

# 2022 Annual Report to the School Community

School Name: Bentleigh Secondary College (7255)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 27 April 2023 at 10:06 AM by Helene Hiotis (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 28 April 2023 at 08:14 PM by Andrew Clarke (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school 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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### 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)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Bentleigh Secondary College is a thriving and innovative school, proudly supported by its local community providing excellence in education. The College continues to develop a culture of high expectations with a focus on learning. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing evaluation. Our college has 99.72 equivalent full-time staff; 4 Principal class, 73.78 teachers, 5 paraprofessionals and 16.94 Education Support Staff. Enrolments reflect a strong and growing reputation in our local community. Based on the school's Student Family Occupation index we have a high socio-economic profile and 3.23% of students had an additional language and 0.86% were Aboriginal or Torres Strait Islander. A key educational priority is to ensure students have access to curriculum activities that broaden and deepen their learning experiences. We value personal effort, perseverance, and excellence. Bentleigh Secondary College's vision is to develop students who:

- engage in their learning and become lifelong learners who will develop resilience and optimism
- are independent learners, whose learning is extended by teachers who use high impact teaching strategies and best practice based on data to achieve ongoing learning growth
- utilise 21st Century skills (such as: Collaboration, Communication, Creativity, Critical Thinking) to enable them to enhance their learning at school and provide them with the knowledge and skills to apply this learning ethically and effectively in further study, work and in their personal lives.

Bentleigh Secondary College's philosophy is to recognise and build a culture of high expectations in education. This is reflected in the historical merging of schools from the college motto of 1956 *Quaere Veritatem*, 'Seek the Truth' and current motto *Optimum Esse Vos Esse*, 'Being the Best You Can Be'. We enact our School Vision through:

- a range of evidence-based pedagogy used by teachers in our classrooms
- collaboratively designed and innovative curriculum delivered in our classrooms
- feedback provided to students about their learning and where to go to develop the next steps
- focus on Growth Mindset, Mindfulness and Meditation
- extra-curricular programs, such as House (Bentleigh's Got Talent, Carnivals, Chorals, and Debating), Instrumental Music, Performing Arts, Sustainability and STEAM, Interschool Sport and Sport Academy
- programs developed for student voice where opportunities are provided for students to show initiative
- the work within Bentleigh Secondary College's inclusive and diverse school community.

Our school programs and practices are designed to reflect this vision. We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices are used to acknowledge conflict and to repair relationships. We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture. A new 12.7 million Performing Arts Centre will cement the school's position as an exemplary provider of Instrumental Music and performance. Bentleigh Secondary College's values are:

- Excellence – excellence in education
- Inclusiveness – the right to feel safe
- Respect – the right to be treated with respect
- Responsibility – the right to learn
- Participation – the right to be supported by a positive community

This Vision, Philosophy and Values Statement ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate in decision making and learn. Our extra-curricular programs offer outstanding opportunities in Instrumental Music, the Performing Arts, LOTE study tour to Japan and a STEAM/History Tour to Europe were cancelled due to COVID, leadership (SRC), sport including a Sports Academy, camps and activities, International Student Program and community service. Strong and positive relationships are the cornerstone of our inclusive college culture. There is a genuine focus on student leadership and student voice in all areas of the college and a vibrant House System. The College works to maximise student learning in an inclusive learning environment that develops independent, creative, resilient and positive individuals; equipped with the personal, social, academic and technological skills necessary in a changing world.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Like schools around the world, Bentleigh Secondary College has continued to be affected by the world-wide pandemic, COVID-19 and this has had an effect on the ability of the college to meet the targets that were set in the last School Strategic Plan. Students had significant periods of time, where they were taught using online methodologies. For many students, this resulted in reduced levels of engagement, motivation, wellbeing and connectedness to school, with a consequential decline of learning outcomes and achievement levels prior to their return 2022. In 2022, students returned to school with a focus on improving both literacy and numeracy although the progress has been somewhat slower than expected. The results show that the 2022 Year 7 Reading and Numeracy results were significantly above state average. The results show that the college enrolls a relatively high percentage of students who, in Year 7, obtained results in the top 2 bands of NAPLAN. In Reading, 34% for the students were in the top two

