

2022 Annual Report to the School Community

School Name: Broadford Secondary College (7655)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 March 2023 at 11:10 AM by Tania Pearson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 12:13 PM by Tanya Fraser (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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

About Our School

School context

Broadford Secondary College is a co-educational secondary college located in the township of Broadford, 70km north of Melbourne. The College draws students from Broadford and Kilmore Primary schools as well as other primary schools, including Wandong, Pyalong, Tallarook and Willowmavin.

The Broadford Secondary College vision is to give every person, every opportunity, everyday. YAAWINBU YANANINON, translating to "Enjoy Your Journey". The values our College community embraces are: Respect, Responsibility, Organisation, Persistence and Excellence.

In 2022 the school's enrolment was 772 students, divided into two sub-schools: a Junior School comprising 6 classes of Year 7 students, 6 classes of Year 8 students, 6 classes of Year 9 students; and a Senior School comprising of 6 classes of Year 10 students, 5 classes of Year 11 students and 4 classes of Year 12 students, including VCAL.

The College offers a wide range of subjects at VCE and has an established VCAL program at Foundation, Intermediate and Senior Levels. There are opportunities for students to be offered access to VCE subjects in year 10. VET courses offered on site include Building and Construction and Business Administration. The school is a member of the Central Ranges Trade Training Centre (CRTTC) which gives students access to outstanding facilities for Automotive and Engineering VET studies. Other VET courses are delivered at TAFE Colleges which are accessible by train.

The College also ran a Flexible Learning Option program for 15 students aged 15-18 years up until Term 3. This off-site alternative learning setting was in partnership with VRQA-registered Central Ranges Local Learning and Employment Network (CRLLEN) which enrolled students in the VET course Active Volunteering and offered literacy and numeracy units of learning. During the year, this program changed to an on-site program run fully by BSC staff with the intention of engaging vulnerable students back into school. The course focuses on Literacy, Numeracy and building resilience and confidence of these individuals, with the aim to fully integrating them back into mainstream learning. The program was re-titled "RESET" and has improved the schools student attendance data by successfully enticing school refusers back to school.

The school's transition program is coordinated by an Assistant Principal who works with all students and their families moving into Year 7; the role provides opportunities for feeder schools and new parents to converse with the College. A hand-over to the Year 7 coordinator and advocates occurs early in the new academic year. This process allows for a smooth, well-planned community-based approach.

The College Student Family Occupation and Education (SFOE) index is: 0.4646, the staffing profile is made up of 1 Principal, 3 Assistant Principals, 5 Leading Teachers, 3 Learning Specialists, 59 teachers (49.2 EFT), 27 Educational Support Staff (23.7 EFT), a Business Manager and 2 maintenance people.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, GPA (Growth Performance Average) was introduced to monitor student growth against the school values. This allowed teachers, coordinators, students and parents to keep track of student performance and to be proactive rather than reactive in relation to student performance.

Project 22, in conjunction with Broadford Primary School was introduced. This allowed for numeracy teachers across both schools to share resources and practices to best support students in numeracy. A new numeracy plan was developed in 2022 and a professional learning day outlined how each faculty could incorporate numeracy within unit plans. Broadford Secondary College organised a professional learning day, including numeracy guest speakers for the entire Mitchell and Murrindindi network.

Learning walks commenced to determine if teachers are differentiating to cater to individual student needs and if so to what extent. This has become a focus for 2023. Learning Specialists continued with peer observations and offering teachers support with

technology and classroom management. A new IEP template was produced and is being utilised by all staff to understand and know their students better.

Professional Learning Communities (PLC's) continued during 2022 with staff from different faculties coming together to share best practice. The PLC groups focused on the 2022 AIP goals and concluded with a showcase. All findings and strategies are now centrally stored for all staff to access. Middle Years Literacy and Numeracy (MYLN's) and Tutoring Learning Initiative (TLI) continued throughout 2022, focusing on student catch-up and extension. 36 students were involved in the Victorian High Achievers Program (VHAP) focusing on extension work in Literacy and Numeracy. Students entering the Senior School were supported through a "Creating My Footprint" day and with personalised one-on-one careers counselling.

