



**BRAEMAR
COLLEGE**

Annual Report 2021

Table of Contents

Principal's Report.....	3
NAPLAN Numeracy	5
NAPLAN Reading	6
NAPLAN Writing.....	6
NAPLAN Spelling.....	7
NAPLAN Grammar & Punctuation.....	7
VCE	8
Vocational Education and Training (VET)	8
Post School Destinations.....	9
Student Composition.....	9
Student Attendance	10
Staff Composition and Qualifications.....	11
Surveys	12
Student Satisfaction Survey.....	12
Year 12 Exit Survey	12
Parent LEAD Benchmarking Survey	13
ESST Staff LEAD Benchmarking Survey	13
Teaching Staff LEAD Benchmarking Survey	13
Other Surveys	13
Staff Professional Learning.....	13
Financial Statements	15
Income and Expenditure.....	16

Principal's Report

2021, similar to 2020, was filled with challenges related to the impact of the pandemic. In many ways, the impact in 2021 was more significant than in 2020, with the final lockdown in the second half of the year being a time of greatest stress creating an environment where motivation, for even the very best of learners and teachers, was tested.

The lengths that staff, students, and parents went to allow learning were extraordinary. To paint that picture, having students in VCE Drama have to undertake a PCR Test 72 Hrs prior to attending the College to practice for their VCE practical examination showed the lengths students and their teachers went to prepare for and undertake their assessment. These students and their teacher had a series of practice sessions, not just one, and thus underwent that process several times.

While not agreed upon by all community members, the College facilitated VCE students from the district to receive their COVID 19 vaccinations through a partnership with Bendigo Health. To those men and women who, on the weekend, came to the College and provided over 250 vaccinations on each of the two occasions, we owe a collective thanks.

As a politician in the current campaign stated, no one was hit harder than Victorians, and no Victorian was hit harder than the young people. The VCE students, in my opinion, were some of the hardest hit during 2021. They did not have the reduced content and expanded timelines that the 2020 cohort experienced. They and their teachers worked collaboratively and with innovation to overcome many challenges. My sincere thanks to them for their superb efforts.

Parallel to the student's efforts, the teaching staff were continually challenged by the requirements of the health orders to find new and improved ways to engage and motivate students when they also required that same motivation. There are only so many online morning teas and coffee catchups you can do.

These same impacts flowed to the parent community, who faced pressure in their own circumstances, whether employment-related or home schooling related, started to feel isolated. When a College that is built on community cannot meet, talk and interact as a community, pressure inevitably builds. Some parent and carer dissatisfaction was evident in the annual surveys and through anecdotal feedback.

2022, if the public orders allow, will be a time to reengage with the community and focus on the College culture.

To support rebuilding culture, along with other improvements, the College's Leadership Structure has been altered. In addition to the current Senior leadership Team (Principal, Associate Principal, Business Manager, HR Manager and the two Heads of School), leadership positions addressing learning and teaching, wellbeing, and IT have been added. Rounding out the leadership team are two assistant Heads of School. This structure addresses both the lean nature of the 2020/2021 team, with members of that team multitasking in areas of learning, teaching and wellbeing. The addition of the assistance heads of Schools allows greater flexibility for each School to manage their own affairs. The Dean of Learning and Teaching and Dean of Wellbeing and Culture address the growing needs in these two traditional cornerstones of education. Our already strong IT use and position was one of the successes in the pandemic. The Director of IT is now a member of the Leadership Team, which highlights the importance of the role.

Staffing generally has increased in line with student growth. The conditions of teaching in the pandemic were stressful for the majority of staff. The ability to recruit new employees was challenging, given the supply of teachers either returning from overseas or emigrating was stopped due to broader government policy. Most interviews and new staff welcomes were conducted remotely. Vignettes of new staff who returned to the classroom to have one week of face to face before the majority of the term being remote were common. Post-2021, some staff members struggled with the changing landscape of the teaching profession and have left or remained on leave.

