

2020 Annual Report to The School Community



School Name: Bentleigh Secondary College (7255)

Bentleigh
Secondary College



- 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 2020 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 26 April 2021 at 02:43 PM by Helene Hiotis (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 10:35 AM by Andrew Clarke (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Bentleigh Secondary College is a thriving, well-resourced 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 105.30 equivalent full-time staff; 4 Principal class, 76 teachers and 25.30 Education Support Staff. Enrolments reflect a strong and growing reputation in our local community and in 2020, 1042.50 students were enrolled. Based on the school's Student Family Occupation index we have a high socio-economic profile and 15% students had an additional language and 1% 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 on-going 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 Quare 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.

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

Bentleigh Secondary College is a thriving, well-resourced school, proudly supported by its local community providing excellence in education.

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 Parent Opinion Satisfaction Summary is below the State median which can be attributed to COVID-19 as parents were unable to participate in school activities. 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, leadership (SRC), sport including a Sports Academy, camps and activities, International Student Program and community service. During the lockdown periods these activities were delivered via

online learning. In addition, COVID-19 resources were placed on the school website to support parents and students. 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.

Framework for Improving Student Outcomes (FISO)

In 2020, the College’s Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride to improve individual student learning outcomes for every student. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by:

- building staff capability to use evidence-based targeted teaching (HITS) and data to make informed decisions about teaching and learning
- embedding the whole school literacy program, particularly writing in the documented curriculum
- improve PAT/Writing Assessments/VCE student outcomes
- work on re-designing and implementing a new assessment and reporting regime Effective learning Behaviours (ELBs)
- implementation of a coaching program for Leading Teachers and other school leaders.

To support implementation of these KIS, the three Assistant Principal roles were redesigned to support implementation; Wellbeing and Pathways; Curriculum, Feedback and Practice; and Engagement and Connectedness. These positions also relate directly to the main targets in the new Strategic Plan 2019 - 2023. We have successfully implemented our Leading Teacher team structure, where a major focus has been around the implementation of KIS and introduction of a Professional Learning Community (PLC) in 2020 to build teacher collaboration and consistency of practice that the college has sought through the Pedagogical Instructional Framework. The Effective Learning Behaviours (ELB's) were a highlight of the PLC work in 2020 and allows students to assess themselves and identify goals to improve their learning in areas identified as a concern. The continuous cycle of reporting via ELBs occurs every five weeks and downloaded on Analytics for all staff to review. It clearly identifies a student's strengths, areas of improvement, attendance and assessment outcomes.

Achievement

In 2020, students responded well to self-directed and project-based learning tasks during the remote learning period. Students in Years 7 through to 10 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected during remote learning. Staff were able to utilise online resources for differentiated content-delivery and assessment. NAPLAN assessment was replaced with the PAR-Reading and PAT-Mathematics; and an online Writing Assessment was given to each year level and marked by a VCAA Assessor. The VCAA Assessor then provided an analysis per year level and professional leaning to English staff. The College has seen an increase in student learning growth against the Victorian Curriculum, with teacher judgments at above or above expected standards in English and Mathematics which suggests that students have continued to learn remotely. The VCE Strategy to build capability amongst staff and students was further enhanced by employing English and Mathematics Online Tutors to support VCE students in 2020 during remote learning and at school. The VCE Studies mean score increased in a number of subjects - Accounting, Drama, English, Health, Outdoor Education, Studio Arts. In 2020, 39 students received scores above 40 which represents 5.1% and 99% satisfactorily completed their VCE. A Careers and Pathways Leader has expanded the VET offerings with more than 66 students participating in these courses in 2020 with the number doubling to 134 students in 2021.

A range of additional literacy support was trialled with Year 7 students in 2020 (and maintained through lockdown via MS Teams/Webex) with some students demonstrating significant growth. The pilot has been expanded into 2021 with the Literacy Coaches (primary trained) appointed to work with Year 7 and 8 students as tutors, along with other teachers working to further enhance student literacy outcomes in Years 8 to 12. 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.

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 2020 included programs such as School Leadership Programs - House Program, Sport, Sport Academy, Performing Arts, Music; some of which were implemented remotely through House Fitness Online and House Debating Online. Our Presentation Night was live streamed to all households where students in 7 - 12 students received their awards and included a gallery of works as part of the Arts and Technology Exhibition; Class of 2020 photos and their achievements through their school life and musical presentations were also added. The school had a focus on improving students' sense of Student Voice and Agency, Goal Setting and Connectedness to School, as indicated in the 2020 AIP. Students participated in selection panels, reviewed the AToSS data and presented to staff and School Council their collective views and insights.

Student absences at each year level and overall at an average rate of 14.5 days, was below the State mean of 17.8 days. 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 81% that reflected positively towards engagement during remote learning. 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.

