

# 2017 Annual Report to the School Community



School Name: Bendigo Senior Secondary College

School Number: 7595



- 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 Regulation 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 2017 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 03 May 2018 at 05:46 PM by Dale Pearce (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 Regulation 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 2017 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 07 May 2018 at 06:59 AM by Damien Tangey Tangey (School Council President)



## About Our School

### School Context

Bendigo Senior Secondary College (BSSC) is a Year 11 and 12 school located in the centre of Bendigo. With 1800 students, 144 teaching staff (121.3 equivalent full-time), 10 Principal Class and 53 Education Support Staff (44.67 equivalent full-time), it is the largest provider of the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training in the state.

The college provides quality instruction and a range of programs which attract enrolments from students in government and non-government schools across a broad geographic area. The College has a close relationship with the four government Year 7-10 colleges in Bendigo, with whom it works closely in student transition. Underpinning the relationship with these schools is the belief that every child can achieve and has a right to high quality education that will provide them with the knowledge and skills necessary for success in life and work beyond school. The strength of the college is built upon the expertise and commitment of its staff. Teachers at BSSC play a leading role in state wide curriculum development, subject associations, VCAA assessment processes and in leading the learning of teachers across the state.

The college provides a supported learning environment where sound work ethic, self-discipline and independent learning skills are fostered. Staff are committed to the academic progress and wellbeing of students, and all students are encouraged to interact closely with their teachers and seek help at any time. Students have high level access to ICT and the College operates a Bring Your Own Device (BYOD) model where students provide their own laptop or other device. An online portal is available which allows parents to monitor attendance, work completion and achievement in real time and to provide approval for absences. Teachers upload key assessment outcomes and comments in a progressive reporting model.

Students can choose a pathway to meet their individual needs, whether that pathway is into university, some other form of further education, apprenticeship, trades or employment. Extensive careers and pathways advice is available to students and is complemented by the individual support provided through the college House structure in which each student is linked to an Advisor who monitors their progress.

A wide range of VCE and VET studies are offered and an accelerated learning program operates in conjunction with the 7-10 colleges where students can undertake VCE studies whilst in Year 10. Year 11 students are encouraged to undertake a Unit 3/4 study in their first year at the College, and students are supported if they choose to undertake a first-year university subject in Year 12. Pathways in VCAL are offered at the Intermediate and Senior levels. The College is a Registered Training Organisation with many VET programs on its scope of registration. Strong relationships with other training providers in Bendigo and our Trade Training Centre provides our students with access to excellent vocational training facilities and opportunities.

NETschool is a second campus of the College, providing curriculum access for 15 to 19 year-old students who have been outside mainstream schooling or training. NETschool provides both online and face to face delivery of VCE, VCAL and VET units from its central city location.

A number of major building projects have taken place and students have access to a state-of-the-art Performing Arts centre and 1000-seat theatre, alongside new foods and cafe areas, a new Student Services Centre, new library, VCAL centre, Business Centre and general classrooms.

The College is proud of the work it does to promote inclusion. Intensive EAL support is provided to our refugee students and a homework club operates to serve students from several Bendigo schools. EAL students represent 6 per cent of our student cohort. The College also has a highly valued indigenous student population. These students are assisted by mentors and a range of additional support services which are closely linked to families and community. 2 per cent of students are Aboriginal or Torres Strait Islanders.

BSSC is the first government school in the world to be accredited with the Council of International Schools and in 2011 gained reaccreditation. The international focus of the College is wide ranging and includes sister school relationships in Germany, Indonesia, France and China. Students can participate in regular curriculum-based trips to these countries, and to Italy and Greece. The College for many years has seen the presence of students from other countries, including many from China, who come to study as fee paying students or through exchange programs. These students are supported in homestay arrangements with local families which provide an in-depth cultural and language experience for everyone concerned. The college has a Confucius Classroom in partnership with the Chinese government agency Hanban. Through the Confucius Classroom Chinese language and cultural support is provided to over 20 schools in Bendigo and virtual classroom delivery is provided to primary schools in other regions of the state. Through the Confucius Classroom we have also successfully engaged many community members.



## Framework for Improving Student Outcomes (FISO)

Consistent with our vision to empower learners for individual, community and global leadership and underpinned by the values of respect, optimism, learning and environment, our FISO priorities were **'Excellence in teaching and learning'**, in particular **'Building practice excellence'** and **'Positive climate for learning'** with a focus on **'Setting expectations and promoting inclusion'**.

To continue **building practice excellence** the college focused on formative assessment and differentiation. Funding provided by the Myer foundation supported a pilot program to develop and implement formative assessment rubrics. This initiative will be fully implemented in 2018 with the support of two newly appointed Learning Specialists. A focus on **building practice excellence** also resulted in a restructuring our VCAL program that supported the collaborative development of a range of integrated projects that contextualized the learning for students across all core VCAL subjects. The success of this work was recognised through the achievement of a Department of Education VCAL Team Teaching Award.