bands and 9% in the bottom two bands. In Numeracy, 43% for the students were in the top two bands and 5% in the bottom two bands. Relative growth is defined so that 25% of the State's students have low growth and 25% have high growth. The comparison data is not available as they did not complete NAPLAN in 2020. The 2022 Year 9 Reading and Numeracy results were slightly above state average. The VCE Strategy to build capability amongst staff and students was further enhanced by employing tutors to support VCE students in 2022. The VCE results show 95% of our students completed their VCE with 80% exit destination to university/TAFE and the rest taking a gap year or finding full time work. It is also noted that the number of VET students has increased with the Careers and Pathways Leader expanding the VET offerings for VCE Senior School Reform VCE Vocational Major. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects in VCE and university enhancement subjects. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## Wellbeing

We have continued to make significant progress in student wellbeing at Bentleigh Secondary College during 2022. If students are feeling unsafe, or anxious, learning can often be a huge challenge. Therefore, the school continued to promote a positive learning environment for all students through School Wide Positive Behaviours Support Strategy and continued to employ two school-based counsellors and a psychologist, with a learning qualification, as well as a mental health focus. The four Pillars of Learning – Year 7 Learning GRIT, Year 8 Learning EQ, Year 9 Learning Journey and Year 10 Learning Leadership provide opportunities for students to build their social and emotional capabilities

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing positive results like 'Student Connectedness' at 75%, 'Parent Communication' at 70%, 'Managing Bullying' at 73%, 'Not Experiencing Bullying' at 71%, 'Physical Environment at 80%' and 'High Expectations for Success' at 73%. The school also uses the wellbeing online tool, SchoolTV. This is proving very successful as a support tool for our parent and staff community

## Engagement

Bentleigh Secondary College students are engaged and connected to their school. This year, the College continued to focus on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2022 included programs such as School Leadership Programs - House Program, Sport, Sport Academy, Performing Arts and Music. Our Presentation Night celebrated the achievement of our 7 - 12 students and a highlight of our school calendar. The school had a focus on improving students' sense of 'Student Voice and Agency', 'Goal Setting' and 'Connectedness to School', as indicated in the 2022 AIP. Students participated in selection panels, reviewed the AToSS data, participated in focus groups and were members of School Council, sharing their collective views and insights. It is positive to note that we have moved into the 'Influence' domain of school performance for Senior Secondary in 2022. Student absences at each year level and overall, is similar to, the State mean (with significant absences contributed to COVID-19). This was supported by the Sub School teams focus to work with families to ensure students were at school and learning. 'Attitudes to Attendance' on AToSS was at 76% that reflected positively towards learner characteristics and disposition with 80% positive results for 'I always try to attend school'. The College continues to send SMS messages to parents, requesting them to notify the school of any absences, send out reports to parents with unexplained absences and made phone calls after extended periods of absences. The College works closely with the Wellbeing Team to support chronic absences and return to school processes.

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## Other highlights from the school year

Please find enclosed a media file with attachments that showcase significant activities and highlights:

- 2022 Year in Review
- 2022 House Swimming @ Bentleigh
- 2022 House Athletics @ Bentleigh
- 2022 House Debating
- 2022 House Bentleigh's Got Talent
- 2022 MADD @ Bentleigh

<https://marytzimourtas2.wixsite.com/website-1>

## Financial performance

Bentleigh Secondary College sustains a sound financial position due to sound financial management and efficient use of college resources. The 2019-2023 School Strategic Plan (SP), along with the 2022 Annual Implementation Plan (AIP), continued to provide the framework for the allocation of funds to support school programs and priorities. Financial resources, obtained via locally raised funds in particular, are committed to supplement government funding in providing an engaging, supportive and safe learning environment, delivering significant benefits to students. In addition to locally raised funds, the college received funding from DET including the regular cash SRP funding, equity funding, school infrastructure funding, instrumental music program funding and other targeted initiative funding during the year. Annual results show a surplus which is contributed to operating reserve and funds held in advance for 2023. It should be noted that the Financial Position report the operating reserve equates to an average of two months expenditure and is locked by DET.

**For more detailed information regarding our school please visit our website at**  
<https://www.bentleighsc.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 938 students were enrolled at this school in 2022, 411 female and 527 male.

14 percent of students had English as an additional language and 1 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).

