2019 Annual Report to The School Community

School Name: Brookside P-9 College (8908)

- 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 2019 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 10 March 2020 at 08:12 PM by Violeta Dellidis (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 September 2020 at 04:14 PM by Rachel Morgan (School Council President)

About Our School

School context

Brookside College is located in Caroline Springs on the lands of the Wurundjeri People and the Kulin Nation. Although the College and the community it serves is less than 20 years old, learning communities have flourished on this land for more than 30,000 years.

Founded as part of the multi-campus Caroline Springs College in 2000, Brookside College became a separate entity in 2012. Since its formation the College has gained a strong reputation as a caring and community minded school built on a commitment to student-centred learning and inclusive education.

Today the College has an enrolment of almost 1200 students from Prep to Year 9 and a staff of 136. Currently the College Ours is a culturally and ethnically diverse community and as a College we celebrate the richness that diversity brings to a community and ensure our educational programs give voice to the different experiences of our families.

Our Vision:
“Brookside College empowers every learner to fulfil their potential and positively shape the future.”

Mission:
“At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose.”

Values:
Rights, Respect, Resilience and Relationships

Our curriculum programs place Literacy, Numeracy and Empowerment at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has an unswerving focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Our curriculum work is framed by the Victorian Curriculum, the New Pedagogies for Deeper Learning and the Department of Education’s ‘Amplify’ practice guide.

Literacy is delivered through explicit direct instruction including a phonics program in the early years. Reading is a feature of every classroom, every day, supported by classroom libraries. Numeracy is delivered through a balanced pedagogy that combines explicit direct instruction and problem-based learning. Learning in all other disciplines features explicit direct instruction, problem-based learning and project-based work. Student achievement is celebrated through Parent, Teacher and Student Conferences, Reporting, Awards and Termly public exhibitions.

Our STEM (Science, Technology, Engineering and Mathematics) learning program brings digital technology, including virtual world learning, to students and provides opportunities for students to demonstrate their creativity and problem solving skills. Students are able to develop their talents and passions through our Music and Performing Arts programs, whilst student health and resilience is developed through the Stephanie Alexander Garden Program, and the Food Technology and Health Programs. Our Year 9 'Futures' Program further aims to equip our students with many of the skills and competencies they need to shape the future.

Student leadership, voice and agency is central to our work. Students have multiple opportunities to make decisions about their own learning and the direction of the College more generally. Student Action Teams drive improvement in the areas of Community, Teaching and Learning, Environment and Student Engagement and Wellbeing.

Student learning needs are identified and targeted within each classroom and additional supports provided by the college include a Hands on Learning Program that has been nationally recognised as a model of excellence. In 2019 we also opened a new Student Wellbeing and Intervention Centre, 'The Hub', in order to further our commitment to positive inclusive education.
The College is committed to developing happy, healthy and resilient children and we have invested significantly in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and School Wide Positive Behaviour Support practices.

Brookside College has an established record of academic excellence and our success is attributed to a number of factors: dedicated staff, transparent and consultative leadership, and above all, strong relationships between all sectors of the school, especially between staff and students and inclusive of parents.

Framework for Improving Student Outcomes (FISO)

The 2017-2020 Strategic Plan established five goals;

- To accelerate the learning growth of every student in English, Mathematics and Science
- To improve student global awareness
- To improve student learning engagement
- To have all students stay highly connected and fully motivated as they move through the school
- To develop in students a strong sense of personal responsibility for their choices, behaviours and interactions

For the 2019 Annual Implementation Plan these four year goals were converted into two improvement priorities from FISO; Building Practice Excellence and Evidence Based High Impact Teaching Strategies. Under Building Practice Excellence the improvement initiative focused on developing clear and consistent whole-school approaches to instructional practice. Under Evidence Based High Impact Teaching Strategies the improvement initiative focused on continuous formative assessment and development of the Clinical Teaching Model at Brookside College.

Achievement

In 2019 students at Brookside College achieved mixed outcomes in comparison to those achieved by students in schools with a similar intake and community demographic.

Students across the College showed steady medium relative growth, however low growth was higher than desired, particularly in the area of Writing. NAPLAN attainment scores show that, with the exception of Year 3 Reading, our Secondary students are more likely to be placed in the top 3 bands for their age than our Primary students. Our Year 7 and 9 students placed above the median for all Victorian Government Schools and similar to like schools when comparing top 3 NAPLAN bands in all areas other than Year 9 Numeracy, which was above.

