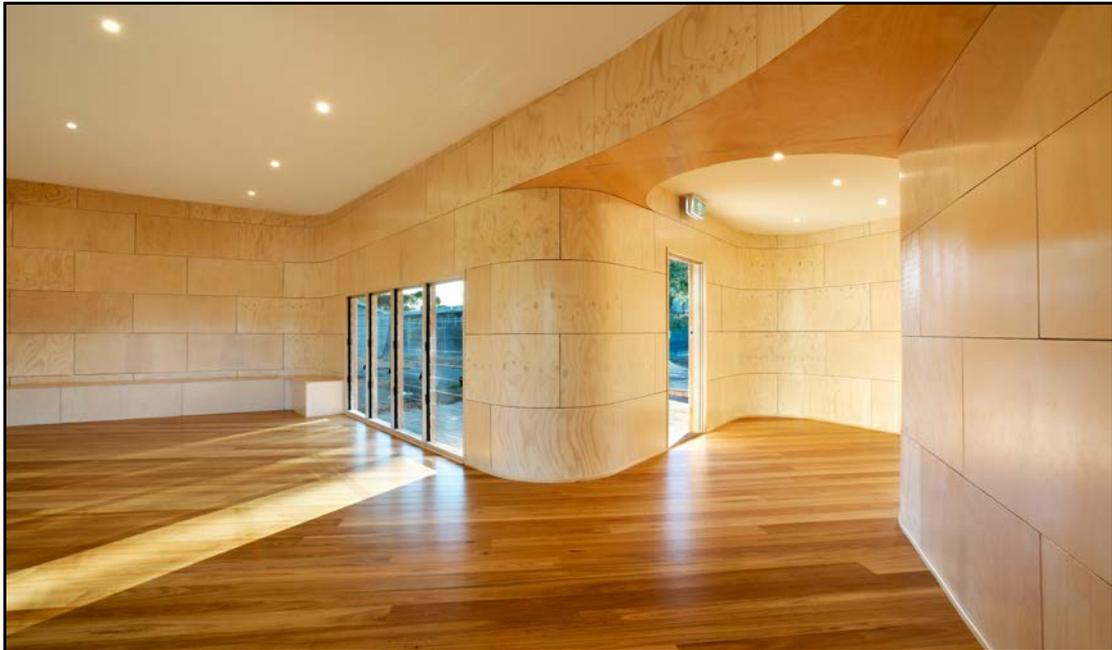


**2015 Annual Report to
the School Community**

Bentleigh Secondary College

School Number: 7255



Name of School Principal: Ms Helene Hiotis

Name of School Council President: Malcolm Guy

Date of Endorsement: 15 April 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Bentleigh Secondary College continues to develop a culture of high expectations with a focus on learning and the college motto 'being the best you can be' is something everyone in our school community must aspire to. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing active evaluation. Our college has 87.7 equivalent full-time staff; 3 Principal class, 65.7 teachers and 19.0 Education Support Staff. Increasing enrolments reflect a strong and growing reputation in our local community and in 2015, 896 students were enrolled. Based on the school's Student Family Occupation index we have a mid-high socio-economic profile and our proportion of students with English as a second language is in the mid range. Our Parent Satisfaction Summary indicates that our score is above the State median. Bentleigh's work in the area of sustainability has received national and international recognition, winning numerous awards. Our extra-curricular programs offer outstanding opportunities in instrumental music, the performing arts, a study tour to Japan, leadership, sport, camps and activities, and community service. Strong and positive relationships are the cornerstone of our inclusive college culture which boasts a vibrant International Study Program. These relationships are supported by our codes of conduct which are based on the following principles: the right to learn, the right to be treated with respect and the right to be safe. There is a genuine focus on student leadership and student voice in all areas of the college. We aim to develop independent, creative, resilient and positive individuals; equipped with the personal, social, academic and technological skills necessary in a changing world.

