Annual Report 2020

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Principal's Report

Unprecedented, for many people, will be 2020's word of the year. There will undoubtedly be other words and phrases to describe what we encountered last year, and I am proud of the students and staff who worked hard to achieve and thrive in the circumstances.

Our Tower Magazine, which displays the breadth of College activity in 2020 as we have faced the pandemic together, will be one to keep and reflect upon in years to come.

While some schooling occurred on campus, we endured two periods of remote learning. Collectively students and staff gained new skills and mastered electronic platforms so that teaching and learning could continue. Despite the first day of remote 1.0, when the internet bandwidth of the Victorian telecommunications network bowed under the immense weight of students and staff commencing classes, things did improve. Technical issues aside, the months online have been challenging. Online lesson delivery is a classroom teaching mode that did not suit all learners; however, others thrived. We experienced synchronous and asynchronous timetables, well-being Wednesdays and classes from our homes in casual clothing during the year.

On return to school, we have faced temperature testing, sanitising and wearing face masks. All the implemented steps supported the students and staff to be together at school, but they felt strange. Pointing a thermometer at the forehead of an arriving student and watching them trying to see the instrument readout, which then made them cross-eyed, was a funny way to start the day for both student and temperature taker.

I have felt sorry for the students and parents in our Year 5 and 7 cohorts during the year. Like all within the College, these families and students almost spent as much time at home as they did in the classrooms. The difference for these groups was that 2020 was their first year at the College. Our ability to create a community when we couldn't see each other was challenging. I was immensely proud of these cohorts and their teachers, who have made the most of the situation and worked hard to address issues as they arose.

It was our Year 12 cohort that has made me the proudest. These young men and women faced the erosion of many Year 12 milestones. College events and celebrations, 18th birthdays with friends and family and the delay to their ability to become licenced drivers, to name but a few.

There were times of sadness and occasions of celebration, and it was with great joy that I watched the Year 12s celebration day before the commencement of the 2020 written examinations and then the Cel/Val 2020. These events at least brought a sense of normality. Our students were, in turn, supported by a dedicated group of teaching professionals and leaders who have tried to make their students feel at ease and calm. The dedication of the staff was evident in our 2020 VCE and ATAR results, where nearly 15% of the cohort received an ATAR 95 or above, a third of the cohort an ATAR 90 and above, and half of the cohort an ATAR 80 or above. Truly a remarkable effort.

The parent community are to be congratulated, and I hope they felt supported as the economic impact of the pandemic started to be realised. I want to acknowledge the board's work, who assisted the parents with fee support and waiving 2020's College Service Scheme. My conversations with parents reinforced that these measures were most appreciated.

Our teachers, educational support staff, and leaders collectively reimagined their curriculum to make it engaging and achievable in an online mode. The educational support staff worked together, often in different roles such as assisting with the supervision of the on-site learning, making face masks, weeding, maintenance and office tasks to ensure the College was prepared for all eventualities. I am grateful for the collective effort of these dedicated professionals.

I am immensely proud of our leadership team, who, through their hard work and dedication, kept the College operational and open for emergency service workers and supported the online learners while providing support and guidance to staff, students, and parents. A fantastic effort and one that brought us closer together as a team.

Finally, to formally acknowledge our board for their availability, support and guidance during 2020. The Leadership Team, and certainly Brad and I, are grateful and appreciative.

2021 has been mostly face to face to date. The short period of remote learning in Term 1 highlighted the fragility of our circumstances, and we remain watchful for and mindful of the possibilities for the months ahead, being ready to re-reengage the skills, experiences and knowledge from 2020.

Russell Deer

Principal

Student Outcomes

Due to the pandemic, the NAPLAN testing was not conducted by the ACARA in 2020. The results below represent the results for the past three testing periods.

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 2020, 98 students completed their VCE, and 93 students chose a scored pathway to qualify for an ATAR score under very trying circumstances. Some students also chose VCE VET subjects, providing them with VET qualifications to complement their VCE. However, the completion rates were impacted by the ability of students to undertake the work placement components of the course. The students who chose a non-scored VCE pathway incorporated school-based traineeships and apprenticeships.