Wellbeing

We have made significant progress in student wellbeing at Bentleigh Secondary College during 2020. If students are feeling unsafe, or anxious, learning can often be a huge challenge. During remote learning the school continued to promote a positive learning environment for all students through School Wide Positive Behaviour Support Strategy and continued to employ two school-based counsellors and a psychologist, with a learning qualification, as well as a mental health focus. Parent satisfaction, according to the Parent Opinion Survey, indicated some pleasing results in some areas like 'High Expectations for Success'. The school also developed a number of Online Learning resources which were placed on the 'COVID-19 Resources Tab' of the school website for parents to assist their children at home and uses the wellbeing online tool, SchoolTV. This is proving very successful as a support tool for our parent and staff community.

Financial performance and position

Bentleigh Secondary College maintained a sound financial position throughout 2020 and a commitment to maximise the learning for each student. The 2019-2023 School Strategic Plan (SP), along with the 2020 Annual Implementation Plan (AIP), continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report indicates a net operating end of year surplus of \$104,303, however, given the asset acquisitions the correct result is a deficit of \$198,497. The Financial Position as at 31 December 2020 shows the allocation of funds held by the college. 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. The college financial commitments do not exceed the total fund available.

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.

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 1042 students were enrolled at this school in 2020, 437 female and 605 male.

15 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) which takes into account parents' occupations and education.

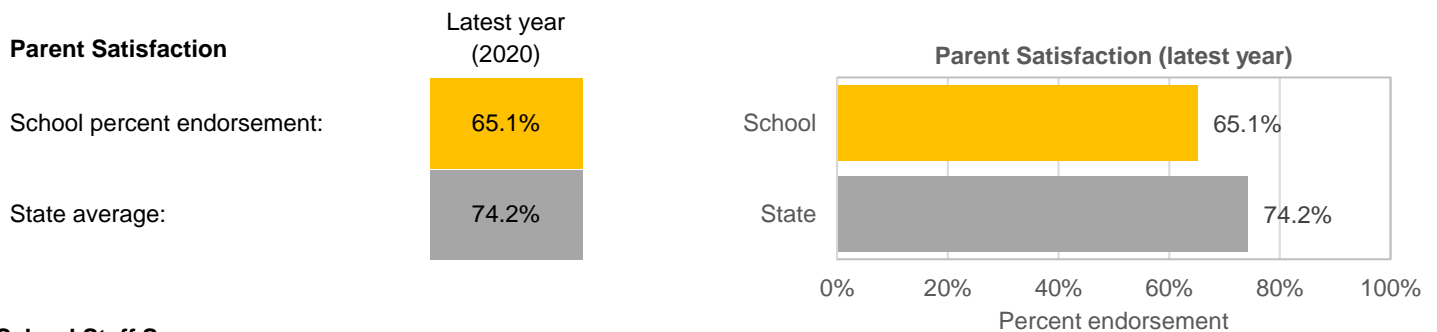
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

