Boronia K-12 College

2013 Annual Report to the School Community

Name of School Principal: Ross Bevege

Name of School Council President: Drey Baldwin

Date of Endorsement: 26/03/14
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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
About Our School

Boronia K-12 College officially commenced as a newly constituted entity in 2012, following an extensive regeneration project to rationalise educational provision in the City of Knox. In 2013 we had approximately eighty students attending our 3 and 4 year old kindergarten; 275 students from prep to Year 7 on our Rangeview campus and 140 students from years 8 – 12 attending our Mount View campus. The first part of our second stage facilities were completed in early December and have been occupied by our Prep to Year 4 students whilst the last phase of the construction project is completed. We expect the works to be completed in July / August 2014 which will enable our Years 9 – 12 Mount View students and staff to join us in the latter half of the year, thereby enabling us to be united on the one campus. The College has been built to house 900 students (excluding kindergarten students).

The vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community. The vision is underpinned by the College values of Community, Achievement, Respect and Lifelong Learning. The implementation of these values relies on the development of positive relationships between all members of our College community. As a community we place a great emphasis on nurturing the following 5 key relationships: 1. Students feeling positive about themselves and their ability to learn and succeed. 2. Students being able to interact co-operatively and positively with other students. 3. Students being engaged with their learning and understanding its relevance to their own lives and the wider community. 4. Students having positive relationships with their teachers based on mutual trust and respect. 5. Supporting and constructive relationships between the home, the school and the local community. Student / Parent / Teacher / Mentor Meetings were initiated in 2013 at the commencement of the year as an important part of the relationship building process. The take up from parents for this initiative as reflected by attendance at these Day 2 meetings was exceptional.

Our students are supported in their learning journey through a pastoral care system, which caters to their relevant stage of schooling. This ensures that every student feels confident that there is someone taking an active interest in his or her social, emotional and academic development. From Years Prep to Year 4, the classroom teacher takes on this role. From Years 5 – 12 Mentor teachers are assigned to groups of students with the clear expectation that they will develop a strong and supportive knowledge of each of the students under their care and they will maintain appropriate contact with the parents/guardians of each of their students.

Our classroom programs are shaped by a belief that high quality learning occurs when: the learning is personalised and supported by high quality teaching and rigour; students are actively engaged with their learning in a safe and orderly environment and 21st century digital tools are used effectively, ethically and productively. The College has begun a process to develop a college wide master plan governing learning and teaching practice reflecting these beliefs in all classes which will be linked directly to the Professional Recognition program for all staff. This plan is expected to be completed during 2014. The College uses the CAFÉ approach to Literacy (ie Comprehension, Accuracy, Fluency and Expanding Vocabulary) and will finalise our Stages of Learning approach to Numeracy in 2014.

There are high expectations of all members of the College with opportunities and pathways for all students to achieve success. In our College, there is an understanding that everyone in our community is a leader and that we all have responsibility for the learning process. Our challenge is to provide the opportunities, experiences and confidence for all students, staff and parents to build upon their own learning and to help others along the way. We were fortunate to develop a partnership with Thriving Youth Australia during 2013 which provided Psychology and Social Work Interns to complete a series of focus group meetings with all students from grade 3 to Year 12. These discussions provided an opportunity for students to share their opinions, to have their voices heard and to be active participants in their own education. Work will continue in 2014 with the Interns and students to help us identify the nature of the student leadership structure we wish to see operating in the College in future years.

2013 saw the introduction of our innovative Middle Years program involving our years 5, 6 and 7 students. This was an important development for our College as the program we have introduced is regarded by research to be best practice and is a significant point of difference with our neighbouring Secondary Colleges. Although our Year 7 group numbered only 28 students at the beginning of the year, our enrolments for year 7 in 2014 number 75 which is a terrific show of support from our community for this program and our College in general.

The College staffing profile (Equivalent Full Time) in 2013 was as follows: 3 Principal Class; 2.4 Leading Teachers; 9.8 Expert Class; 14.9 Accomplished class; 6.6 Graduate class and 12.44 Education Support Class. The socio economic profile of the college is rated low to mid.
Our strategic intent is to maximise achievement of high quality learning outcomes for all students with a strong focus on improving literacy and numeracy and to improve VCE, VET and VCAL outcomes.

In 2013, due to a problem between the College reporting program Accelerus and DEECD’s program Cases 21, no teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVels) were able to be transferred and recorded in the Cases data bank and hence cannot be commented upon.

