

2018 Annual Report to The School Community



School Name: **Beaumaris Secondary College (7566)**



- 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 24 April 2019 at 07:39 PM by Debby Chaves
(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 29 April 2019 at 11:17 PM by Steve Pearce (School
Council President)

About Our School

School context

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students (Foundation Students) in 2018. We have an enrolment of 356 students across Year 7 and 8 and numbers will continue to grow each year as we add Year 7 students each year. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Beaumaris Secondary College's vision is that all learners can flourish when the school environment provides the conditions that promote curiosity, challenge and community. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. A significant focus on matching pedagogy to learning spaces and employing highly capable, collaborative and creative staff ensures that the teaching and learning is of the highest calibre. We have 32 staff which includes 24 teachers, 2 Assistant Principal and 5 Education Support Staff. The learning community is:

- Research and evidence based with a mix of creative, practical and inquiry based learning
- Differentiated, personalised and challenging for all students
- Collaborative and develops independent learners

Beaumaris Secondary College supports students to make healthy choices and have opportunities throughout the curriculum programme and co-curricular activities. We value participation and understand the importance of a healthy and active lifestyle. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our aim is for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity.

Framework for Improving Student Outcomes (FISO)

As a new school we needed to look at all of the FISO Initiatives so that students achievement, engagement and wellbeing was being supported well. We did put a strong focus on our Instructional and Shared Leadership along with developing our strong vision values and culture. We developed the CORE Values, teaching and learning vision and processes together. The evidence is in the policies, processes and teaching and learning happening at the school. We use this language when speaking to students, parents and colleagues. As a new school, we have developed a strong culture that provided the following:

- A specified set of purposeful language, actions, and routines designed to make students, teachers and community members feel welcome, comfortable, important, and understood.
- A focus on CORE values which includes quality teaching and learning, genuine relationships, and a cycle of continuous, quality improvement.
- Continual attention to creating passionate and competent staff capable of implementing culture-building systems

We also ensured that there was significant focus on our curriculum planning and assessment. Staff were provided with resources and support to develop creative and innovative programs for year 7 students. They identified strengths of the students and how they could further develop skills and knowledge. The curriculum curated was diverse, adaptable and reflected upon. This was underpinned by our teaching and learning vision: We learn purposefully by cultivating curiosity, being reflective and making real-world connections. The projects that students complete to demonstrate learning truly use 21st Century learning capabilities. We have developed

our project based learning model throughout the curriculum. This has in turn led to teachers expanding their professional knowledge and understanding of how to create an instructional model. Our PBL vision is 'Project Based Learning provides students with opportunities to discover passions and make connections through the process of meaningful inquiry.'

Achievement

Student learning is underpinned by curating curriculum that cultivates curiosity, and promotes reflection with strong literacy and numeracy skills underpinning this learning. We support our students in acquiring deep knowledge in the disciplines and gaining appropriate skill sets to meet the demands of present and future study. Our team is developing the Year 9 and 10 curriculum and we are preparing for our VCE registration in 2020. NAPLAN testing showed the Year 7 intake to be significantly higher than the state median particularly in numeracy. We will continue to develop the skills, knowledge and content of our students so that our students demonstrate medium to high growth across all areas in Year 7 to 9.

Engagement

Students' agency and voice contribute to the high level of engagement that our foundation students have experienced and is further evidenced through the Attitudes to School Survey. This extends to a strong sense of connectedness with their peers. We have our students involved in the teacher selection process and numerous structural, organisational and strategic planning activities at the college. This means that students feel a sense of clear identity and belonging that contributes to average number of absences being less than expected. However, this is still an area that requires improvement as every day at school counts and we need to ensure that we work with students and families to embed this in their thinking. We make every day count and work to develop plans for students who are on extended holidays and those with ongoing health concerns.

