



**BRAEMAR
COLLEGE**

Annual Report 2022

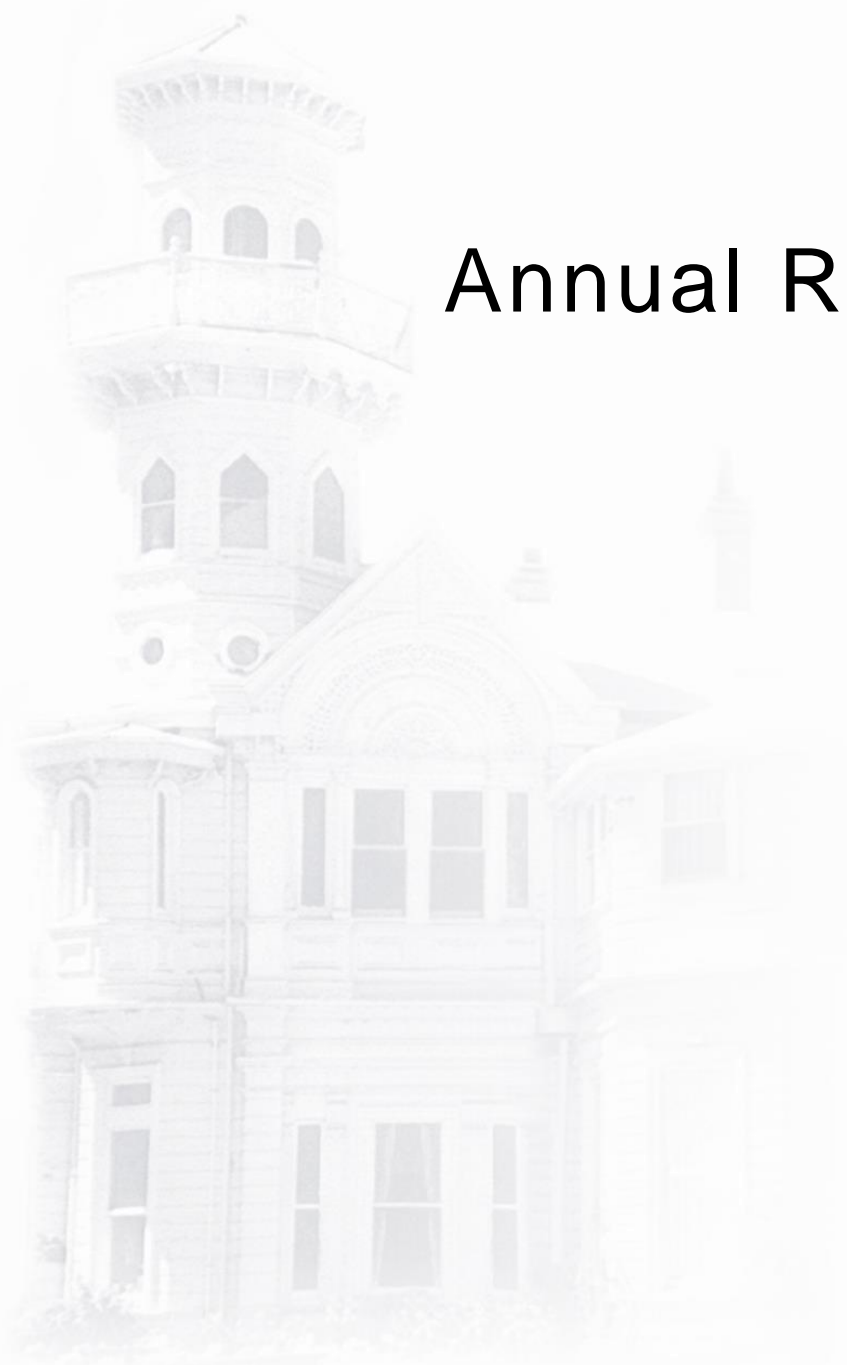


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Principal's Report

2022, similar to the prior years, was filled with challenges related to the impact of the pandemic, potentially visible as the COVID shadow. Returning to the classroom after two years of disrupted learning, the majority of that being at home, posed significant challenges.

