

# 2020 Annual Report to The School Community



School Name: **Bundoora Secondary College (7874)**



- 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 Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 15 April 2021 at 01:17 PM by Anesti Anestis (Principal)

The 2020 Annual Report to the school community:

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

Attested on 11 May 2021 at 02:17 PM by Robert Becker (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

#### School vision and values

Empowering a life long love of learning to thrive in a rapidly changing world.

We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs).

#### School purpose

The core purpose of this College is to provide a broad and challenging education in order to develop students' 21st Century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

#### Workforce composition

FTE Teaching staff 28.6, including; Assistant principals 2, leading teachers /learning specialists 5

FTE Education support staff 14.8

Aboriginal and Torres Strait Islander staff 1

#### School size, structure and geographic location

Bundoora Secondary College is a Year 7 to 12 co-educational post-primary College in a quiet residential area of Bundoora, a northern suburb of Melbourne. In 2020, the College had 335 students and is well serviced by College buses and public transport, Latrobe University and RMIT Bundoora Campus. Students at BSC are not bound by the traditional year level classes. The school is broken into Entry Year (the traditional Year 7), PACE21 (traditionally Years 8-10) and VCE/VCAL (traditionally Years 11 and 12). This vertical offering of subjects creates student choice and provides flexibility in the learning program ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need.

This complex is set within spacious grounds that include courtyard style buildings, which contain specialist areas including the recently refurbished Library Resource Centre, the ECA Centre contains a gymnasium, new fitness facility, and Drama studio, The Arts and Technology areas include Food, Art and Craft, Woodwork, Ceramics, Media and Music laboratories. Science rooms are fully equipped for practical experiments and activities. The school has a 1:1 laptop program and there are computer Pods accessible throughout the College to support specialist curriculum learning programs.

#### Social and enrollment characteristics

We are a diverse community from a range of backgrounds including indigenous, ESL and refugee families. The enrolment has been declining since 2010, and stabilized in the last 2 years since the adoption of 'Take Control' empowerment education model. Throughout 2020, the accelerated implementation of the model is attracting greater interest and enquiry well outside the designated school zone.

We provide a variety of opportunities for student voice at BSC such as a Student Leadership council, student lead tours, hosting of assemblies, the holding of positions on College Council. At Bundoora students have an authentic voice and agency in the decision making at the school.

Strong emphasis is placed on catering for the individual learning style of each student. Achievements are recognised and celebrated. Bundoora promotes an environment that encourages students to investigate, understand and actively participate in their learning through a variety of teaching and learning strategies. Parents are welcome and encouraged to participate in all College activities and to work with teachers in developing positive educational outcomes for their children. While formal reporting to parents takes place twice times a year, the College emphasises the continual monitoring and communication of student progress to students and parents.

360 students were enrolled in 2019 of whom 18 were EAL students, 22 Aboriginal, and 18 PSD. The school had a Student Family Occupation of 0.6158 and a Student Family Occupation and Education Index of 0.5253. We had 33 equivalent full time teachers which included 3 Leading Teachers, 2 Acting learning specialists, 2 Principal Class Officers and 21 equivalent full time education support staff.

<b>Framework for Improving Student Outcomes (FISO)</b>
<p>In 2020, the College’s AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:</p> <ul style="list-style-type: none"> <li>Design of the empowerment instructional practice for deep learning electives</li> <li>implementation of the targeted teaching maths and english program</li> <li>Focus on creating the whole school social emotional learning program through PAL</li> <li>Introduction of an integrated merit and student leadership program</li> <li>Design of leadership structure to build staff capacity</li> </ul> <p>These programs are continuously evolving and largely set for 2021 implementation. Positive gains in the School parent Survey showed clear evidence of the noticeable impact of these initiatives on the climate for learning.</p>
<b>Achievement</b>
<p>In 2020 the school continued work on its strategic plan goal of maximizing the learning and growth in Literacy and Numeracy for each student.</p> <p>Students in Years 7-8, demonstrated expected growth, however students through to 9-10 showed limited growth in both literacy and numeracy according to teacher judgements. This was expected given the large differences in student engagement during the Term 3 lockdown / remote learning period. The school met the 12-month target of increasing the VCE All Studies mean score to 25.2.</p> <p>A range of additional literacy support in the classrooms and withdrawal groups were trialed in PACE classes in 2020 with some success. In 2021, additional classes and students will access the program to further enhance student literacy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects.</p> <p>Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.</p>
<b>Engagement</b>
<p>The alternative method of teaching and learning provided a different opportunity of engagement, to which the College and its students experienced mixed results. The remote learning program created the opportunity for students to have higher degrees of agency and autonomy in their learning. This environment was created by highly structured learning pathways and clarity of expectations of learning, to which the teaching staff were able to rise and create through its lesson by lesson system through Compass. A proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. Most students were able to keep up with the demands and expectations however some experienced great challenges and despite learning accommodations did not make adequate progress.</p> <p>To support student learning engagement during the transition back to onsite learning, our school ran the tutor program and individual teacher conferences.</p>
<b>Wellbeing</b>
<p>During the remote learning period, Health and wellbeing supports such as the individual weekly one on one, and daily group remote learning checkins were prioritized for staff and students. This involved assigned teachers and staff meeting frequently, using the context of learning support to assess health and wellbeing, provide ideas and strategies to further enhance, or through identification report this onto the Leadership team for further intervention. As this was an</p>