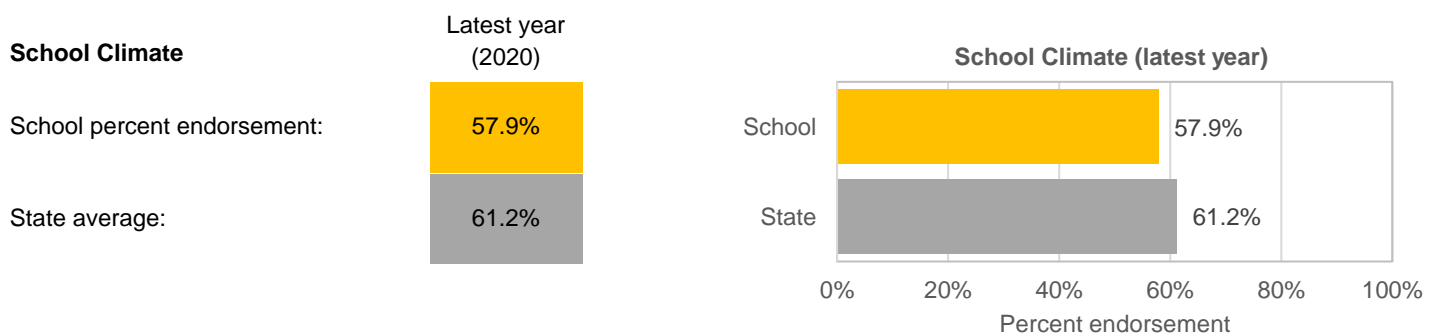


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

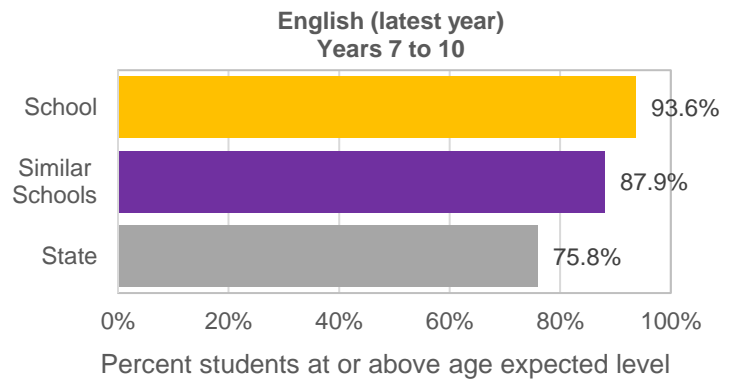
93.6%

Similar Schools average:

87.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

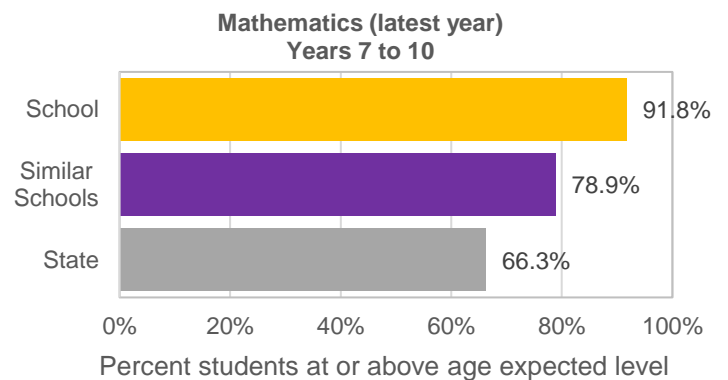
91.8%

Similar Schools average:

78.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

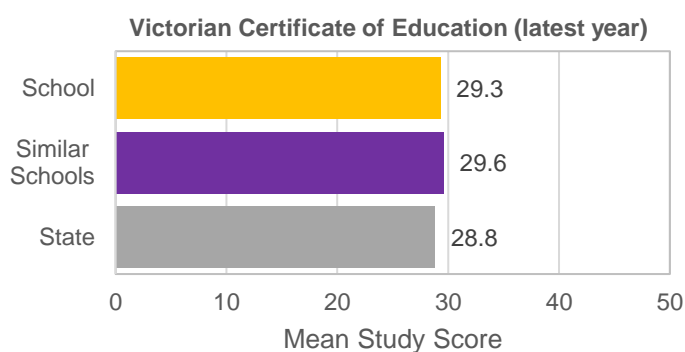
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	29.3	28.9
Similar Schools average:	29.6	29.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

1%

VET units of competence satisfactorily completed in 2020:

77%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

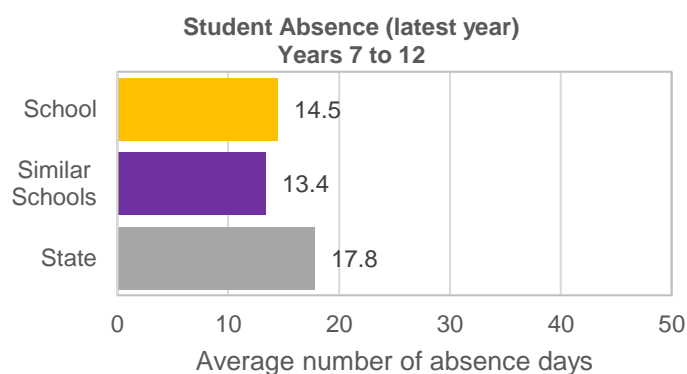
ENGAGEMENT

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	14.5	15.7
Similar Schools average:	13.4	16.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

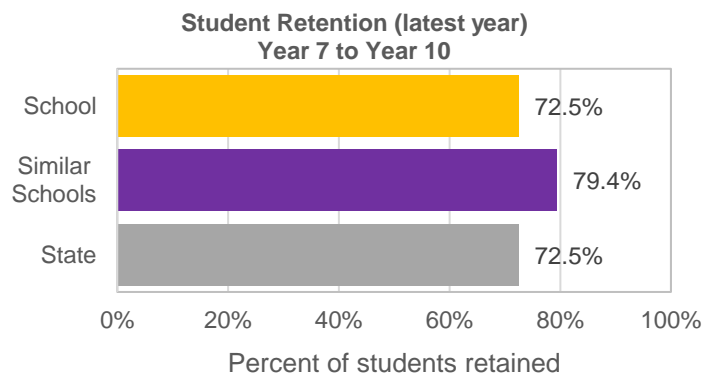
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	91%	93%	91%	93%	96%