The lengths that staff, students, and parents went to normalise returning to the classroom were extraordinary. From tutorials on weekends to support classes, the students in 2022 benefited from the hard work of the teachers and leaders who were normalising schooling for the young people in their care.

While 2022 started with planning to distribute RATs to students and staff, the restrictions eased during the year, meaning that our community could return their focus to teaching and learning rather than measures put in place to manage the COVID-19 pandemic.

As our student programs returned to a level of normality, activities such as EXEAT, incursions and excursions could re-commence, albeit in a shortened form. The students relished returning to outdoor school-based activities and more significant events such as the College Ball and Valedictory.

Overseas and interstate extracurricular programs recommenced, although some remained on hold. Our students ventured to New Zealand, Western Australia, the Northern Territory and Far North Queensland. Destinations such as Japan, Cambodia and Nepal remained challenging to recommence. Still, we are hopeful that 2023 will see those programs once again form part of the activities available to our students.

In 2022, our parents and carers remain a stakeholder group we have been unable to connect with. This disconnect, although partly due to the easing Pandemic orders, was primarily due to the changed landscape in the area of Child Safety. Keeping children safe in school, and other environments, was the focus of the new standards, and as a school, we spent time reviewing our obligations to implement the changes appropriately. In 2023, we anticipate a greater level of engagement to be possible.

Our rebuilt College's Leadership Structure, new for 2022, was to have started the year by reviewing the Strategic Plan and building working relationships. Instead, we spent time managing the logistical nature of reworking school processes that were somehow lost due to the pandemic. Our 2022 goals were reviewed in light of those circumstances. In addition, the Leadership Team saw some changes occur at the conclusion of the year, with our Associate Principal being appointed as the new Headmaster of The Hamilton and Alexandra College and our Head of Senior School and Dean of Learning and Teaching, both expecting children. 2023 will see some changes in the team.

In 2022, there as again be an increase in student numbers as larger cohorts move through the Senior School. As a College, we were proud of our response to the collapse of the Colmont School. The school, previously called The Kilmore International School, suddenly and unexpectedly closed in term 3, leaving many students, and their teachers, without an educational pathway. The College responded by offering a pathway. Twenty-six students took that offer, and the number of streams of Years 5, 6 and 7 was increased to cope with the numbers.

An increase in students resulted in a staffing change. Staffing was increased in line with student growth. The conditions of teaching during the pandemic and managing the student's return to school remained stressful for staff. Like the year prior, 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 were conducted remotely, although staff days were a mixture of face-to-face and remote. In general, some staff members continued to need help with the changing landscape of the teaching profession and have left or remained on leave.

The VCE academic results of the College remained strong, with a perfect 99.95 recorded and the next student achieving a 97.8. The VCE students celebrated their Valedictory at an indoor venue, which was different from their preceding two cohorts, who celebrated outdoors in some variable weather conditions. The 2022 cohort also were able to attend a Schoolie Alternative in New Zealand, travelling from Queenstown to Christchurch under their own steam.

Our Therapy Dog, Buzz, has brought much joy to the College over the past year. Joining the College at the end of 2021, in 2022, he has continued to join classes, visit examinations and accompany nursing, counselling and wellbeing staff on various activities and adventures. He has been involved in book week, trekking on Mt Macedon and in classes.

The multi-purpose hall on the Woodend Campus provided the backdrop for the 2022 Celebration Night event. Although outdoors, a last-minute date change, supported by planning that considered the flexibility of dates, was an event welcomed by the College community. Our Chair noted, however, that the community and culture of the College have been a primary focus over the past 12 months. He also noted that around 45% of our students in 2022 have not experienced a typical year on campus nor the many traditional events. The impact of the past two years was most notable in our Middle School, where the figure was more like 85% of students.

