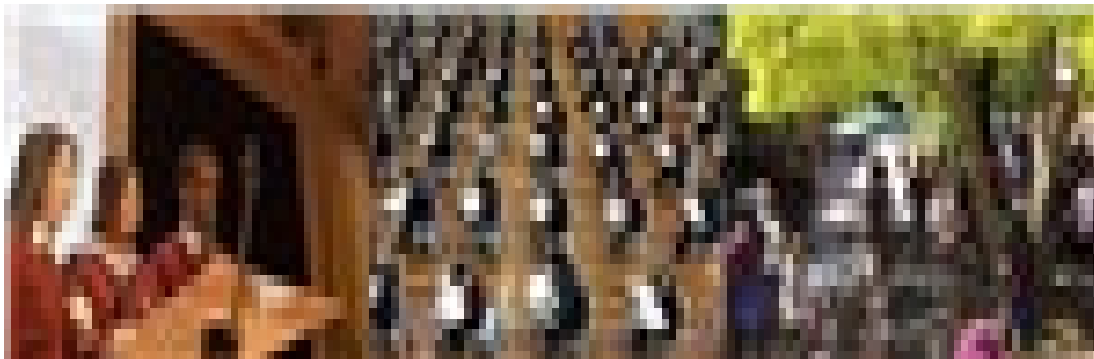


2022 Annual Report to the School Community

School Name: Braybrook College (7645)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 of the previous calendar year 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 21 March 2023 at 03:14 PM by Kelly Panousieris (Principal)

- This 2022 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 2023 at 08:52 AM by Sophia Tsobanis (School Council President)

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)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

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 2022 the college had 1352 students including 33 International students, predominately from Vietnam. Our workforce consists of one Principal, three Assistant Principals, 112.8 equivalent full time Teaching staff and 25.8 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' and our motto is 'Pride in Achievement'.

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

We look forward to work on our Auditorium beginning during 2023.

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 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. Moving into 2023, we will continue to concentrate much of our Professional Learning around the High Impact Teaching Strategies.

Progress towards strategic goals, student outcomes and student engagement

Learning

VCE Results:

- All study median of 31 (Mean: 31.4)
- 98% of students satisfactorily completed their VCE
- 71 students received ATARs above 80
- Our Dux achieved an ATAR of 99.05
- 9.66% of Study Scores over 40

These outstanding VCE results affirm our ongoing efforts to refine our processes and practices across the College and are

particularly pleasing considering the disruptions that COVID-19 and school closures caused during the two previous years. These processes and practices include:

- Homework Clubs at all sub-schools (including two EAL Homework programs)
- 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 to assist Year 11 and 12 students in a wide range of areas during their final two years of high school

Program for Students with a Disability (PSD)

29 students funded were under this program, all but two of whom made satisfactory progress against their Individual Learning Plans.

NAPLAN

Our 2022 Year 7 and 9 NAPLAN results for Reading and Numeracy were pleasing and were higher than both Similar Schools and the State. Furthermore, we were recognised by the Department of Education as being a high performing school over the 4 year period of 2019-2022, with our 4 year average also being much higher than Similar Schools and the State.

Support

In 2022, 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

The College Student Wellbeing Team, including a Student Wellbeing Coordinator, a Health Promotions Nurse, a Social Worker, 2 Psychologists, 2 Mental Health Practitioners, a Speech Pathologist, a Wellbeing Dog and a Doctors in Schools Program GP and Nurse, ensure all students have ongoing access to the physical, social and emotional support they require. This team continued to offer support throughout 2022.

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 Links Soccer, the Year 7 Environment day and the Year 7 and 8 House Challenge days;
- Year 9 City Cite;
- Year 11 Focus Day and 12 Study Days

Other wellbeing and 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 and SRC (Term 1 only); Western Bulldogs Leaders of the Pack (Girls) and several ABCN-run programs

Student Attitudes to School

In 2022 52.9% of students responded positively to questions about their sense of connectedness to Braybrook College. Although slightly lower than the four-year average, this figure is higher than Similar Schools and the State. In recognition that this is a state-wide issue, the Government has put a lot of money into the appointment of Mental Health Practitioners in schools.

Parent Satisfaction

The Parent Opinion survey results (76.1% for parent satisfaction) were well above the state (68.7%), indicating that Braybrook College parents had a high level of confidence with the college.

