

2024 Annual Report to the School Community

School Name: Braybrook College (7645)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 March 2025 at 05:09 PM by Kelly Panousieris (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 March 2025 at 05:11 PM by Kelly Panousieris (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Braybrook College is a multicultural, single campus, Year 7-12 school supporting families in the inner western suburbs of Melbourne. We are located 15 minutes from Melbourne's CBD with ready access to all forms of public transport. In 2024 the college had 1387 students including 49 International students, all from Vietnam. Our workforce consists of one Principal, three Assistant Principals, 115 full time equivalent Teaching staff and 29.4 full time equivalent Education Support staff.

Vision:

At Braybrook College, all members of the school community strive for excellence within a safe and supportive environment where diversity is valued and where students can develop the academic and social skills necessary to become successful members of society.

Our values are 'Respect' and 'Excellence'.

Our purpose is to ensure that all students work to not only achieve their individual best but to also strive to build community connectedness. We have a clear focus on student achievement in a disciplined, orderly and structured environment and student wellbeing is a high priority.

Facilities are constantly being upgraded to optimise student learning outcomes. Over the years we have either built, installed, or refurbished the following:

- A Technology Centre
- A Music Centre
- A VCE Study Centre
- A Science Centre
- A synthetic turf, Soccer Oval and outdoor gym circuit
- An Art Precinct
- A Numeracy Centre
- A 'Doctors in Schools' portable

Our multi-purpose Auditorium was first used for our School Production in September 2024. We are still in the process of putting in the finishing touches to make it a truly magnificent building that can be accessed by the whole school community for a range of purposes.

Accelerated learning opportunities are available for students in Year 10 to study a VCE subject and Advanced Classes operate from Years 7-10.

The college prioritises its use of ICT to underpin student achievement. We have a 'Bring Your Own Device' program across all year levels and continue to encourage the use of Compass (our school management application) as a means of communication for use by teachers, students and parents.

Teachers are required to attend Professional Learning programs designed to deepen their curriculum knowledge and in particular to hone their skills in the teaching of Literacy, Instructional Practices, the use of differentiated learning and the use of ICT. Going forward, we will continue to concentrate much of our Professional Learning around the High Impact Teaching Strategies and

ensuring we tailor instruction to meet the individual student needs by making reasonable adjustments when required.

Our motto is 'Pride in Achievement'.

Progress towards strategic goals, student outcomes and student engagement

Learning

VCE

- All study median of 31 (Mean: 31.6). This remains above the State average of 30
- 98.2% of students satisfactorily completed their VCE, including VCE (Vocational Major)
- 27 students received ATARs above 90 (16.5 %)
- Our Dux achieved an ATAR of 99.25
- 8.1% of Study Scores over 40

Once again our VCE results affirm our ongoing efforts to refine our processes and practices across the College. For example:

- Homework Clubs available in the VCE Centre for students from all Sub-schools (also a dedicated EAL Homework Club)
- Annual Work Ethic Timeline
- Parent information evening at Years 7, 9, 10 and 11
- SEEK program at Years 7 to 10
- A strong International Program
- Semester 1 Practice Exams and October Tests at Year 12
- Extensive Mentoring Programs including Year 12 Action Planning
- The continued employment of Academic Advisors and tutors to assist Year 11 and 12 students in a wide range of areas during their final two years of high school

Disability and Inclusion / Program for Students with a Disability (PSD)

2024 - 16 students were funded under these programs, all but one of whom made satisfactory progress against their Individual Learning Plans.

NAPLAN

Our 2024 Year 7 and 9 NAPLAN results in the Strong or Exceeding proficiency levels in Reading and Numeracy were pleasing and were significantly higher than both Similar Schools and the

State. In fact, Reading at Year 9 and Numeracy at both Year 7 and 9 had more students in the Strong or Exceeding proficiency levels than the previous year.

SUPPORT

In 2024, we continued our commitment to plan and implement rigorous and evidence-based intervention programs such as the Tutor Learning Initiative and the Middle Years Literacy and Numeracy Strategy aimed to support a wide range of identified students.

Wellbeing

Student Attitudes to School

In 2024 50.3% of students responded positively to questions about their sense of connectedness to Braybrook College. This is higher than both Similar Schools and the State.

