

2022 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).
- 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 05 May 2023 at 01:44 PM by Glen Donald (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 05 May 2023 at 02:30 PM by Ronnie Lowe (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

Bendigo South East Secondary College is a co-educational Year 7-10 school in Bendigo, Central Victoria. Our college is one of four year 7-10 colleges in Bendigo, with students generally completing year 11/12 at Bendigo senior Secondary College. Since its formation in 2009, as part of the Bendigo Education Plan, our college vision is committed to ensuring that 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' to achieve more than is required or expected academically, vocationally, socially and personally. The college strongly promotes a community life-long learning alongside parents/carers as integral to the partnership to ensure our college values: Respect, Integrity, Resilience and Teamwork are embedded into the who we want to be in the future. 2022 was a school review year which allowed us to reflect on the last 4 years plan goals and develop our 2022 - 2026 Strategic Plan, which was done in conjunction with the 5 other government secondary schools to collaboratively work towards meeting the goals of the Bendigo Education Plan 2018 - 2028. Our curriculum follows the Victorian F-10 curriculum with an offering for accelerated learning in year 10 via VCE unit 1/2 courses in Biology, Psychology, Health and Human Development and Business Management. These courses are complemented by VET certificate II courses in Automotive and Building & Construction. Each school day is structured around four (4) subject based lessons, with a group advisor session to start the day where student wellbeing and engagement is a focus. A total of 1322 students were enrolled at this school in 2022. 3% of students had English as an additional language and 4% were Aboriginal or Torres Strait Islander. The college had 128.7 equivalent full-time staff: 94.5 teacher class (including 1 x Executive Principal, 3 x Assistant Principals, 8 Leading Teachers, 5 x Learning Specialists) and 34.7 Education Support Staff (27.7 teaching support staff, 7 Integration aides)

Progress towards strategic goals, student outcomes and student engagement

Learning

The focus on learning actions undertaken in 2022 was to support teacher collaboration and reflection to strengthen teacher practice using the BSE Instructional Model. Teaching staff were supported through planning an preparation meetings to focus on formative/summative/moderation/rubric development for every unit of study within a subject. The development of rubrics and the continued use of Google classroom enhanced the access to feedback for students and parents/carers. The performance summary indicates that many students are making less than expected learning growth across NAPLAN domains and teacher judgements which will be focus in our next AIP to use high impact teaching strategies that will impact student learning growth and attainment in reading, writing and numeracy.

Wellbeing

The wellbeing focus during the year was on activities/connection developed during group advisor time and implementing Berry Street Education Model (trauma informed approaches). Training was delivered to staff to improve the implementation of a range of strategies in the context of team teaching in an open plan learning environment that will ensure that all students feel connected, safe and ready to learn at BSE. Student engagement and wellbeing structures and practices, alongside the data demonstrated that although targeted approaches were being implemented, some students were disengaging from their learning and some were experiencing challenges in returning to face to face learning. The focus for the next AIP will be on student health and wellbeing via providing more opportunities for student voice, agency and leadership in to learning activities.

Engagement

Transition and pathways processes and practices alongside the college's retention, early exit and destination data demonstrated that some students were experiencing challenge through transition into, through and out of the college. Student attendance was impacted by COVID isolation recommendations with 55% of students having greater than 20 days absent from learning days. The

focus for the next AIP will be getting back to basics for learning; being on time, every day, ready to learn. this will be driven by activating student learning pathways and alongside the student-led values that define behaviours and reflect the BSE community expectations for students and staff.

Financial performance

The financial performance of the college depicts a net operating deficit of \$222,389 for the year. This spend was made possible spending a surplus from the previous year. The balanced financial performance is possible via college budgeting processes put in place and a string commitment by the Principal/School Council to continue working within the 10 year funding plan developed in 2019 - 2029. The college received locally raised funds from parents/carers for subject levies, camps/excursions and optional programs. In addition to voluntary contributions additional funds were raised from the hire of facilities and the college canteen. All funds received from DET or raised by the college have been expended or committed to the subsequent year to support the achievement of educational outcomes for students consistent with DET policies and the intent for which the 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 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 1322 students were enrolled at this school in 2022, 612 female and 710 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).

