

Berwick Secondary College
7603

2008 Annual Report to the
School Community

School Overview

Berwick Secondary College is situated approximately 45 km south east of Melbourne on the outer limits of the metropolitan area, in a high growth corridor. In February 2008, student numbers were 1570 with a staff (teaching and non teaching) in excess of 160. Anticipated student numbers in 2009 are 1650.

In 2007, Berwick Secondary College began to explore how relationships between all members of the school community (students, parents, teachers and the community) could enhance the quality of the learning and life at school for students. In 2008, the College introduced 8 Learning Teams, each comprising approximately 170 students. Each team has 8 Home Groups of approximately 23 students from years 7 – 11. Year 12 students are linked to the Learning Teams but remain a separate entity due to the specific demands and requirements associated with their final year of schooling.

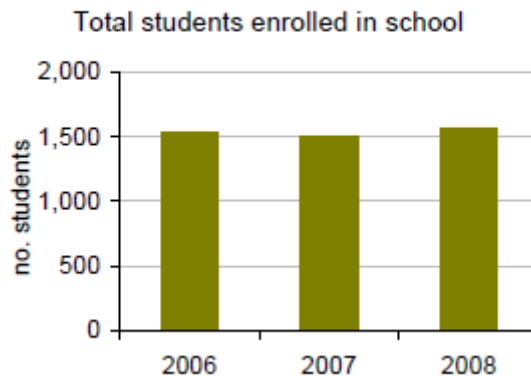
The Learning Team structure is designed to more purposefully build positive and quality relationships between students, teachers, parents and the community and to ensure that every student feels as though at least one staff member is taking an active interest in their social, emotional and academic development. This can only be achieved by Home Group teachers developing a keen knowledge of the interests, learning needs, styles and goals of each of the students under their care and by facilitating effective lines of communication with the home.

Berwick SC has a fundamental belief that quality relationships between students, parents, teachers and the community will have the most positive and powerful impact on the quality of learning and subsequent achievement by each and every student. In 2009, the aim of the College will be to consolidate and enhance these relationships and to continue to personalise the teaching and learning processes throughout the College.

Department of Education and Early Childhood (DEECD) goals	School Values	Guiding Principles of BSC's Educational Philosophy 2008
<ol style="list-style-type: none"> 1. To improve student learning outcomes across all year levels. 2. To improve student engagement and wellbeing through an emphasis on teacher-student relationships. 3. To enhance student pathways and transitions across all year levels. 	<p>Berwick Secondary College aims to provide a learning community through...</p> <p>EXCELLENCE IN LEARNING - "We strive to do our best, we consider new ideas and encourage best practice, and we select our learning opportunities."</p> <p>POSITIVE RELATIONSHIPS – "We treat others with consideration and understanding, we are truthful and trustworthy, and we work with others."</p> <p>PERSONAL GROWTH – "We meet our expectations, we are accountable for our actions and we work with effort, energy and persistence."</p>	<p>By the time students leave the college for the final time BSC aims for its students to:</p> <ol style="list-style-type: none"> 1. Possess the life skills which enable them to face challenges with confidence, resilience, empathy and respect. 2. Be adaptable to change and embrace ongoing learning through problem solving, creativity and thinking critically. 3. Have a continuing sense of community, both locally and globally and an awareness of the importance of the environment.

Student Enrolments

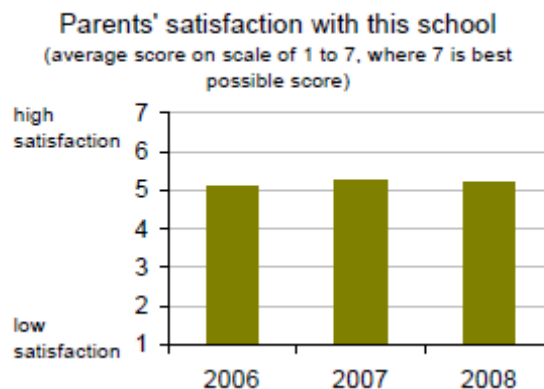
Demographics



Student numbers increased from 1503 in 2007 to 1570 in 2008. With the rapid growth associated with this area of Melbourne, it is likely that further increases in student numbers will occur in subsequent years unless new government schools open.