The number of positive responses to 'Management of Bullying' was down on our previous year (48%), but still higher than both Similar Schools and the State. We recognise this as an area to focus on going forward.

The College Student Wellbeing Team, including a Student Wellbeing Coordinator, a Health Promotions Nurse, two Psychologists, two Mental Health Practitioners, a Speech Pathologist, a Wellbeing Dog and a Doctors in Schools Program, Nurse lead clinic (for part of 2024), ensure all students have ongoing access to the physical, social and emotional support they require.

We have made every effort to ensure that all students feel part of the College Community. For example, we have run Connectedness programs at each Sub-school using Equity Funds, including:

- Year 7 and 8 House Challenge days, Year 7 Environment Day and the Year 7 and 8 End of Year Excursion;
- Year 9 City Cite;
- Year 11 Focus Day and Year 12 Study Days

Other connectedness programs at the college include:

- Co-curriculum Program including the House system, Music and Drama Performances
- Peer Support Program
- Camps Program
- Student Leadership Programs. For example, Leaders of Leadership, the SRC and several ABCN-run programs

The Diversity, Equity and Inclusion (DEI) Steering Committee continued to roll out the DEI Action Plan which aims to embed a school culture that celebrates diversity, enables inclusion, promotes

cultural awareness and safety and addresses racism to promote respectful attitudes, behaviours and practices in line with our Council of International Schools (CIS) accreditation status.

Parent Satisfaction

The Parent Opinion survey results (87.8% for parent satisfaction) were well above the State (71.6%) and well up on the 2023 result of 85.6%, indicating that Braybrook College parents had a high level of confidence with the college.

Staff - School Climate

In 2024, staff endorsement of the school's climate (59.1%) was above the State average (58.5%).

Engagement

Student Attendance

Average attendance was at or above 88% at all year levels; an improvement on the previous year. In fact, Years 7 and 12 were at or above 91%. The average number of days students were absent from school was over 10 less than the average at both Similar Schools and the State.

Strategies in place to further improve attendance rates include:

- A Compass program that tracks all student movement
- An Administrative Assistant at each Sub-school who contacts families of all absent students on the day of the absence
- 'Every Day Counts' notices distributed to all families (also available in several languages)

Transitions

From the time students arrive at Braybrook College until they leave us to embark on the next phase of their life journey, we ensure that they are well-prepared for what lies ahead. In 2024, some of the ways we achieved this were:

- A three day Year 7 Induction Program
- A Twilight Expo for prospective families
- Year 7 Summer Sizzles (with connectedness activities)
- All students at Year 10 or above had a Managed Individual Pathways Plan and had at least one interview with a MIPs Officer
- Years 9 to 12 students were involved in a year-long program of Motivational, Goal Setting and Study Skills activities
- A successful Applied Learning Program operated at Year 10, with a VCE (Vocational Major) being delivered at Years 11 and 12
- 97.19% of students who applied for a tertiary course received an offer including 19 for the University of Melbourne, 25 for Monash University, 21 for La Trobe University, 78 for

RMIT, 11 for ACU, 22 for Deakin University, 25 for Victoria University and 11 for Swinburne University.

Vocational Education and Training (VET) units were offered in a number of pathway areas including: Furnishing, Hospitality, Sport and Recreation, Automotive, Community Services and Laboratory Skills.

RETENTION

The College achieved relatively high retention rates in 2024 with 79.7% of our Year 10 students having remained at the college since Year 7 (compared to Similar Schools (74.6%) and the State average (71.5%))

Financial performance

The college remains in a good financial position to ensure that programs and infrastructure are in place to support improvements to student learning outcomes.

The 2024 Operating Statement indicates an operating deficit. The school deliberately ran a credit deficit in 2024, in order to employ additional staffing to support student learning and wellbeing and to enrich our programs and services. The school will repay this debt to the Department of Education in the third quarter of 2025 by drawing on its locally raised funds. The full fee paying International Student Program (ISP) and local parent contributions generate revenue for the school annually and a large portion of this will be set aside to pay out our planned deficit.

Equity (Catch Up) and Equity (Social Disadvantage) funding has been allocated to support the college professional practice program, and to ensure that all of our students have access to the exceptional Braybrook College school experience.

School Council has continued its commitment to improving facilities, teaching and learning spaces as well as ensuring all IT infrastructure such as Data Projectors are repaired or replaced in a timely manner to assist the delivery of all curriculum programs.