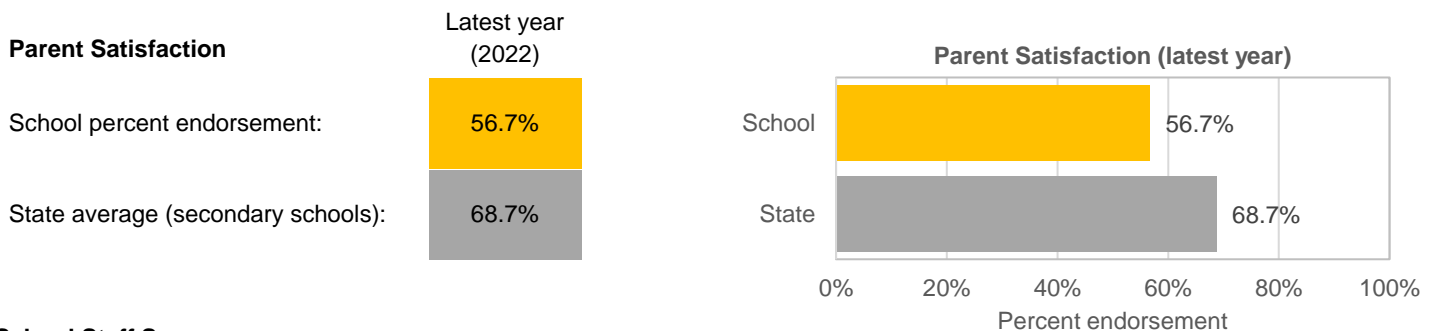
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

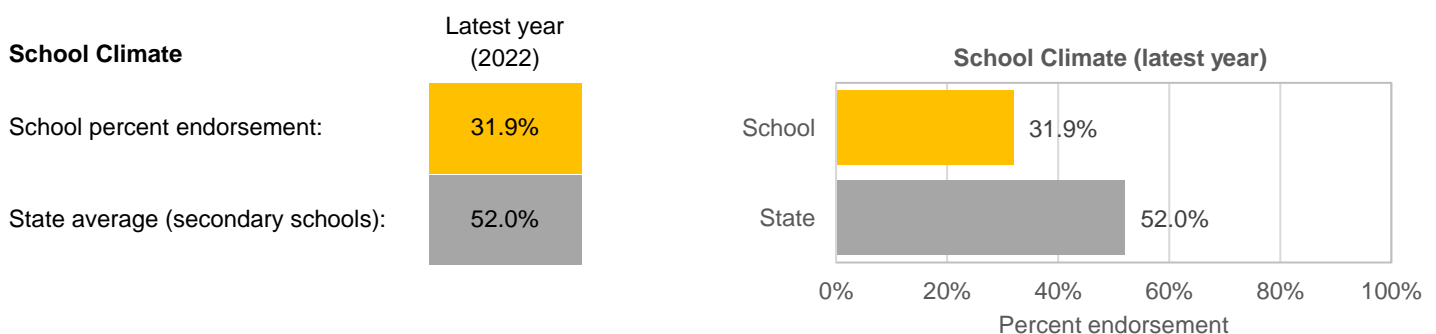


School Staff Survey

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.



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:

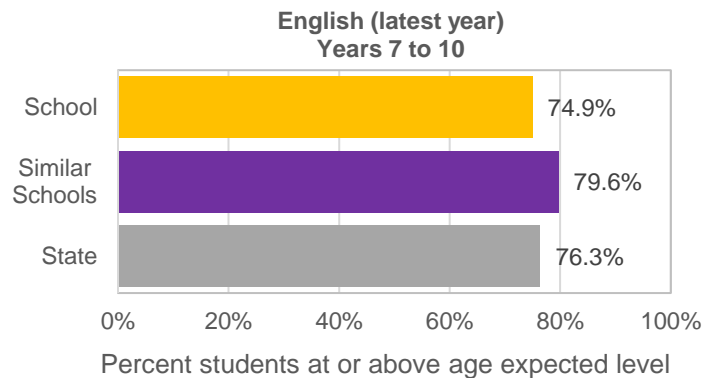
74.9%

Similar Schools average:

79.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

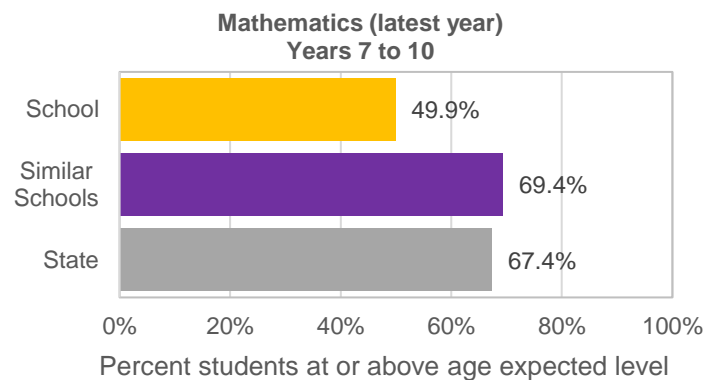
49.9%

Similar Schools average:

69.4%

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.

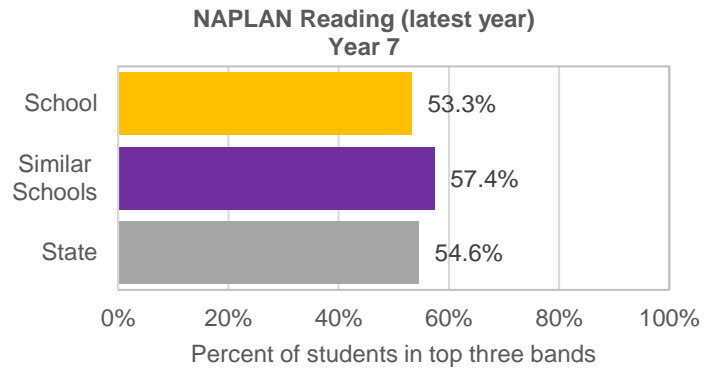
NAPLAN

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.

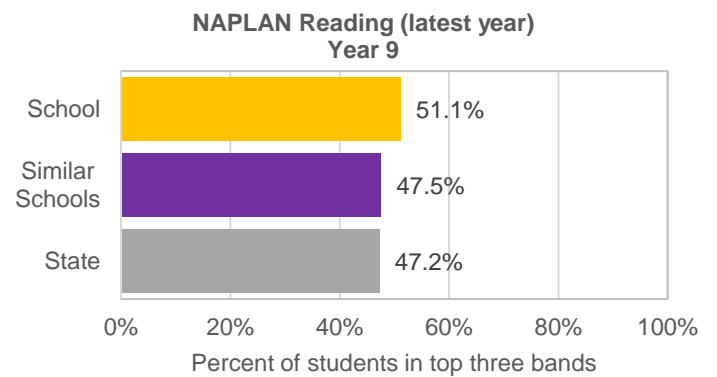
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.3%	60.1%
Similar Schools average:	57.4%	59.2%
State average:	54.6%	55.3%



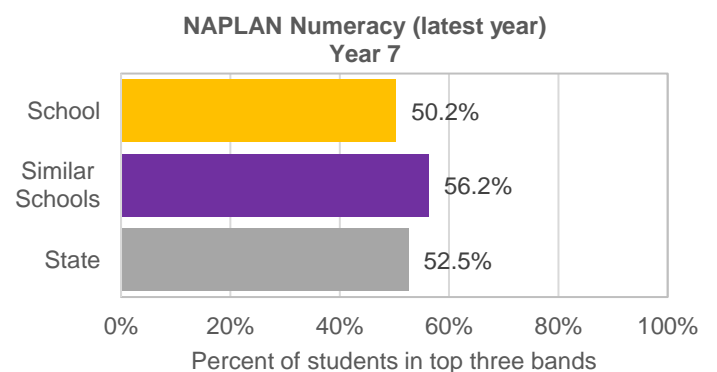
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.1%	46.2%
Similar Schools average:	47.5%	46.1%
State average:	47.2%	46.0%



