

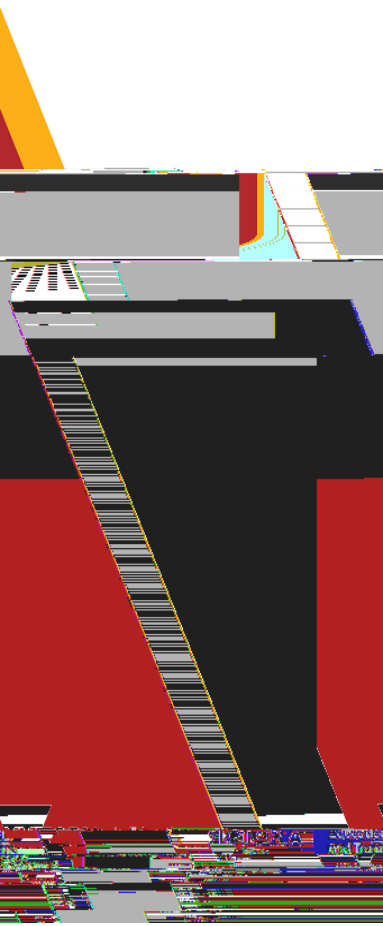
2021 Annual Report to The School Community



School Name: Bendigo Senior Secondary College (7595)



- x All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- x The school meets prescribed minimum standards for registration as regulated by the Victorian Registration





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Bendigo Senior Secondary College

cent of our student cohort. The College also has a highly valued indigenous student population. These students are assisted by mentors and a range of additional support services which are closely linked to families and community. 3 per cent of students are Aboriginal or Torres Strait Islanders.

The international focus of the College is wide ranging and includes sister school relationships in Germany, Indonesia, France and China. Students can participate in regular curriculum-based trips to these countries, and to Italy and Greece. The College for many years has benefitted from the presence of students from other countries, including many from China, who come to study as fee paying students or through exchange programs. These students, who access a wide range of VCE subjects, are supported in homestay arrangements with local families which provide an in-depth cultural and language experience for everyone concerned. These arrangements were significantly interrupted by COVID in 2020 and we are supporting international students aligned to BSSC and other schools through online delivery until the pandemic eases to the point that international travel is again possible. The college has an independent Confucius Classroom in partnership with a sister school in China. Through the Confucius Classroom Chinese language and cultural support is provided to over 20 schools in Bendigo and virtual classroom delivery is provided to primary schools in other regions of the state. Through the Confucius Classroom we have also successfully



Bendigo Senior Secondary College

Through these activities we were expecting to impact on completion rates for VCE and VCAL, study scores over and the all study mean, Year 11-12 retention, student destinations and a range of student and staff opinion survey results.

The reality of 2021 was that because of the impact of COVID we made limited progress against some of these objectives. Where this has occurred this work will be undertaken in 2022.

Achievement



Consistently high levels of parent satisfaction with the college reflect the positive view of the college with families and in the broader community. We continue to seek ways of communicating positively with parents, via positive Compass messages and phone calls and increasing attendance at parent teacher interviews. Our alumni program which develops ongoing engagement with our previous students, continues to grow strongly.

Engagement

In 2021 the engagement focus will be on supporting students to be happy, active and healthy. Our key strategies include a requirement for all staff to undertake extensive training in trauma informed practice over the next 24 months, implementation of reflective practice groups for staff and a focus on aspiration, motivation and positive relationships through the advisor program.

The college has traditionally enjoyed very positive student responses to the student attitudes to school survey and this was evident again in 2021, where despite a decline in a range of variables responses were generally above state and similar school means. The impact of COVID was evident in responses related to transition and connection to peers and in the slightly lower than normal response rate.

The average student days absence was 19.5, similar to other schools but an increase on our average which is generally better than the state figure. The impact of remote learning was evident with a sharp increase in the number of



ACHIEVEMENT

Key: μ 6 L P L O D U are a group of Victorian government schools that are like this school, taking into account the 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 (2021)
School percent of students at or above age expected standards:	NDA
Similar Schools average:	80.5%
State average:	75.8%



ACHIEVEMENT (continued)

Key:



ACHIEVEMENT (continued)

NAPLAN Learning Gain

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 (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
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ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	80%	90%	90%

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 (2021)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	76.9%	76.3%
State average:	73.2%	72.9%

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 (2020)	4-year average
School percent of students to further studies or full-		



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FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$17,864,974
Government Provided DET Grants	\$3,958,997
Government Grants Commonwealth	\$29,932
Government Grants State	\$9,800
Revenue Other	\$465,043
Locally Raised Funds	\$1,269,385
Capital Grants	\$0
Total Operating Revenue	\$23,598,130

Equity ¹	Actual
Equity (Social Disadvantage)	\$553,480
Equity (Catch Up)	\$88,965
Transition Funding	\$0
Equity (Social Disadvantage ±Extraordinary Growth)	\$0
Equity Total	\$642,445

Expenditure	Actual
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