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 1,387 students were enrolled at this school in 2024, 663 female and 724 male.

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

Overall Socio-Economic Profile

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

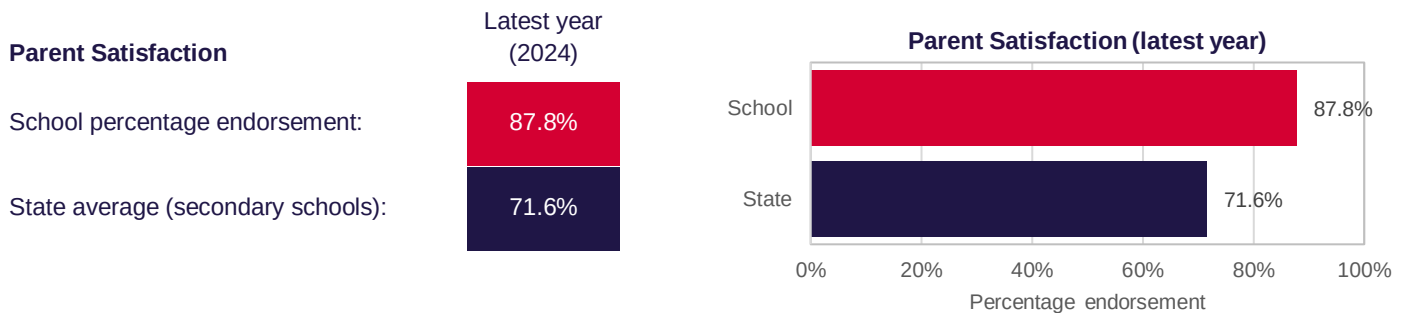
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