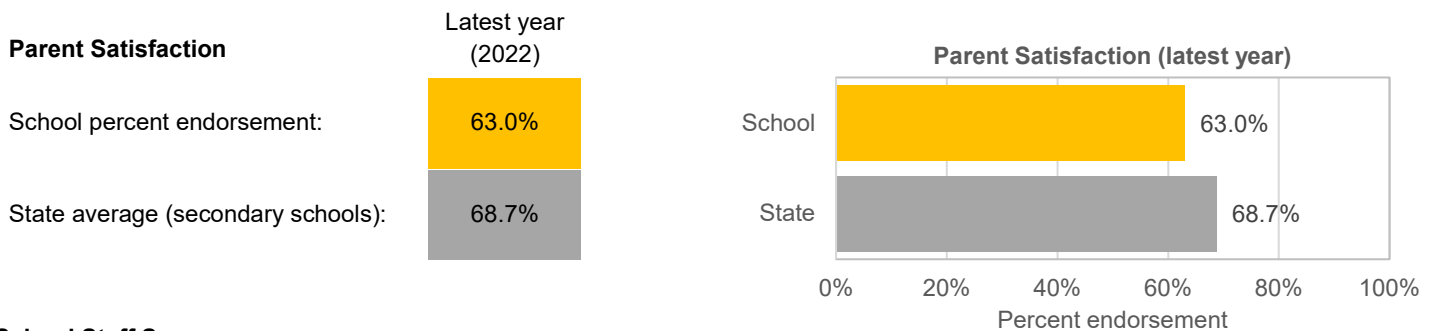
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

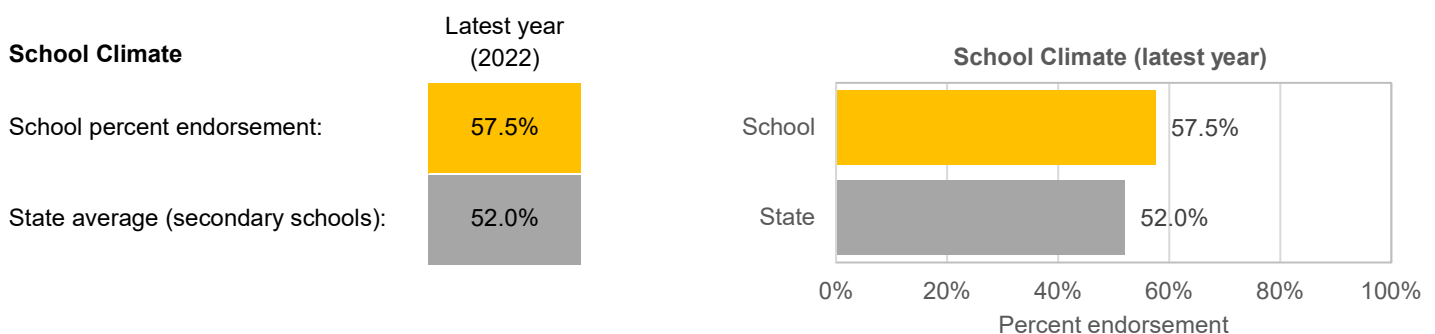


### School Staff Survey

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:

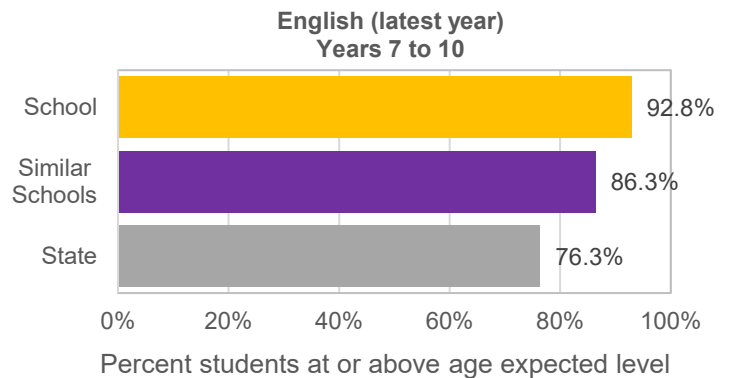
92.8%

Similar Schools average:

86.3%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

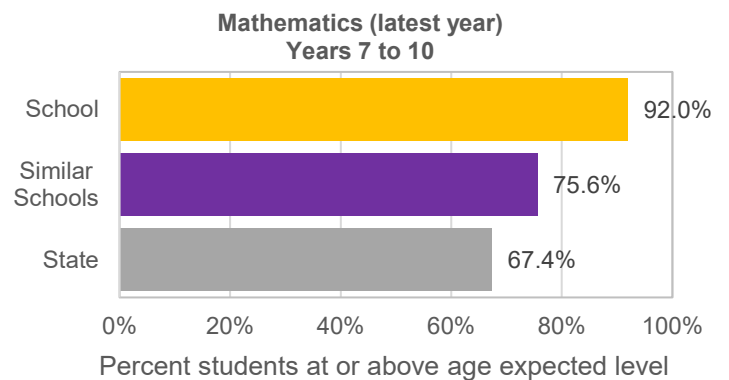
92.0%

Similar Schools average:

75.6%

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.

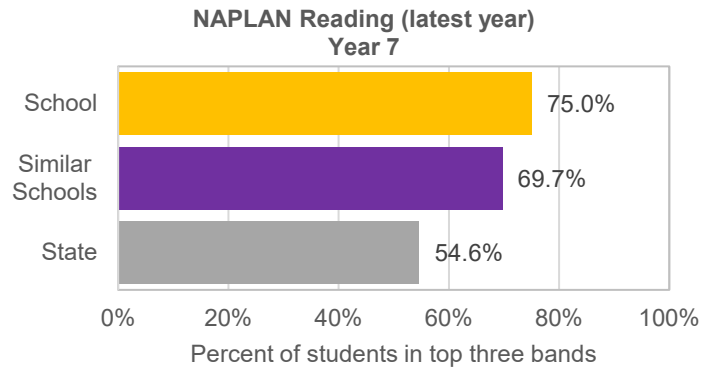
### NAPLAN

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.

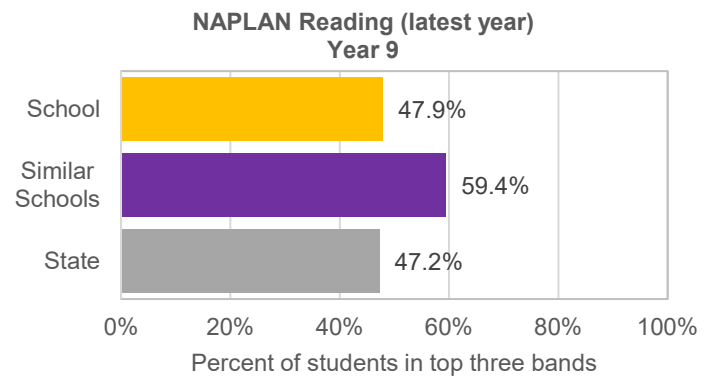
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	69.0%
Similar Schools average:	69.7%	69.7%
State average:	54.6%	55.3%



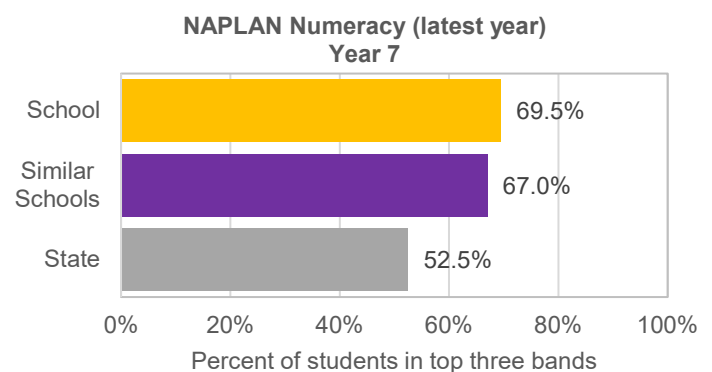
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.9%	53.2%
Similar Schools average:	59.4%	57.1%
State average:	47.2%	46.0%



