

2016 Annual Report to the School Community



School Name: Berwick Secondary College

School Number: 7603



Name of School Principal:	Ms Kerri Bolch
Name of School Council President:	Mr Roger Hall
Date of Endorsement:	Friday 28 th April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the "Student enrolment numbers" and/or "Curriculum framework for schools - language program" minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Established in 1977, Berwick College has a strong foundation that continues today as our students thrive, learn and grow each day. Situated in the City of Casey, the high growth corridor of the South East, our school has a vibrant history in the Berwick community and global connections to alumni in a wide variety of fields.

Berwick College aims to provide a learning community through a structured focus on 'Excellence in Learning', 'Rich and Varied Pathways', 'Personal Growth', 'Orderly Learning Environment and 'Positive Relationships'. These areas reflect our focus on improving the learning and on gaining the best possible educational outcomes for our students.

We have very clear expectations around behaviour and that attendance at school is critical for meaningful learning to take place. Our Learning Teams look after our students in learning communities where we track the achievements of, and get to know, each student.

In 2016, our student numbers were 1587.1. Our inclusive education, broad range of curriculum programs and excellent facilities are designed to cater for the needs of all of our students and promote a positive climate for learning. Students can follow a variety of pathways including VCE, VCAL and VET. The College was a finalist in two categories at the 2016 Victorian Education Excellence Awards and our focus on improving the learning has produced some of the best VCE and VCAL results in the area including two perfect subject scores. Students receive significant counselling in choosing a pathway, which suits their level of ability and career aspirations.

The High Achievers Program caters for gifted and talented students, while applied learning programs cater for students who wish to follow a more 'hands-on' pathway. We have a comprehensive sports program with excellent facilities including hockey fields, tennis courts, netball courts, a stadium and access to the City of Casey Athletics Track. Elite programs such as the Basketball Academy and Dance Academy are established and thriving. The Basketball Academy achieved both gold and silver medals in the 2016 Australian Schools Basketball Championships and our Dance Academy students featured in the 2016 State Schools Spectacular including a principal dancer and ensemble dancer.

Our values are Respect, Integrity, Perseverance, Personal Achievement and Resilience. A strong leadership and dedicated, professional staff ensure a clear focus on what is "in the best interests of our students."

We offer numerous extra-curricular activities including Presentation Balls, Chess Club, Instrumental Music and two Concert Bands. The Performing Arts in 2016 included 'Hairspray Jr', 'Evil-Lution' and 'Antigone'. Our students performed beautifully at The Rotary Club of Berwick's Christmas Carols.

Students also had the opportunity to extend their learning in global citizenship on a World Challenge trip to Vietnam and Cambodia, Central Australia Community Service and Leadership Camp, Year 7 Camp and two tours to USA through the Basketball Academy and the G'day USA Tour.

Our LOTE subject is Indonesian, students have the opportunity to immerse themselves in the language, culture and history of Indonesia with an authentic tour of Indonesia offered bi-annually.

In 2016, the school employed 151.68 effective full-time teachers, 24.68 Education Support staff, 5 Principal Class Officers and 1 Chaplain.

Framework for Improving Student Outcomes (FISO)

Our FISO priority is Excellence in Teaching and Learning and our initiative was Curriculum Planning and Assessment. We have been reviewing our curriculum documentation and content in the light of the new Victorian Curriculum along with assessment and reporting. We also collaborative built our agreed teaching strategies and our learning framework.

We shared high quality pedagogical practices such as Guttman charts, use of formative assessment tools, learning intentions and collaborative practice and ICT solutions. We also participated in a series of learning walks to focus on aspects of teacher practice including feedback and collaboration.

Achievement

VCE outcomes

In 2016, 271 students undertook VCE at Berwick College. Completion rate was 99%, the median student score was 29 with 3.8% of study scores at 40 or above. Two scores of 50 were achieved in Further Mathematics and Outdoor and Environmental Studies and were achieved as well as a Year 11 student achieved a Premier's VCE Award for language



study in Polish. There were 58 VCE classes in 2016 and 28 classes achieved a median study score of 30 or greater and 26 classes value added to 70% or more of their students.

The top student achieved an ATAR of 97.15 with 5% of students achieved an ATAR above 90; 18% above 80; 35% above 70 and 56% above 60.

Students moved into the following areas in 2017

- 112 – University
- 50 – TAFE
- 33 - Working part time
- 30 – Working full time
- 19 – Looking for work
- 15 – Apprenticeship
- 11 – Gap year
- 1 - Defence force

PLTs (Professional Learning Teams) analyse student-learning data to ensure a differentiated curriculum and personalized learning. Year 7 to 12 data in Literacy and Numeracy has been tracked and utilised to ensure learning is based on individual levels. The Edrolo program for students studying VCE Units 3 & 4 in Psychology, Maths Methods, Further Maths, Business Management, Health and Human Development, Legal Studies, Accounting, Chemistry, Physics, Biology and Physical Education was continued as an excellent tool for student engagement, online resource for exam preparation and to support student learning.