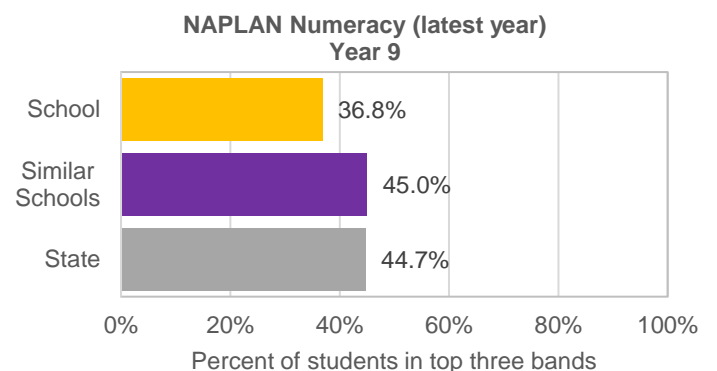
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.2%	58.1%
Similar Schools average:	56.2%	58.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.8%	40.6%
Similar Schools average:	45.0%	46.5%
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.*

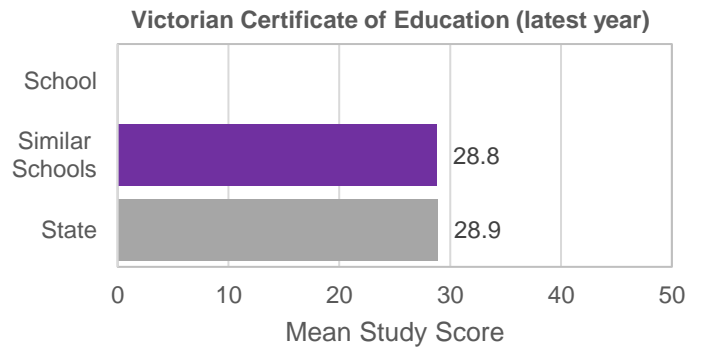
Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	28.8	28.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

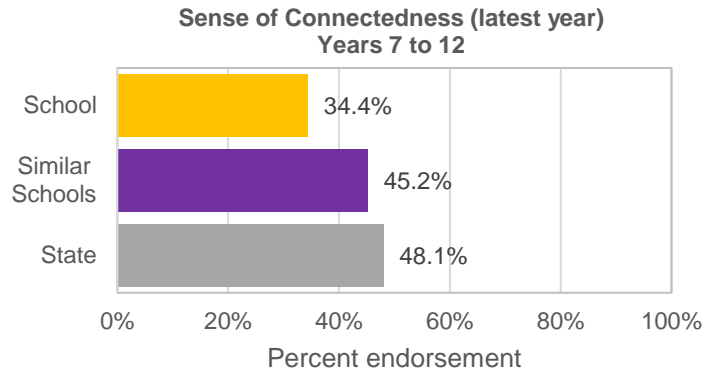
WELLBEING

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).

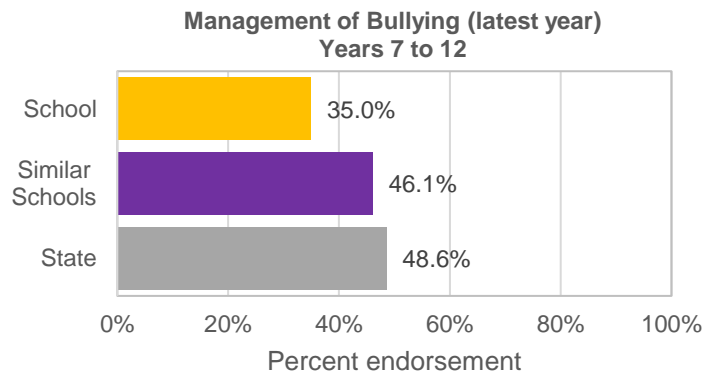
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	34.4%	45.2%
Similar Schools average:	45.2%	50.5%
State average:	48.1%	52.5%



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:	35.0%	44.2%
Similar Schools average:	46.1%	52.4%
State average:	48.6%	54.0%



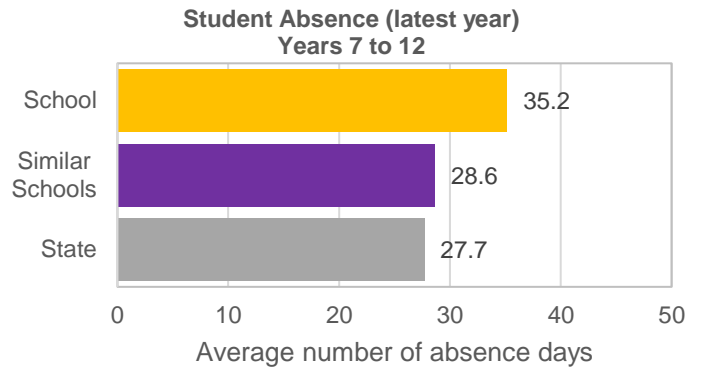
ENGAGEMENT

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:	35.2	26.8
Similar Schools average:	28.6	21.5
State average:	27.7	21.8