The vast majority of staff abided by the health orders requiring vaccination. Those with roles that required on-campus attendance as an inherent part of their role who did not prepare to abide by the health orders could not remain employed at the College.

Student growth was again strong, with student number being 1043 for the year. In 2022, there will again be an increase in student numbers as larger cohorts move through the Senior School. What was evident was the number and range of behaviours that students exhibited following the long periods of remote learning. The traditional modelling by staff and older students of acceptable behaviours was missing in the online world. In their place were social media and gaming platforms which provided differing viewpoints. The TikTok monthly challenge, one of which was to destroy your School's toilets, is an example of this. Our infrastructure suffered from this challenge, as did many other schools.

Term 4 saw excursions and trips recommence. There were highlights and opportunities for students. These opportunities were guided by strict COVID Safe planning, and through these, students commenced their re-socialisation processes. Other strategies included the adoption of a theory dog. Buzz was introduced to the College and attended examinations, immunisations and classrooms. Buzz's involvement in the Vinnies Sleepout was a highlight (for both him and the students), and my thanks to the Senior School students who looked after him that night and the Middle School students for the spilled rice bubbles that required his attention.

The VCE academic results of the College remained strong, with two perfect 99.95s recorded and the next student achieving a 98.5. The VCE students were able to celebrate at an outdoor CELVAL (Celebration / Valedictory) event. The weather was not kind; however, students and parents made the most of the event and celebrated a year where traits of perseverance and resilience were at the forefront.

Finally, the College grew, with contracts signed for the commencement of the multi-purpose hall, to be built at the Woodend Campus.

2022 will again prove to have its challenges. The College, from members of the Board to Leadership, through to staff students and parents, have the skills to deal with whatever lies ahead. We will, however, have to monitor the mood and culture for signs of weariness continually and provide avenues to boost spirits and engagement to rebuild our community.

A challenge we will meet head-on.

Russell Deer

Principal

Student Outcomes

Due to the pandemic, the NAPLAN testing was not conducted by the ACARA in 2020 and recommenced in 2021. The results below represent the results for the past three testing periods.

NAPLAN Numeracy

	Year 5	Year 7	Year 9
2021			
Number of Students below National Minimum Standard	0	1	0
% of students at/above National Minimum Standard	100	99	100
2020			
Number of Students below National Minimum Standard			
% of students at/above National Minimum Standard			
2019			
Number of Students below National Minimum Standard	1	1	2
% of students at/above National Minimum Standard	98	99	98

NAPLAN Reading

	Year 5	Year 7	Year 9
2021			
Number of Students below National Minimum Standard	0	0	1
% of students at/above National Minimum Standard	100	100	99
2020			
Number of Students below National Minimum Standard			
% of students at/above National Minimum Standard			
2019			
Number of Students below National Minimum Standard	1	0	0
% of students at/above National Minimum Standard	99	100	100

NAPLAN Writing

	Year 5	Year 7	Year 9
2021			
Number of Students below National Minimum Standard	0	8	3
% of students at/above National Minimum Standard	100	94	98
2020			
Number of Students below National Minimum Standard			
% of students at/above National Minimum Standard			
2019			
Number of Students below National Minimum Standard	1	0	7
% of students at/above National Minimum Standard	98	100	95

NAPLAN Spelling

	Year 5	Year 7	Year 9
2021			
Number of Students below National Minimum Standard	2	4	2
% of students at/above National Minimum Standard	98	98	99
2020			
Number of Students below National Minimum Standard			
% of students at/above National Minimum Standard			
2019			
Number of Students below National Minimum Standard	1	2	5
% of students at/above National Minimum Standard	99	99	96

NAPLAN Grammar & Punctuation

	Year 5	Year 7	Year 9
2021			
Number of Students below National Minimum Standard	1	1	2
% of students at/above National Minimum Standard	99	99	98
2020			
Number of Students below National Minimum Standard			
% of students at/above National Minimum Standard			
2019			
Number of Students below National Minimum Standard	2	0	2
% of students at/above National Minimum Standard	98	100	99

VCE

In 2021, 114 students completed their VCE, and 102 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.