Parent Satisfaction

General Information



A random sample of parent opinion is collected each year. One of the questions parents are asked is to what extent they agree with the statement "Overall I am satisfied with the education my child receives from their school". The College showed an improvement in this indicator in 2007 with a slight falling off in 2008. One of the reasons behind the introduction of Learning Teams with vertical Home Groups in 2008 was to enhance the level of communication and by extension, positive relationships, between the school and the home. To facilitate this, the college introduced a "Meet the Home Group Teacher Day" at the commencement of 2008 which resulted in over 90% of parents in years 7 – 11 attending the scheduled interviews with Home Group teachers.

Parent attendance at both Parent / Student / Teacher meetings held at the end of terms 1 and 3 had attendance rates in excess of 50% which was also pleasing. Our aim is to continue to work hard at improving this key indicator as we recognise the importance of parents working with the school in partnership to achieve better outcomes for students. The return rate of parental surveys continues to be low with 48% of surveys posted home being returned in 2008. This is consistent with rates of return from previous years.

Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 64.5 on a scale of 0 – 100 where 100 is the best possible score.
- **Teacher Retention** – Of the 127 teaching staff at June 2007, (including those on Leave Without Pay), 104 or 82% were still at the school at June 2008. The figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year such as the Teacher Professional Leave Program, Relational Learning, Australian Government Quality Teacher Program, Induction/ Mentoring for Beginning Program Teachers, Building Leadership for Capacity and ICT. All staff were required to undertake at least 6 hours of this in their own time. Many staff also completed individual professional development with a view to enhancing their professional qualifications.
- **Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241

Principal's Report

What a year 2008 proved to be. The introduction of our new Learning Team structure kicked off in fantastic fashion with the "Meet the Home Group Teacher Day". Over 90 percent of parents/guardians and students in years 7 – 11 met with their designated Home Group teacher on the first day back of the school year. The main agenda of these meetings was to meet and establish a relationship between parents, the student and the Home Group teacher. The Guiding Principles for the Educational Philosophy of the College were established following a consultative process involving over 50 parents, students, staff and community members in late April. The following three statements reflect the skills and attributes we want all students to possess when they leave Berwick Secondary College for the last time:

1. Possess the life skills which enable them to face challenges with confidence, resilience, empathy and respect.
2. Be adaptable to change and embrace ongoing learning through problem solving, creativity and thinking critically.
3. Have a continuing sense of community, both locally and globally and an awareness of the importance of the environment.

An ongoing task for each of the Learning Teams throughout the year was to build an identity with a culture of service to the community. Learning Team Captains and a wide range of student representatives worked with the Learning Team Leaders and Home Group teachers to identify a suitable charity to be the focus for their energies, support and fundraising efforts. Some outstanding service learning projects have been devised and will no doubt be built on in 2009 and beyond.

2008 was another wonderful year for students in the areas of sport and the performing arts. Berwick Secondary College students continued to excel in an exceptionally wide range of sporting areas. The Rock Eisteddfod, "Earth Invasion" was a resounding success with the team winning an array of awards. The same was true of the Human Powered Vehicle program (HPV) with one of the highlights of the year being the profiling of our program on "Coxy's Big Break". The BSC Volleyball program also had an terrific year and continues goes from strength to strength. These success of programs such as the Eisteddfod, HPV and Volleyball, rely greatly on the joint efforts of staff, students and parents all working together. I congratulate each of our students who have represented the school with distinction, achieved their personal best and have worked effectively as part of a wider team.

The camps and tours programs offered by the College were highlighted by the trip to Germany to visit our sister school in Lauterbach and by the participation of approximately 15 students in the World Challenge program which saw students work as volunteers to support an orphanage for homeless youth and the disabled in Vietnam.

Another highlight from 2008 included the introduction of our new Head Start Programs. Year 11 students participated in a 2 week orientation program for 2009, giving students and staff an opportunity to get a flying start to the 2009 school year. We introduced a similar program for our students in years 7 – 9, which saw them complete the last 2 weeks of the school year with specific work from their 2009 programs.

Ross Bevege
Principal

Berwick Secondary College School Council President's Report

2008 has been a year of momentous change for Berwick Secondary College. After much discussion, investigation, professional development and in recognition of survey data indicating the need for change, the school embarked on a major reorganisation by introducing the 'Learning Team' structure.

The Principal Executive, teachers, students and parents have embraced these changes with a degree of apprehension as any change is confronting, but all indications are that after a year of familiarisation, 2009 will see a consolidation and enhancement of relationships as we continue to personalise the teaching and learning process throughout the college.