2023 will again prove to have its challenges. The College, from members of the Board to Leadership to staff students and parents, has the skills to deal with whatever lies ahead. However, we will have to continually monitor the mood and culture for signs of weariness 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
2022			
Number of Students below National Minimum Standard	1	4	3
% of students at/above National Minimum Standard	99	98	98

	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			

NAPLAN Reading

	Year 5	Year 7	Year 9
2022			
Number of Students below National Minimum Standard	0	1	4
% of students at/above National Minimum Standard	100	99	97
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			

NAPLAN Writing

	Year 5	Year 7	Year 9
2022			
Number of Students below National Minimum Standard	1	2	9
% of students at/above National Minimum Standard	99	98	93
2021			
Number of Students below National Minimum Standard	0	8	3

	Year 5	Year 7	Year 9
% 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			

NAPLAN Spelling

	Year 5	Year 7	Year 9
2022			
Number of Students below National Minimum Standard	1	8	4
% of students at/above National Minimum Standard	99	95	97
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			

NAPLAN Grammar & Punctuation

	Year 5	Year 7	Year 9
2022			
Number of Students below National Minimum Standard	1	5	6
% of students at/above National Minimum Standard	99	97	97
2021			

	Year 5	Year 7	Year 9
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			

VCE

In 2022, 127 students completed their VCE, and 114 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.

	2022	2021	2020	2019	2018
Percentage of ENTER/ATAR Scores 90 and above	22	21	31	17	22
Percentage of ENTER/ATAR Scores 80 and above	40	45	47	38	46
Percentage of ENTER/ATAR Scores Above 50	89	95	91	94	94

VCE	2022	2021	2020	2019	2018
Dux ENTER/ATAR Score	99.95	99.95	99.50	99.75	99.8
Average ENTER/ATAR Score	73.83	75.95	75.95	74.87	78.45
Percentage of Study Scores 40 or above	8.9	12.1	12.1	10.5	13.24
Top 10 VCE Students (Gender)	9G, 1B	4G, 6B	7G, 3B	4G, 6B	6G, 4B

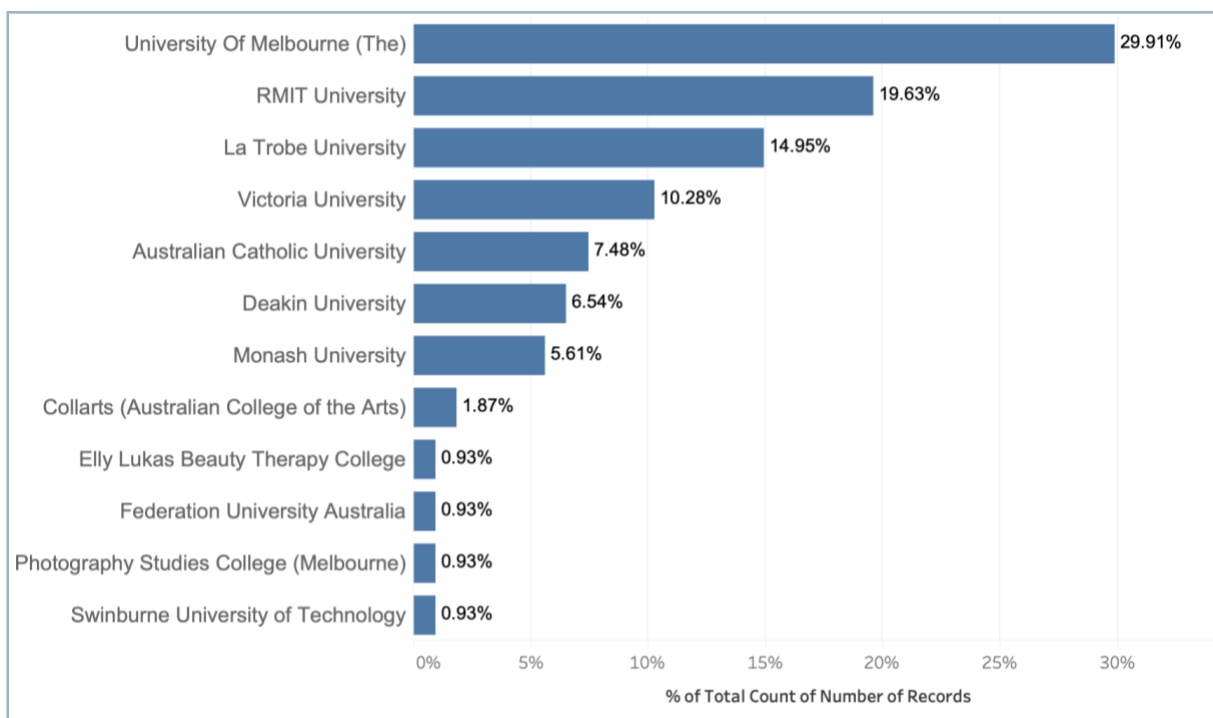
Vocational Education and Training (VET)

