

2018 Annual Report to The School Community



School Name: Brentwood Secondary College (7647)



- 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 2018 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 24 March 2019 at 09:48 PM by John Ballagh
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 08:27 PM by Kerry Whitehand
(School Council President)

About Our School

School context

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient.

Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brentwood education will provide every student with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Brentwood Secondary College is a co-educational school located in the eastern Melbourne suburb of Glen Waverley. The socio-economic profile of the school is classified as high. The 2018 enrolment was 1557 students plus 35 International Students. The total enrolment has been increasing over recent years. The number of equivalent full time staff employed was 132. This equates to 4 principal class officers, 107.2 teachers and 24.8 education support staff.

The Junior School curriculum at Year 7 integrates the study of English (or EAL), Humanities and ICT in a program that is called Thinking, Learning and Creativity (or TLC). Mathematics, Science, Health/PE, Languages (German or Japanese) and The Arts (Art and Music) are taught as stand-alone subjects. A Curriculum Enrichment Program is offered to those students who demonstrate academic skills above those of their peer group. There are two Enrichment classes at Year 7, Year 8 and Year 9; one that studies German and the other Japanese. The Year 8 curriculum includes the study of English (or EAL), Mathematics, Humanities, Science, Health/PE, Languages and Technology (Food Tech and Information Tech). At Year 9 the core curriculum is reduced to English, Mathematics, Humanities and Science thus allowing for the introduction of a range of specialised elective units. This model promotes personalised learning pathways in preparation for senior school. The senior school curriculum provides opportunities for advanced placement in VCE subjects and university enhancement studies.

A secure education or training pathway beyond Brentwood is a priority for all students. There is a strong commitment to pastoral care and the extra-curricular program promotes high levels of participation. Student leadership opportunities are spread across a broad range of activities and services. The Brentwood culture is one of learning, leadership and high expectations for every member of our community.

Framework for Improving Student Outcomes (FISO)

In 2018 the College started the first year of the current strategic plan. Over the four year plan the school is working towards achieving the following goals:

1. To improve student achievement through improving teaching and learning.
2. To improve the positive climate for learning.

To achieve these goals the school has been focused on the FISO initiatives of Building Practice Excellence, Empowering Students and Building School Pride. The key improvement strategies in 2018 were:

1. Build teacher practice to improve student learning.
2. Increase the active engagement of each student in their learning.
3. Empowering students and building school pride.

Significant steps were taken in 2018 towards achieving these goals with the school leadership team engaging the whole school community in reviewing the organisational structure of the school. This resulted teams of staff designing the following four organisational improvements for 2019 and beyond:

1. New leadership structure with the incorporation of Learning Specialists.
2. The school managing students in a House System.

3. New timetable structure with four 75 minute lessons each day.
4. Planning for the Introduction of three VET subjects in Year 11 in 2019.

Achievement

A focus for 2018 was to further enhance student learning by embedding a Brentwood instructional model known as 'GROWTH'. This has provided a consistent framework for teachers to use in further developing their professional practice and supporting student achievement. The College has also sought to find the best possible professional learning partners for teachers and leaders at the school. This has resulted in Brentwood continuing its involvement in the University of Melbourne Network of Schools which will support student achievement in future years, with a particular focus on improving growth in numeracy. An educational consultant has been employed to work with staff to employ innovative strategies in the classroom that cause greater learning. Brentwood has joined the Professional Learning Community (PLC) initiative to learn how to best collaborate on adopting effective evidence based strategies. We have also reaffirmed our Community of Practice focus to work with neighboring schools on 'Building Pedagogical Practice Through Peer Observation'.

In 2018 The percentage of students in years 7 to 10 working at or above age expected standards in English is greater than the median result for all Victorian government schools and in the top 20% of schools, which is a similar result to comparable schools. Similarly, the percentage of students in years 7 to 10 working at or above age expected standards in Mathematics is greater than the median result for all Victorian government schools and in the top 20% of schools, which is also a similar result to comparable schools.

