



**BRAEMAR
COLLEGE**

Annual Report 2019

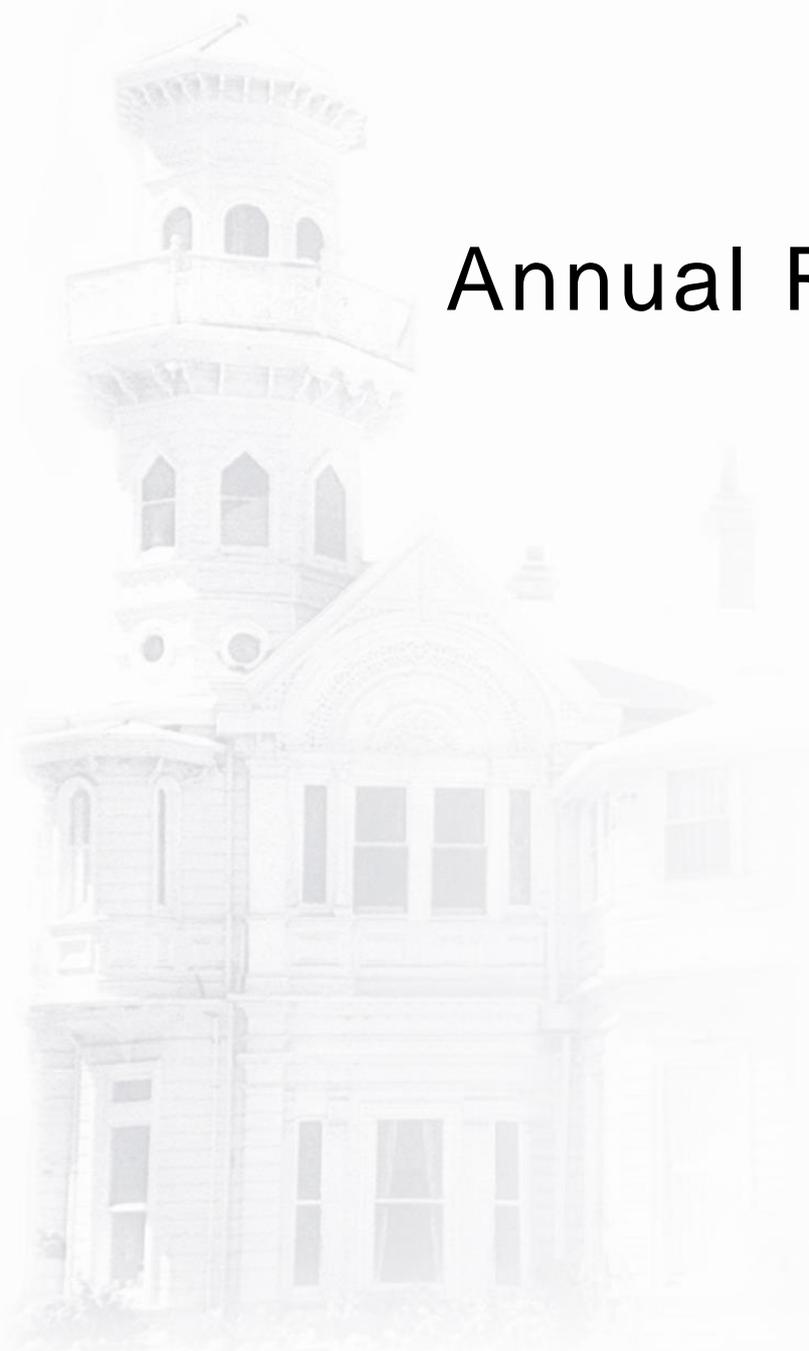


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Principal's Report

Like our motto, our College is indeed made of many parts. There are many community connections; past, present and future. Our Old Collegians are in all walks of life, and we welcome them back to speak at assemblies, dinners and other functions. They make themselves available to mentor, coach and guide our current Collegians, and when the news of Mr Farley's death was announced, our Old Collegians showed us how to be respectful and reflective.

With over 4500 positive comments on social media, many spoke of their admiration for our first Headmaster, and it is hard to replace all those messages with a small number of words. Mr Farley's dedication to the College was a key theme, as was his love for black or brown shoe cleaning polish, when he greeted the buses in the morning. Mr Farley is survived by his wife Shirley, son Roger and family. Vale Mr Farley.