Matched cohort student growth as measured by Naplan was particularly pleasing with all measures bar one exceeding the state mean from Years 5 to 7 and from years 7 to 9. Significant reductions were recorded in the number of students performing at or below the National Minimum Standards in reading, writing and numeracy at years 3, 5, 7 and 9.

In 2013 we had a very small Year 12 cohort so it was particularly pleasing to have a 100% satisfactory VCE completion rate with a Mean Study Score of 28. In the percentages of 40+ study scores we recorded 1.9%. These results are equivalent to or better than most surrounding state secondary colleges.

The VCAL completion rate in 2013 was 68%. Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence was 56% and the VET units of competence satisfactorily completed in 2013 was 78%.

Our strategic intent in this area is to:

- Improve student engagement in learning developing self-motivated confident learners and to enhance student wellbeing in a vibrant college culture that is built on respectful relationships and a whole-school approach to student management.

- In early 2013 the College introduced our new student absence procedures which incorporated an SMS text being sent to parents when students were absent from school without prior notification from their parents.

- As mentioned earlier, an important part of the future development of the College revolves around Student Voice and Leadership. Our partnership with Thriving Youth Australia has been embraced by students in years 3 – 12 and is set to continue in 2014.

- Other programs that have provided opportunities for students to develop their leadership skills and engage with their learning have included the Year 10 World of Work (WOW) program, the Years 9 and 8 Connect Program which incorporates the Duke of Edinburgh and Compass programs and the Speaking for Success program which was initiated at years 5, 6 and 7 in 2013.

- These programs have provided a wide range of opportunities for students to broaden their horizons and knowledge of the opportunities waiting them when they leave school, develop leadership skills, engage with their local community and enhance their public speaking skills.

Student attitude to school data was somewhat disappointing at both campuses although subsequent student surveys and interviews revealed a much more positive picture. Changes to methods of implementation to these surveys may also account for some differences.

The response rate to Parent Opinion surveys that were sent out to the parents of both campuses were disappointingly low. Only 27% of those surveyed at the Rangeview Campus returned their surveys and 19% at the Mount View Campus. It is difficult to interpret data from such a low sample size and a new process will be implemented in 2014 in an attempt to get a much larger response to help guide our planning. Staff surveys were not completed across the state.

In addition to the pastoral role of classroom teachers (Early Years) and Teacher Mentors at Years 5 – 12, the College utilizes the services of a Chaplain (0.4), Adolescent School Nurse (0.4) and a Student Wellbeing Coordinator (0.6). Each of these staff deliver a range of services and programs to the young people of our College designed to enhance their wellbeing.

The College continues to offer a wide range of extra - curricular programs for students and also initiated a Breakfast Club in 2013 which has proven to be very popular.

For more detailed information regarding our school please visit our website at http://www.boroniak-12.vic.edu.au/
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 413 students were enrolled at this school in 2013, 217 female and 196 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

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.

Please note: The Staff Opinion Survey was not conducted in 2013.
### Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Percentage of students in Years Prep to 6 with a grade of C or above in:  
- English  
- Mathematics | | No Data Available |
| The grades are the same as those used in your child's end of year report.  
A 'C' rating means that a student is at the standard expected at the time of reporting. | | |

<table>
<thead>
<tr>
<th>NAPLAN Year 3</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.  
Year 3 assessments are reported on a scale from Bands 1-6.  
Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2. | | Similar |

<table>
<thead>
<tr>
<th>NAPLAN Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.  
Year 5 assessments are reported on a scale from Bands 3-8.  
Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4. | | Similar |
(Primary Year Levels)

## Performance Summary

### Achievement

**NAPLAN Relative Growth Year 3 - Year 5**

Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>32%</td>
<td>45%</td>
<td>23%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>35%</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>Writing</td>
<td>15%</td>
<td>60%</td>
<td>24%</td>
</tr>
<tr>
<td>Spelling</td>
<td>35%</td>
<td>52%</td>
<td>12%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>35%</td>
<td>46%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### School Comparison

NAPLAN Relative Growth does not require a School Comparison.
Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

- Prep: 94%
- Yr1: 94%
- Yr2: 94%
- Yr3: 94%
- Yr4: 92%
- Yr5: 95%
- Yr6: 92%
## Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
</table>
| **Students Attitudes to School**
Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | | |

### Student Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2010 - 2013 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Key: Range of results for the middle 50% of Victorian government schools:**
- **Result for this school:**
- **Median of all Victorian government schools:**
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

| Key | Range of results for the middle 60% of Victorian government schools: | Median of all Victorian government schools: |

School Profile

School Enrolments

A total of 413 students were enrolled at this school in 2013, 217 female and 196 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

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.