Attendance Rate (latest year)

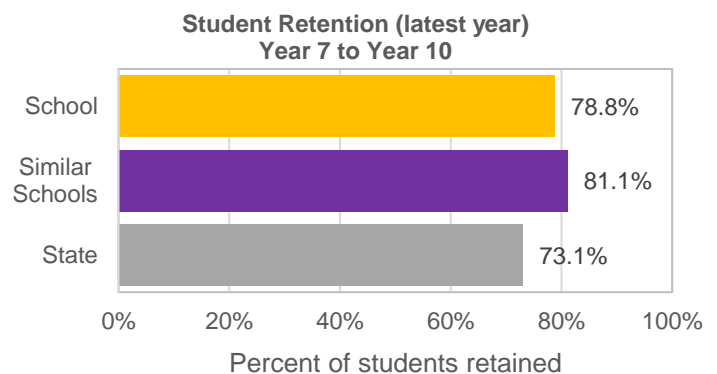
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	81%	81%	83%	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 (2022)	4-year average
School percent of students retained:	78.8%	77.5%
Similar Schools average:	81.1%	80.8%
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.

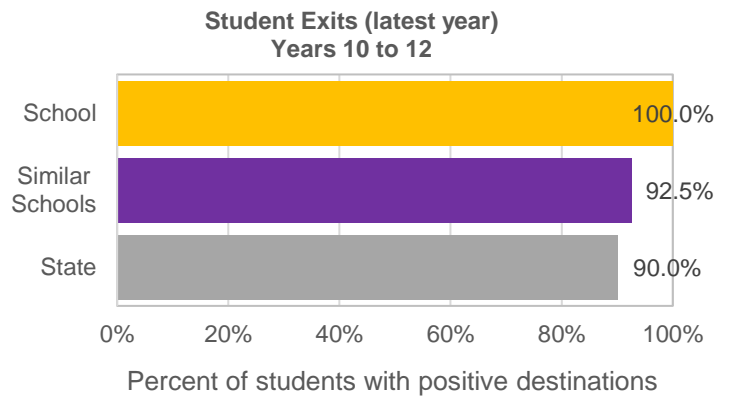
Students exiting to further studies or full-time employment

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:	100.0%	99.9%
Similar Schools average:	92.5%	92.0%
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	\$14,506,920
Government Provided DET Grants	\$1,501,864
Government Grants Commonwealth	\$25,000
Government Grants State	\$40,000
Revenue Other	\$295,868
Locally Raised Funds	\$1,720,585
Capital Grants	\$20,000
Total Operating Revenue	\$18,110,237

Equity ¹	Actual
Equity (Social Disadvantage)	\$199,287
Equity (Catch Up)	\$85,876
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$285,164

Expenditure	Actual
Student Resource Package ²	\$14,559,561
Adjustments	\$0
Books & Publications	\$2,316
Camps/Excursions/Activities	\$374,587
Communication Costs	\$36,602
Consumables	\$328,750
Miscellaneous Expense ³	\$257,843
Professional Development	\$48,979
Equipment/Maintenance/Hire	\$726,949
Property Services	\$480,766
Salaries & Allowances ⁴	\$690,951
Support Services	\$394,543
Trading & Fundraising	\$159,870
Motor Vehicle Expenses	\$30,427
Travel & Subsistence	\$1,849
Utilities	\$218,633
Total Operating Expenditure	\$18,312,626
Net Operating Surplus/-Deficit	(\$222,389)
Asset Acquisitions	\$86,261

- (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	\$414,868
Official Account	\$61,627
Other Accounts	\$46,236
Total Funds Available	\$522,731

Financial Commitments	Actual
Operating Reserve	\$522,731
Other Recurrent Expenditure	\$43,789
Provision Accounts	\$0
Funds Received in Advance	\$41,559
School Based Programs	\$22,933
Beneficiary/Memorial Accounts	\$8,826
Cooperative Bank Account	\$14,476
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
Total Financial Commitments	\$654,315

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.