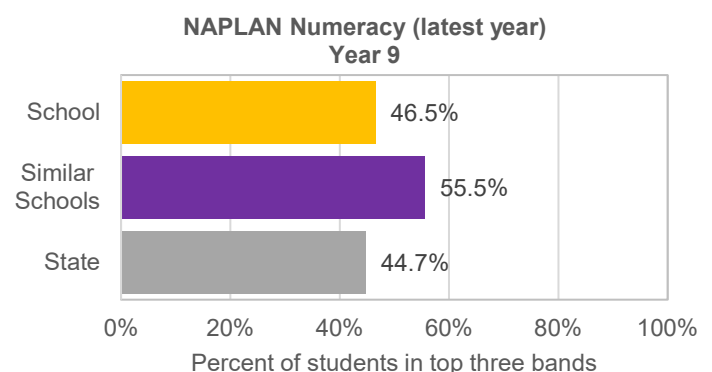
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.5%	69.8%
Similar Schools average:	67.0%	68.1%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.5%	58.4%
Similar Schools average:	55.5%	56.2%
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.*

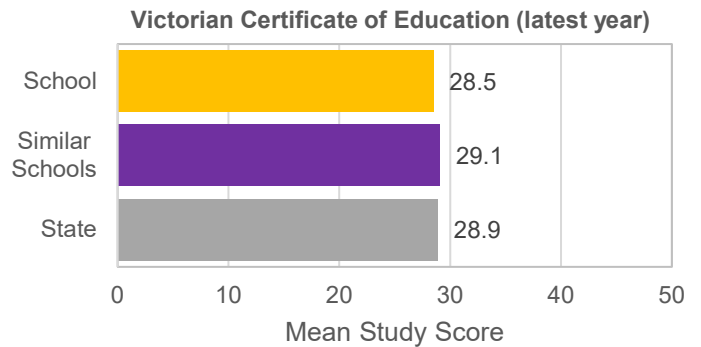
### Victorian Certificate of Education (VCE)

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	28.5	28.5
Similar Schools average:	29.1	29.1
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

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

17%

VET units of competence satisfactorily completed in 2022:

88%

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

NDA

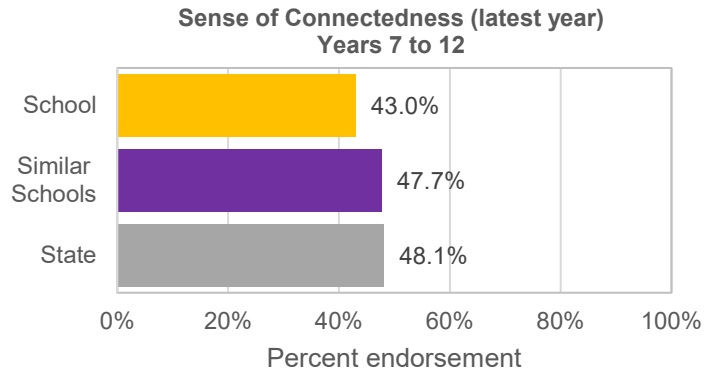
## WELLBEING

**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).

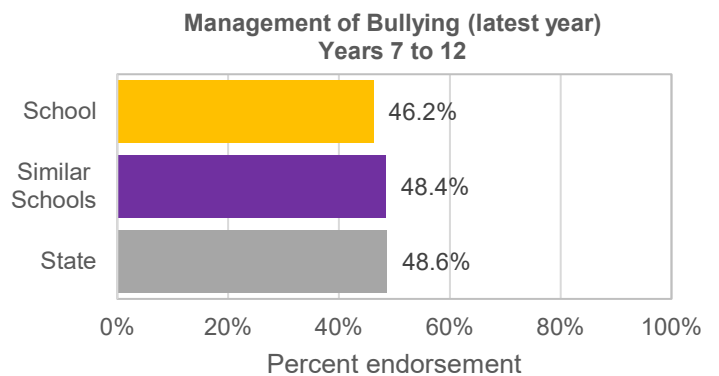
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	43.0%	45.8%
Similar Schools average:	47.7%	52.6%
State average:	48.1%	52.5%



### 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:	46.2%	48.7%
Similar Schools average:	48.4%	54.4%
State average:	48.6%	54.0%