effective support for our students, the College is planning to implement this initiative onsite in 2021 through expansion of the PAL program, currently at 2 periods per week to 4 periods per week.

### **Financial performance and position**

Despite the limited revenue over the course of the year and together with a reduction in spending for additional programs and staffing, the College ended 2020 in a healthy financial position. The College did not receive and additional funding in the form of grants despite multiple applications. The parents and friends group remained particularly active over the course of the year, raising enough funds for the refurbishment of the canteen eatery and purchase of outdoor sporting equipment. The College entered into a contract with Edapt, a software company that provides enhanced Compass data analytics. Furthermore, the partnership with Edapt is for the creation of the learner profile- the alternate reporting program that aligns with the College ethos.

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

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 335 students were enrolled at this school in 2020, 153 female and 182 male.

13 percent of students had English as an additional language and 6 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.

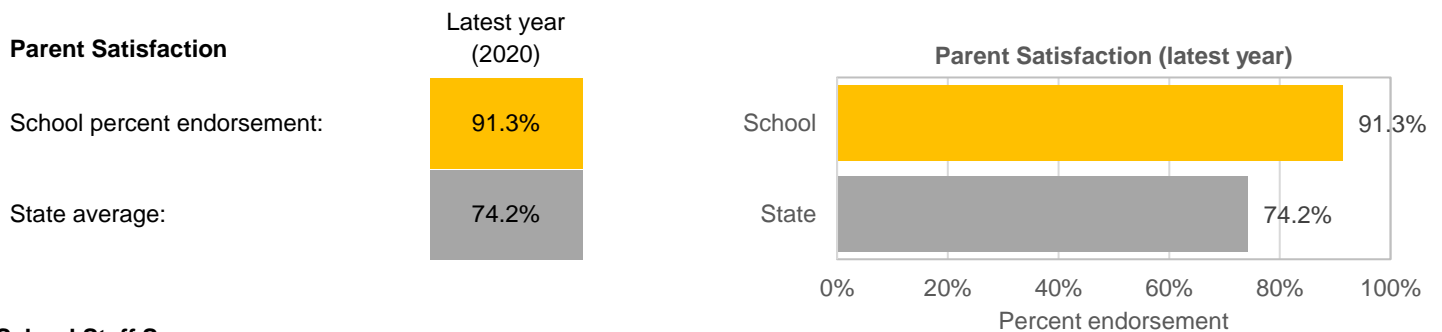
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

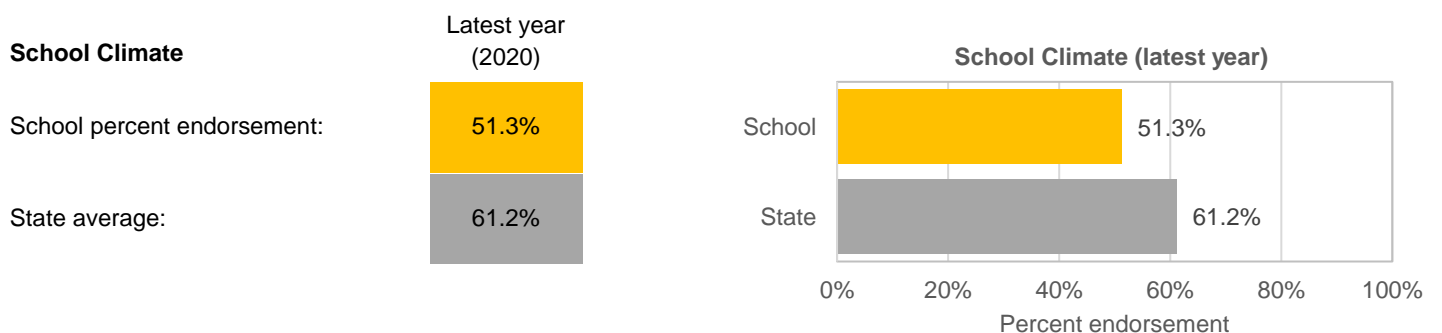


### School Staff Survey

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.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