The College has identified the need to continue to build practice excellence. Our 2020 Annual Implementation Plan prioritises the continual development of whole-school Numeracy and Literacy practices.

Engagement

Engagement measured by attendance shows Brookside College students have more absences in the Primary levels in comparison to students in like schools, whilst students in the Secondary levels have fewer absences. This data indicates that our Primary students are less engaged than our Secondary students, which we are addressing in 2020 through a needs targeted curriculum, engaging subjects such as Food Technology, Stephanie Alexander, Music and STEM, and a rich extra-curricular lunchtime program.

To address attendance concerns across the college in 2020 we have introduced more structured absences and attendance procedures and protocols, which encourage more accountability by staff, students and parents alike.

Wellbeing

Students across the College have reported that they feel less connected to school, as measured by the Student Attitude to School Survey, in comparison to students from like schools.
When asked how well we address bullying at the College, our students have mixed responses, with Secondary students responding positively whilst Primary students have indicated that they want us to manage bullying more effectively.

To respond to student concerns in Wellbeing, in 2020 the College will focus on developing a School Wide Positive Behaviour approach, during which student and parent voice will be invited and encouraged. Student management protocols will be adhered to with more fidelity, and we will continue to implement the Berry Street Education Model and the Rights, Resilience and Respectful Relationships agenda.

Financial performance and position

During 2019 Brookside College continued to spend its funding on student programs, furniture and equipment. Funds were spent on the:

- Provision of programs such as the Musical Futures Program to develop student musical abilities.
- Invested significantly in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and School Wide Positive Behaviour Support practices.
- Constructed a dedicated Student Wellbeing and Intervention Centre, ‘The Hub’, in order to further the College’s commitment to inclusive positive education.

The College continues to be in a good financial position to provide a learning environment that develops happy, healthy and resilient children who will contribute positively to our community.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile

Enrolment Profile

A total of 1189 students were enrolled at this school in 2019, 600 female and 589 male.

29 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

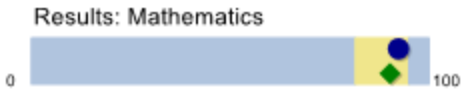
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison — Above, Similar, Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	Below Above

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison — Above, Similar, Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Similar Below
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Below Below

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

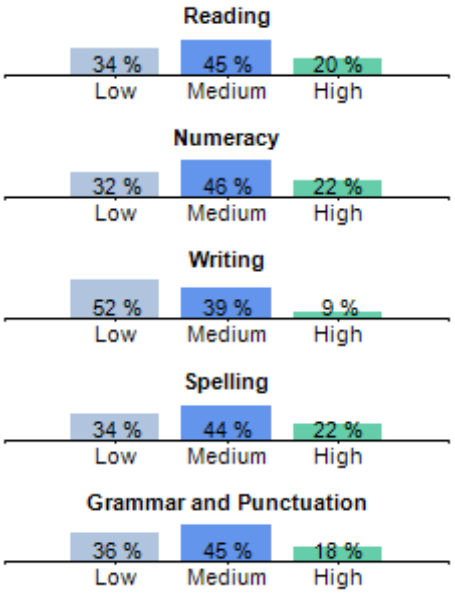
Achievement

NAPLAN Learning Gain
Year 3 - Year 5

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

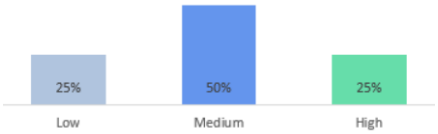
NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes



Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.



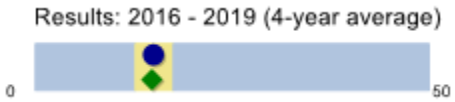
Statewide Distribution of Learning Gain (all domains)