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.

	2022	2021	2020	2019	2018
Number of VET Certificates with enrolments.	14	11	11	10	10
Number of students enrolled in a VET Certificate.	75	47	57	46	55
Percentage of VET units of competence completed.	86	95	98	92	96

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.

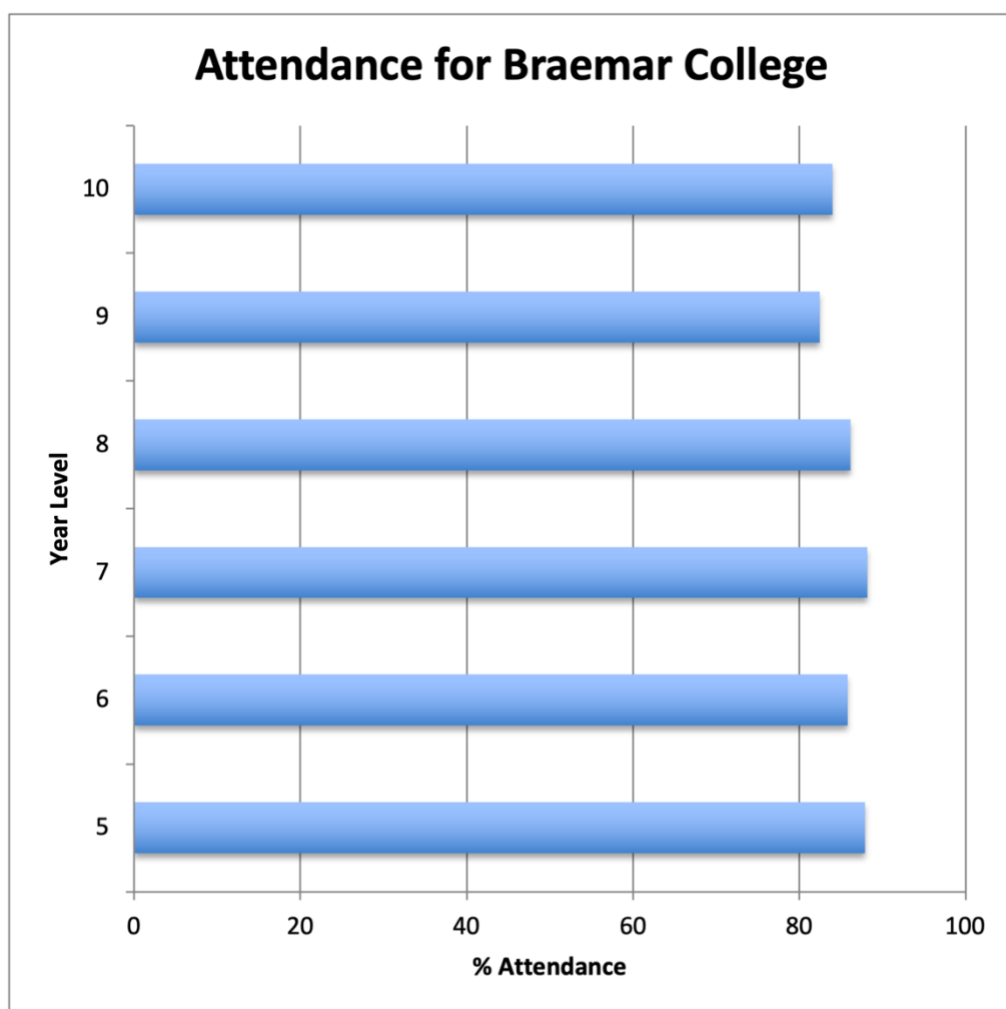


Student Composition

In 2022 the student population was 1098. The student population is drawn from a geographical area roughly bounded by Sunbury, Kyneton, Trentham and Kilmore. The ratio of males to females across the campus is currently 50% female to 50% male.

Student Attendance

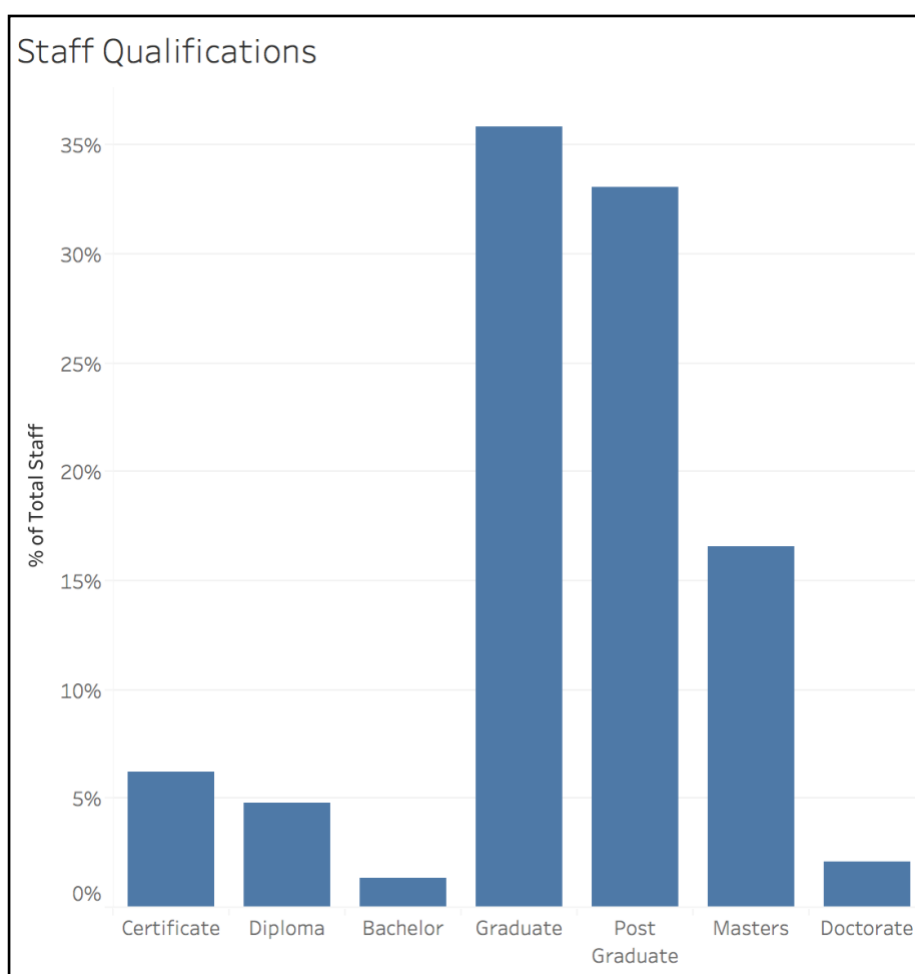
In 2022, students attending Braemar College, like other schools in Victoria, had significant periods of remote learning. The students were required to connect electronically with their teachers regularly. This became more challenging as the number and length of remote learning periods continued. The 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 of staff financially to achieve their higher education goals. 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 in their educational journey, completed their qualifications in 2022. The breadth of qualifications for our staff is represented below and is displayed by the Australian Qualifications Framework levels.