The percentage of students in the top three bands of testing in NAPLAN for reading at year 7 is above the state median and in the top 20% of schools. Similarly, the percentage of students in the top three bands of testing in NAPLAN for numeracy at year 7 is above the state median and in the top 20% of schools. The percentage of students in the top three bands of testing in NAPLAN for reading at year 9 is above the state median and in the top 20% of schools, which is a similar result to comparable schools. The percentage of students in the top three bands of testing in NAPLAN for numeracy at year 9 is above the state median and in the top 20% of schools, but is a lower result to comparable schools.

The percentage of students demonstrating a medium or high NAPLAN learning gain from year 7 to 9 is as follows: Reading – 78%, Numeracy – 73%, Writing – 82%, Spelling – 79%, Grammar and Punctuation – 76%.

The mean study score from all VCE subjects is greater than the median study score for Victorian government schools and is in the top 20% of schools. The mean study score from all VCE subjects is similar to comparable schools. The percentage of students who satisfactorily completed the VCE was 99%. All students in the Program for Students with a Disability demonstrated progress towards the attainment of their Individual Education Plan goals.

Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools. This result is in the lowest 20% of all Victorian government schools and is less than the four-year average. The attendance rate for each year level was as follows, Year 7 - 94%, Year 8 - 94%, Year 9 - 93%, Year 10 - 94%, Year 11 - 94% and Year 12 - 97%. This attendance rate is similar to comparable schools.

Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance is also monitored by the year level Student Managers and the Heads of School. Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday.

Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students

who, for whatever reason, are finding it difficult to attend school on a regular basis. The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate.

The percentage of students who remain at Brentwood from Year 7 through to Year 10 is similar to the median for all Victorian government schools and similar to comparable schools.

The comprehensive pathways program at Brentwood includes extensive careers and course counselling for all senior school students. All students in Years 9 to 12 complete, or update, a Careers Action Plan and the annual Careers Expo provides valuable pathways information for students. The Year 9 Pathways Program culminates in an intensive three day careers program that supports students in thinking about their pathway in senior school and beyond. The transition from Junior School to Senior School includes parent and student interviews that are focused on course counselling, academic progress and futures thinking. Students in Year 8 also complete a Careers Action Plan. The goal of our transition and pathways strategies is to encourage all students to develop a growth mindset and, as articulated in our vision, to provide every student with the opportunity to grow in confidence about their future. A secure education, training or employment pathway beyond Brentwood is a priority for all students.

Wellbeing

The Attitudes to School Survey average score for the 'connectedness to school' variable is higher than the median for all Victorian government schools and is similar to comparable schools. The Attitudes to School Survey average score for the 'student perceptions of safety' variable is greater than the median for all Victorian government schools and is also similar to comparable schools.

Improving student engagement with the learning culture continued to be a focus in 2018 with the College continuing the wellbeing program at Year 7 where a resilience worker is placed into Year 7 homegroups. Creating a classroom environment that explicitly builds the capacity of students to be disciplined, reflective and resilient learners will continue to be promoted. Teachers will be encouraged to further develop the role of student voice in learning by extending opportunities for student feedback and student choice in the classroom.

Student wellbeing is a precursor to learning and, consistent with our vision for happy, healthy, resilient students. Pastoral care continues to be a focus. The Student Wellbeing Team continues to provide care and support for students in need. The Parents Support team further enhances the relationships with our parent body. Support for the work of classroom teachers, Heads of Faculty, Student Managers and Heads of School remains a priority of the Wellbeing Team.

A breadth of co-curricular and student leadership opportunities continue to be offered to enhance students' connectedness to school and to build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community.

Financial performance and position

The Operating Statement Summary for the year ending 31 December 2018 indicates a Total Operating Revenue of \$17,125,170 and the Total Operating Expenditure of \$16,630,482 This indicates a Net Operating Surplus of \$494,688. The surplus funds relate to asset/equipment replacement in the next 12 months and school council savings towards a major capital project.

Grants received include equity funding \$91,958, inclusion boost/equipment funding \$9,800 and respectful relationships funding \$4,000.

Projects completed in 2018 include shade sails \$15,000, canteen electrical works \$13,000, fencing \$20,000 and computer network software and internet upgrade \$65,000.