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. The beginning of any successful school requires an inclusive, safe, orderly and stimulating environment for learning which is critical to students' positive learning experiences. At Beaumaris Secondary College, our purpose is to develop the whole person. Our GOAL program, cultivates an environment that supports the physical, social, intellectual and emotional development of every student. Through this program, GOAL mentors build a community that nurtures and respects individual differences and talents, creates a safe and supportive environment and celebrates achievements. Accordingly, all staff prioritise the wellbeing of students and work closely with students and families supported by our Head of Wellbeing and College Leadership Team to ensure this. We see a strong sense of connectedness amongst our foundation students and confidence in our support of their wellbeing.

Financial performance and position

The college is in a sound financial position. We have ensured that our expenditure is well within the resources that we have been provided in establishing a new school. Our surplus will be used to ensure students have the equipment and furniture throughout the entire Learning Hub that facilitates the learning experiences we are aiming to achieve. We also have a voluntary contribution of Curriculum Innovation that provides students with the enrichment and excellence in curriculum that the community expects from our school.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 149 students were enrolled at this school in 2018, 54 female and 95 male.

7 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school's socio-economic band value is: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	78.0	72.4	64.8	78.4

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.4	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.8	79.1	64.9	89.9	Higher
Mathematics	81.6	69.4	49.3	85.5	Higher

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	64.6	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	72.4	50.8	37.5	66.7	
Year 9	Reading (latest year)					
Year 9	Numeracy (latest year)					

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	64.6	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	72.4	51.4	38.1	66.0	
Year 9	Reading (4 year average)					
Year 9	Numeracy (4 year average)					

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as ‘High’. If their gain is in the bottom 25 percent of their cohort, their gain level is ‘Low’, and for the remaining 50 percent of gains the gain level is categorised as ‘Medium’.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	26.0	55.7	18.3
Year 5 to 7	Numeracy	21.4	54.2	24.4
Year 5 to 7	Writing	31.5	50.8	17.7
Year 5 to 7	Spelling	29.0	57.3	13.7
Year 5 to 7	Grammar and Punctuation	27.5	48.9	23.7
Year 7 to 9	Reading			
Year 7 to 9	Numeracy			
Year 7 to 9	Writing			
Year 7 to 9	Spelling			
Year 7 to 9	Grammar and Punctuation			

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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)					
Mean Study Score (4 year average)					

Students in 2018 who satisfactorily completed their VCE: **N/A percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A percent.**

VET units of competence satisfactorily completed in 2018: **N/A percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.8	20.6	15.9	25.1	Higher
Average number of absence days (4 year average)	15.8	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92					

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)					
Retention (4 year average)					

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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)					
Student Exits (4 year average)					

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.1	53.1	43.3	63.2	Higher
Percent endorsement (2 year average)	78.1	52.9	44.5	61.9	Higher

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.3	56.7	47.0	68.0	Higher
Percent endorsement (2 year average)	74.3	56.0	47.5	66.4	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,735,730
Government Provided DET Grants	\$1,097,745
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$31,370
Locally Raised Funds	\$439,037
Total Operating Revenue	\$3,303,882

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$10,625
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,625

Expenditure	Actual
Student Resource Package ²	\$1,638,795
Adjustments	\$0
Books & Publications	\$7,805
Communication Costs	\$5,127
Consumables	\$133,636
Miscellaneous Expense ³	\$195,710
Professional Development	\$35,953
Property and Equipment Services	\$681,856
Salaries & Allowances ⁴	\$168,238
Trading & Fundraising	\$9,322
Travel & Subsistence	\$459
Utilities	\$56,647
Total Operating Expenditure	\$2,933,549
Net Operating Surplus/-Deficit	\$370,333
Asset Acquisitions	\$86,219

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$111,697
Official Account	\$76,927
Other Accounts	\$11,182
Total Funds Available	\$199,806

Financial Commitments	Actual
Operating Reserve	\$199,806
Other Recurrent Expenditure	\$33,558
Provision Accounts	\$0
Funds Received in Advance	\$61,018
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$101,943
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$396,324

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 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').