Surveys

In 2022, 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 provide us with an assessment of our performance in the key elements of effective schooling. These elements have their roots in the Harvard Business School's '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 2022, the survey was administered in August. 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 slowly returning to a positive outlook after two very challenging years in lockdown and a further year returning to a classroom based learning routine.

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 7.16 / 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 6.93 / 10 when asked the question, "Overall, I am satisfied with my experiences at this school." This is slightly below the ISV mean and like schools when benchmarked.

Parent LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College parents was + 44. Our score was greater than the 2021 result but still remains below previous years and anecdotally is related to schooling in a post-pandemic environment.

ESST Staff LEAD Benchmarking Survey

The Overall Net Promoter Score for Braemar College staff was + 45. 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 + 45. While below other schools within the benchmarking survey, the result is considered excellent.

Staff Professional Learning

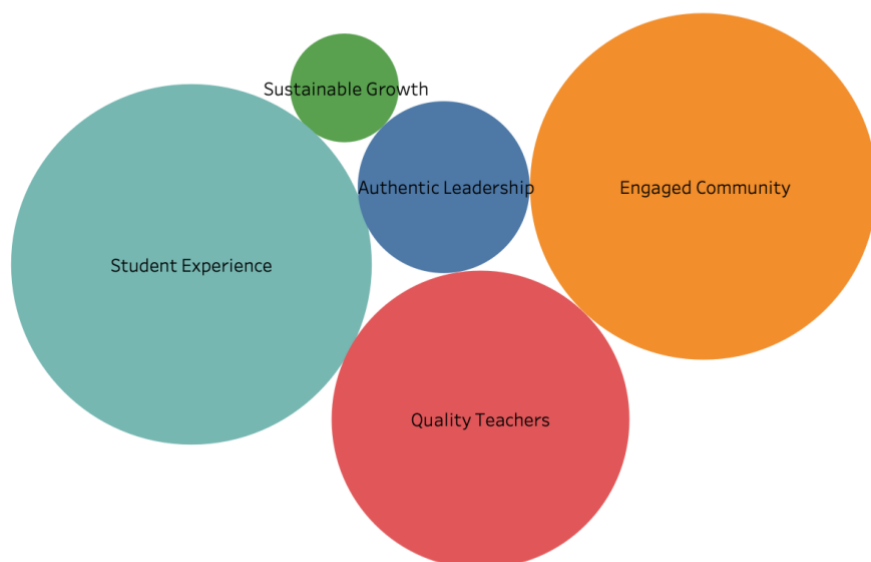
Strategic Plan and Annual Operational Goals. The impact of the pandemic on professional learning remained evident during 2022. Arising from the pandemic, the ability to conduct professional learning in an online mode has gathered momentum. Staff in most cases were able to choose an in-person or a virtual attendance mode. Overall, the professional learning in 2022 was delivered in whole group scenarios, by learning area and individually. Both off-site and on-site opportunities existed for staff. During the year, the in-house professional learning flexed between face-to-face and online or a combination of both to meet the changing health landscape of our community.

The professional learning opportunities undertaken in 2022, again were clearly focused on supporting student learning and teaching.

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 2022, 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.



Financial Statements

The College's 2022 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. The income from the boosted student numbers following the closure of The Colmont School offset staffing and infrastructure costs to accommodate these students.

In 2022, the delay to the construction of the Woodend Campus Music and Drama facility finally ended; however, the flow-on effects of worldwide awaking supply chains and labour force challenges resulted in work not progressing as quickly as predicted.

Works on the Mount Macedon site were again focused on operational efficiency, especially lighting and heating and cooling.

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.

While fee schedules returned to a more usual cadence, the College's parent service scheme remained on hold.

Income and Expenditure