To further build a **'Positive climate for learning'** the college allocated equity funding to implement a study centre for all Year 11 students. This initiative supported our focus of **setting expectations** by providing a supervised environment for Year 11 students during their private study time. Our revised Empowered Learner Indicators were used to determine the extent to which students needed the ongoing support of the study centre to develop the necessary skills and attributes for success in their senior years of schooling. An increased focus on supporting our Year 12 students to use their private study time effectively was achieved by students selecting a preferred location for private study and an increased vigilance by staff to encourage students to be engaged in productive work. The Study Centre will continue in 2018 with a focus on VCE students whilst our VCAL students will be timetabled for work placement one day per week.

Our focus on **promoting inclusion** saw many of our staff trained as BSSC allies to support our LGBTI community and provide a safe and supported environment for these students. This work will continue in 2018 along with the introduction of student ambassadors who will provide further leadership and support in this area. Greater representation of our international students on Student Council in 2017 was achieved and greater links were developed between our EAL VCAL students and mainstream students resulting in the sharing of cultures and stronger relationships. Our sensory garden was completed which will support greater links between our students with a disability and broader student community.

## Achievement

As a senior secondary college, there are no NAPLAN results to report. Many students graduate from BSSC with excellent results supported by our staff who work hard to support the wide range of academic and vocational of students. The percentage of students who successfully completed their VCE fell in 2017 to 95 per cent from 97 per cent in 2016. The mean study score for VCE and VET scored studies was 27 which was similar to the state median for all government schools. 84 per cent of students who applied for University, received a first or second round offer.

Successful completion of VET units of competency increased to 84 per cent in 2017 whilst the percentage of VCAL credits satisfactorily completed dropped slightly to 76 per cent. Our small cohort of PSD students are well supported and making good progress with many making a successful transition to work or further education.

As we move into 2018, we will continue to embed our work on formative assessment through its inclusion of a goal in teacher's performance and development plans. We will continue to improve the Study Centre model through a changed staffing model, more planning time and a focus on VCE students. Equity funding will be used to support this initiative. To further increase the focus on learning, a whole college approach to mobile phone use in class will be implemented. A consistent message of 'silent and invisible' will be evident in every classroom.

We have reviewed and restructured our Intermediate VCAL program to build engagement and develop student's employability skills. Intermediate students will undertake work placement one day per week in two different rotations throughout the year and our work around integrated projects in VCAL will continue. This will be assisted by the opening of our new VCAL facilities that will provide many new opportunities for students to become involved in hands-on learning projects.



## Engagement

Student attendance rates continue to remain above the state average. The average student days absence was 15.6 which is below the state average of 20.7. The attendance rate for Year 11 was 93 per cent and attendance rate for Year 12 was 91 per cent. Of these 7.3 per cent of absences were unapproved and the percentage of students with greater than 30 days absence accounted for 15 per cent of all absences. Through our online Portal (Compass) we monitor student attendance for each period of the day which is available to parents in 'real-time'. Advisors and our Attendance Officer have been proactive in following up concerns with attendance early and put in place intervention strategies for students who start to record low attendance. Our four-year average for attendance shows that these efforts are effective. However, attendance continues to be a focus of our work and the message that 'it's not OK to be away' is one we continue to emphasise. In 2018 we will allocate equity funding to provide further ES support to our Houses, with attendance follow up being a significant component of their role. Ongoing conversations with students and parents emphasise that success is largely underpinned by attendance in class.

The percentage of students exiting to further studies and full-time employment is based on the 2016 school year and whilst it appears to be below the state average, BSSC data is compared with schools with Years 10-12 as opposed to Years 11 and 12 only. Each year we enrol over 900 students and some of these students, particularly those coming in to Year 11, decide to undertake an alternative pathway at the beginning of the year or soon after. Each student is followed up by the college and their destinations are recorded. We continue to work closely with our Year 7-10 schools, students and families to encourage all students to continue their education. We have a comprehensive careers and pathways program which supports all students to access pathways information to enable them to make informed choices regarding their transition from secondary schooling. According to the data collected by our Managed Individual Pathways team (MIPs), 77 per cent of our exiting students transitioned to sustainable pathways. 55 per cent of students transitioned into further education or training, 22 per cent transitioned to employment and 21 per cent were looking for work. La Trobe University continued to be the most popular further education provider.

Our Indigenous and EAL students continue to be supported by a range of programs and EAL students from across Bendigo are supported by our Homework Centre. Our NETschool program is also successful in engaging learners with 92 per cent of learners transitioning to sustainable pathways.

With 84 per cent parent satisfaction with the college, we continue to seek ways of communicating positively with parents, via positive Compass messages and phone calls and increasing attendance at parent teacher interviews. We will further engage with parents and carers by developing a parent engagement survey to gain feedback and establish an Active Parents Network. We will also be developing an alumni program to encourage ongoing engagement with our previous students.