Data showed an improvement as a result of these initiatives. Last year's the College DUX scored an ATAR of 92.25 and 94% of students received an offer to Tertiary education in the first round offers. Year 7 Numeracy, and Year 9 Numeracy and Reading NAPLAN data showed improvement in 2022 against our 4 year average, with a higher number of students being assessed in the top three bands.

Wellbeing

Berry Street training was completed in 2022 and a PLC group was established with a Berry St focus to determine what strategies work best for our students. School Wide Positive Behaviour Support (SWPBS) team lead staff to develop mini lessons based on the school values and determined the multi-tiered structures. Coordinators identified students at risk, through the new GPA process and utilised this data to prevent students falling behind.

Mental Health funding enabled the school to hire a Re-Engagement officer to entice vulnerable students back to school. This person worked alongside the Attendance Officer to improve student attendance by offering supports and strategies to encourage and enable students to attend school safely. For this reason the school's alternative program BALTs changed to RESET and now caters for disengaged and vulnerable students.

Monday mornings commenced with Vertical House Homeroom for all students. During the course of the year, students built house connectedness and learnt about gratitude and kindness. The extended lunch period on Monday's catered for House activities and students gaining house points for participation.

A Student Representative Council (SRC) was formed to give students a greater voice within the school. This group organised a number of fundraisers for a multitude of charities. There were a number of incursions to educate students on safe partying, train safety and the dangers of King Hits (Pat Cronin Foundation).

ABCN mentoring continued for senior students, developing their leadership skills and overall confidence. There were more opportunities for students to show leadership by becoming a school captain, Bus Captain, Sports Captain or Wellbeing Captain. Improvements to facilities included a new locker bay, the development of a Well-being Centre, and upgrading the existing basketball courts.

Engagement

During 2022 BSC held a number of Wellbeing community events, including a Mother's Day afternoon tea, Father's Day breakfast and Community Student Pride awards in conjunction with Nexus Health. Breakfast club continued 2 mornings a week for students during Terms 2 & 3. This requires staff to volunteer their services and donations from a variety of food sources. The Wellbeing team held regular LGBTQIA+ forums for students to attend and offer support to these students. The College hosted a welcome Junior School BBQ and Senior School BBQ at the beginning of the year for new and returning families.

New staff to the college are offered a thorough induction process throughout term 1 and matched with a mentor for ongoing support. All staff are invited to attend a dinner at the restaurant where BSC students study VET Hospitality. Students enjoy seeing staff take an interest in their studies after hours. New students to the college are offered an extensive and thorough transition, particularly Year 6 students. Students entering the Senior School undergo a 'Step Up' program at the end of the year, in preparation for VCE. At the end of the school year students in Year 12 are celebrated with a whole school assembly, a graduation dinner and a presentation of their time capsules from Year 7.

Pleasingly, the rate of Year 7 students remaining at our school through to Year 10, remained high and above the state and similar schools average.

The College received more applications for enrolments than what it could accommodate in 2022, resulting in the need to adhere to an enrolment management plan.

Other highlights from the school year

In 2022 the College celebrated it's 60th Anniversary. This community event was attended by many past and present principals, staff, students, parents and Department of Education and local government officials. The event won the Australia Day award for best community event and was awarded a plaque and medal. The unveiling of the new school logo occurred at this event and is slowly being integrated into the College uniform and official documents.

The College continues to connect with the local community through sponsoring the local Football and Netball club.

Koorie students attended a leadership camp at Rubicon Outdoor Education Centre, to help connect them to their culture and to build leadership skills and confidence. Other camps that took place, included a Year 7 camp to Howqua, Year 8 Surf camp and a Year 12 study retreat.

The school production "Stuck" was popular amongst students, particular after 2 years of lockdowns. The annual school swimming carnival and athletics carnival were well attended and enjoyed, with students dressing in House coloured costumes.

Financial performance

The College has managed its funds in a professional and diligent manner. It finished 2022 with a surplus in the staffing budget due to our employment management planning. The College has continued with its streamlined accounting practices and continued to find ways to reduce charges to families. Families would have also observed a more streamlined fee payment method with online payment options through Compass. The College utilizes a large part of the Equity funding to support the RESET program to encourage vulnerable students to reconnect with school. The College also financially manages the Central Ranges Trade Training Centre Consortium (CRTTC). This represents \$25 306.26 in our High Yield Account, this is capital which is audited and not available for the College. A large proportion of funds in 2022 supported the Tutoring Learning Initiative, the new locker bay, Wellbeing Centre and upgrades to the Basketball Courts.