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

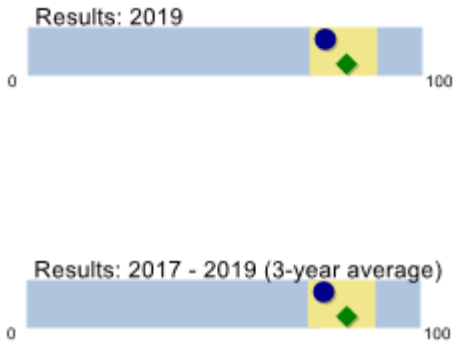
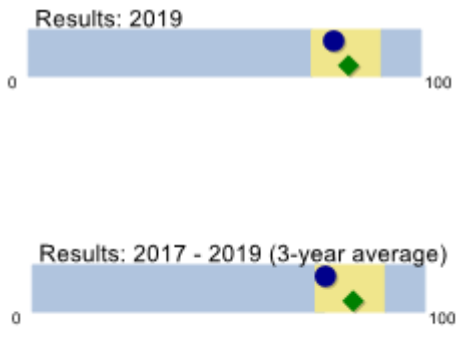
Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	 Few absences <------> Many absences  Few absences <------> Many absences	
Average 2019 attendance rate by year level:	Prep: 90 % Yr1: 92 % Yr2: 92 % Yr3: 91 % Yr4: 90 % Yr5: 92 % Yr6: 92 %	Similar school comparison not available

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

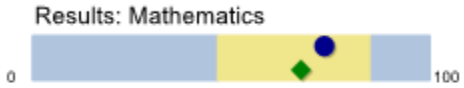
Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

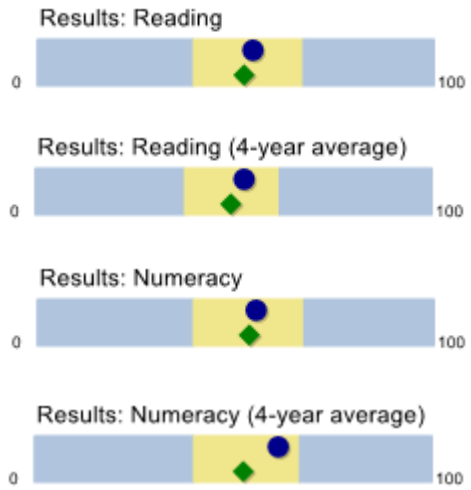
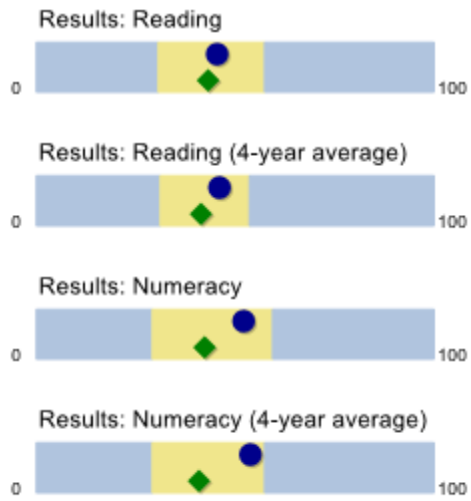
Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

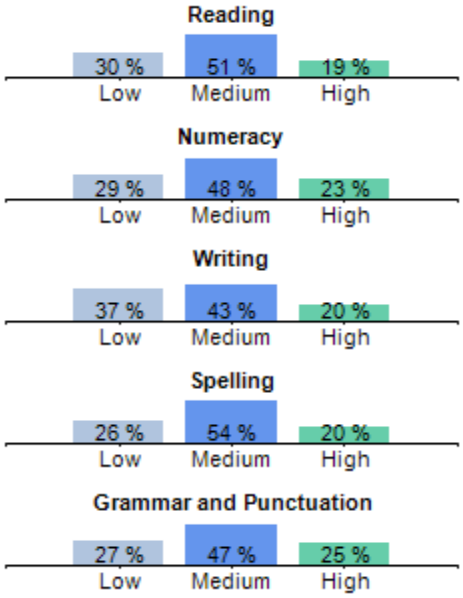
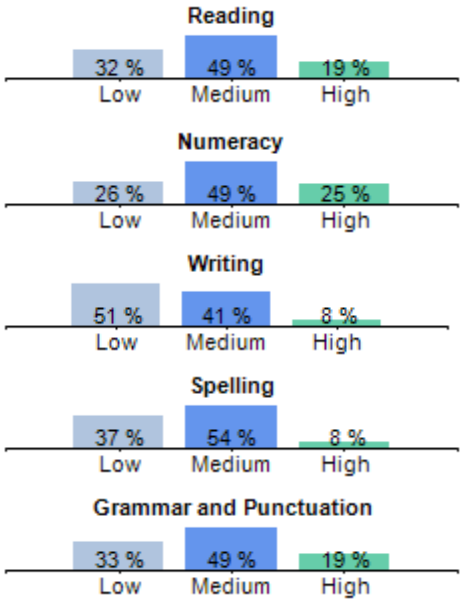
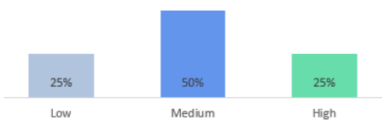
Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.		There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.		There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.  Statewide Distribution of Learning Gain (all domains)
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.	No Data Available No Data Available	No Data Available