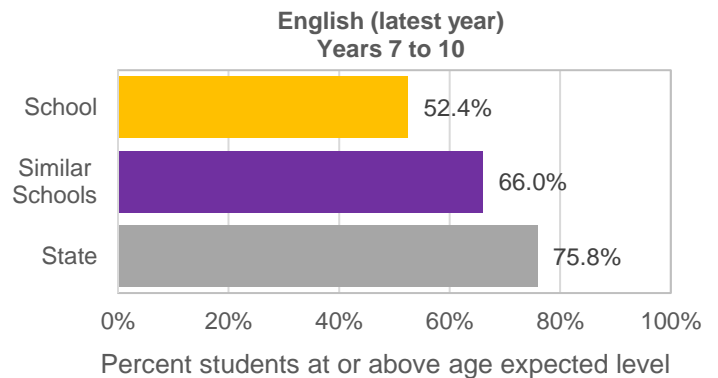
52.4%

Similar Schools average:

66.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

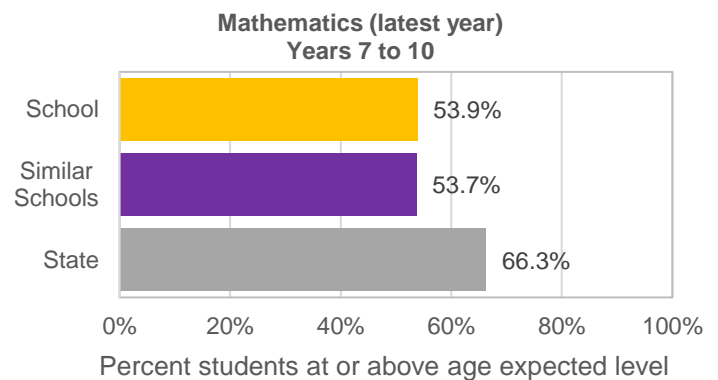
53.9%

Similar Schools average:

53.7%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.



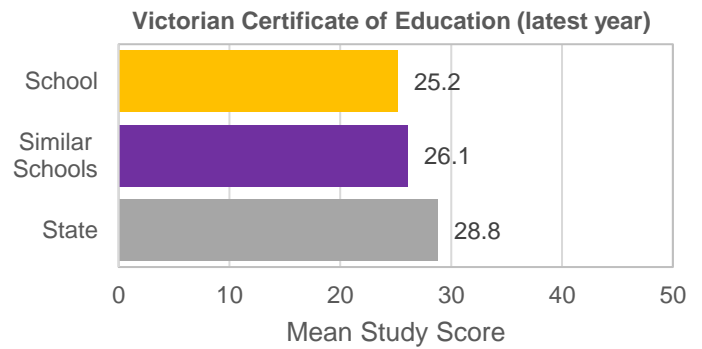
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	25.2	22.5
Similar Schools average:	26.1	26.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

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

32%

VET units of competence satisfactorily completed in 2020:

84%

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

63%

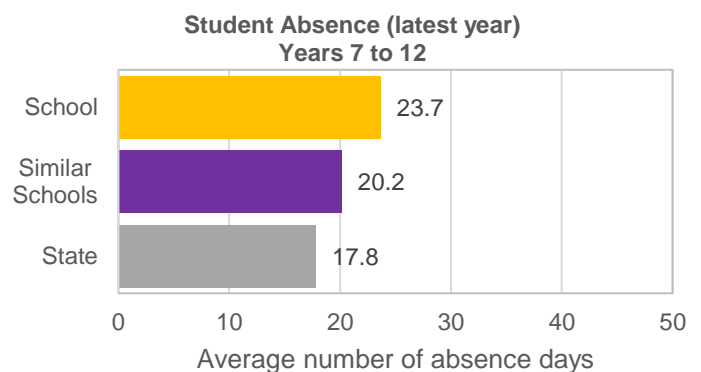
## ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	23.7	26.3
Similar Schools average:	20.2	22.4
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

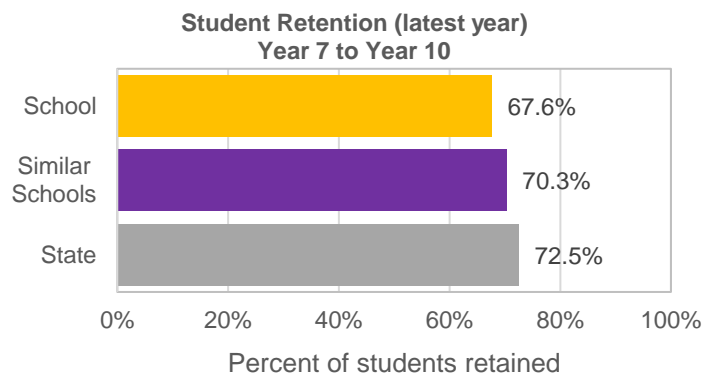
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	87%	84%	87%	88%	91%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	67.6%	67.9%
Similar Schools average:	70.3%	71.3%
State average:	72.5%	72.9%