	2020	2019	2018	2017	2016
Percentage of ENTER/ATAR Scores 90 and above	31	17	22	16	21
Percentage of ENTER/ATAR Scores 80 and above	47	38	46	39	51
Percentage of ENTER/ATAR Scores Above 50	91	94	94	93	87

| VCE	2020	2019	2018	2017	2016
Dux ENTER/ATAR Score	99.50	99.75	99.8	99.3	99.5
Average ENTER/ATAR Score	75.95	74.87	78.45	73.66	74.86
Percentage of Study Scores 40 or above	12.1	10.5	13.24	11.5	11.9
Top 10 VCE Students (Gender)	7G, 3B	4G, 6B	6G, 4B	7G, 3B	6G, 4B

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.

	2020	2019	2018	2017	2016
Number of VET Certificates with enrolments.	11	10	10	8	5
Number of students enrolled in a VET Certificate.	57	46	55	60	49
Percentage of VET units of competence completed.	98	92	96	95	92

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.
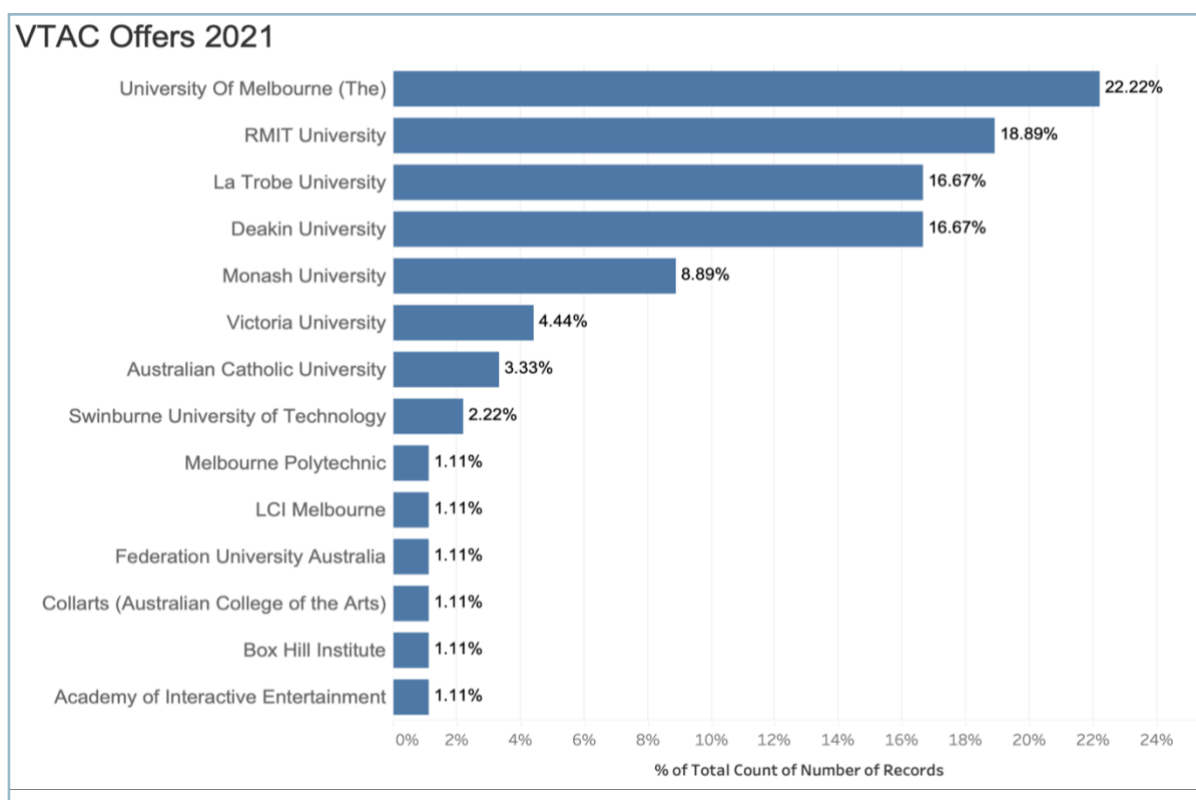

Student Composition

In 2020 the student population was 992. The student population is drawn from a geographical area roughly bounded by Sunbury, Kyneton, Trentham and Romsey. The ratio of males to females across the campus is currently 50% female to 50% male.