## ENGAGEMENT

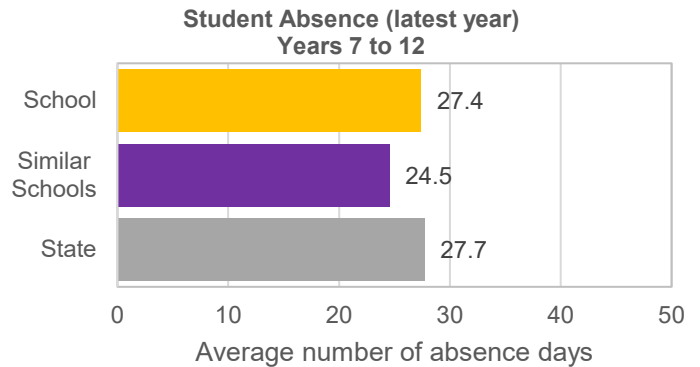
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	27.4	19.2
Similar Schools average:	24.5	18.6
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.

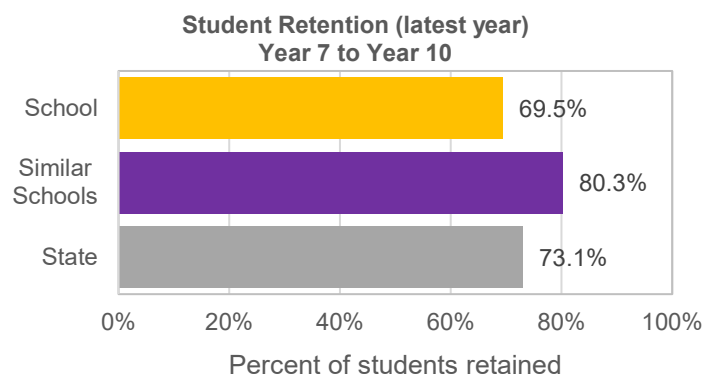
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	85%	83%	85%	89%	87%

### 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:	69.5%	73.1%
Similar Schools average:	80.3%	78.5%
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.

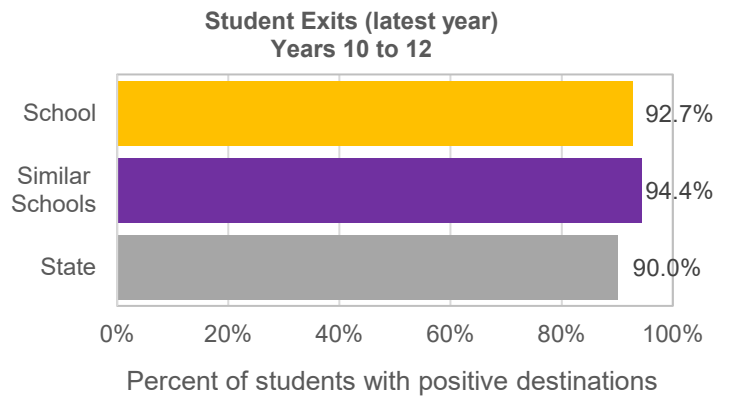
### Students exiting to further studies or full-time employment

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:	92.7%	97.0%
Similar Schools average:	94.4%	94.7%
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	\$9,838,550
Government Provided DET Grants	\$1,662,445
Government Grants Commonwealth	\$13,046
Government Grants State	\$18,188
Revenue Other	\$159,055
Locally Raised Funds	\$1,317,716
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,008,999</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,798
Equity (Catch Up)	\$18,612
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$82,410</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,945,467
Adjustments	\$0
Books & Publications	\$3,249
Camps/Excursions/Activities	\$342,177
Communication Costs	\$11,077
Consumables	\$232,403
Miscellaneous Expense <sup>3</sup>	\$118,500
Professional Development	\$76,397
Equipment/Maintenance/Hire	\$200,179
Property Services	\$318,580
Salaries & Allowances <sup>4</sup>	\$643,245
Support Services	\$444,527
Trading & Fundraising	\$93,871
Motor Vehicle Expenses	\$3,337
Travel & Subsistence	\$1,156
Utilities	\$83,573
<b>Total Operating Expenditure</b>	<b>\$12,517,737</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$491,262</b>
<b>Asset Acquisitions</b>	<b>\$287,333</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,677,591
Official Account	\$71,622
Other Accounts	\$130,568
<b>Total Funds Available</b>	<b>\$1,879,781</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$390,984
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$359,310
School Based Programs	\$1,195,131
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$72,625
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$37,936
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,055,986</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*