

2016 Annual Report to the School Community



School Name: Brighton Secondary College

School Number: 7650



Name of School Principal:	Richard Minack <i>Richard Minack</i>
Name of School Council President:	Tania Madjaric <i>Tania Madjaric</i>
Date of Endorsement:	26/04/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



Education and Training



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Brighton Secondary College is a co-educational school situated approximately 15 km south-east of Melbourne. The school had 108.8 Effective Full Time employees. The leadership structure consists of a Principal, three Assistant Principals and seven Leading Teachers.

The school delivers the AusVELS, VCE and VET curriculum. It offers a range of other enhanced curriculum offerings including SEAL (Select Entry Accelerated Learning) and EHLES (English, Humanities, Literature Enhancement Studies).

A total of 1230 students were enrolled in 2016, 504 female and 726 male.

There were 12% of EAL (English as an Additional Language) students and less than 10% ATSI (Aboriginal and Torres Strait Islander) students. Of the total student population, approximately 115 were full-fee paying international students.

DET analysis indicates the school family population has high socio-economic status.

The school prides itself on its inclusive enrolment and promotion practices. Overall, BSC is a place of opportunity where everybody collaborates with respect, compassion and integrity to achieve personal excellence.

Framework for Improving Student Outcomes (FISO)

The school has selected, "Building Practice Excellence" as its FISO improvement initiative.

Work is well advanced in delivering various programs that seek to develop practice excellence. These include a whole school coaching program, a whole school literacy program, and work on re-designing and implementing a new assessment and reporting regime.

Achievement

DESTINATIONS BY INSTITUTION AND DEGREE/VET

INSTITUTION	2015		2016	
	Bachelor Degree	Cert. / Diploma	Bachelor Degree	Cert. / Diploma
Academy of Design Australia	1			
Academy of Interactive Entertainment		1		1
Australian Catholic University	5		4	
Australian College of the Arts (Collarts)	2			
Australian College of Sports Therapy		1		
Box Hill Institute of TAFE	1	4	1	2
Chisholm Institute of TAFE				
Collarts (Australian College of the Arts)			1	
Le Cordon Bleu Australia - Sydney				
Deakin College (Formerly MIBT)		7		5
Deakin University	8		16	
Elly Lucas Beauty Therapy College				1
Federation University (New University)			1	
Footscray City Film				
Holmesglen Institute of TAFE				3
La Trobe University	4		5	
La Trobe Melbourne				1
Melbourne Institute of Technology (MIT)				
Monash College		5		3



Monash University	28		26	
Navitas				
NMIT				
RMIT University	18	10	26	14
SAE Creative Media Institute				
Southern School of Natural Therapies				
Swinburne University	8	2	7	4
University of Melbourne	19		14	
Victoria University	7		4	2
William Angliss Institute of TAFE		2		
TOTAL	101	32	105	36
% of Total Offers	76%	24%	75%	25%
Total Number of Students (Completed VCE)	156		163	
Total Number of Applicants	144		140	
Total Number of Offers + % of Applicants	133 92.4%		140 95.9%	
% of offers against number who completed VCE	85.3		85.90%	

Institutions in order: RMIT, Monash, Deakin, Melbourne. 70% Of all offers between them. RMIT has the largest intake of our students this year.

Melbourne intake down on 2015, possibly as a consequence of a reduced number of ATARs in the 90s on 2015 data.

Major Data - 2016:

- 173 Students began Yr.12 in 2016
- 163 Students completed their VCE
- 163 gained an ATAR
- 146 students applied for post secondary courses. (90% of students who completed Yr.12)
- 140 students offered places in the first offer round. (96% of students who applied)

Of the 140 offers, 105 (75%) University / 35 (25%) VET courses. I.e. Diploma or Certificate courses.

Almost identical split to 2015.

6. Non Offers: All Internationals have received an offer. Much better than 2015.

6 of our Local students did not satisfy prerequisites or adjust their application in line with the ATAR they achieved.

OFFERS BY FIELD OF STUDY	2015		2016	
	No.	%	No.	%
Agriculture, Environmental & Related Studies	0	0	0	0
Architecture & Building	7	5	6	4
Creative Arts	21	16	22	16
Education	2	1.5	3	2
Engineering & Related Technologies	10	7.5	9	6
Food, Hospitality & Personal Services	1	0.75	3	2
Health	20	15	7	5
Information Technology	5	3.75	5	4
Management & Commerce	35	26	37	26
Natural & Physical Sciences	25	19	19	14
Arts, Society & Culture	20	15	38	27

* These totals are greater than the number of student offers because we have recorded both parts of double degrees.

Health is down which is surprising.

Arts, society & Culture strong and firming. Commerce rock solid. Creative arts holding its own.