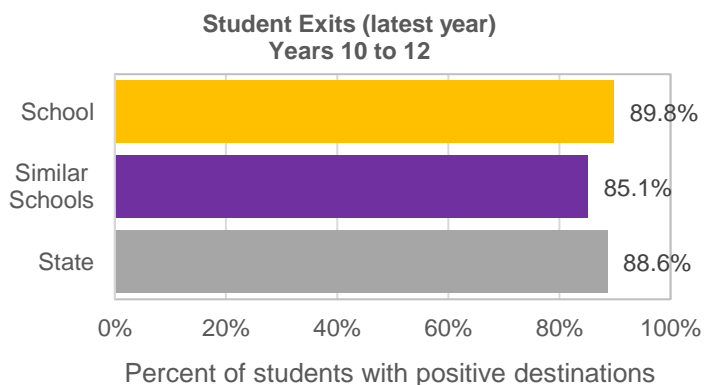
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	89.8%	83.9%
Similar Schools average:	85.1%	87.4%
State average:	88.6%	89.1%



## WELLBEING

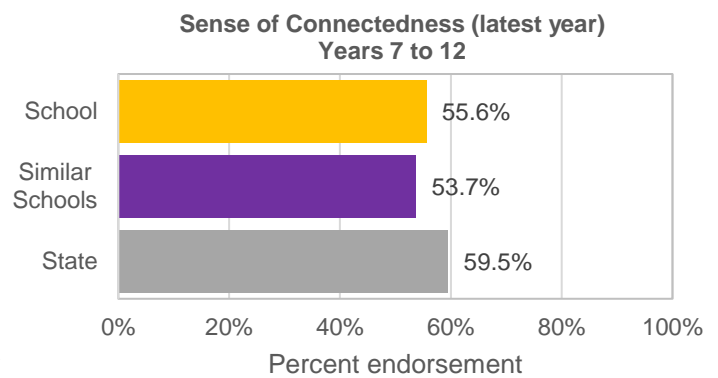
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	55.6%	52.1%
Similar Schools average:	53.7%	47.9%
State average:	59.5%	55.3%



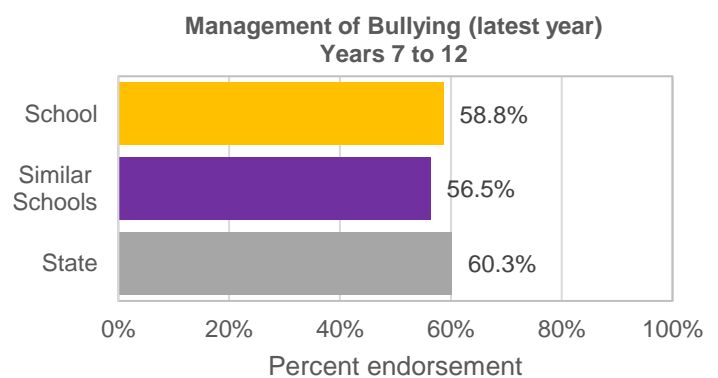
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	58.8%	54.8%
Similar Schools average:	56.5%	52.6%
State average:	60.3%	57.9%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,574,854
Government Provided DET Grants	\$935,521
Government Grants Commonwealth	\$20,000
Government Grants State	\$17,228
Revenue Other	\$208,249
Locally Raised Funds	\$172,620
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,928,471</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$351,730
Equity (Catch Up)	\$24,513
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$376,243</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,483,449
Adjustments	NDA
Books & Publications	\$2,401
Camps/Excursions/Activities	\$61,125
Communication Costs	\$16,204
Consumables	\$96,150
Miscellaneous Expense <sup>3</sup>	\$145,563
Professional Development	\$179,721
Equipment/Maintenance/Hire	\$146,687
Property Services	\$142,541
Salaries & Allowances <sup>4</sup>	\$134,842
Support Services	\$54,394
Trading & Fundraising	\$15,909
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$46
Utilities	\$85,958
<b>Total Operating Expenditure</b>	<b>\$5,564,815</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$363,657</b>
<b>Asset Acquisitions</b>	<b>\$24,985</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$459,851
Official Account	\$71,045
Other Accounts	\$6,322
<b>Total Funds Available</b>	<b>\$537,218</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$159,645
Other Recurrent Expenditure	\$14,625
Provision Accounts	NDA
Funds Received in Advance	\$22,543
School Based Programs	\$939
Beneficiary/Memorial Accounts	\$50
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,457
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$210,259</b>

*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.*