The students continue to be involved in an exceptionally wide range of extra-curricular activities with a high degree of success. A first for the college was the involvement of students in the 'World Challenge Program' and the positive achievements of the participants will, I believe ensure participation in the future.

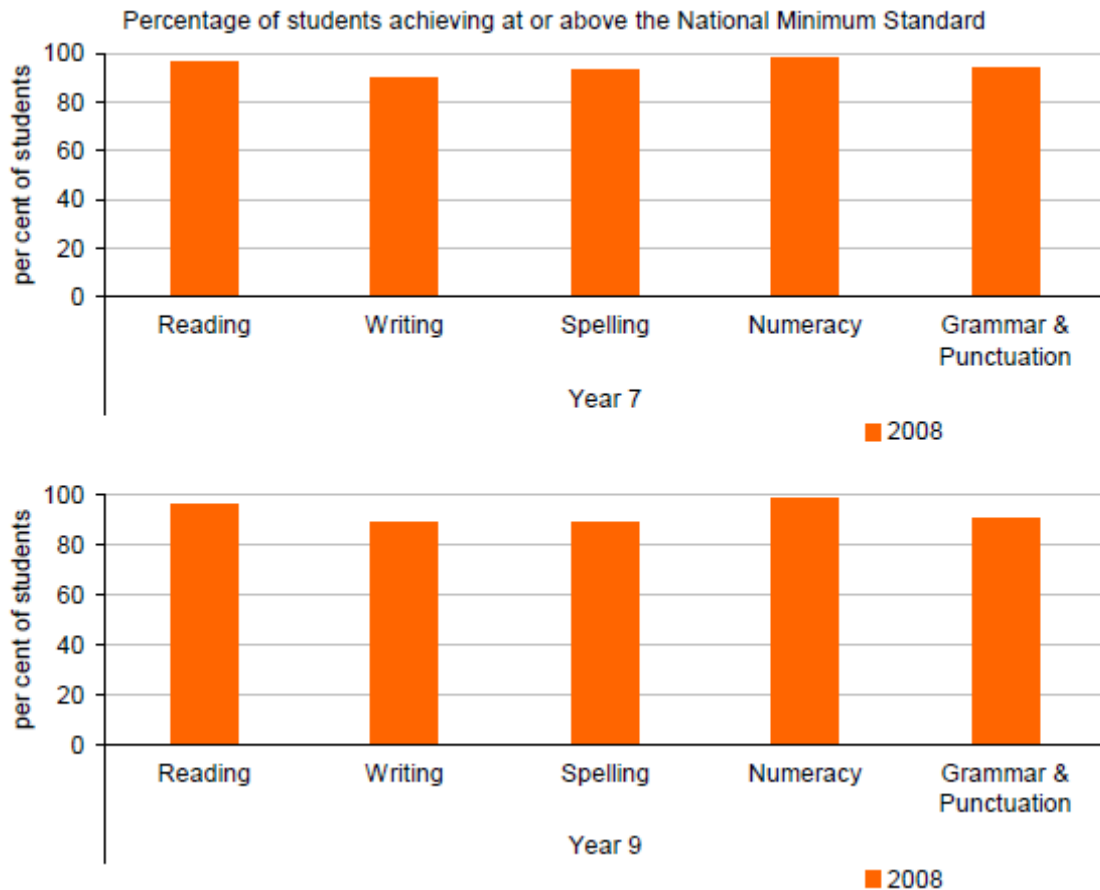
Our Principal, Mr Ross Bevege, has provided excellent leadership throughout the year and with the support of the Principal Executive team, teaching staff and support staff, much has been achieved. I must also acknowledge contribution of our College Councillors, who have provided a critical and intellectual background to all the discussions that have occurred in relation to the direction of our college.

2008 has been a year of change and I look forward to 2009 being a year of consolidation as we endeavour to provide an environment where excellence in learning, positive relationships and personal growth is experienced by all our students.

Roger Hall
College Council President
Berwick Secondary College

Student Progress & Achievements Student Learning

Percentage of students achieving at or above the National Minimum Standards – Each year students in years 7 and 9 are tested as part of the National Assessment Program for Literacy and Numeracy (NAPLAN). The data below shows the percentage of Years 7 and 9 students who, according to their NAPLAN results, are achieving at or above the National Minimum Standard as it applies to each year level.