	2021	2020	2019	2018	2017
Percentage of ENTER/ATAR Scores 90 and above	21	31	17	22	16
Percentage of ENTER/ATAR Scores 80 and above	45	47	38	46	39
Percentage of ENTER/ATAR Scores Above 50	95	91	94	94	93

VCE	2021	2020	2019	2018	2017
Dux ENTER/ATAR Score	99.95	99.50	99.75	99.8	99.3
Average ENTER/ATAR Score	75.95	75.95	74.87	78.45	73.66
Percentage of Study Scores 40 or above	12.1	12.1	10.5	13.24	11.5
Top 10 VCE Students (Gender)	4G, 6B	7G, 3B	4G, 6B	6G, 4B	7G, 3B

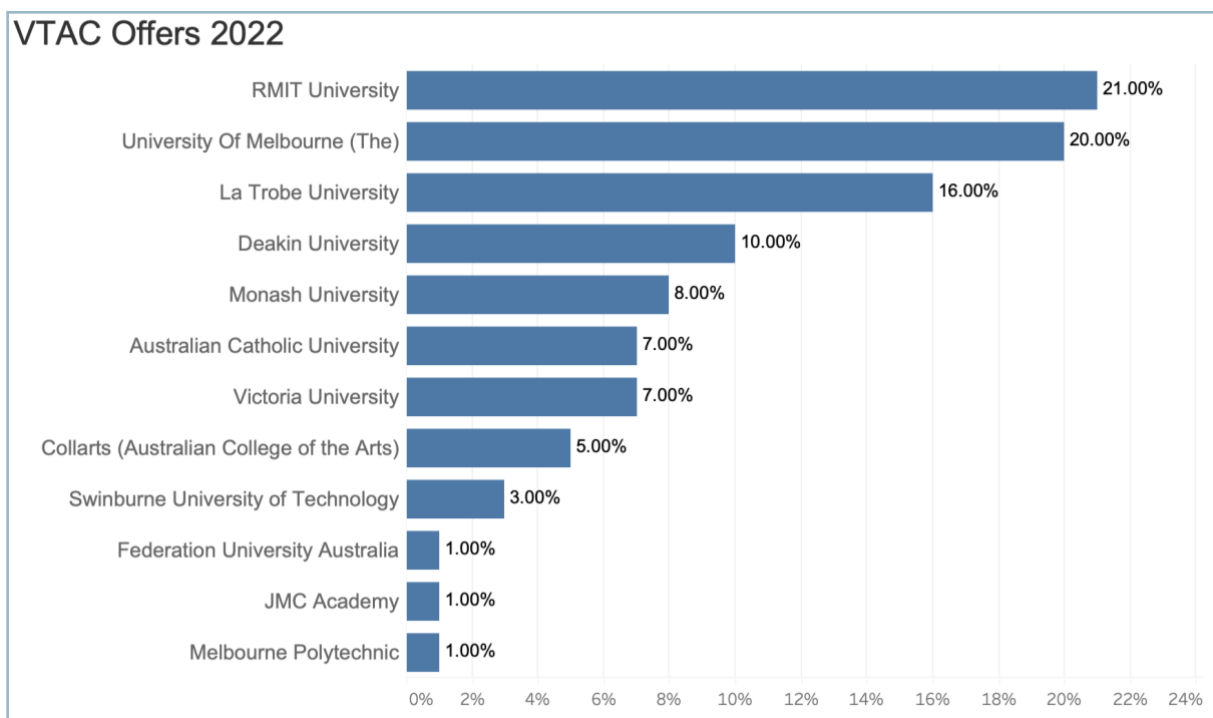
Vocational Education and Training (VET)

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.

	2021	2020	2019	2018	2017
Number of VET Certificates with enrolments.	11	11	10	10	8
Number of students enrolled in a VET Certificate.	47	57	46	55	60
Percentage of VET units of competence completed.	95	98	92	96	95

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.

