

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 16 April 2024 at 02:56 PM by Glen Donald (Principal)

- This 2023 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 29 April 2024 at 07:35 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)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

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 most students 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. 2023 was the first full year following the school review in 2022, of implementing some key improvement strategies to achieve the goals of our 2022 - 2026 Strategic Plan. 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 1229 students were enrolled at this school in 2023, a reduction of approximately 100 students from the previous year and bringing the college closer to 1200 student capacity. 4% of students had English as an additional language and 4% were Aboriginal or Torres Strait Islander. The college had 119.5 equivalent full-time staff (Executive Principal x 1.0, Assistant Principals x 3.0, Leading Teachers x 9.3, Learning Specialists x 3.6, Classroom Teacher 1 x 11.1, Classroom Teacher 2 x 55.4, Learning Tutor x 1.3, DIP Tier 2 x 2.3, Mental Health Fund x 0.9, Education Support x 26.7, Integration Aides x 4.9).

Progress towards strategic goals, student outcomes and student engagement

Learning

The focus on learning actions undertaken in 2023 was to support teacher collaboration and reflection to strengthen teacher practice using the BSE Instructional Model via Professional Learning Communities. Teaching staff were supported through planning and 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 via teacher judgements, while NAPLAN results showed that students were tracking closer to expected. Our 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 further implementing Berry Street Education Model (trauma informed approaches). Activities were developed and delivered to assist 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 data demonstrated that although some targeted approaches were being implemented, some students were disengaging from their learning and some were experiencing challenges in attending face to face learning. The focus for the next AIP will be on student health and wellbeing via onboarding with the School Wide Positive Behaviour framework/strategies/procedures.

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 remains a concern post COVID with 58% of students having greater than 20 days absent from learning days. The focus for the next AIP will be on demonstrating the basics for learning; being on time, every day, ready to learn. This will be driven by activating

student learning pathways and alongside the School Wide Positive Behaviour framework being developed in 2024 that reflect student-led values and reflect the BSE community expectations for students and staff.

Financial performance

The financial performance of the college depicts a net operating deficit of \$175,891 for the year. This spend was made possible with a high operating reserve from the previous year. The balanced financial performance is possible via college budgeting processes put in place and a strong 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 .

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 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 1229 students were enrolled at this school in 2023, 543 female and 678 male.

4 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).

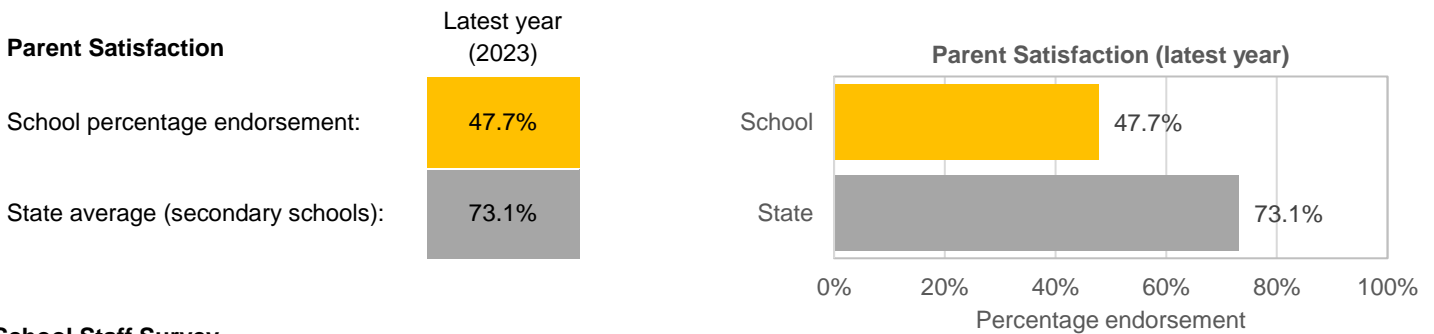
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