For more detailed information regarding our school please visit our website at
<https://www.broadfordsc.vic.edu.au>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 772 students were enrolled at this school in 2022, 378 female and 394 male.

1 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

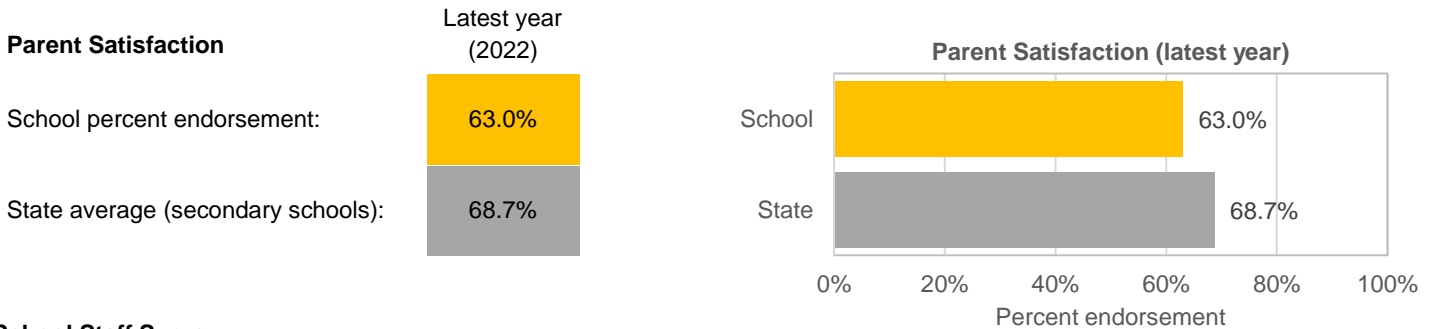
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

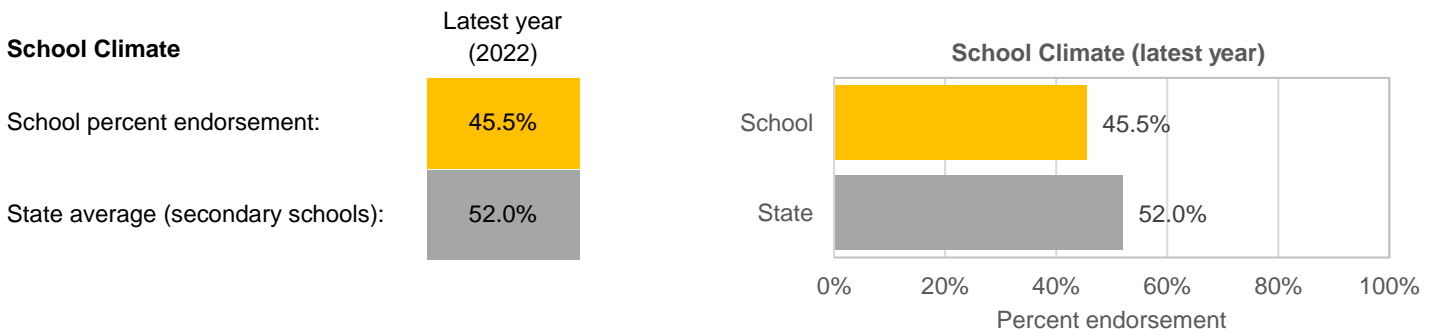


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

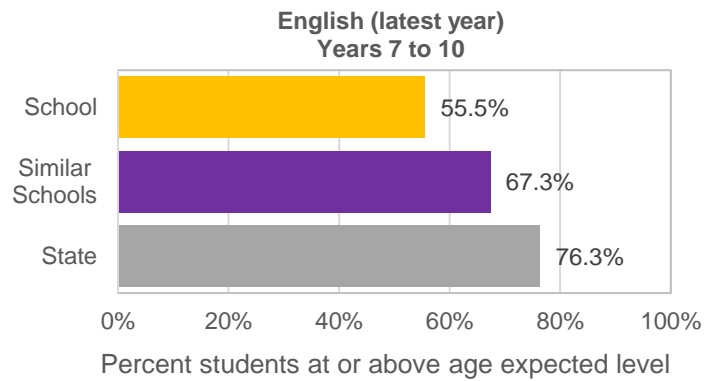
55.5%

Similar Schools average:

67.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

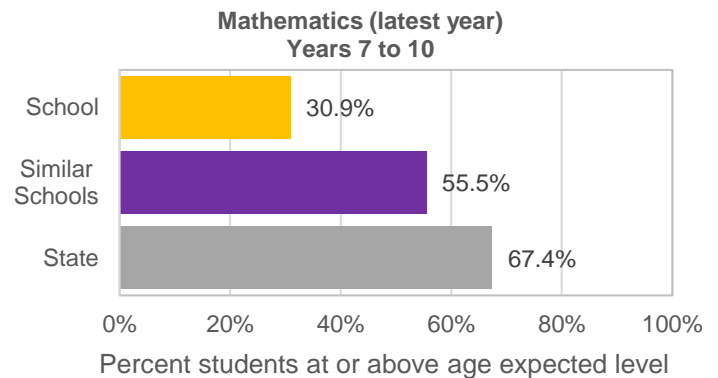
30.9%

Similar Schools average:

55.5%

State average:

67.4%



LEARNING (continued)

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

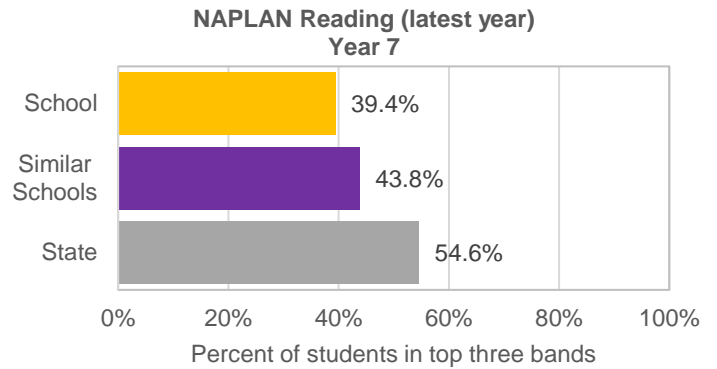
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

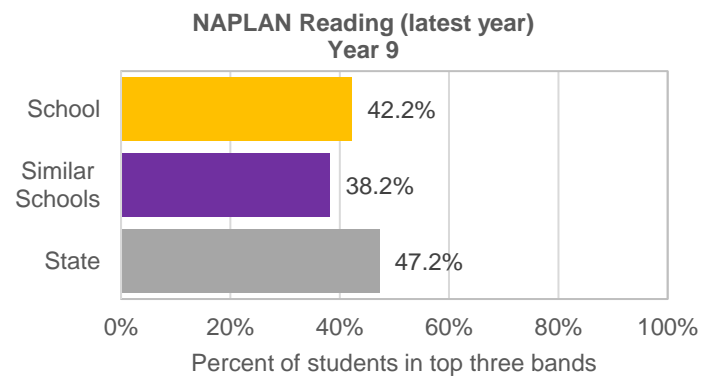
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.4%	41.1%
Similar Schools average:	43.8%	45.8%
State average:	54.6%	55.3%



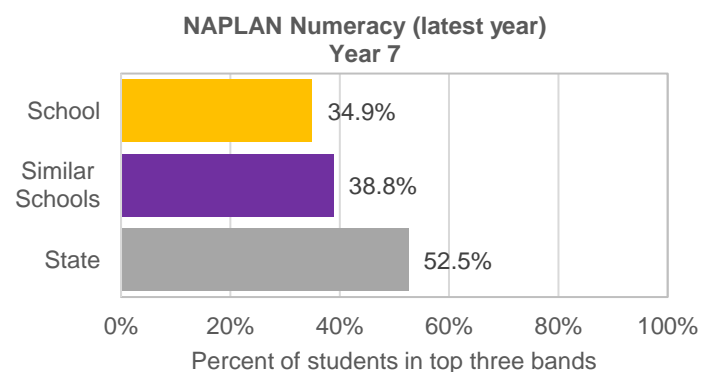
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.2%	36.6%
Similar Schools average:	38.2%	37.1%
State average:	47.2%	46.0%