In 1983, Mr Farley interviewed a family of a new Uniting Church rector. Mr Adrian Pegler and his wife Alison met the Headmaster and discussed their three children, Timothy, Christopher and Kate joining the Braemar community. Adrian has been connected with the College ever since. He and Alison have attended many functions including the College Ball, Commencement ceremonies and celebration nights. Rev Adrian has been a College Fellow for the past 30 years. He has supported our good governance, and his gentle and calm guidance is always appreciated. In 2019, at our Annual General Meeting, Rev Adrian resigned from his role as Uniting Church representative to the Braemar College Fellows, and I wish to acknowledge Rev Adrian and his family for the years of dedicated service and support. It was appropriate to have a deciduous tree planted at the Woodend Campus by Adrian and Alison, which they did at the end of the year.

In 2019, our teachers had untaken opportunities to expand both their breadth of involvement and depth of understanding on several key issues. Their work on rubrics and providing feedback to students through SEQTA has again been a focus. Some staff members have stretched themselves professionally and personally, authoring papers or presenting at conferences were local, national and international readers and participants have heard about Braemar and what we are doing. An increased number of our staff are undertaking further study, modelling to the young people in their care a commitment to lifelong learning.

These actions and increased visibility, in turn, continues to attract quality teachers to our College, which enhances the mix of staff and refreshes learning and teaching ideas. In 2019 we introduced a new Middle Leaders structure. The staff appointed to these positions of responsibility are growing into their roles, leading new initiatives and making a difference.

In 2019, we recognised one of our Leadership Team, who has completed 20 years of teaching and leading at Braemar College. Mrs Dianne Boustead commenced at the College in 1999. She has held numerous roles including Head of Harry House, Head of Senior School, and her current role is Head of Campus. Dianne ensures that the wheels of College continue to turn, managing all the processes that tie the two schools, Middle and Senior, together. Constructing and maintaining a timetable for 940 students, over 100 teachers across two campuses with all of the subject choice is just one of the roles Dianne takes on. Dianne has seen the College grow, instructional methods change, and of course, many students graduate. It is a wonderful thing to be in a profession where you can see an impact being made. I am sure that Dianne can attest to that.

More broadly, I wish to acknowledge the staff in both the middle and senior schools for their dedication and work towards the College's goals. The Middle School staff continue to explore teaching in the new spaces. The Senior School staff have enhanced the breadth of subjects on offer through the elective program. This is our third year of using this organisational structure, and it seems to be meeting the needs of the students, especially those in Years 9 and 10. I hear positive comments from students at all year levels about their level of classroom engagement and how much they enjoy pursuing their passions, and I see teachers challenging the student with new and exciting opportunities in areas that they enjoy teaching.

The largest component of our "many parts" is our students. At Braemar, we talk overtly about the student experience. In schools, how we judge those experiences and opportunities are, on one level, very personal and can be hard to measure. I believe that Braemar provides both breadth and depth of opportunity for our students. There are many ways to measure the impact of the student experience. The images around our campuses and in our publications show the breadth of opportunities available to our students. These are available to every student. The images contain happy faces, showed students working in teams and engaged in a range of experiences. Our students can choose to do as many of, or as few of those activities as they wish, and it comes down to personal choice.

The feedback I hear from students, parents and others is overwhelmingly positive. Whether it be from a classroom activity when Year 6 students displayed to parents and guardians their games as they learned fractions, to the acknowledgment of generosity of donations, service work and visitations by the senior school and middle schoolers alike. I had the opportunity to visit Lilla in March and see the genuine love for our College by the Principal and students of that small Indigenous Community. They affirmed and highlighted that our expectations and ethos, manifested through the Year 9 students words and actions, were making a measurable impact.

The breadth and depth of experiences for our students are further expanded through external programs. The Duke of Edinburgh's Award is one program that encourages the breadth and depth of student activity. It has been a tradition to present the gold Duke's award at our Celebration Night in October to student recipients. In 2019, Renee Stockdale, a Year 12 student, received her certificate and her Gold Duke of Edinburgh's badge.

In 2018, we reflected upon the long-held dream of being a multi-campus College. The official opening of the campus in 2019 was conducted in weather that can only be referred to typically Victorian, all in one afternoon.