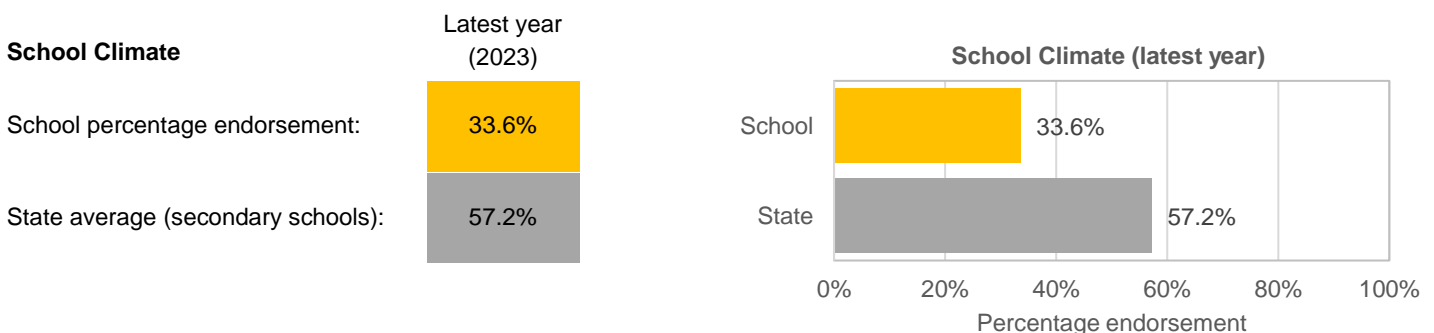


School Staff Survey

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

Percentage 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

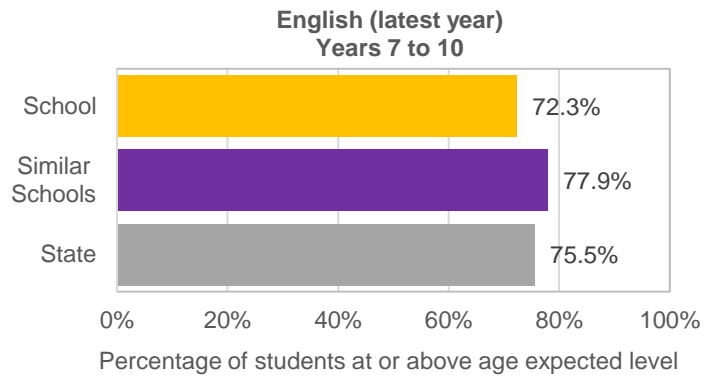
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

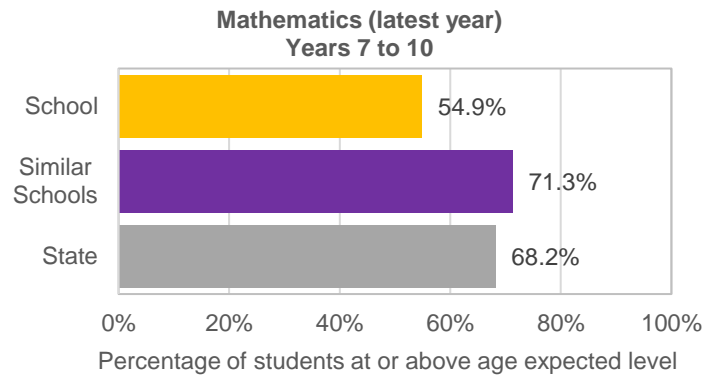
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	72.3%
Similar Schools average:	77.9%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	54.9%
Similar Schools average:	71.3%
State average:	68.2%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.4%

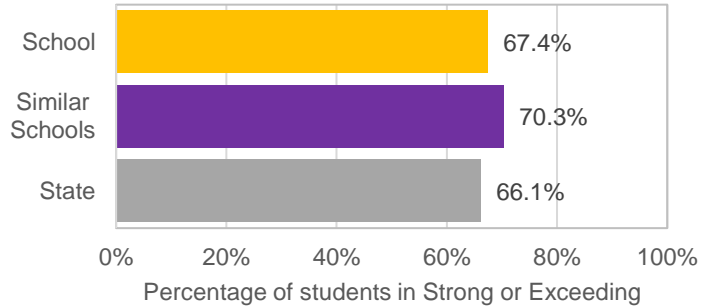
Similar Schools average:

70.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.1%

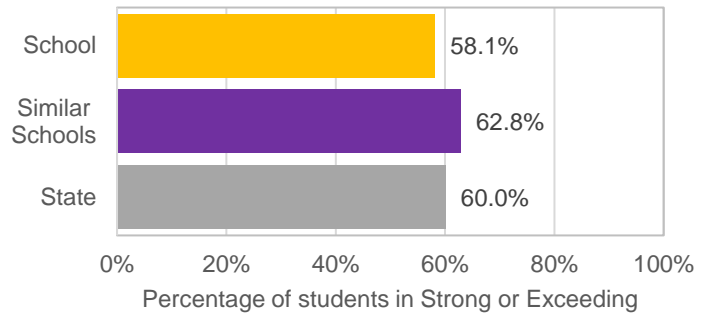
Similar Schools average:

62.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.8%

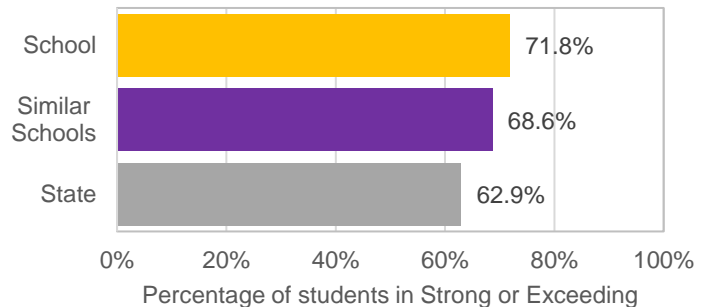
Similar Schools average:

68.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.8%

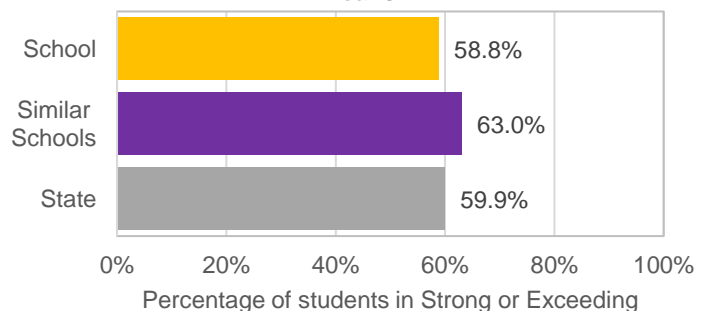
Similar Schools average:

63.0%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

53.3%

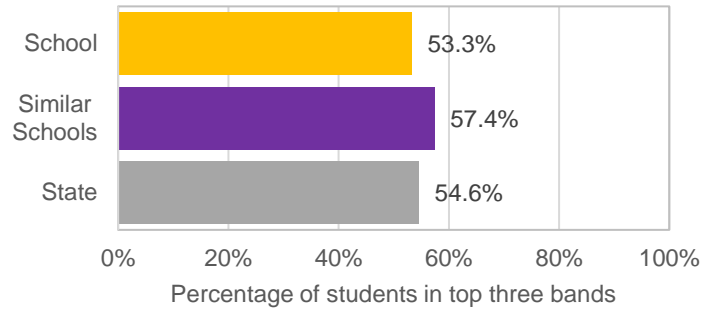
Similar Schools average:

57.4%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

51.1%

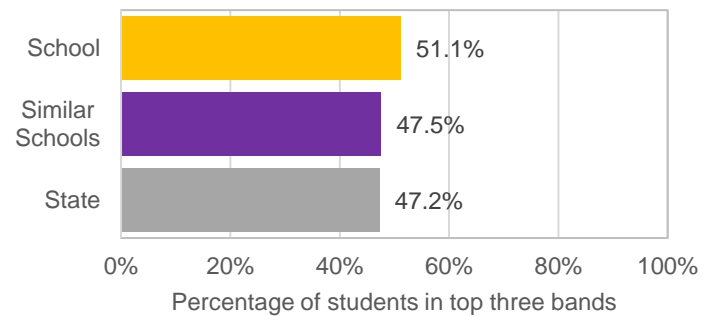
Similar Schools average:

47.5%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

50.2%

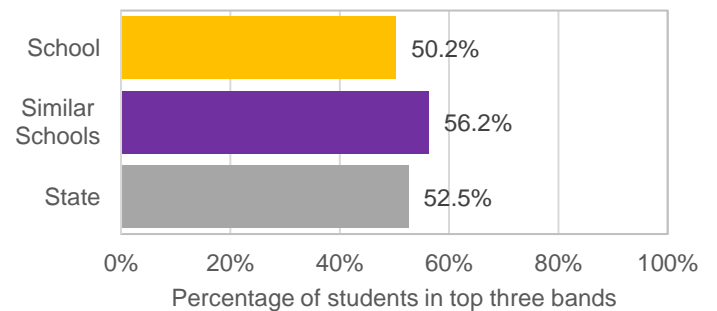
Similar Schools average:

56.2%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

36.8%

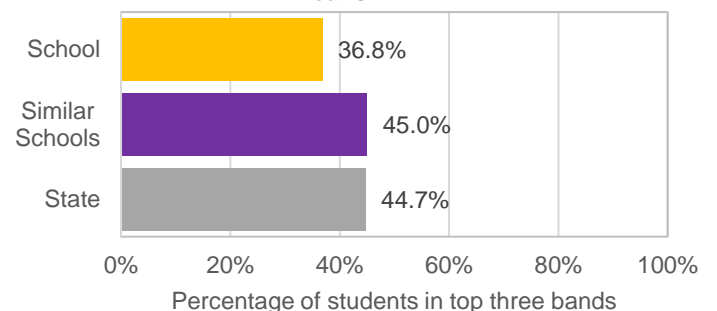
Similar Schools average:

45.0%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



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 Senior Secondary Certificate

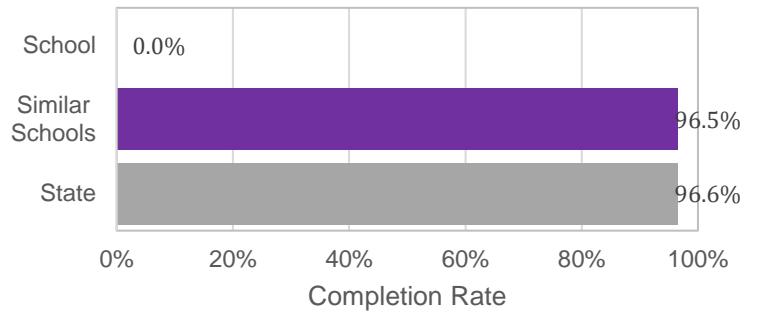
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	0.0%	0.0%
Similar Schools completion rate:	96.5%	97.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

100%

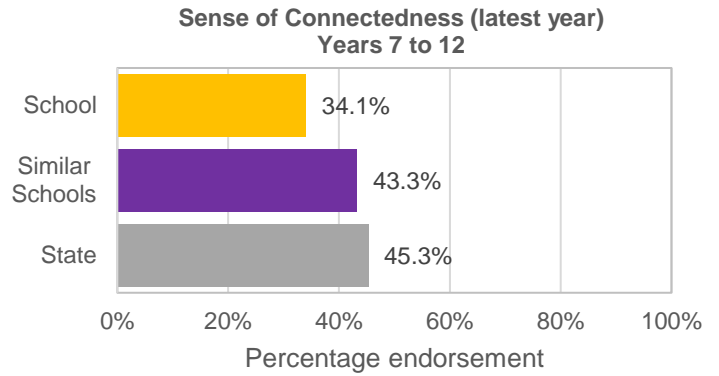
WELLBEING

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 percentage 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).

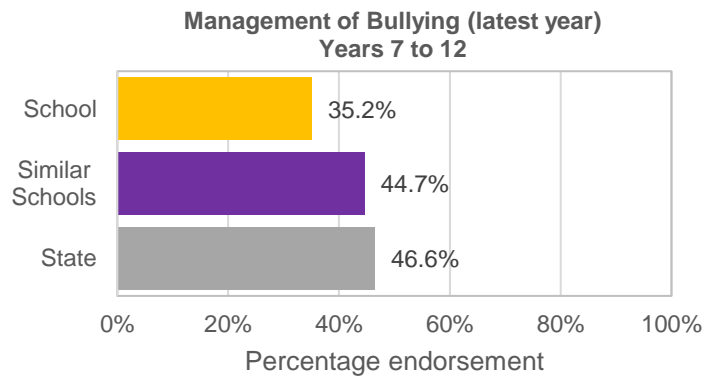
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	34.1%	41.3%
Similar Schools average:	43.3%	47.7%
State average:	45.3%	49.9%



Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	35.2%	40.1%
Similar Schools average:	44.7%	49.0%
State average:	46.6%	51.0%