The Maths and English Focus groups continued to analyse data at greater depth to develop strategies to improve student learning and cater for learning differences. Strategies include Rapid Formative Feedback to assist students to improve their skills and differentiation. The Maths Domain have introduced Guttman charts to the staff to enable identification of students' zone of development.

Students attained an average of 71% gained medium to high growth from Years 7 to 9 in Numeracy. Students attained an average of 61% gained medium to high growth from Years 7 to 9 across Reading, Writing, Spelling and Grammar and Punctuation, and we are strongly focused on increasing this percentage. Students in the Program for Students with a Disability (PSD) made progress against their individual learning goals.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The College is organised into 8 Learning Teams with 7 Home Groups in each. Each Home group has students from Years 7 – 11, and generally, students remain in this Home Group for 5 years with their Home Group teacher, and the same Student Learning Leader and Assistant Student Learning Leader. Each student has at least one adult in the school they can go to when required. A strong focus on positive relationships with our students and families is supported by the Parent Portal, Edrolo and Edmodo, which allow parents access to student reports, attendance records and homework tasks.

Regular monitoring of student attendance occurs through the Learning Teams and two Attendance Officers. We notify our parents of absence by SMS; students are presented awards for 100% attendance and recognised in school publications.

The Tiqbiz APP is used to promote the positive learning environment and successes of the student and parents also to receive regular communication from the College and to submit attendance information. Academically at risk students through chronic absence are provided positive supports through community partners, wellbeing team and learning team leaders.

Student Attitudes to School Data indicates good results in all categories, but particularly for Student Motivation, Stimulating Learning, Student Safety and Learning Confidence.

Addressing non-attendance

The College has in place a range of strategies to address non-attendance.

- The College employs two attendance officers to record, monitor, assist in promoting attendance and use an SMS attendance messaging system to inform parents their child is absent.
- The College sets realistic attendance targets for each term and the whole year for each year level, home group and learning team.
- Attendance targets are part of home group teacher's and student learning leader's performance plan



- Students set their own attendance target for the year and each term. Home group teachers review progress each term with students
- Attendance posters for each home group highlighting attendance targets are posted in each home room
- Attendance updates for home group teachers every three weeks outlining individual student absences and current attendance rate which is compared to their attendance target
- Attendance articles in the newsletter promote attendance, outlining the role of parents in relation to attendance and highlighting attendance successes
- Acknowledge at staff meetings home group teachers and learning teams who have met attendance targets
- Termly reports on progress towards achieving attendance targets at principal class and student learning leader meetings
- Student learning leaders agenda attendance at learning team meetings highlighting successes and working with home group teachers to improve student attendance
- Student learning leaders work with the support of the wellbeing team to develop a plan for students with high absenteeism
- Eworkspace is used to electronically record attendance and to monitor attendance
- Attendance processes and procedures documented in the staff handbook, the home teacher handbook and in the help menu of eworkspace
- Mapping tool is used to monitor student attendance and identify students with high level absenteeism

Students with high absenteeism

- Attendance plan templates and parent letters have been developed to be used by student learning leaders to improve attendance of students with high level absenteeism
- Wellbeing team and student learning leaders work with students with high absenteeism
- Wellbeing team and student learning leaders work with the parents of students with high absenteeism creating attendance plans, counselling students, conducting home visits and ensuring students have an absent from school learning plan

Students with significant long-term absenteeism are referred to the Regional Attendance Officer, the Navigator program, Department of Health and Human Services (DHHS), Child First and Alternative settings such as Operation Newstart, Myuna Farm and Blackwood.

Note:

- Regional Attendance Officers will try to contact parents to bring about a permanent change to non-attendance habits.
- The Navigator program has been successful for some students in providing an alternative pathway for the student.
- A referral is made to DHHS where it is clear there is some form of abuse or neglect warranting a mandatory report.
- Parent consent is required for support through Child First

Wellbeing

In 2016, 301 Year 7 students transitioned into Berwick College after Information Evenings, Orientation Day and Meet the Home Group teacher early in the year. The early scheduling of the Year 7 camp and Wellbeing Day in term 1 contributed to building a sense of connection and promoted a positive climate for learning for our youngest students adjusting to the change to secondary schooling.

Regular meetings and collaboration with feeder school principals (once a term) and Grade 6 Coordinators assist in ensuring the transition is effective and students have learning and wellbeing support.

Each Year 9 and 10 student has an appointment with their parents and a counsellor regarding their course selection for the following year. Our VCAL and VET participation rate has increased markedly over the last few years, as has our completion rate, and we have introduced an effective Applied Learning Program as a pathway for students from Years 9 – 12.