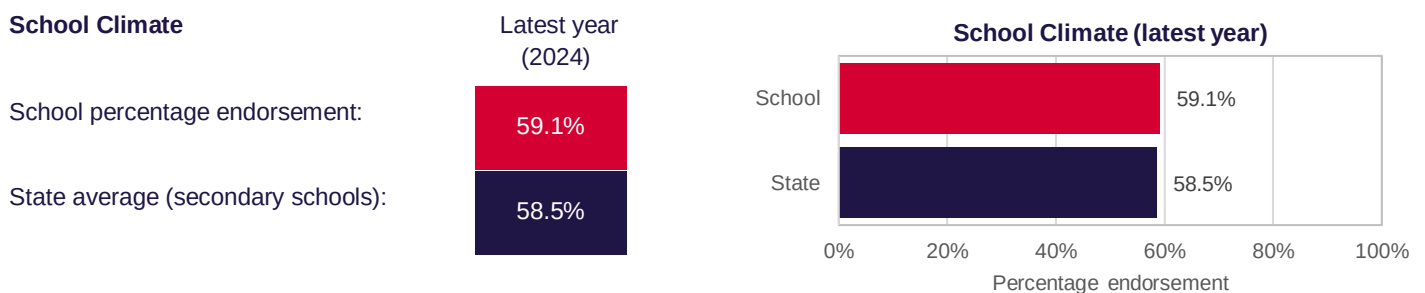


School Staff Survey

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

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

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

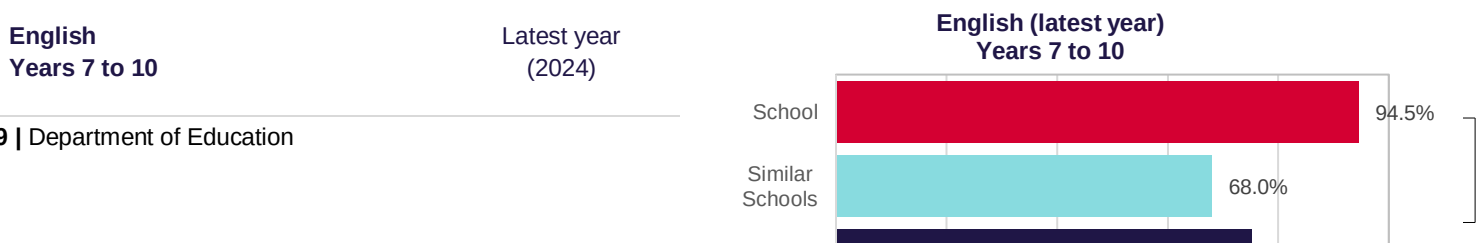


LEARNING

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

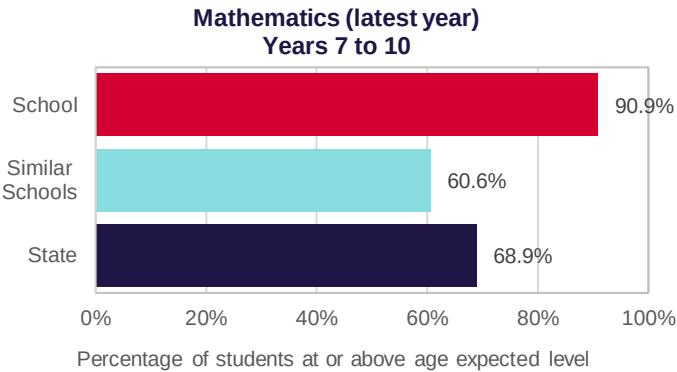
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	94.5%
Similar Schools average:	68.0%
State average:	75.1%

Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	90.9%
Similar Schools average:	60.6%
State average:	68.9%



LEARNING (continued)

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

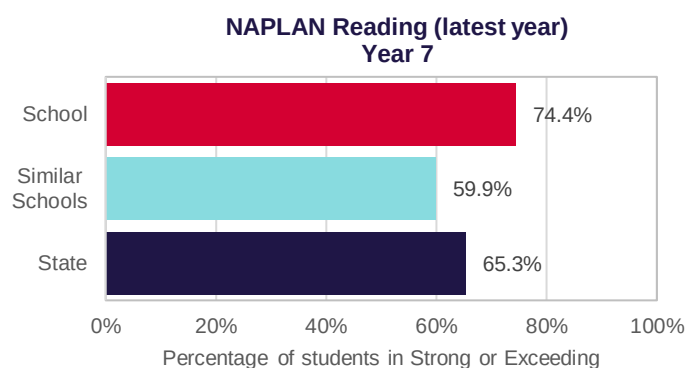
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

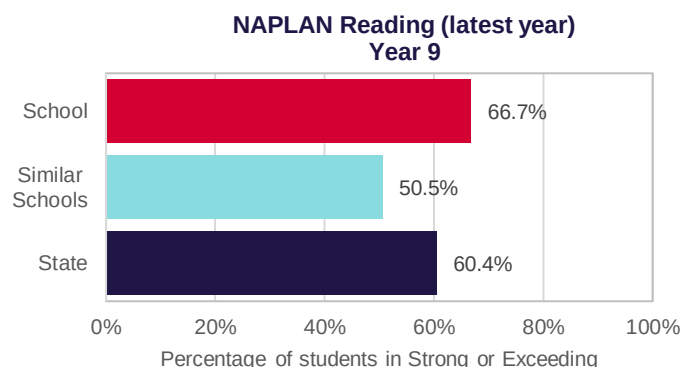
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.4%	75.2%
Similar Schools average:	59.9%	59.5%
State average:	65.3%	65.7%



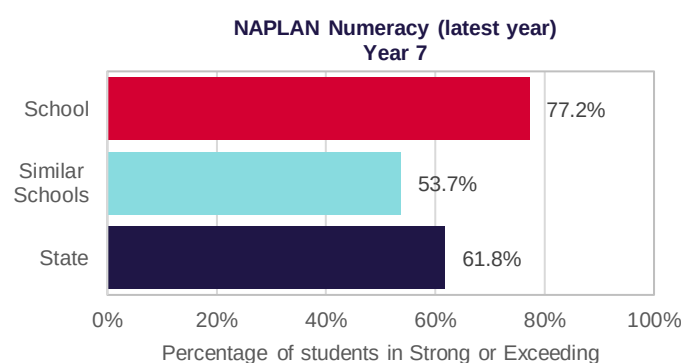
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	64.4%
Similar Schools average:	50.5%	50.1%
State average:	60.4%	60.2%