Staff Opinion - School Climate

In 2022, staff endorsement of the school's climate (56.1%) was above the state (52%).

Engagement

Student Attendance

Average attendance was at or above 90% at all year levels except Year 8 (88%).

Strategies in place to further improve attendance rates include:

- A Compass program that tracks all student movement
- A Youth Support Officer who works with disengaged students to re-connect them
- An Administrative Assistant at each Sub-school who contacts families of all absent students on the day of the absence
- A Leading Teacher assigned to oversee the work of the Administrative Assistants and to refine processes

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 2022, 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 VCAL Program operated at Foundation (Year 10), Intermediate (Year 11) and Senior (Year 12) levels, including a specialised EAL Senior VCAL
- 98.2% of students who applied for a tertiary course received an offer including 12 for the University of Melbourne, 38 for Monash University, 17 for La Trobe University, 58 for RMIT, 18 for ACU, 8 for Deakin University, 27 for Victoria University and 10 for Swinburne University. 55 students received more than one offer

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

Retention

The College achieved high retention rates in 2022 with 88% of our Year 10 students having remained at the college since Year 7 (compared to Similar Schools = 76% and the State (73.1%).

Financial performance

School Council continued to ensure that the financial position of the college remained strong in order to provide students with an educational experience that supported learning. Council also continued its commitment to improving facilities as well as teaching and learning spaces.

Additional revenue in 2022 was received for programs such as Advance, Program for Students with Disability and Social Disadvantage and Catch Up (Equity Funding). These funds were used to implement the Strategic Plan and AIP goals, ensuring that the targeted 'student learning catch up and challenge' and 'health and Wellbeing Supports', as well as strong student engagement strategies/programs, were delivered. Furthermore, locally raised funds supported our Professional Learning programs and Key Learning Areas respectively.

The Financial Commitments Table accounts for the Capital Works Program (Auditorium) – and other refurbishments planned/approved by the School Council. Eg. College entrance upgrade

For more detailed information regarding our school please visit our website at
<https://www.braybrooksc.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 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 1337 students were enrolled at this school in 2022, 649 female and 688 male.

73 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.

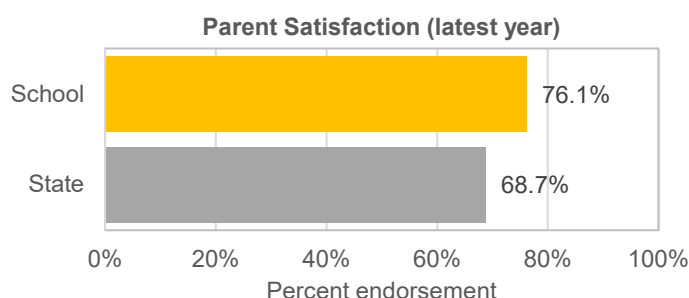
This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	76.1%
State average (secondary schools):	68.7%



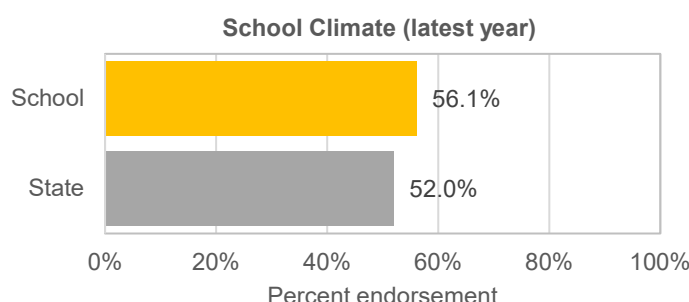
School Staff Survey

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

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

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

School Climate	Latest year (2022)
School percent endorsement:	56.1%
State average (secondary schools):	52.0%



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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