NAPLAN Minimum Standards (NMS) are defined as the second lowest NAPLAN band for a year level. If a student is operating at minimum standard, they have demonstrated basic elements of literacy and numeracy – not necessarily strong skills. Our aim is to have a greater percentage of students operating above NMS.

Year Level	Below NMS	At NMS	Above NMS
Year 5	Band 3	Band 4	Band 5 - 8
Year 7	Band 4	Band 5	Band 6 - 9
Year 9	Band 5	Band 6	Band 7 - 10

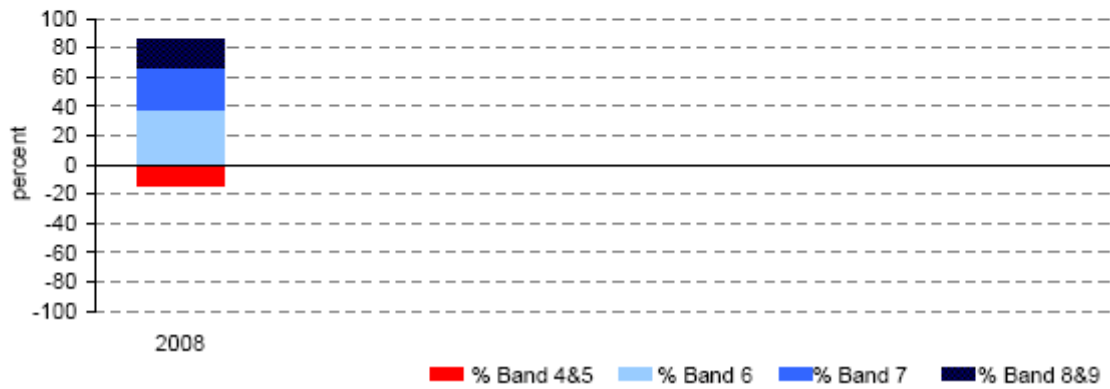
The figures below represent the testing results for reading and numeracy at each of the band levels for year 7 which helps to put the bands in context. The figures show that the school is performing above the state means in both outcome areas. As this is the first year for the receipt of this data, it is difficult to draw strong conclusions with regards to trends.

READING

Year 7

	student participation		Percent of students by NAP Band						Mean Scaled Score	
	(n)	(%)*	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	School	State
2008	272	93	3	11	37	29	13	7	537.2	531.1

Percent of students by NAP Band

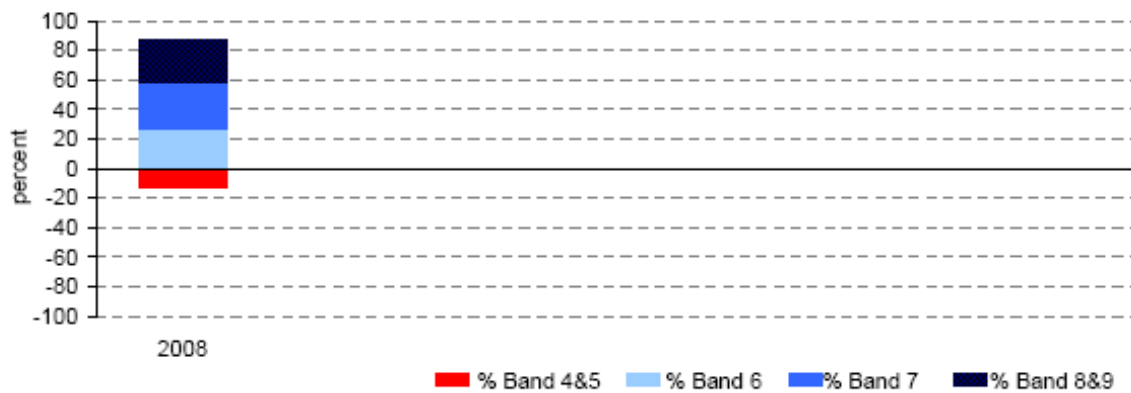


NUMERACY

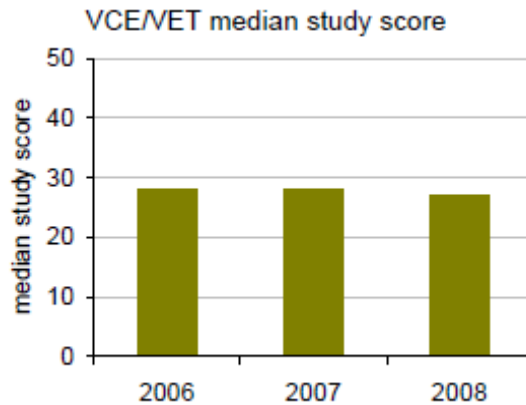
Year 7

	student participation		Percent of students by NAP Band						Mean Scaled Score	
	(n)	(%)*	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	School	State
2008	276	94	2	11	27	32	17	12	550.7	541.2