Student Attendance

In 2020, students attending Braemar College, like other schools in Victoria, had significant periods of remote learning. The students were required to connect electronically with their teachers regularly. The average attendance rate was 93%. Members of the Wellbeing Team followed up on unexplained absences. Some students enjoyed working remotely, while others, for a variety of reasons, struggled.
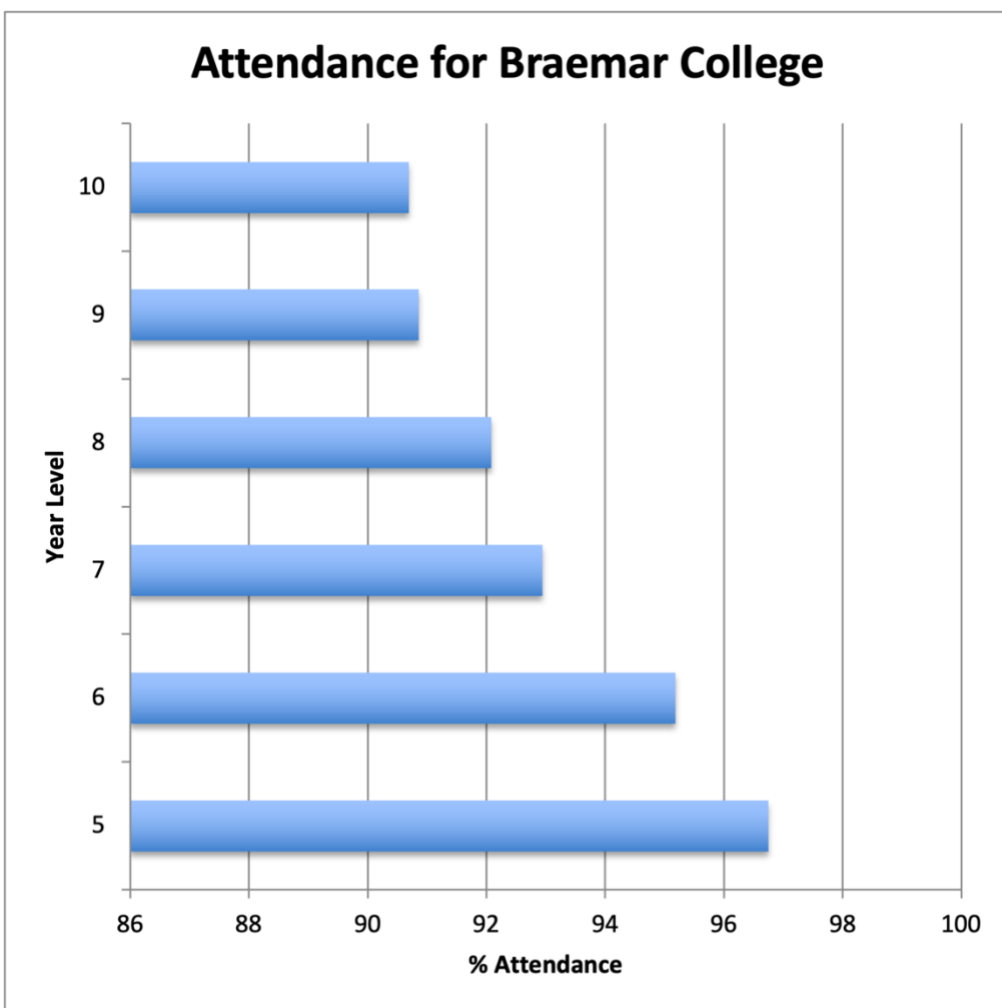
Staff Composition and Qualifications