At the conclusion of the welcome by Aunty Marilyn from the Dja Dja Wurrung people, we enjoyed a meal together and an activity that demonstrates that indeed we many parts. Students and staff, dressed in house colours, spelling out our College's name on the oval was visually spectacular when filmed from the air and a lot of fun. The activity concluded with our one body becoming many drenched parts, from another passing shower.

2019 was indeed another remarkable year, and I am proud of what has been achieved. I am genuinely grateful to many strong, vibrant and future focussed parts; our board, staff, students and parents who make our one body.

Russell Deer

Principal

Student Outcomes

NAPLAN Numeracy

	Year 5	Year 7	Year 9
2019			
Number of Students below National Minimum Standard	1	1	2
% of students at/above National Minimum Standard	98	99	98
2018			
Number of Students below National Minimum Standard	0	1	1
% of students at/above National Minimum Standard	100	99	99
2017			
Number of Students below National Minimum Standard	0	0	0
% of students at/above National Minimum Standard	100	100	100

NAPLAN Reading

	Year 5	Year 7	Year 9
2019			
Number of Students below National Minimum Standard	1	0	0
% of students at/above National Minimum Standard	99	100	100
2018			
Number of Students below National Minimum Standard	0	1	1
% of students at/above National Minimum Standard	100	100	99
2017			
Number of Students below National Minimum Standard	0	1	3
% of students at/above National Minimum Standard	100	99	97

NAPLAN Writing

	Year 5	Year 7	Year 9
2019			
Number of Students below National Minimum Standard	1	0	7
% of students at/above National Minimum Standard	98	100	95
2018			
Number of Students below National Minimum Standard	7	2	3
% of students at/above National Minimum Standard	92	98	98
2017			
Number of Students below National Minimum Standard	4	2	5
% of students at/above National Minimum Standard	95	99	95

NAPLAN Spelling

	Year 5	Year 7	Year 9
2019			
Number of Students below National Minimum Standard	1	2	5
% of students at/above National Minimum Standard	99	99	96
2018			
Number of Students below National Minimum Standard	0	3	6
% of students at/above National Minimum Standard	100	96	95
2017			
Number of Students below National Minimum Standard	2	4	5
% of students at/above National Minimum Standard	98	97	95

NAPLAN Grammar & Punctuation

	Year 5	Year 7	Year 9
2019			
Number of Students below National Minimum Standard	2	0	2
% of students at/above National Minimum Standard	98	100	99
2018			
Number of Students below National Minimum Standard	0	1	1
% of students at/above National Minimum Standard	100	98	99
2017			
Number of Students below National Minimum Standard	1	3	3
% of students at/above National Minimum Standard	99	98	97

VCE

In 2019, 87 students completed their VCE and qualified for an ATAR score. Some students also chose VCE VET subjects, providing them with VET qualifications to complement their VCE. Some students chose a non-scored VCE pathway that incorporated school-based traineeships and apprenticeships.

	2019	2018	2017	2016	2015
Percentage of ENTER/ATAR Scores 90 and above	17	22	16	21	15
Percentage of ENTER/ATAR Scores 80 and above	38	46	39	51	31
Percentage of ENTER/ATAR Scores Above 50	94	94	93	87	85

VCE	2019	2018	2017	2016	2015
Dux ENTER/ATAR Score	99.75	99.8	99.3	99.5	99
Average ENTER/ATAR Score	74.87	78.45	73.66	74.86	71.20
Percentage of Study Scores 40 or above	10.5	13.24	11.5	11.9	11
Top 10 VCE Students (Gender)	4G , 6B	6G, 4B	7G, 3B	6G, 4B	5G, 5B