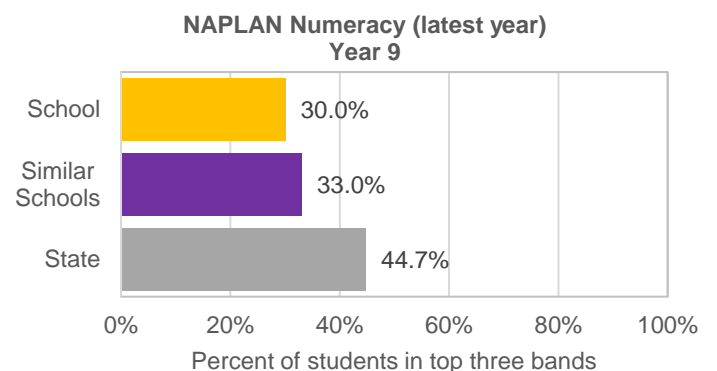
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.9%	37.7%
Similar Schools average:	38.8%	43.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.0%	29.3%
Similar Schools average:	33.0%	34.4%
State average:	44.7%	45.6%



LEARNING (continued)

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

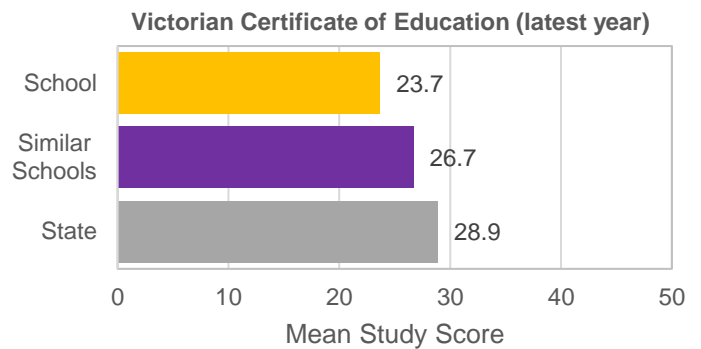
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	23.7	25.8
Similar Schools average:	26.7	26.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

30%

VET units of competence satisfactorily completed in 2022:

67%

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

84%

WELLBEING

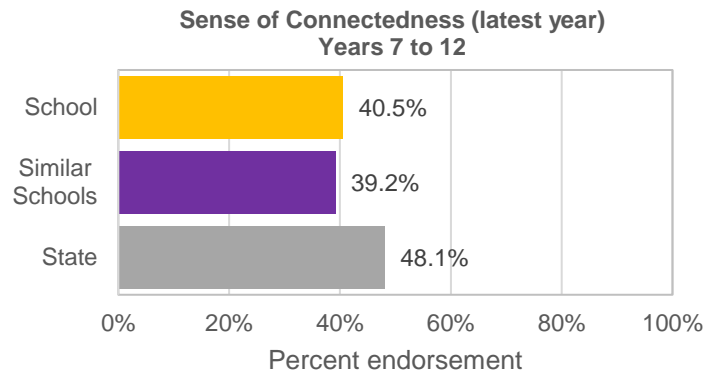
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	40.5%	44.4%
Similar Schools average:	39.2%	44.1%
State average:	48.1%	52.5%

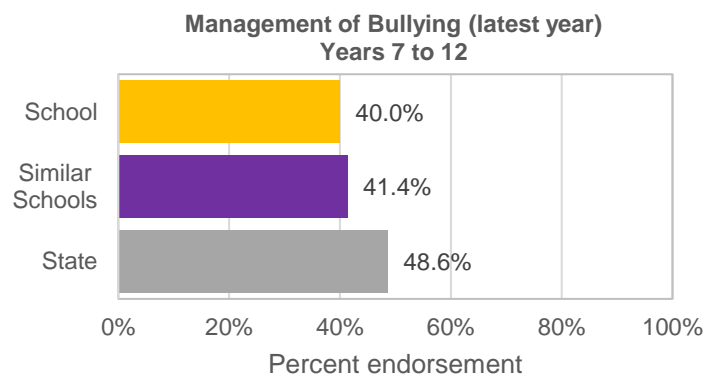


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	40.0%	43.6%
Similar Schools average:	41.4%	46.7%
State average:	48.6%	54.0%