The composition of the staff of the College reflects 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.
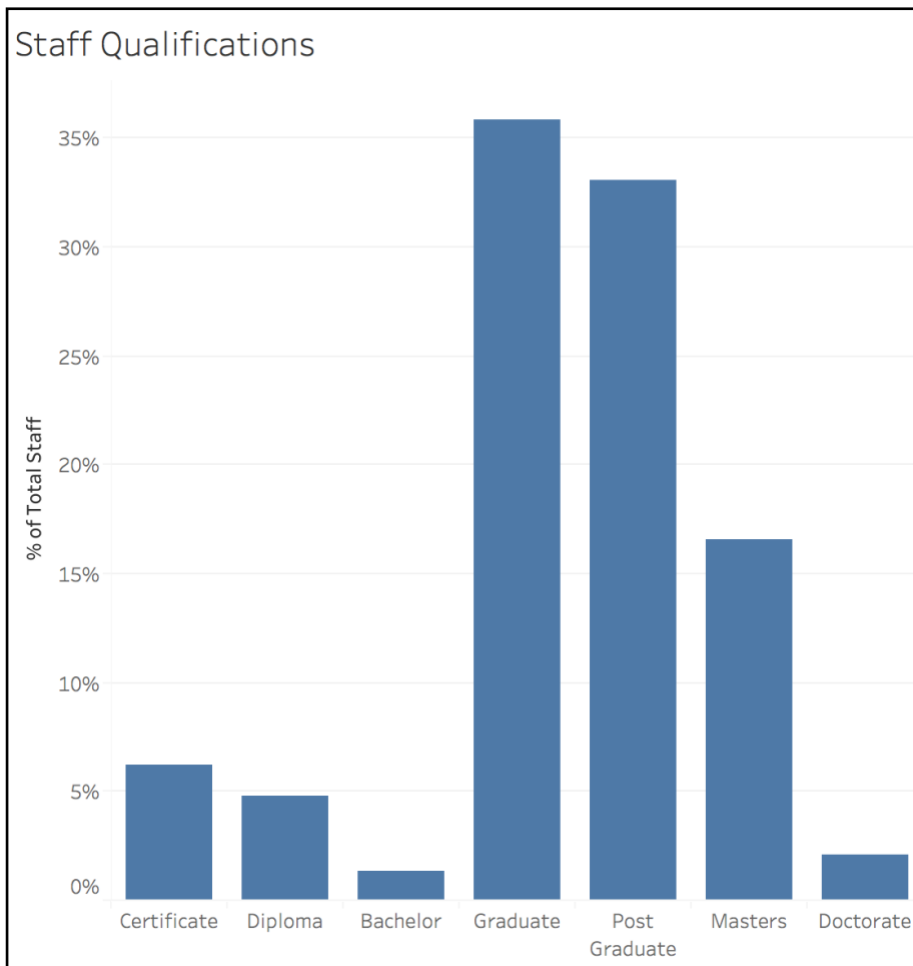
Surveys

In 2020, 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 performance measures. 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. 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 practice and teacher-student rapport.

Within the benchmarking LEAD survey, the students rated Braemar as 8.08 / 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 an 8.09 / 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 the satisfaction levels of Year 12 students with important aspects of schooling and to gather recommendations for improving the quality of student's 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 8.62 / 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 + 73. 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 93.3% 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 + 67. 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 a smaller sample size than the other surveys; however, the survey indicated that the ESST staff were pleased with the College as an employer. The questions relating to resourcing highlighted an area for improvement.

Teaching Staff LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College staff was + 67. This was below other schools within the benchmarking survey. This result was influenced by having only 93.6% of the teaching staff responding with a score of 7 or more to the question, "I am happy to recommend the school".

The overall result was a pleasing and marked improvement on the 2019 LEAD Survey, which was a disappointment to many staff and Leadership Team members. Except for three areas, there were improvements across all areas of the survey. This highlighted how staff were supported through 2020.

Other Surveys

In 2020, students, staff and parents were surveyed weekly about their experiences during the periods of remote learning. The survey asked three questions; "Describe your week in three words", "What are you most looking forward to?" and "What are you most worried about?". The survey responses were analysed using Sentiment Analysis from Stanford University, Deep AI project. The responses reflected the feelings of the ups and downs of the many weeks of remote learning.

Staff Professional Learning

Strategic Plan and Annual Operational Goals. The impact of the pandemic on professional learning became evident during Term 1 2020, when professional learning moved to online delivery. During the year, the delivery mode was dependent upon the government guidelines in place at the time. Overall, the professional learning in 2020 was delivered in whole group scenarios, by learning area and individually. Both off-site and on-site opportunities existed for staff. During the year, professional learning flexed between face-to-face and online or a combination of both.

Our plan for 2020 was a continued focus on professional learning to support the learning and teaching within a multi-campus environment; however, the impact of the pandemic meant a change to support staff, students and parents to prepare for online, at-home learning.