Information Nights assist parents to understand the elements of transition and choices available to our senior students. VCE students have a broad choice of subjects and Year 9 students are encouraged to begin their VCE in Year 10.

Our Wellbeing Team is a highly experienced and caring team consisting of three Social Workers, a Nurse and a Chaplain. Victorian Education Excellence finalists, they provide regular support to students at risk, mentoring to students who are disengaged or facing challenging situations, they teach life skills and provide programs aimed at improving self-worth.

For more detailed information regarding our school please visit our website at [\[www.berwickcollege.vic.edu.au\]](http://www.berwickcollege.vic.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 1587 students were enrolled at this school in 2016, 756 female and 831 male. There were 6% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

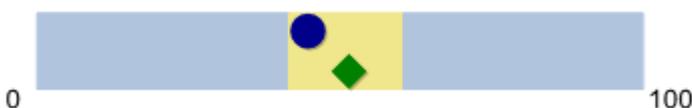
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p> Similar</p> <p> Similar</p>



Students in 2016 who satisfactorily completed their VCE: 99%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 26%
VET units of competence satisfactorily completed in 2016: 100%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 96%



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	91 %	90 %	92 %	92 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	91 %	90 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>



Financial Performance and Position

Financial performance and position commentary

In 2016, Berwick College continued to implement strategies to address the credit deficit from 2015 however all bank accounts were kept in credit at all times and sufficient funds were available to cover expenses. Sub Program budgets were run as per DET guidelines and with School Council approval.

The College was successful in receiving Federal and City of Casey Ward Grants to recognise student achievement and provide health and wellbeing education, programs and support to students to improve educational outcomes.

Specifically:

- Central Australia Tour - \$1,000 grant from the Northern Territory Government.
- Kids Under Cover - \$5,500 grant from DHHS
- City of Casey Community Grant - \$1,000

Revenue was 12% above budget due to the reimbursement of costs associated with Staff Leave. Note: The parent voluntary donation to the College Council Building Fund (*Tax Deductable*) decreased by 50% in 2016.

Significant Fundraising: Students actively fundraise and promote awareness of a charity that delivers social benefits for the community. In 2016 a number of charities were supported, in particular, \$6,000 was raised for the Leukaemia Foundation by the Frost Learning Team students and was recognised by the City of Casey.

Expenditure was 0.3% under budget. The strategic direction, including building, costing, maintaining and refurbishing of our buildings and facilities is the responsibility of the Facilities committee, a committee of the College Council.

Furniture, equipment and other resources were purchased or maintained to optimise student learning outcomes.

Urgent and minor building and grounds maintenance works continued to ensure buildings and grounds were safe and usable. In 2016 significant expenditure was as follows:

- Robotic Kits (\$12,000) for the new Year 7 and 8 Digital Technology Curriculum
- Four projectors (\$13,571)
- Mod4 Relocatable Classroom was purchased by the College from the College Council Building Fund (\$43,500) with associated installation costs to cater for anticipated increase of student numbers
- Painting of both A and B Block to provide a positive learning environment

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$12,779,348	High Yield Investment Account	\$286,300
Government Provided DET Grants	\$1,246,760	Official Account	\$133,042
Government Grants Commonwealth	\$33,835	Other Accounts	\$927,872
Government Grants State	\$45,761	Total Funds Available	\$1,347,214
Revenue Other	\$171,039		
Locally Raised Funds	\$1,006,402		
Total Operating Revenue	\$15,283,145		

Expenditure		Financial Commitments	
Student Resource Package	\$12,814,790	Operating Reserve	\$152,838
Books & Publications	\$2,329	Asset/Equipment Replacement < 12 months	\$48,807
Communication Costs	\$41,038		



Consumables	\$269,102	Capital - Buildings/Grounds incl SMS<12 months	\$177,932
Miscellaneous Expense	\$844,482	Maintenance - Buildings/Grounds incl SMS<12 months	\$96,647
Professional Development	\$58,314	Beneficiary/Memorial Accounts	\$21,893
Property and Equipment Services	\$692,912	Revenue Received in Advance	\$287,629
Salaries & Allowances	\$456,243	School Based Programs	\$264,463
Trading & Fundraising	\$142,731	School/Network/Cluster Coordination	\$7,551
Travel & Subsistence	\$22,083	Provision Accounts	\$171,013
Utilities	\$111,874	Repayable to DET	\$39,000
		Other recurrent expenditure	\$11,930
		Asset/Equipment Replacement > 12 months	\$37,226
		Maintenance -Buildings/Grounds incl SMS>12 months	\$30,286
		Total Financial Commitments	\$1,347,214
Total Operating Expenditure	\$15,455,898		
Net Operating Surplus/-Deficit	(\$172,752)		
Asset Acquisitions	\$17,500		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.