Offers According to Preference levels (Students could list up to 12 courses in preferred order)	2015		2016	
	Number	%	Number	%
1	66	49.6	53	38
2	27	20.3	34	24
3	13	9.7	21	15
4	7	5.3	11	8
5	7	5.3	9	6
6	5	3.7	4	3
7	6	4.5	5	3.5
8			3	2
9			2016 - 8 Prefs only	
10				
11				
12	2	1.5		

Notes:

- 62% of students received their first or second preference. Over 77% in the top three preferences.
- A number of high achieving students had Dean's scholarship and Chancellor scholarship awards as their first choice. (These usually require ATAR of 99+)

Where they didn't receive these awards, they did get the same degree but without the scholarship. So effectively getting their first choice degree, but recorded as their 2nd choice.
- The Pattern of offers is similar to other years.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The DET asks schools to comment of how they are addressing non-attendance as part of its report on Engagement and Wellbeing. Our school has very low levels of non-attendance. The performance charts indicate our non-attendance rates are well below both state averages, and like school predicted levels. Nevertheless, we continue to address non-attendance in a variety of ways. Use of Compass to flag non-attendance is ongoing. Year level Co-coordinators, and then, if necessary, our Wellbeing team follow-up specific instances of prolonged non-attendance.

Parent education about the importance of maximizing student attendance is on-going. We also access specific agencies to assist families to address the underlying causes of students who may have periods of significant nonattendance. These include welfare, counselling and alternative educational providers.

Wellbeing

Students continue to report feelings of connectedness to school in line with the state average, and perceptions of safety above the state average (that is, they feel safer, on average, than students in other schools). We are aware that the scores on feelings of connectedness are lower than we are driving for. To this end, we have paused our timetabled pastoral care sessions (mentor program), so that we can review and improve it prior to its re-introduction in 2018. All our other pastoral care programs remain in place.



For more detailed information regarding our school please visit our website at
www.brightonsc.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1230 students were enrolled at this school in 2016, 504 female and 726 male. There were 12% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels: Result for this school: Median of all Victorian government secondary year levels:

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>	<ul style="list-style-type: none"> Similar Similar Similar Lower

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>57%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	49%	33%	Numeracy	21%	49%	31%	Writing	21%	46%	33%	Spelling	24%	51%	24%	Grammar and Punctuation	16%	57%	27%	NAPLAN Learning Gain does not require a School Comparison.
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<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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<div style="text-align: center;"> ● Lower ◆ Lower </div>																								
<p>Students in 2016 who satisfactorily completed their VCE: 96% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 8% VET units of competence satisfactorily completed in 2016: 86% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	93 %	92 %	94 %	95 %	93 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	93 %	92 %	94 %	95 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

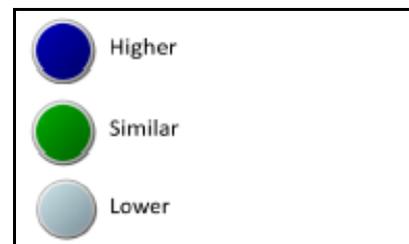
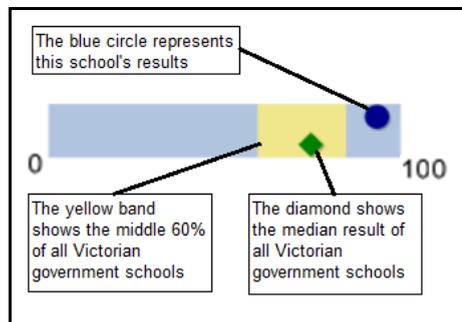
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

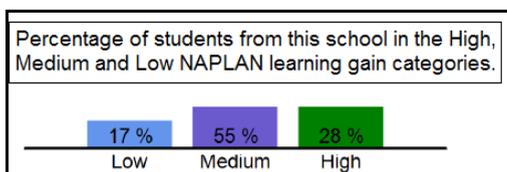
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The Annual Financial Performance and Position includes the Student Resource Package (SRP) financial information which sits outside the schools operating statement and is received through credit funding from DET for staff salaries. An overall deficit has been accounted for in our financial commitments statement as repayable to DET in 2017 and is reflected in the funds available in our bank account. The College expended more than income as they accessed cash reserves to finance preparation for the upcoming building program and air-conditioning in the Da Vinci Building. A large write-down of assets (\$1,172,527) occurred during the year to reflect current DET policy.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$9,167,247
Government Provided DET Grants	\$1,566,381
Government Grants Commonwealth	\$6,820
Government Grants State	\$25,561
Revenue Other	\$158,877
Locally Raised Funds	\$2,339,113
Total Operating Revenue	\$13,263,999

Expenditure	
Student Resource Package	\$10,775,160
Books & Publications	\$9,620
Communication Costs	\$46,203
Consumables	\$251,883
Miscellaneous Expense	\$2,297,169
Professional Development	\$59,493
Property and Equipment Services	\$720,273
Salaries & Allowances	\$331,381
Trading & Fundraising	\$293,106
Travel & Subsistence	\$91,170
Utilities	\$84,481
Total Operating Expenditure	\$14,959,939

Net Operating Surplus/-Deficit (\$1,695,940)

Asset Acquisitions \$104,621

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$637,789
Official Account	\$369,346
Other Accounts	\$1,377,901
Total Funds Available	\$2,385,036

Financial Commitments	
Operating Reserve	\$661,628
Revenue Received in Advance	\$98,408
Repayable to DET	\$1,625,000
Total Financial Commitments	\$2,385,036

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses includes repayments to DET for addition locally funded, above entitlement staff salaries of approximately \$1.2mil, camps fees and international student accommodation revenue of approximately \$700,000.00, as well as bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