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.

Professional Learning 2020
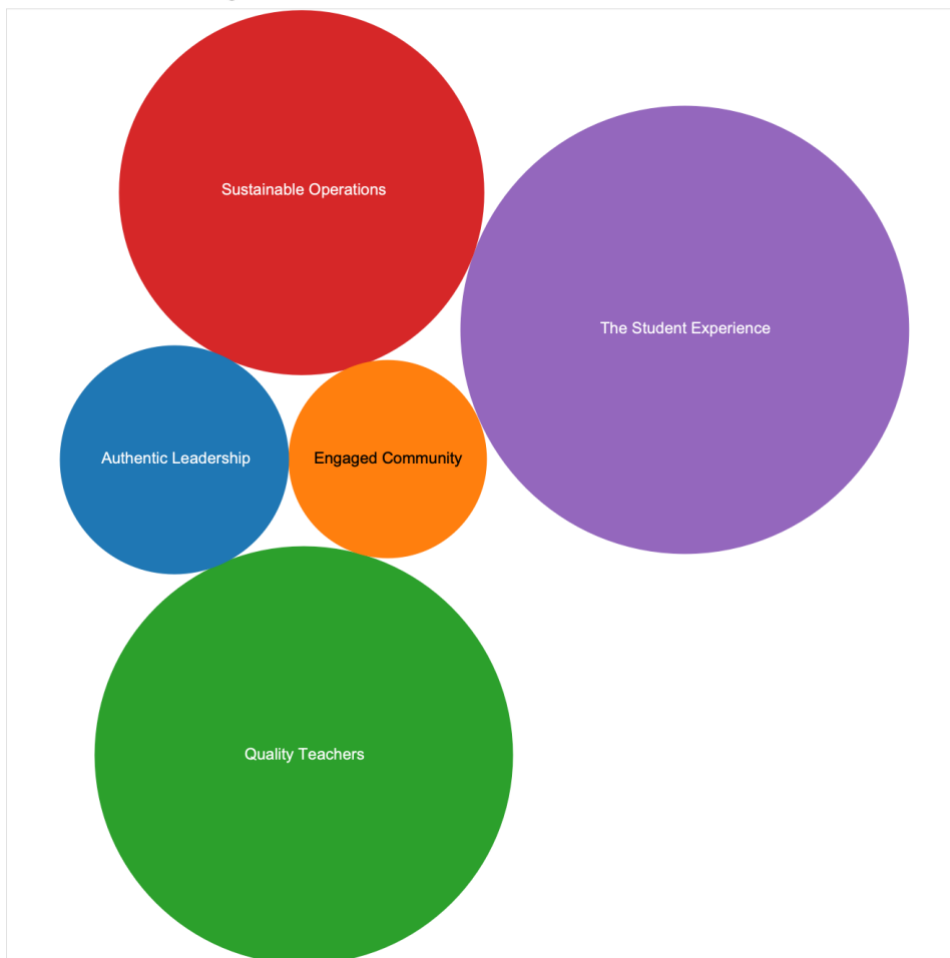
Financial Statements

The College's 2020 financial result was above budget expectations. This was due to the cost savings in student transport costs and the cancellation of the annual camping program, both due to the impact of the pandemic on education services.

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

In 2020, due to the pandemic, the construction of the Woodend Campus Music and Drama facility was delayed.

Works on the Mount Macedon site were focused on operational efficiency due to the pandemic. This included landscape and traffic management works.

The College further enhanced IT services to support learning at home requirements for staff and students. This was mainly through the provision of expanded software options.

The College reduced Term 2 fees by 50% to recognise the reduced service provision as outlined previously to support parents and guardians. The College's parent service scheme for 2020 was also not charged to parents, again recognising that parents could not attend the site and support the scheme as they would usually have.

Income and Expenditure

Recurrent Income

- Fee Income — 47.95%
- Government Grants — 48.17%
- Government Grants(Capital)
- Other Income — 0.98%

Recurrent Expenditure

- Salaries and On-Costs — 68.92%
- Tuition and Activities — 8.63%
- Buildings and Grounds — 3.67%
- Administration and other — 2.64%
- Depreciation — 8.51%