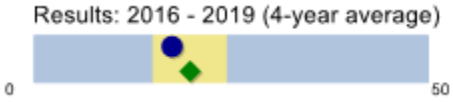
Students in 2019 who satisfactorily completed their VCE: N/A
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2019: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below

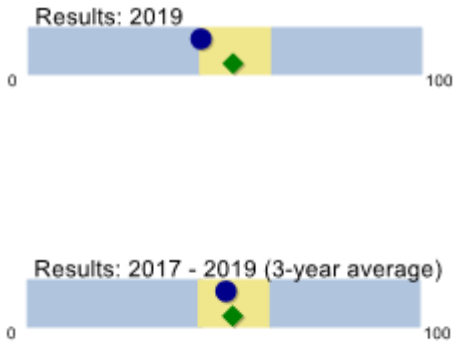
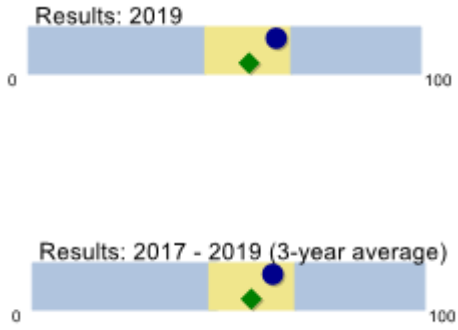
Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	 Few absences <------> Many absences  Few absences <------> Many absences	
Average 2019 attendance rate by year level:	Yr7: 92 % Yr8: 90 % Yr9: 90 % Yr10: NA Yr11: NA Yr12: NA	Similar school comparison not available
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	No Data Available No Data Available	No Data Available

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison — Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	$10,857,535
Government Provided DET Grants	$1,117,510
Government Grants Commonwealth	$19,745
Government Grants State	$9,725
Revenue Other	$75,675
Locally Raised Funds	$555,352
Total Operating Revenue	**$12,635,542**

Equity[1]	
Equity (Social Disadvantage)	$257,249
Equity (Catch Up)	$18,379
Equity Total	**$275,629**

Expenditure	
Student Resource Package[2]	$9,725,936
Books & Publications	$2,837
Communication Costs	$14,851
Consumables	$228,079
Miscellaneous Expense[3]	$1,121,982
Professional Development	$92,039
Property and Equipment Services	$502,043
Salaries & Allowances[4]	$439,097
Trading & Fundraising	$21,873
Travel & Subsistence	$72
Utilities	$115,785
Total Operating Expenditure	**$12,264,594**
Net Operating Surplus/-Deficit	**$370,949**
Asset Acquisitions	**$72,477**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	$2,071,429
Official Account	$12,696
Other Accounts	$0
Total Funds Available	**$2,084,125**

Financial Commitments	
Operating Reserve	$380,375
Funds Received in Advance	$36,641
School Based Programs	$302,500
Asset/Equipment Replacement < 12 months	$582,350
Asset/Equipment Replacement > 12 months	$807,968
Total Financial Commitments	**$2,109,833**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

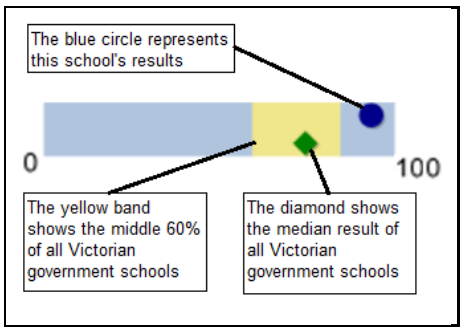
The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

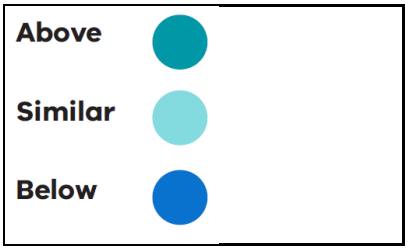


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').