Achievement

Bentleigh Secondary College is proud of its continued improvement and achievements in student learning. Our NAPLAN results in Reading and Numeracy indicate that our students are performing above the State median. Our NAPLAN relative growth was higher in Reading, Numeracy and Grammar and Punctuation in Year 7-Year 9. Our 2015 VCE cohort was very successful with 100% of students satisfactorily completing their VCE. There has been a large improvement in VCE outcomes over the past few years and our 2015 College Dux received an ATAR of 96.45 The number of VCE students achieving study scores over 40 increased to 5.4% and students receiving an ATAR score of 80+ in the last few years has also increased. 2015 University offers were well above the state mean, with 89.3% of students receiving a first round tertiary offer. All students in the Program for Students with a Disability showed progress in achieving their goals set out in their individual learning plans.

Engagement

Our students are engaged in their learning and this is confirmed by our excellent results in the Students Attitudes to School Survey particularly in the area of Teaching and Learning. We have a strong pastoral focus that supports each student with transition from primary school. All Yr 9-12 students have individual pathway plans (MIPS) that develop through each year level. They are supported by individual career and course counselling, visits to industry, TAFE and universities, information sessions, a career newsletter, work experience and career focused guest speakers and workshops. Our college has close links to Holmesglen TAFE which offers a VCAL pathway to students in Years 10-12. In the last couple of years we have seen a significant increase in the number of students entering university as we counsel and manage all students to ensure successful pathway transitions. Our college student pathways program supports our culture of achievement by offering a dynamic and comprehensive careers program that encourages student aspirations. Our expectation and commitment is to ensure all students are fully supported with transition to further education, training and employment.

Wellbeing

Bentleigh Secondary College's philosophy of taking a holistic approach to student wellbeing has continued with a concerted effort to improve student learning outcomes by focussing on Positive Education. In 2014 our Meditation and Indigenous Cultural Centre was officially opened and Mindfulness Meditation continues to be embedded across all year levels. Our students are supported both emotionally and academically through a range of programs that build positive relationships. Our 2015 Attitudes to School Survey results were above the median for all Victorian government schools. The data clearly indicates our students feel safe, motivated and connected to the college. In 2015 the continued focus on providing support to all students demonstrated our commitment to Student Wellbeing, as a means of improving student learning and pathways. This commitment and extra support contributes to all students achieving success in their learning. Our Attendance Policy and practises ensure that we closely monitor attendance. Our absence rates are well below the State median and excellent attendance rates were obtained across all year levels. Clear communication between school and home is paramount and in 2014 our portal (Compass) was introduced which gave parents immediate access to their child's attendance.

Productivity

Our college effectively allocates resources to the best possible effect to support improved student outcomes and achieve the goals and targets outlined in the Annual Implementation Plan. The Government made a funding commitment of \$9.6 million to the college during the 2014 election campaign and work began in appointing architects in 2015.

For more detailed information regarding our school please visit our website at <http://www>

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.

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 886 students were enrolled at this school in 2015, 389 female and 497 male. There were 3% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

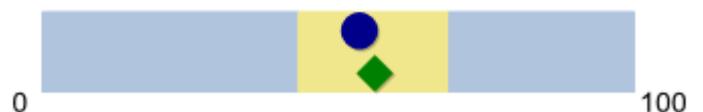
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

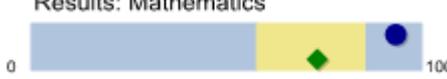
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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



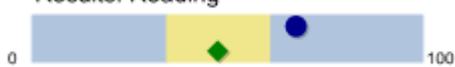
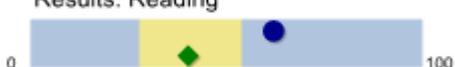
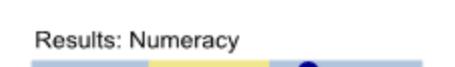
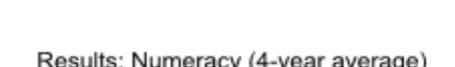
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Higher</p> <p> Similar</p> <p> Higher</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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>51%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	50%	24%	Numeracy	22%	58%	20%	Writing	32%	44%	24%	Spelling	25%	52%	23%	Grammar and Punctuation	35%	51%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>53%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>45%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	53%	31%	Numeracy	17%	51%	31%	Writing	22%	49%	29%	Spelling	19%	52%	29%	Grammar and Punctuation	22%	45%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	22%	45%	33%																							
<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>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								

Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **1%**
 VET units of competence satisfactorily completed in 2015: **100%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

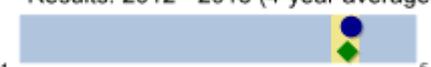
Performance Summary

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <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>92 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	92 %	94 %	94 %	95 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	92 %	94 %	94 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</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: 

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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

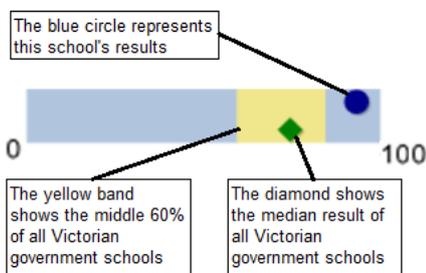
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

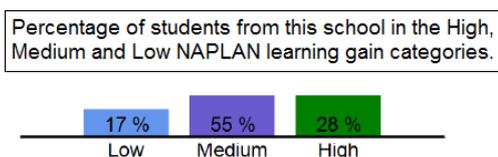
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

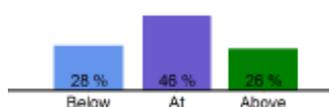


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

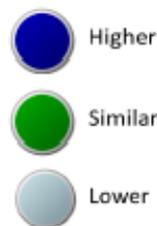


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,376,428	High Yield Investment Account	\$1,844,909
Government Provided DET Grants	\$964,524	Official Account	\$2,209
Government Grants Commonwealth	\$5,994	Other Accounts	\$89,506
Government Grants State	\$27,500	Total Funds Available	\$1,936,624
Revenue Other	\$49,468		
Locally Raised Funds	\$997,400		
Total Operating Revenue	\$9,421,314		
Expenditure		Financial Commitments	
Student Resource Package	\$7,544,709	Operating Reserve	\$10,000
Books & Publications	\$12,706	Asset/Equipment Replacement < 12 months	\$187,080
Communication Costs	\$23,292	Capital - Buildings/Grounds incl SMS<12 months	\$150,000
Consumables	\$262,606	Revenue Received in Advance	\$453,600
Miscellaneous Expense	\$545,323	School Based Programs	\$668,449
Professional Development	\$49,568	Provision Accounts	\$15,000
Property and Equipment Services	\$543,299	Repayable to DET	\$167,361
Salaries & Allowances	\$305,410	Asset/Equipment Replacement > 12 months	\$70,000
Trading & Fundraising	\$31,622	Capital - Buildings/Grounds incl SMS>12 months	\$89,506
Travel & Subsistence	\$9,045	Maintenance -Buildings/Grounds incl SMS>12 months	\$125,628
Utilities	\$50,255	Total Financial Commitments	\$1,936,624
Total Operating Expenditure	\$9,377,834		
Net Operating Surplus/-Deficit	\$43,480		
Asset Acquisitions	\$95,730		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

The budget outcome for 2015 is consistent with College Council expectations. The College continues to have extensive community use arrangements, which includes hiring of the Sports Stadium, Performing Arts Centre and the grounds. Our International Student Program continues to grow. The college is grateful to the parent community for their generous voluntary contributions, not only to assist college programs, but also our Building Fund. 2015 saw the upgrade of ICT infrastructure; resources to support Teaching and Learning; relocation and upgrading of staff offices and the consolidation of the college portal (Compass). Funds within our long term planning also cover our workforce planning liability for the College; cyclic replacement of furniture and equipment including the installation of TV screens in all classrooms; implementation of our One to One Notebook program for Years 7 and 10; replacement and upgrading of college fences; planned maintenance and building works and funds carried over relating to college based programs.