## Wellbeing

Student wellbeing is a high priority and is essential for student success. It also underpins positive student/teacher relationships that enhance student learning. When compared to other secondary schools, our parent satisfaction levels are above state averages in many indicators which include behaviour management, classroom behaviour and student safety. This is also evident in our Student Attitudes to School Survey. Students at BSSC indicate they feel very safe at school.

Improving student connectedness is a high priority at the college. Our House and Advisor systems have a student wellbeing focus and we have a strong commitment to providing wellbeing support for all students, through referrals to our Student Wellbeing team, which consists of a Student Wellbeing Coordinator, a Student Wellbeing Advisor, a Youth Health nurse, and a visiting GP and two mental health nurses. The Horizon House breakfast van program provides students with a free healthy breakfast one morning a week. These supports all help ensure every student has ongoing access to the physical, social and emotional support they require. Through our online portal (Compass) we have been better able to monitor indicators of student wellbeing and intervene as appropriate.

To further build on our culture of inclusion, student inclusion ambassadors will be trained to lead our community in creating a culturally inclusive environment. Our LGBTI Ally network was established with 50 BSSC trained as Allies, and we will further promote this into the future, both within and beyond BSSC. A defined Advisor Group space for our Indigenous students will be established to foster an increased sense of community and belonging and we will re-introduce a study period support program with volunteer tutors to provide greater academic support for these students.

For more detailed information regarding our school please visit our website at  
[\[www.bssc.edu.au\]](http://www.bssc.edu.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 1850 students were enrolled at this school in 2017, 946 female and 904 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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><b>NAPLAN Year 7</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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><b>NAPLAN Learning Gain</b> Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain</b> Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>95per cent</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>28per cent</b>                      VET units of competence satisfactorily completed in 2017: <b>84per cent</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>76per cent</b></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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	<p>No Data Available</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	<p>No Data Available</p>

# 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)

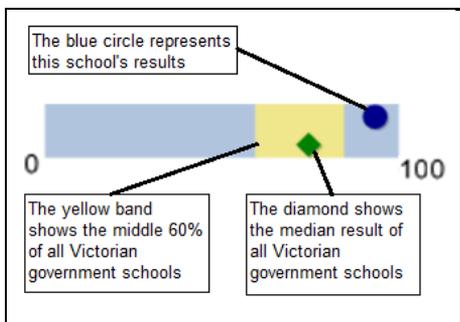
### Engagement

- 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).

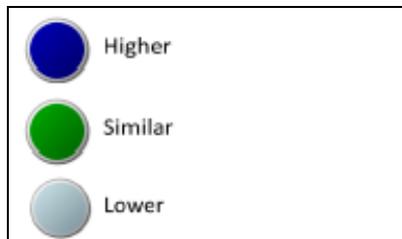


## What does *School Comparison* refer to?

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*' 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').

## Financial Performance and Position

### Financial performance and position commentary

The financial report shows a net deficit for the year of \$580,511 and a credit line deficit of \$1,136,884. This represents the accumulation of several years of staffing the college above the minimum level in order to meet strategic objectives. In 2017 the workforce plan for future years was adjusted to address this and the college has negotiated a plan with DET to ensure that a balanced situation is achieved in the medium term. Equity funding received in 2017 was directed to a range of student engagement and support strategies.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$17,919,484	High Yield Investment Account	\$717,259
Funds Received Prior to 1/1/2017	\$872,649	Official Account	\$82,086
Government Provided DET Grants	\$1,614,017	Other Accounts	\$57,364
Government Grants Commonwealth	\$28,532	<b>Total Funds Available</b>	<b>\$856,709</b>
Government Grants State	\$49,649		
Revenue Other	\$895,760		
Locally Raised Funds	\$1,686,188		
<b>Total Operating Revenue</b>	<b>\$23,066,279</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$419,493		
Equity (Catch Up)	\$93,365		
<b>Equity Total</b>	<b>\$512,858</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$19,056,368	Operating Reserve	\$12,315
Books & Publications	\$14,533	Beneficiary/Memorial Accounts	\$174,021
Communication Costs	\$118,610	Revenue Received in Advance	\$65,506
Consumables	\$496,176	School Based Programs	\$132,444
Miscellaneous Expense	\$2,547,344	Other recurrent expenditure	\$472,423
Professional Development	\$108,926	<b>Total Financial Commitments</b>	<b>\$856,709</b>
Property and Equipment Services	\$1,077,890		
Salaries & Allowances	\$192,319		
Trading & Fundraising	\$89,166		
Travel & Subsistence	\$89,319		
Utilities	\$368,997		
<b>Total Operating Expenditure</b>	<b>\$24,159,648</b>		
<b>Net Operating Deficit</b>	<b>(\$580,511)</b>		
<b>Asset Acquisitions</b>	<b>\$14,325</b>		

(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 01 March 2018 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 college, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the college, consistent with Department policies, College Council approvals and the intent/purposes for which funding was provided or raised.*