

2018 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).
- 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 19 March 2019 at 02:45 PM by Helene Hiotis
(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 28 March 2019 at 03:50 PM by Malcolm Guy
(School Council President)

About Our School

School context

Bentleigh Secondary College continues to develop a culture of high expectations with a focus on learning and the college motto 'being the best you can be' is something everyone in our school community must aspire to. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing active evaluation. Our college has 106.8 equivalent full-time staff; 3 Principal class, 82 teachers and 23.8 Education Support Staff. Increasing enrolments reflect a strong and growing reputation in our local community and in 2018, 1056.8 students were enrolled. Based on the school's Student Family Occupation index we have a mid-high socio-economic profile and our proportion of students with English as a second language is in the mid range.

Our Parent Satisfaction Summary indicates that our score is above the State median. Bentleigh's work in the area of sustainability has received national and international recognition. 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. Strong and positive relationships are the cornerstone of our inclusive college culture. These relationships are supported by our codes of conduct which are based on the following principles: the right to learn; the right to be treated with respect and the right to be safe. 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. The school aims to develop 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)

The school has selected improvement initiatives 'building practice excellence' and 'empowering student and building school pride'. The 'what' of teaching (based around the Victorian Curriculum) with the 'how' of teaching was documented in 2018. Key Learning Areas have collaboratively worked together to implement the High Impact Teaching Strategies (HITS) to improve student outcomes. The following key areas were considered to strengthen the delivery of curriculum and build on teacher capacity:

- Consistent approach to teaching and learning (a documented curriculum and Explicit Instructional Practice Model)
- Evaluation data (regular data tracking and an analysis utilising external experts)
- Building the leadership team and capacity of teachers to implement change and initiatives to improve students' outcomes
- Empowering students and building school pride in students, staff and parents.

The school developed a new leadership profile to build leadership capacity of staff, embed a culture of improvement and enable the college to work towards achieving the goals of the Strategic Plan. These curriculum positions are: Teaching and Learning Leader (the 'what' of teaching), Instructional Practice Leader (the 'how' of teaching), Data and Assessment Leader (the 'know thy impact' of teaching), as well as, the da Vinci Leader (interdisciplinary learning). This creates a collective responsibility for developing a clear understanding of the school's vision, values and priorities for school improvement. The leadership model is further enhanced by Sub School Leaders who work in all areas of Wellbeing and Engagement as well as in Transition, Connectedness and Leadership.

An evaluation of school data and practice led to a focus on developing assessment rubrics and learning opportunities that enable students to demonstrate learning growth. Resources were allocated in Literacy/Numeracy to support students in the classroom. A STEAM (Science, Technology Engineering, Arts and Mathematics) approach to learning has been developed and documented via UMNOS (University of Melbourne Network of Schools) and a new learning centre has been established and is operational (as part of the 13.4

million building upgrade). The da Vinci Centre includes light-filled purpose-designed classrooms with a central chasm staircase which draws light through the building's centre and creates multilevel spaces and voids that includes art studios, specialist food and materials technology, including robotics, passive and active learning spaces, courtyards and gallery. The da Vinci Centre was designed to encourage interaction between learning disciplines and enable the school to meet student curriculum choice and learning experiences of the Victorian Curriculum.

Achievement

With strong foundations in place, increasing enrolments, new leadership and an enthusiastic staff, the school believes it is in a position to move from 'good' to 'great' over the next four years and beyond. The school is clearly focused on improving teaching practice so that the learning needs of all students are successfully integrated within a context-led curriculum for the 21st century. The challenge now is to build the capacity of leaders and teachers to embed this across the school. An evaluation of school data and practice led to a focus on differentiated curriculum enabling students to demonstrate learning growth. Particular attention was given to developing a Growth Mindset and Resilience Program and the school partnered with the Growth Mindset Institute to build student learning capacity, as well as a whole school Writing Program.

Bentleigh Secondary College is proud of its continued improvement and achievements in student learning. All students in the Program for Students with a Disability showed progress in achieving their goals set out in their individual learning plans. Our NAPLAN results in Reading and Numeracy indicate that our students are performing at and above the State median. Our NAPLAN relative growth was higher than the state in Reading, Writing and Numeracy from Year 7 to Year 9. The NAPLAN school mean for Years 7 and 9 numeracy has been high and continues to trend upwards. A revised reporting system was introduced in 2018. Effective Learning Behaviours (ELBs) are rolled out every five weeks providing a snapshot of student progress. The ELB rubric provides feedback across the sub schools and effectively supports student learning.

Our 2018 VCE cohort was successful with 100% of students satisfactorily completing their VCE. There has been a large improvement in VCE outcomes over the past few years and our 2018 College Dux received an ATAR of 98.05. Five students undertook University Enhancement subjects at local universities and tertiary offers were well above the state mean, with 97% of students receiving a tertiary offer.

Engagement

Our students are engaged in their learning and this is confirmed by our excellent results in the Student Attitudes to School Survey particularly in the area of Teaching and Learning. We have a strong pastoral focus that supports each student with transition from primary school. All Year 9-12 students have individual pathway plans (MIPS) that are developed through each year level. They are supported by individual career and course counselling, visits to industry, TAFE and universities, information sessions, a careers newsletter, work experience and career focused guest speakers and workshops. Our college has close links to Holmesglen TAFE which offers a VCAL pathway to students in Years 10-12. In the last couple of years we have seen a significant increase in the number of students entering university as we counsel and manage all students to ensure successful pathway transitions. Our new college Careers and Mentoring program at Year 10 introduced in Early Commencement 2018, supports our culture of achievement by offering a dynamic and comprehensive careers program that encourages student aspirations and will better prepare them for their choice of pathway.