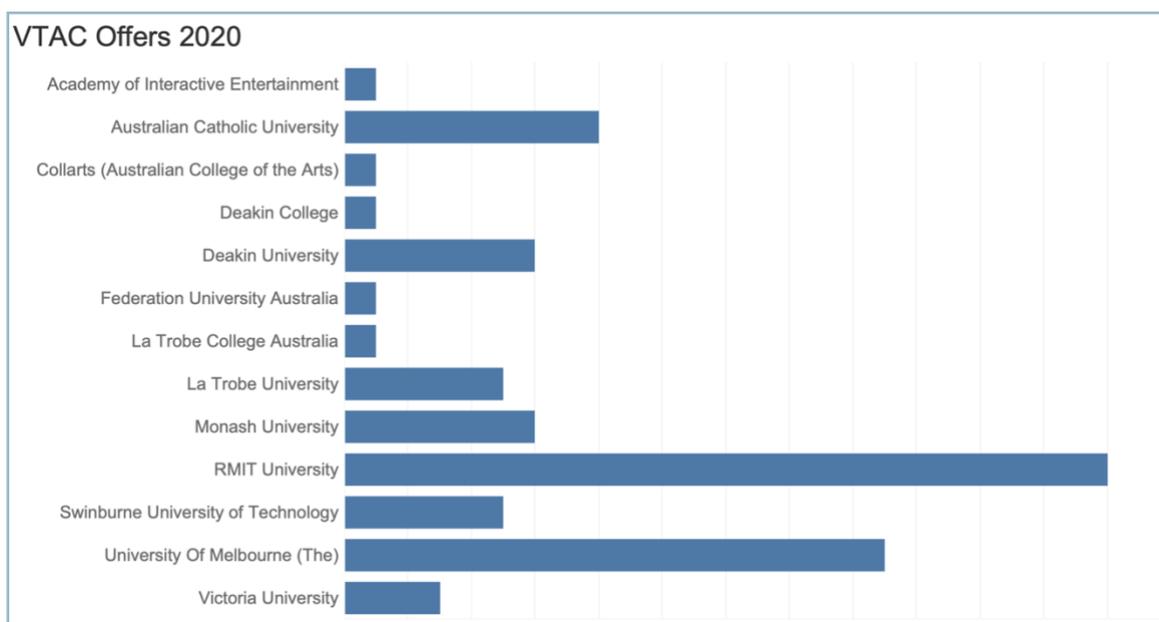
Vocational Education and Training (VET)

The College is a Registered Training Organisation and currently has certificates in the Hospitality area as part of the scope of registration. The College partners with other VET providers to broaden curriculum choice.

	2019	2018	2017	2016	2015
Number of VET Certificates with enrolments.	10	10	8	5	8
Number of students enrolled in a VET Certificate.	46	55	60	49	47
Percentage of VET units of competence completed.	92	96	95	92	90

Post School Destinations

The destinations of the Year 12 cohort, based upon data available at the College, shows that the majority of our students enter a university pathway.

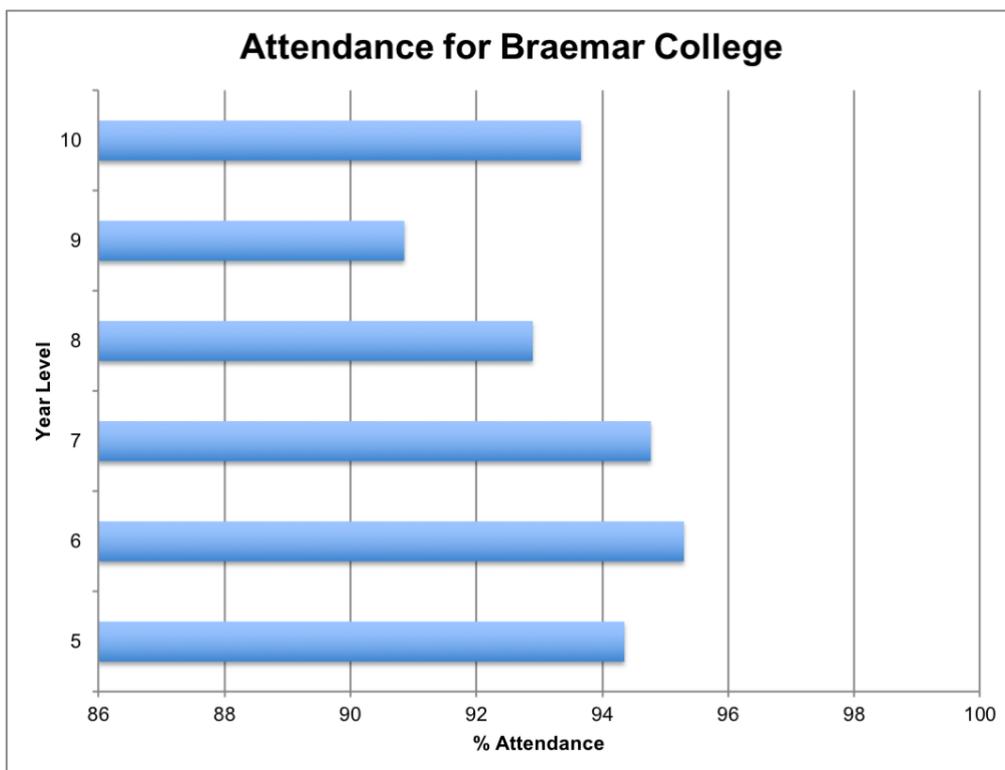


Student Composition

In 2019 the student population was 888. The student population is drawn from a geographical area bounded by Sunbury, Kyneton, Trentham and Romsey. The ratio of male to female across the campus is currently 50% female to 50% male.

