Total Funds Available</b>	<b>\$1,098,479</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$526,676
Other Recurrent Expenditure	\$53,471
Provision Accounts	\$0
Funds Received in Advance	\$263,415
School Based Programs	\$24,413
Beneficiary/Memorial Accounts	\$8,822
Cooperative Bank Account	\$14,366
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$891,162</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.*