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 (2020)	4-year average
School percent of students retained:	72.5%	75.9%
Similar Schools average:	79.4%	78.8%
State average:	72.5%	72.9%



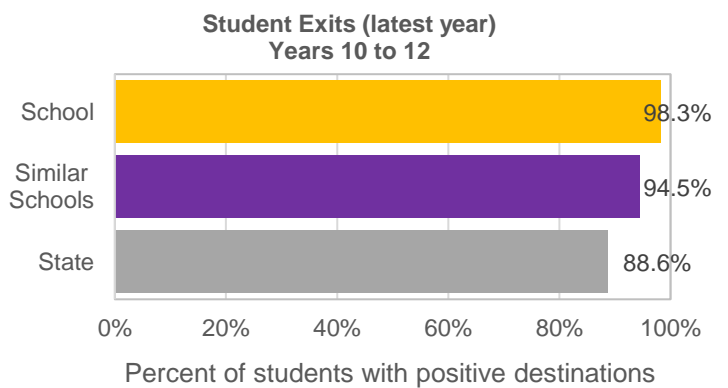
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	98.3%	98.1%
Similar Schools average:	94.5%	94.9%
State average:	88.6%	89.1%



WELLBEING

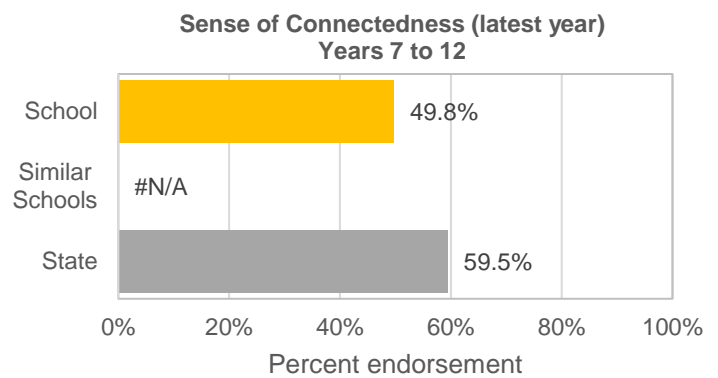
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	49.8%	47.8%
Similar Schools average:	NDP	56.2%
State average:	59.5%	55.3%



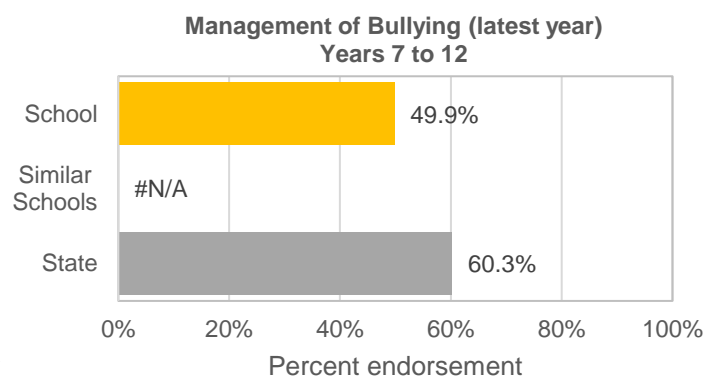
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	49.9%	51.6%
Similar Schools average:	NDP	59.0%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$9,673,102
Government Provided DET Grants	\$1,312,060
Government Grants Commonwealth	\$7,975
Government Grants State	\$22,044
Revenue Other	\$55,601
Locally Raised Funds	\$737,863
Capital Grants	NDA
Total Operating Revenue	\$11,808,645

Equity ¹	Actual
Equity (Social Disadvantage)	\$65,567
Equity (Catch Up)	\$20,689
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$86,256

Expenditure	Actual
Student Resource Package ²	\$9,826,716
Adjustments	NDA
Books & Publications	\$3,434
Camps/Excursions/Activities	\$217,620
Communication Costs	\$24,404
Consumables	\$238,066
Miscellaneous Expense ³	\$72,583
Professional Development	\$119,626
Equipment/Maintenance/Hire	\$180,480
Property Services	\$188,804
Salaries & Allowances ⁴	\$446,565
Support Services	\$257,469
Trading & Fundraising	\$26,304
Motor Vehicle Expenses	\$2,431
Travel & Subsistence	\$1,166
Utilities	\$98,675
Total Operating Expenditure	\$11,704,342
Net Operating Surplus/-Deficit	\$104,303
Asset Acquisitions	\$302,800

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,307,990
Official Account	\$11,082
Other Accounts	\$99,810
Total Funds Available	\$1,418,882

Financial Commitments	Actual
Operating Reserve	\$297,149
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$258,243
School Based Programs	\$663,243
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$272,088
Asset/Equipment Replacement < 12 months	\$108,450
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$106,109
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,715,281

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.