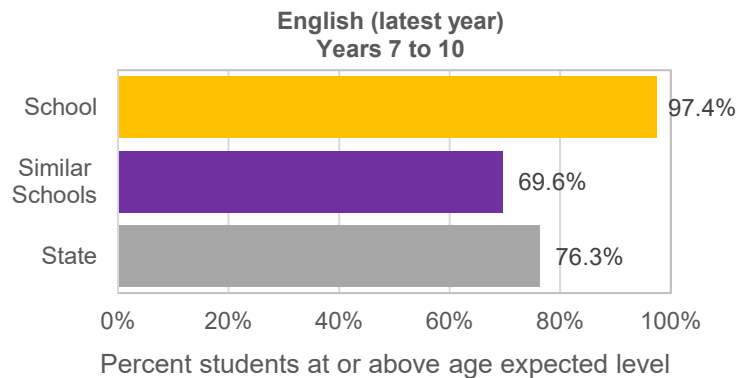
97.4%

Similar Schools average:

69.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

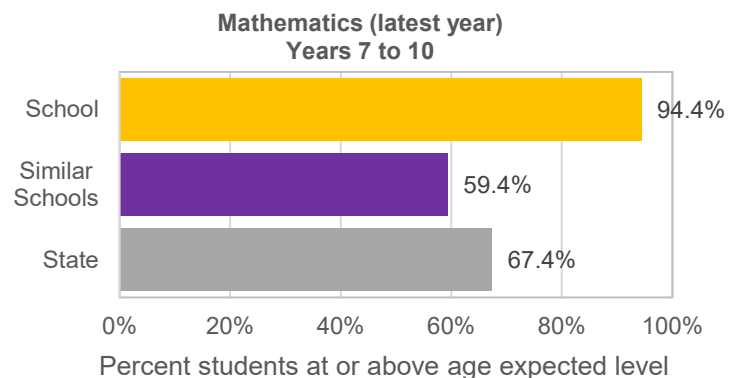
94.4%

Similar Schools average:

59.4%

State average:

67.4%



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.

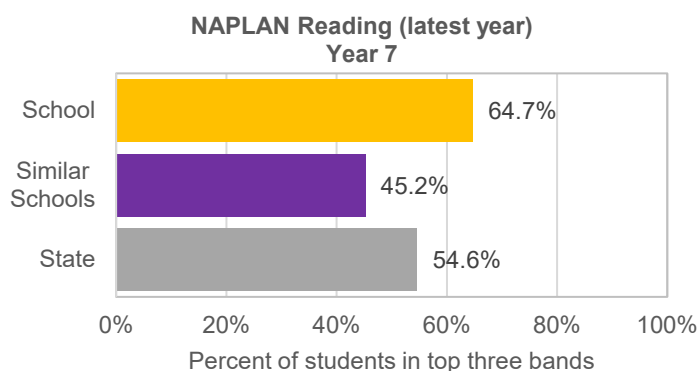
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

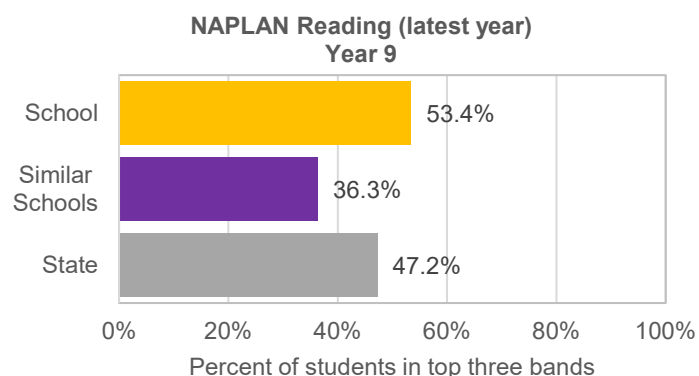
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	62.4%
Similar Schools average:	45.2%	45.8%
State average:	54.6%	55.3%



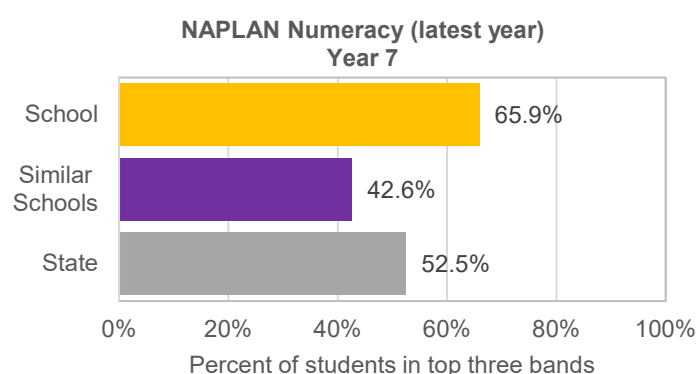
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.4%	53.4%
Similar Schools average:	36.3%	36.1%
State average:	47.2%	46.0%