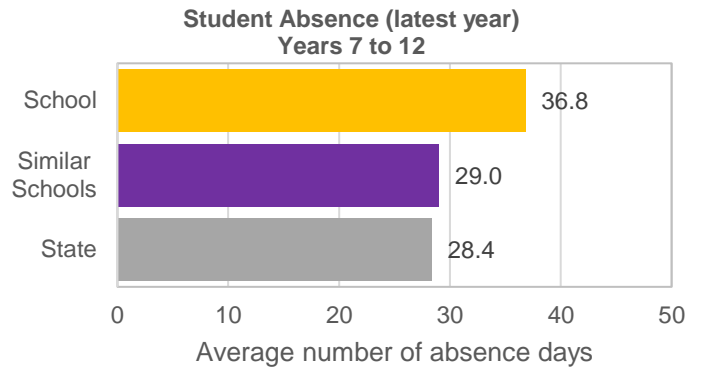
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	36.8	30.0
Similar Schools average:	29.0	23.7
State average:	28.4	23.8



Attendance Rate (latest year)

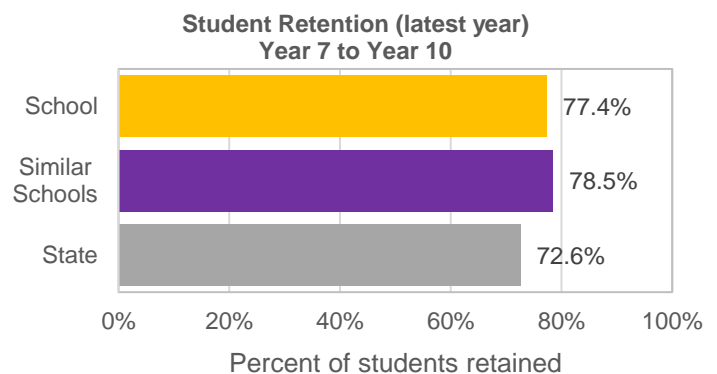
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	78%	78%	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 (2023)	4-year average
School percent of students retained:	77.4%	77.5%
Similar Schools average:	78.5%	80.6%
State average:	72.6%	73.8%



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.

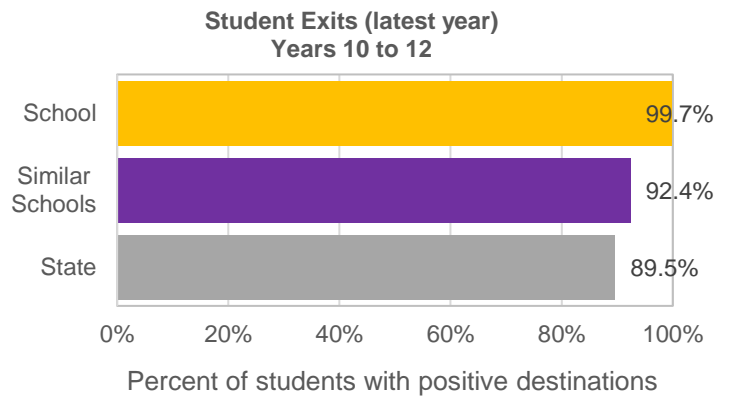
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	99.7%	99.9%
Similar Schools average:	92.4%	92.5%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$14,020,409
Government Provided DET Grants	\$1,665,056
Government Grants Commonwealth	\$0
Government Grants State	\$1,390
Revenue Other	\$383,684
Locally Raised Funds	\$1,454,634
Capital Grants	\$0
Total Operating Revenue	\$17,525,173

Equity ¹	Actual
Equity (Social Disadvantage)	\$221,629
Equity (Catch Up)	\$95,602
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$317,230

Expenditure	Actual
Student Resource Package ²	\$14,313,379
Adjustments	\$0
Books & Publications	\$4,558
Camps/Excursions/Activities	\$304,776
Communication Costs	\$21,023
Consumables	\$238,269
Miscellaneous Expense ³	\$140,628
Professional Development	\$52,180
Equipment/Maintenance/Hire	\$694,067
Property Services	\$504,792
Salaries & Allowances ⁴	\$676,078
Support Services	\$382,428
Trading & Fundraising	\$129,784
Motor Vehicle Expenses	\$31,961
Travel & Subsistence	\$583
Utilities	\$206,558
Total Operating Expenditure	\$17,701,064
Net Operating Surplus/-Deficit	(\$175,891)
Asset Acquisitions	\$0

- (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 19 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$589,702
Official Account	\$115,030
Other Accounts	\$21,140
Total Funds Available	\$725,872

Financial Commitments	Actual
Operating Reserve	\$525,220
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$114,433
School Based Programs	\$22,956
Beneficiary/Memorial Accounts	\$8,276
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$347,000
Asset/Equipment Replacement < 12 months	\$10,844
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$80,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,108,729

All funds received from the Department of Education, 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.