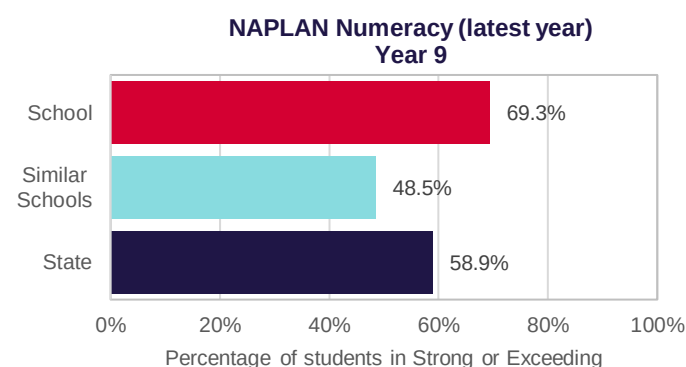
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.2%	75.5%
Similar Schools average:	53.7%	53.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.3%	66.4%
Similar Schools average:	48.5%	49.4%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

64.7%

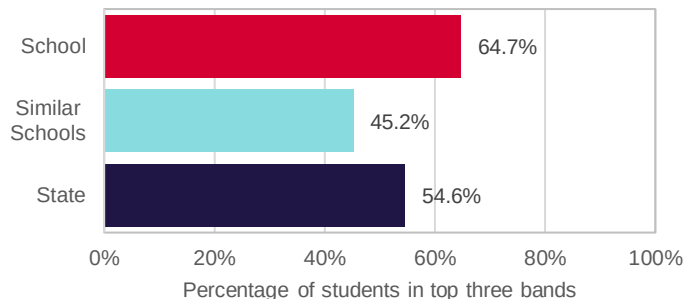
Similar Schools average:

45.2%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

53.4%

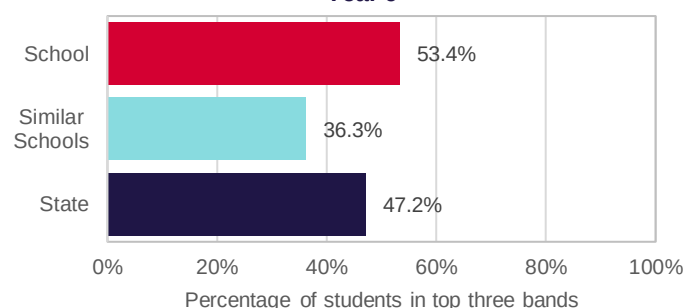
Similar Schools average:

36.3%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

65.9%

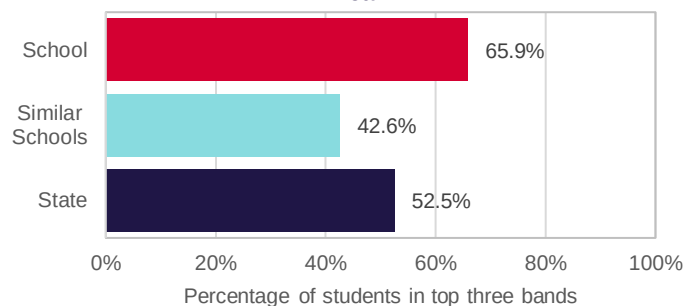
Similar Schools average:

42.6%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

53.9%

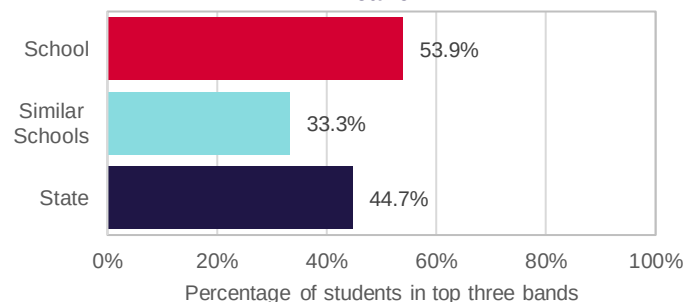
Similar Schools average:

33.3%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

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

Victorian Senior Secondary Certificate

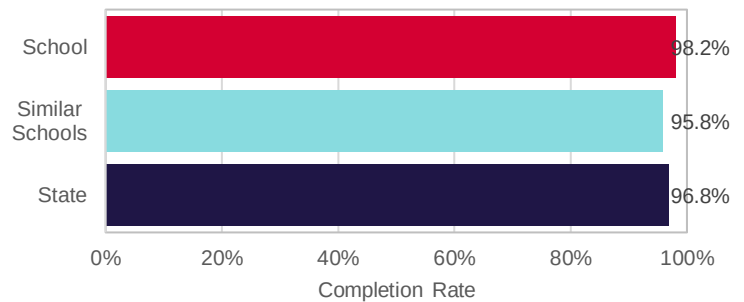
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate

	Latest year (2024)	4-year average
School completion rate:	98.2%	97.3%
Similar Schools completion rate:	95.8%	96.2%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

31.6

Number of students awarded the VCE Vocational Major

43

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

53%

Percentage VET units of competence satisfactorily completed in 2024:

93%

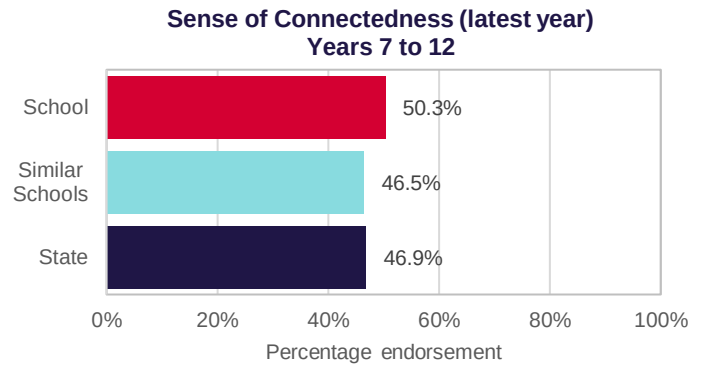
WELLBEING

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

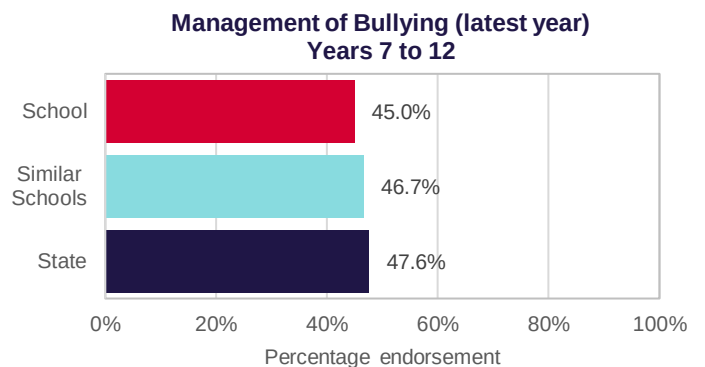
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	50.3%	52.3%
Similar Schools average:	46.5%	48.3%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	45.0%	49.2%
Similar Schools average:	46.7%	48.8%
State average:	47.6%	49.1%

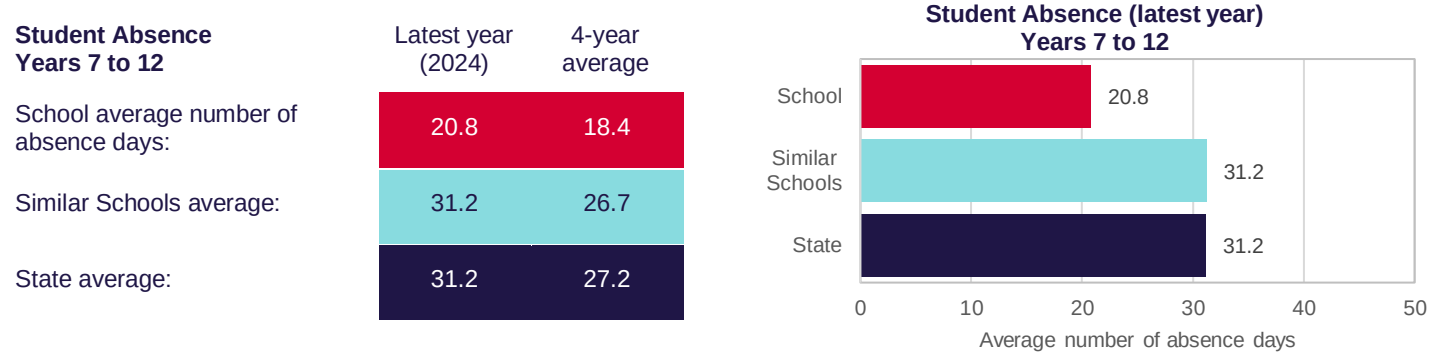


ENGAGEMENT

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.