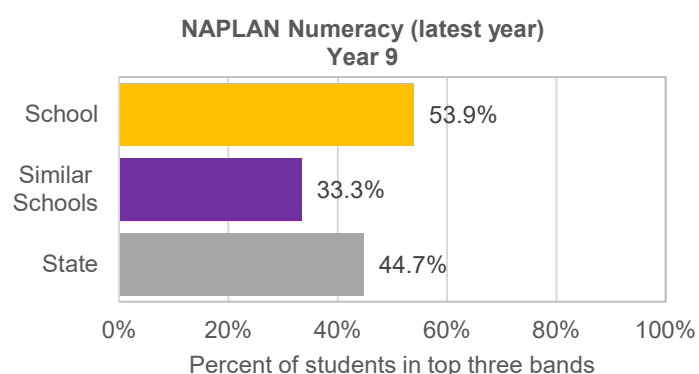
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.9%	66.2%
Similar Schools average:	42.6%	45.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.9%	57.2%
Similar Schools average:	33.3%	35.0%
State average:	44.7%	45.6%



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 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
(2022) 4-year
average

School mean study score

31.4

31.3

Similar Schools average:

27.3

27.6

State average:

28.9

28.9

Victorian Certificate of Education (latest year)

School

31.4

Similar
Schools

27.3

State

28.9

0 10 20 30 40 50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

47%

VET units of competence satisfactorily completed in 2022:

90%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

79%

WELLBEING

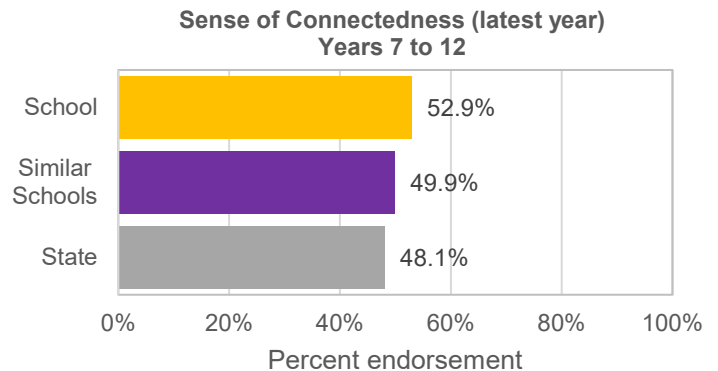
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	52.9%	55.7%
Similar Schools average:	49.9%	54.0%
State average:	48.1%	52.5%

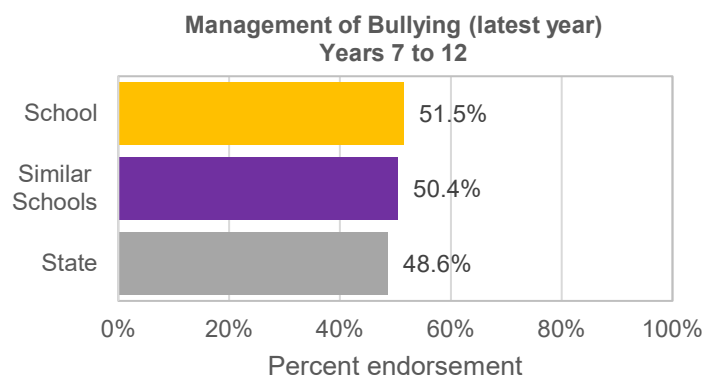


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	51.5%	53.8%
Similar Schools average:	50.4%	55.1%
State average:	48.6%	54.0%