Student Attendance

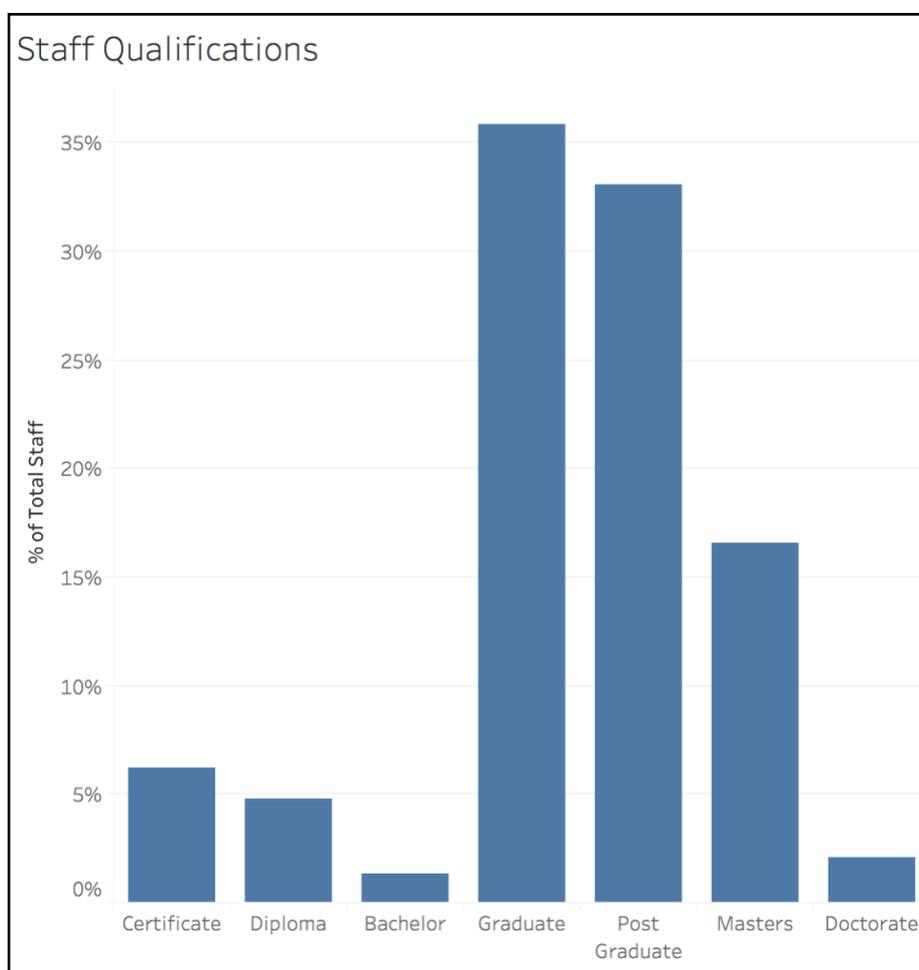
Students enjoy attending Braemar College. Unexplained absences are followed up by members of the Wellbeing Team, before lunchtime, daily.



Staff Composition and Qualifications

The composition of the staff of the College reflect the trends in the broader educational community. Approximately 70% of the staff are female; two thirds of the staff have been teaching for greater than ten years, and approximately a third of the staff are part-time. Currently, over a quarter of the staff have post-graduate qualifications.

The College actively encourages the staff to pursue further studies. The College continues to encourage and support staff to further their formal qualifications through partnerships with tertiary institutions, private providers and TAFEs. The breadth of qualifications for our staff are represented below and are displayed by the Australian Qualifications Framework levels.



Surveys

In 2019, the College again received the Independent Schools Victoria (ISV) LEAD survey. LEAD is an acronym for Listen, Evaluate, Act and Deliver. The surveys and resulting report provides us with an assessment of our performance in the key elements of effective schooling. These elements have their roots in the Harvard Business School' balanced scorecard' approach, where a range of stakeholder responses supplements traditional measures of performance. Surveys were undertaken by parents, teaching and general staff, students and exiting Year 12 students.