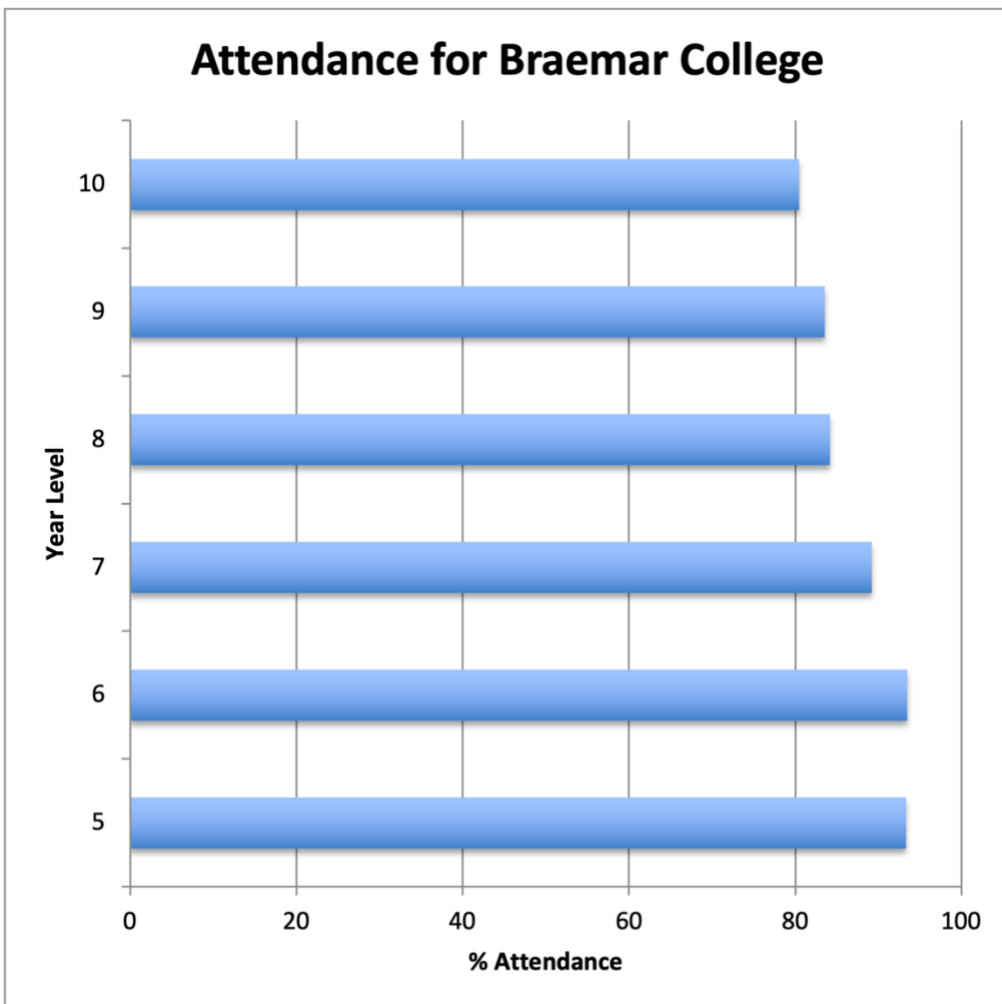


Student Composition

In 2021 the student population was 1043. 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