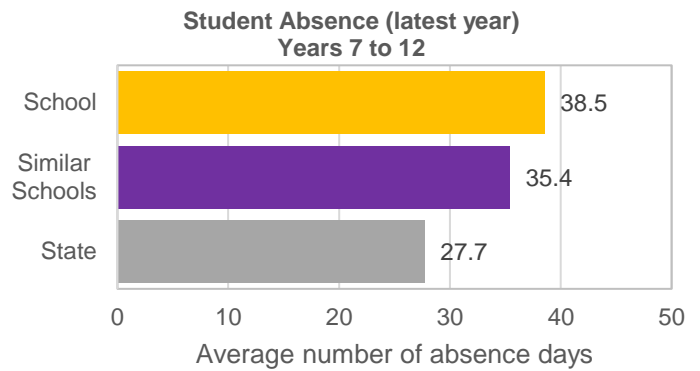
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	38.5	29.5
Similar Schools average:	35.4	27.8
State average:	27.7	21.8



Attendance Rate (latest year)

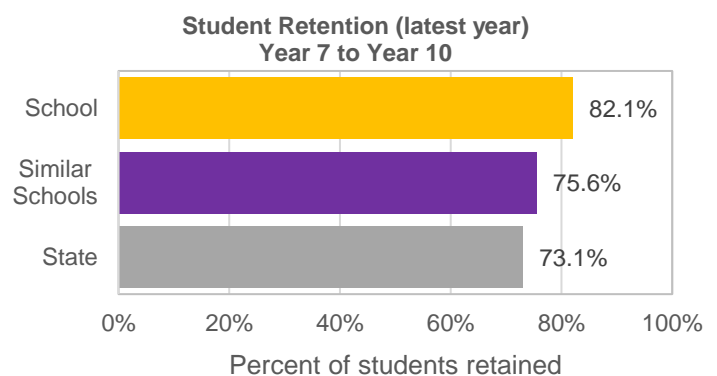
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	81%	81%	79%	79%	81%	84%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	82.1%	81.7%
Similar Schools average:	75.6%	75.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

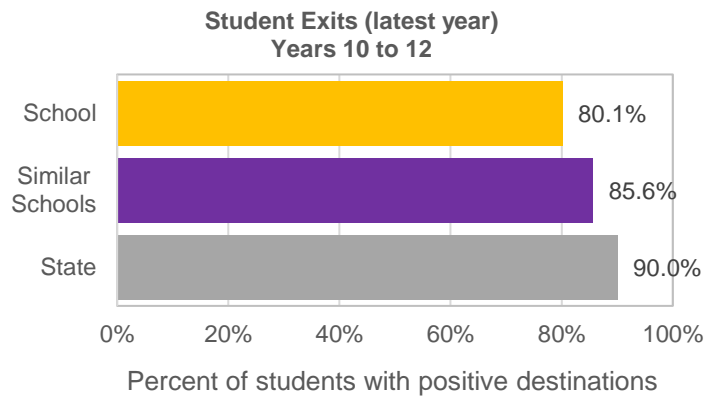
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	80.1%	75.7%
Similar Schools average:	85.6%	84.1%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,864,611
Government Provided DET Grants	\$1,923,561
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$11,826
Locally Raised Funds	\$254,500
Capital Grants	\$0
Total Operating Revenue	\$11,054,499

Equity ¹	Actual
Equity (Social Disadvantage)	\$519,336
Equity (Catch Up)	\$69,855
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$589,191

Expenditure	Actual
Student Resource Package ²	\$8,654,769
Adjustments	\$0
Books & Publications	\$7,193
Camps/Excursions/Activities	\$207,301
Communication Costs	\$11,903
Consumables	\$116,333
Miscellaneous Expense ³	\$24,128
Professional Development	\$61,096
Equipment/Maintenance/Hire	\$161,108
Property Services	\$294,331
Salaries & Allowances ⁴	\$342,149
Support Services	\$491,114
Trading & Fundraising	\$30,017
Motor Vehicle Expenses	\$1,273
Travel & Subsistence	\$0
Utilities	\$86,236
Total Operating Expenditure	\$10,488,950
Net Operating Surplus/-Deficit	\$565,549
Asset Acquisitions	\$103,799

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$727,193
Official Account	\$168,271
Other Accounts	\$0
Total Funds Available	\$895,464

Financial Commitments	Actual
Operating Reserve	\$289,278
Other Recurrent Expenditure	\$23,081
Provision Accounts	\$15,000
Funds Received in Advance	\$42,310
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$53,316
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$134,621
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,007,606

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.