Two of the five surveys contained a Net Promoter Score. The Net Promoter Score is a measure that determines the loyalty between a provider and a customer. A customer's intention to recommend a product or service is more likely to influence their future behaviour than typical questions about customer satisfaction. The Net Promoter Score is based on answers to the question, "How likely are you to recommend (service, product or experience) to a friend or colleague?"

Surveys are benchmarked against the Independent Schools Victoria mean, as well as against our previous survey results.

Since we have undertaken the surveys, commencing in 2010, we have achieved a positive trend from the survey responses.

Student Satisfaction Survey

The General Satisfaction and Quality of Teaching Surveys gather data from all students. The responses to each question are then grouped into areas, nine of which explore general themes related to the quality of educational experience, and five of which focus on different aspects of the theme of quality of teaching.

The General Satisfaction Survey evaluates the extent to which students believe effective school practices are apparent across the following areas: academic program, learning outcomes, pastoral care, personal development/leadership, discipline and safety, resources, school ethos, school values, peer relationships and transition.

The Quality of Teaching Survey evaluates the extent to which students believe effective school practices are apparent across the following areas academic rigour, feedback, teacher knowledge, teacher practise and teacher-student rapport.

Within the benchmarking LEAD survey, the students rated Braemar as 7.51 / 10 when asked the question, "The school provides me with high quality teachers." The students also confirmed they remained happy to be at school, with a 7.20 / 10 rating. Both these results are above the ISV means and well above benchmarked like schools.

Year 12 Exit Survey

The survey poses questions concerning the school's curriculum and academic program, teaching quality, learning outcomes, personal development and leadership, pastoral care, resources and co-curricular activities, transition and the school's ethos and values.

This survey was designed to gauge satisfaction levels of Year 12 students with important aspects of schooling and to gather recommendations for improving the quality of students' education to ensure a smooth transition to life beyond school.

The Year 12 Exit survey seeks to evaluate the extent to which current Year 12 students believe effective school practices are apparent across eight areas: curriculum/academic programs, teaching quality, learning outcomes, personal development/leadership, pastoral care, resources/co-curricular activities, transition and school ethos and values.

Also, respondents were required to rate their overall level of satisfaction on one global rating item at the end of the survey. Respondents were given the option of providing additional comments at the end.

Within the benchmarking LEAD survey, the students at the College rated the College as 8.07 / 10 when asked the question, "Overall, I am satisfied with my experiences at this school." This is above the ISV mean and above like schools when benchmarked.

Parent LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College parents was + 50. This was above other benchmarked schools. Our score was similar to the schools of a similar age and exceeded schools of a similar regionality. This reflects that 89.7% of parents responded with a score above 7 out of 10 to the question "I am happy to recommend the school".

ESST Staff LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College staff was + 46. This was slightly below other benchmark surveys. The survey reflects that 95.4% of the general staff responded with a score above 7 out of 10 to the question "I am happy to recommend the school."

This result was based upon small sample sizes; however, the survey indicated that the ESST staff were pleased with the College as an employer. The questions relating to receiving feedback on their work highlighted an area for improvement.

Teaching Staff LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College staff was + 46. This was below other schools within the benchmarking survey. This result was influenced by having only 83.2% of the teaching staff responding with a score of 7 or more to the question, "I am happy to recommend the school".

The result is a disappointment to many staff and Leadership Team members. There was an improvement in some areas of the survey which highlighted the hard work being undertaken by many groups with the College. It remains a disappointment that despite changes made to the College, some teaching staff still feel that they are not able to recommend their school to others.

Other Surveys

In 2019, students were surveyed about their teachers' classroom attitudes, techniques and practices. Each teaching staff member selected up to three classes and provided them with an industry benchmarked survey containing 30 questions. The survey was administered electronically.

Teaching staff were provided with their survey feedback as part of their reflection for their annual review meetings. Teaching staff used this feedback to generate their teaching goals for 2020.

Staff Professional Learning

During 2019, College staff participated in a variety of professional learning opportunities. These were linked directly with the College’s Strategic Plan and Annual Operational Goals. The professional learning was delivered in whole group scenarios, by learning area and individually. Both off-site and on-site opportunities existed for staff.