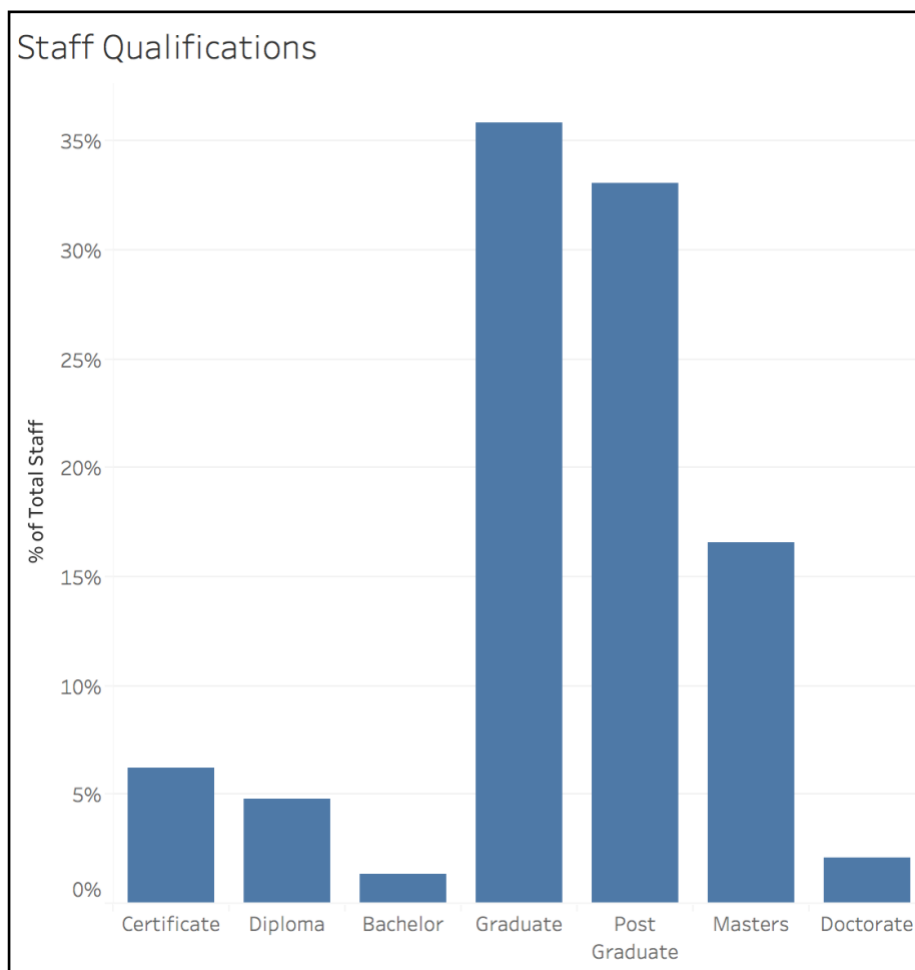
In 2021, students attending Braemar College, like other schools in Victoria, had significant periods of remote learning. The students were required to connect electronically with their teachers regularly. This became more challenging as the number and length of remote learning periods continued. The average attendance rate was 87%. Members of the Wellbeing Team followed up on unexplained absences. Some students enjoyed working remotely, while many others, for a variety of reasons, struggled and became disengaged.



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, supporting a number financially. The College continues to encourage and support staff to further their formal qualifications through partnerships with tertiary institutions, private providers and TAFEs. The College was proud of the staff, who despite the impacts of periods of remote learning, completed their qualifications in 2021. The breadth of qualifications for our staff are represented below and are displayed by the Australian Qualifications Framework levels.



Surveys

In 2021, the College again undertook 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.

In 2021, the survey was administered in August, in the midst of the seventh lockdown. The feedback, although having some positive areas, reflected the general mood of the College's stakeholder groups, which were reported anecdotally as feeling frustrated and negative.

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 7.01 / 10 when asked the question, "The school provides me with high-quality teachers."

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 7.6 / 10 when asked the question, "Overall, I am satisfied with my experiences at this school." This is slightly below the ISV mean and above like schools when benchmarked.

Parent LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College parents was + 43. Our score was lower than previous years and anecdotally related to the College's response to the conditions created by the pandemic.

ESST Staff LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College staff was + 50. While below other schools within the benchmarking survey, the result is considered excellent.

Teaching Staff LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College staff was + 50. While below other schools within the benchmarking survey, the result is considered excellent.