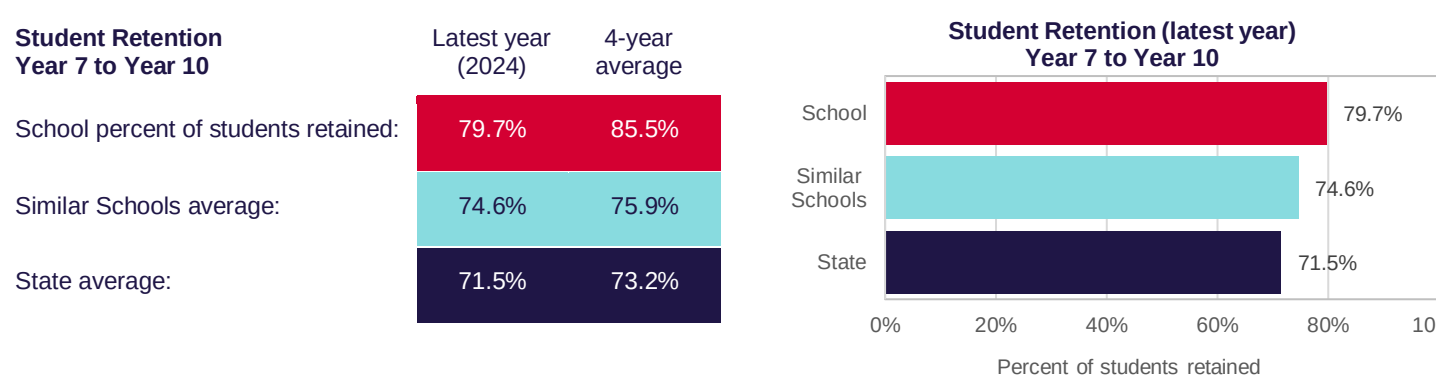
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	92%	88%	88%	89%	89%	91%

Student Retention

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



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

Latest year
(2023) 4-year
average

89.7% 89.2%

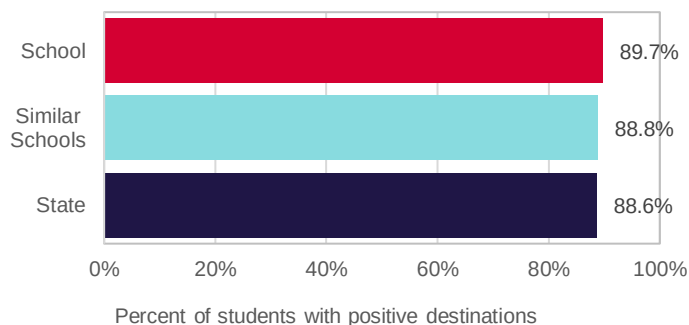
Similar Schools average:

88.8% 90.9%

State average:

88.6% 89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$17,392,863
Government Provided DET Grants	\$3,094,925
Government Grants Commonwealth	\$747
Government Grants State	\$23,082
Revenue Other	\$274,086
Locally Raised Funds	\$284,403
Capital Grants	\$0
Total Operating Revenue	\$21,070,107

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,860,589
Equity (Catch Up)	\$61,786
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,922,375

Expenditure	Actual
Student Resource Package ²	\$17,672,216
Adjustments	\$0
Books & Publications	\$7,932
Camps/Excursions/Activities	\$467,530
Communication Costs	\$37,669
Consumables	\$509,848
Miscellaneous Expense ³	\$866,690
Professional Development	\$56,836
Equipment/Maintenance/Hire	\$356,067
Property Services	\$117,416
Salaries & Allowances ⁴	\$1,047,448
Support Services	\$395,031
Trading & Fundraising	\$45,713
Motor Vehicle Expenses	\$974
Travel & Subsistence	\$2,644
Utilities	\$112,750
Total Operating Expenditure	\$21,696,764
Net Operating Surplus/-Deficit	(\$626,656)
Asset Acquisitions	\$11,664

- (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 22 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$5,529,277
Official Account	\$85,049
Other Accounts	\$0
Total Funds Available	\$5,614,326

Financial Commitments	Actual
Operating Reserve	\$670,758
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,018,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$690,000
Capital - Buildings/Grounds < 12 months	\$2,750,000
Maintenance - Buildings/Grounds < 12 months	\$485,568
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,614,326

All funds received from the Department of Education, 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.