Asset acquisitions include security cameras, projectors, laser wood cutter and air conditioners.

The Financial position as at 31 December 2018 was as follows: Total Funds Available \$2,335,106 and Total

Financial Commitments \$2,335,106 including savings towards a major capital project. The strong financial position is a reflection of the ongoing support of our School Council and parent community.

For more detailed information regarding our school please visit our website at
<https://www.brentwood.vic.edu.au>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

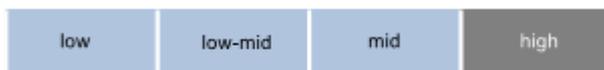
Enrolment Profile

A total of 1589 students were enrolled at this school in 2018, 724 female and 865 male.

32 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

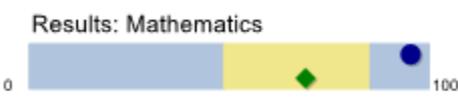
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



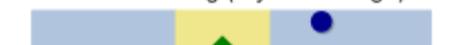
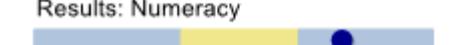
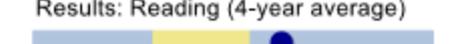
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year 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'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). 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'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>		<p>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 1% VET units of competence satisfactorily completed in 2018: 56% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</p>		

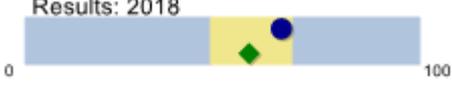
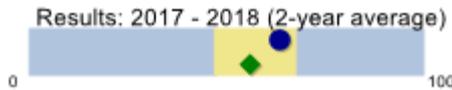
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	94 %	93 %	94 %	94 %	97 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	94 %	93 %	94 %	94 %	97 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$13,340,551	High Yield Investment Account	\$1,853,271
Government Provided DET Grants	\$1,713,813	Official Account	\$168,790
Government Grants Commonwealth	\$33,203	Other Accounts	\$333,045
Government Grants State	\$38,496	Total Funds Available	\$2,355,106
Revenue Other	\$55,729		
Locally Raised Funds	\$1,943,379		
Total Operating Revenue	\$17,125,170		
Equity¹			
Equity (Social Disadvantage)	\$61,358		
Equity (Catch Up)	\$30,600		
Equity Total	\$91,958		
Expenditure		Financial Commitments	
Student Resource Package ²	\$13,419,673	Operating Reserve	\$518,046
Books & Publications	\$22,132	Funds Received in Advance	\$434,056
Communication Costs	\$41,675	School Based Programs	\$6,528
Consumables	\$388,740	Capital - Buildings/Grounds < 12 months	\$396,476
Miscellaneous Expense ³	\$1,218,831	Capital - Buildings/Grounds > 12 months	\$1,000,000
Professional Development	\$124,005	Total Financial Commitments	\$2,355,106
Property and Equipment Services	\$545,841		
Salaries & Allowances ⁴	\$687,672		
Trading & Fundraising	\$81,440		
Travel & Subsistence	\$2,829		
Utilities	\$97,645		
Total Operating Expenditure	\$16,630,482		
Net Operating Surplus/-Deficit	\$494,688		
Asset Acquisitions	\$145,773		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

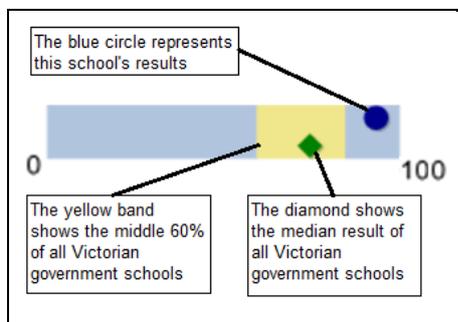
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

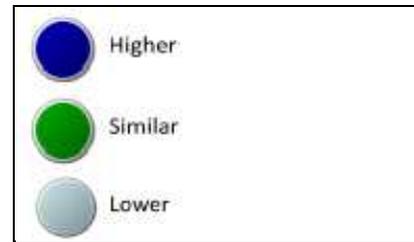


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').