Other Surveys

In 2020, students, staff and parents were surveyed weekly about their experiences during the periods of remote learning.

In 2021, as the periods of remote learning extended, the general sentiment towards the surveys and formal gathering of information was not as high as the previous year. The impacts of the circumstances that community faced became pronounced, especially in the second half of the year. Response rates to various communications generally decreased and there were sentiments relating to over-communication. For those reasons, the use of additional surveys decreased.

Staff Professional Learning

Strategic Plan and Annual Operational Goals. The impact of the pandemic on professional learning continued to be evident during 2021. Like 2020, the majority of the professional learning was conducted in an online mode. This reflected both the staff member preference and the government guidelines in place at the time. Overall, the professional learning in 2021 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.

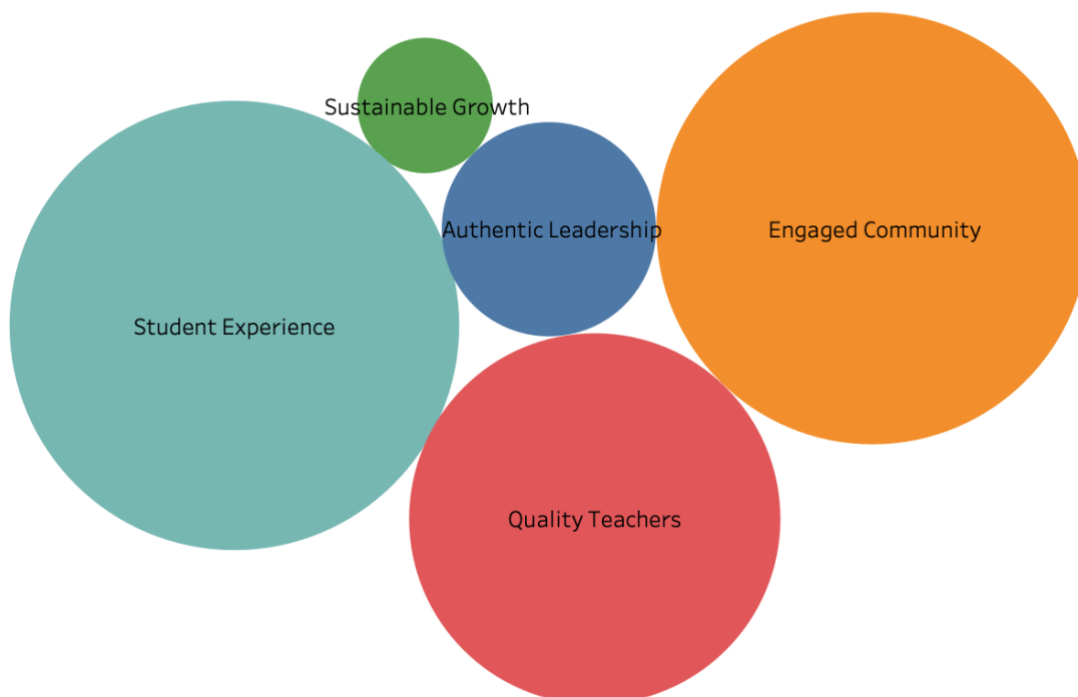
The professional learning opportunities undertaken in 2021, again were clearly focused on supporting student learning and teaching in an online, at-home learning mode.

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, which was updated in 2021, and the quantity of time spent on the different areas during the year is represented by bubble size.

Our time spent engaging with communities is highlighted and was closed linked to the goals of a Quality Teacher and ultimately the experience of the student.

Staff Professional Learning 2021



Financial Statements

The College's 2021 financial result was above budget expectations. This was due to cost savings in student transport costs and the reduced nature of the annual camping program, both due to the continuing 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 2021, due to the pandemic, the construction of the Woodend Campus Music and Drama facility was again delayed.

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

The College continued to further enhance 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 4 fees for continuing students by \$550 to recognise the reduced service provision as outlined previously to support parents and guardians. The College's parent service scheme for 2021 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