ENGAGEMENT

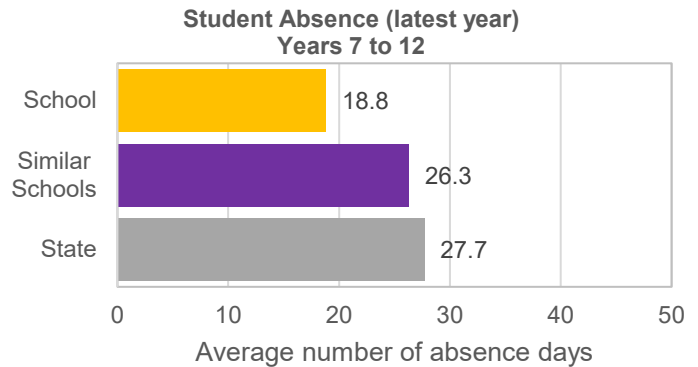
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	18.8	14.7
Similar Schools average:	26.3	21.1
State average:	27.7	21.8



Attendance Rate (latest year)

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

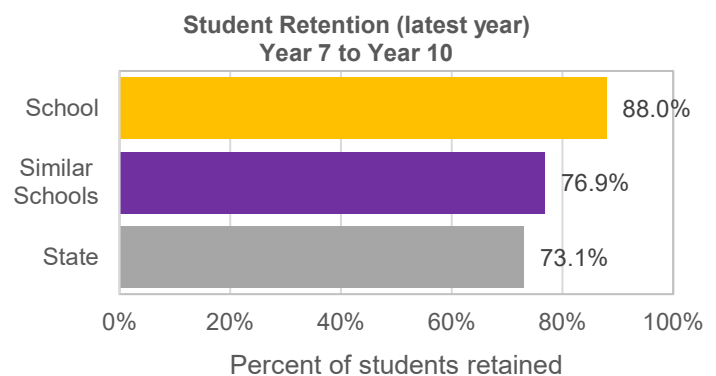
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	88%	90%	91%	90%	94%

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 (2022)	4-year average
School percent of students retained:	88.0%	87.0%
Similar Schools average:	76.9%	75.9%
State average:	73.1%	73.0%



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

Latest year
(2021) 4-year
average

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

93.8%

90.3%

Similar Schools average:

92.2%

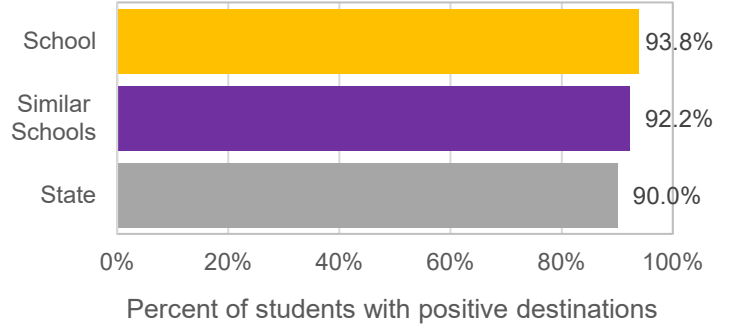
91.2%

State average:

90.0%

89.3%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$16,242,597
Government Provided DET Grants	\$3,770,656
Government Grants Commonwealth	\$1,345
Government Grants State	\$12,245
Revenue Other	\$184,010
Locally Raised Funds	\$248,783
Capital Grants	\$0
Total Operating Revenue	\$20,459,636

Equity ¹	Actual
Equity (Social Disadvantage)	\$3,040,589
Equity (Catch Up)	\$73,861
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,114,449

Expenditure	Actual
Student Resource Package ²	\$16,479,839
Adjustments	\$0
Books & Publications	\$8,072
Camps/Excursions/Activities	\$387,785
Communication Costs	\$31,833
Consumables	\$493,862
Miscellaneous Expense ³	\$70,822
Professional Development	\$64,245
Equipment/Maintenance/Hire	\$271,217
Property Services	\$122,068
Salaries & Allowances ⁴	\$921,836
Support Services	\$362,677
Trading & Fundraising	\$49,212
Motor Vehicle Expenses	\$2,370
Travel & Subsistence	\$1,803
Utilities	\$155,654
Total Operating Expenditure	\$19,423,296
Net Operating Surplus/-Deficit	\$1,036,340
Asset Acquisitions	\$244,620

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$10,763,249
Official Account	\$75,126
Other Accounts	\$0
Total Funds Available	\$10,838,375

Financial Commitments	Actual
Operating Reserve	\$479,072
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$935,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$340,000
Capital - Buildings/Grounds < 12 months	\$8,700,000
Maintenance - Buildings/Grounds < 12 months	\$384,303
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$10,838,375

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.