In 2019, the College staff continued to focus on professional learning to support the learning and teaching within a multi-campus environment. There was a continued focus on the use of the learning management system, including implementing different styles of assessment, moderation, and collaborative planning. In addition, the teaching staff focused on rubrics and communicating expectations via rubrics. These workshops were coordinated by University of Melbourne staff.

Some workshops are not identified in the charts below, as the charts relate to professional learning external to the College.

Our staff professional learning aligns with the key areas within the Strategic Plan and the quantity of time spent on the different areas during the year is represented by bubble size.



Financial Statements

The College's 2019 financial result was above budget expectations. This highlights the strength in the College's ability to continue to consolidate its position through accumulating the necessary financial resources for the development and delivery of the Woodend campus, as well as the ongoing refurbishment of the Mount Macedon campus.

Overall student enrolment numbers increased with additional streams of students, who enrolled post-2016, progressing through the College.

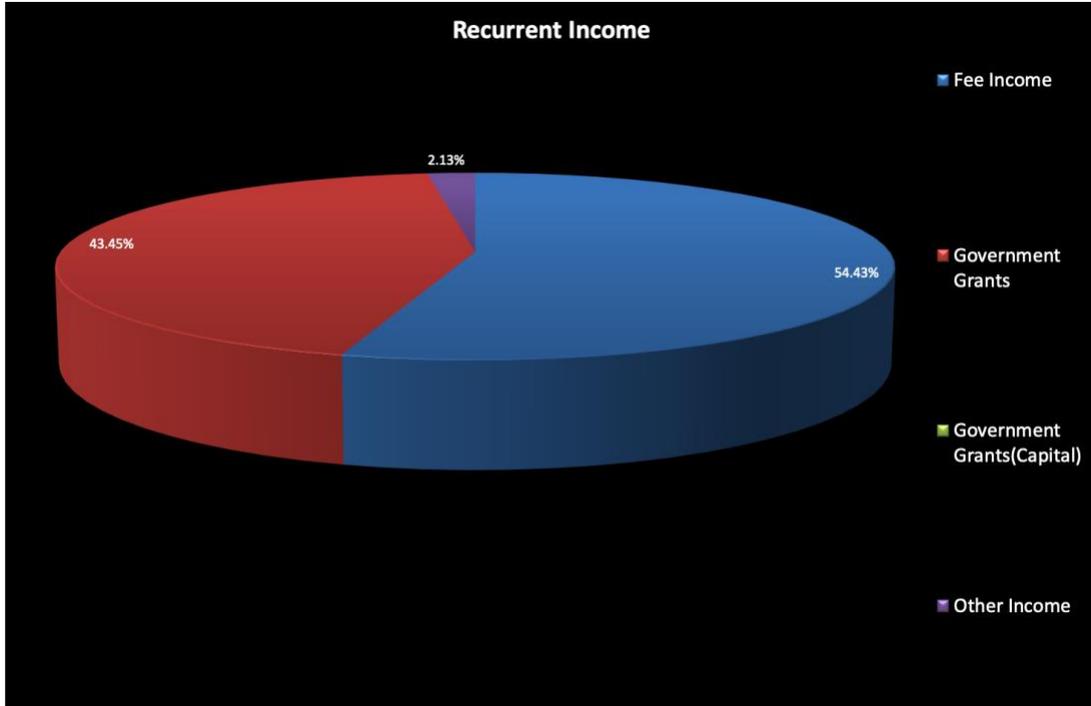
The official opening of the Woodend Campus occurred in Term 2 2019. Students and staff had been in place on the campus for just over a year prior to the opening. Maintaining opportunities for all students to connect to both sites remains an essential part of the continued focus on being a multi-campus college. Students and staff again participated in the opening ceremony and other events have been conducted onsite including house-based activities and parent teacher conferences.

Works on the Mount Macedon site were focused towards operational efficiency, especially after the Middle School relocated to the Woodend Campus. An audit of the learning spaces and staff spaces undertaken in 2019 informed the improvements.

The College further enhanced IT services, integrating the Woodend site. There have been significant changes to the operation of the IT services. Again, students in 2019 purchased their computer hardware which was differentiated between Middle School and Senior School.

The Parents and Friends Association fundraising towards a mobile food van was completed and the van was delivered in 2019. A student based "decorate the van" competition resulted in the winning entry adorning the van when it was delivered, much to the excitement of the winning Year 7 student.

Income



Expenditure