Please note: The Staff Opinion Survey was not conducted in 2013.
## Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

## Student Outcomes

### Results: English

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Results: Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## School Comparison

No Data Available

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### NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

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### NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.
(Secondary Year Levels)

**Performance Summary**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Relative Growth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5 - Year 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **NAPLAN Relative Growth**              |                  |                   |
| **Year 7 - Year 9**                     |                  |                   |
| Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. |                  |                   |
| NAPLAN relative growth 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 growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’. |                  |                   |

| **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. |                  |                   |

- NAPLAN Relative Growth does not require a School Comparison.

- Students in 2013 who satisfactorily completed their VCE: **100%**
- Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **56%**
- VET units of competence satisfactorily completed in 2013: **78%**
- Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **68%**
### Performance Summary

#### Engagement

**Student Attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr8</td>
<td>83 %</td>
</tr>
<tr>
<td>Yr9</td>
<td>79 %</td>
</tr>
<tr>
<td>Yr10</td>
<td>84 %</td>
</tr>
<tr>
<td>Yr11</td>
<td>88 %</td>
</tr>
<tr>
<td>Yr12</td>
<td>94 %</td>
</tr>
</tbody>
</table>

#### Student Outcomes

**Results:**

- **2013:**
  - Average attendance rate for the school is marked in blue.
  - Median of all Victorian government schools is marked in green.

- **2010 - 2013 (4-year average):**
  - Average attendance rate for the school is marked in blue.
  - Median of all Victorian government schools is marked in green.

#### School Comparison

- **Lower:**
  - Indicates the school's performance is lower than the median.

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#### Student Retention

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

**Results:**

- **2013:**
  - Percentage of students remaining from Year 7 to Year 10 is marked.

- **2010 - 2013 (4-year average):**
  - Percentage of students remaining from Year 7 to Year 10 is marked.

#### Students exiting to further studies and full-time employment

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

**Results:**

- **2012:**
  - Percentage of students exiting to further studies or full-time employment is marked.

- **2009 - 2012 (4-year average):**
  - Percentage of students exiting to further studies or full-time employment is marked.
**Performance Summary**

<table>
<thead>
<tr>
<th>Wellbeing</th>
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<tbody>
<tr>
<td><strong>Students Attitudes to School</strong>&lt;br&gt;Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td><strong>Results: 2013</strong>&lt;br&gt;0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Results: 2010 - 2013 (4-year average)</strong>&lt;br&gt;0 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** Range of results for the middle 80% of Victorian government schools: **Result for this school:** Median of all Victorian government schools:
How to read the Performance Summary 2013

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.

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 Indigenous 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.


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 31st December, 2013

Revenue Actual
Government Provided DE&T Grants $711,239
Government Grants Commonwealth $42,579
Government Grants State $150,931
Revenue Other $120,265
Locally Raised Funds $373,298
Capital Works Grant $342,470
Total Operating Revenue $1,740,780

Funds Available Actual
High Yield Investment Account $421,105
Official Account $52,043
Other Accounts $4,036
Total Funds Available $477,183

Expenditure
Books & Publications $17,499
Communication Costs $23,561
Consumables $85,358
Miscellaneous Expense $288,601
Professional Development $13,781
Property Maintenance $431,727
Salaries & Allowances $465,032
Trading & Fundraising $89,088
Travel & Subsistence $29
Utilities $127,288
Total Operating Expenditure $1,541,963

Financial Commitments
Operating Reserve $10,000
Capital - Buildings/Grounds incl SMS<12 months $444,573
Cooperative Bank Account $4,036
School Based Programs $18,575
Total Financial Commitments $477,183

Net Operating Surplus/-Deficit $198,817
Asset Acquisitions $115,917

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The College has operated with limited funding throughout 2013. Our Stage Two building project has provided funding which is committed to be expended during 2014 in areas such as furniture, Library, ICT, playground re-instatement. Our Early Learning Centre recorded an operating deficit of $34,000.00 in 2013. Looking forward, our projected enrolments are very positive and this will result in increased revenue over the coming years.