Our expectation and commitment is to ensure all students are fully supported with transition to further education, training and employment. External agencies are being used to support students while also encouraging more parent support in this endeavour. Attendance in subject areas will be more prevalent on reports providing clearer data to assist more proactivity in monitoring attendance.

Wellbeing

Bentleigh Secondary College's philosophy of taking a holistic approach to student wellbeing has continued with a concerted effort to improve student learning outcomes by focusing on Growth Mindset and Positive Education. Our Meditation and Indigenous Cultural Centre and mindfulness practice continues to be an important focus in the school. Our students are supported both emotionally and academically through a range of programs that build positive relationships. The data clearly indicates our students feel safe and motivated at school. Our 2018 Student Attitude to School Survey showed our results were similar to like schools in 'Management of Bullying' with students 'Sense of Connectedness' a continued focus for the school. A number of programs are delivered at the college to develop students' connectedness, such as Raise Mentoring, VCE student mentors, Click Against Hate, Passion Project and the Pastoral Care Program.

In 2018, the continued focus on providing support to all students demonstrated our commitment to Student Wellbeing as a means of improving student learning and pathways. This commitment and extra support contributes to all students achieving success in their learning. Our Attendance Policy and practices ensure that we closely monitor attendance. Our absence rates are below the State median and excellent attendance rates were obtained across all year levels. Clear communication between school and home is paramount and our portal (Compass) continues to provide parents immediate access to their child's attendance.

Financial performance and position




The budget outcome for 2018 is consistent with College Council expectations. The College continues to have extensive community use arrangements, which includes hiring of the Sports Stadium, Performing Arts Centre and the grounds. Our International Student Program continues to grow. The college is grateful to the parent community for their generous voluntary contributions, not only to assist college programs, but also our Building Fund. 2018 saw the upgrade of ICT infrastructure; resources to support Teaching and Learning; and upgrading of teaching spaces.

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 1070 students were enrolled at this school in 2018, 462 female and 608 male.

21 percent were EAL (English as an Additional Language) students and 1 percent 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


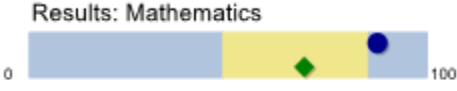


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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




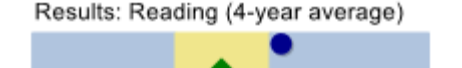
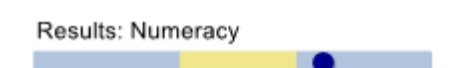




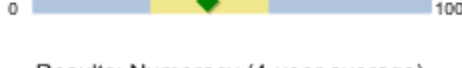




Performance Summary

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> Similar</p> <p> Higher</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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	55%	21%	Numeracy	22%	55%	23%	Writing	25%	54%	21%	Spelling	29%	52%	19%	Grammar and Punctuation	28%	47%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</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: 67% 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"> <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>91 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	91 %	90 %	91 %	93 %	95 %	<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 %	91 %	90 %	91 %	93 %	95 %									
<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> Lower</p> <p> Lower</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	\$9,308,432	High Yield Investment Account	\$1,238,981
Government Provided DET Grants	\$1,568,276	Official Account	\$7,955
Government Grants Commonwealth	\$24,790	Other Accounts	\$117,616
Government Grants State	\$19,208	Total Funds Available	\$1,364,551
Revenue Other	\$48,010		
Locally Raised Funds	\$1,501,645		
Capital Grants	\$184,275		
Total Operating Revenue	\$12,654,636		
Equity¹			
Equity (Social Disadvantage)	\$57,276		
Equity (Catch Up)	\$30,811		
Equity Total	\$88,087		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,347,383	Operating Reserve	\$499,851
Books & Publications	\$9,369	Provision Accounts	\$5,000
Communication Costs	\$26,014	Funds Received in Advance	\$339,030
Consumables	\$352,872	School Based Programs	\$33,488
Miscellaneous Expense ³	\$735,048	Funds for Committees/Shared Arrangements	\$19,858
Professional Development	\$102,095	Asset/Equipment Replacement < 12 months	\$221,011
Property and Equipment Services	\$1,188,892	Capital - Buildings/Grounds < 12 months	\$136,720
Salaries & Allowances ⁴	\$545,430	Maintenance - Buildings/Grounds < 12 months	\$126,079
Trading & Fundraising	\$88,181	Total Financial Commitments	\$1,381,036
Travel & Subsistence	\$9,854		
Utilities	\$85,419		
Total Operating Expenditure	\$12,490,557		
Net Operating Surplus/-Deficit	\$164,079		
Asset Acquisitions	\$95,327		

- (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).

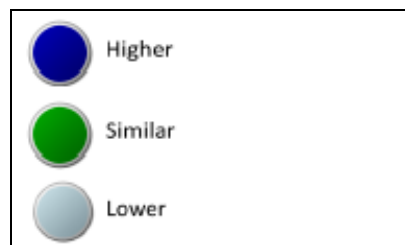


What does *School Comparison* refer to?

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').