Percent of students by NAP Band

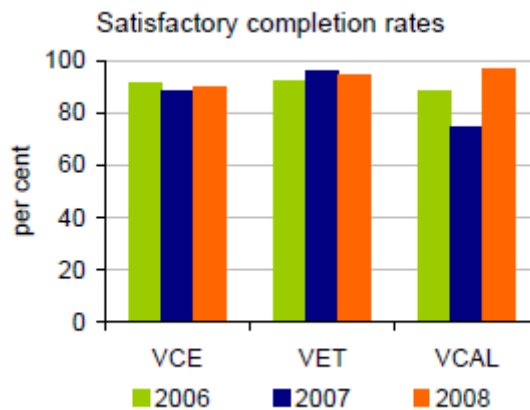


VCE/VET Median Study Score



2008 saw a drop in the median VCE/VET study score following small increases over previous years. The percentage of study scores in excess of 40 were also down on previous years. In 2008, the College conducted a review of its High Achievers Program which resulted in a series of recommendations being made to improve the program and ultimately, the academic performance of students, particularly with its impact in years 10, 11 and 12. These are currently being implemented. The school has identified a desire to shift this score to 30 within the timeframe of the next Strategic Plan and planning has commenced accordingly.

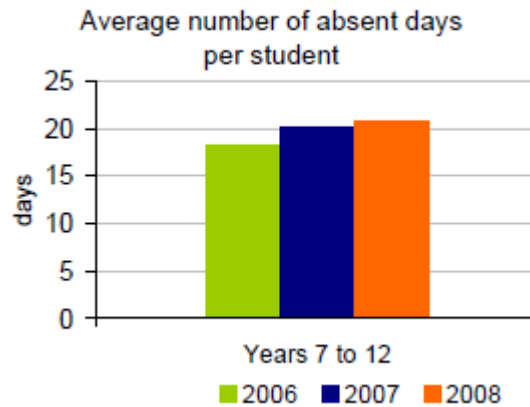
Satisfactory Completion Rates



Satisfactory completion rates for VCE have averaged around the 90% range for the last three years. The College needs to increase this figure to 95% in order to meet the identified government targets. The satisfactory completion rates for both VET and VCAL studies within the College continue to be well in excess of state means in both areas. The diverse pathway options available to students have been identified by parents, students and staff as one of the great strengths of the school.

Student Engagement and Wellbeing

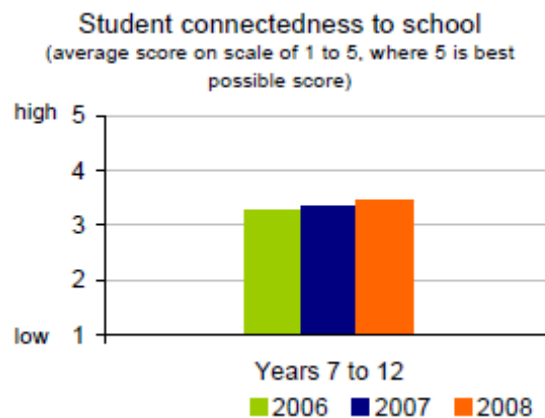
Average Number Of Absent Days Per Student



The trend upwards is of considerable concern. This is despite an increased focus on student attendance with the appointment of an Attendance Officer and the strong and consistent communication to parents and students of the strong links between attendance at school and student outcomes. A number of measures are planned for adoption in 2009 including an increase in the frequency of phone calls to parents of students absent from school and the introduction of an attendance competition between Learning Teams. We are optimistic that the introduction of these measures, as well as a strong focus on the need for all students to maximise their attendance at school, will help to reverse this trend.

Students' School Connectedness is the extent to which students feel they belong and enjoy attending school. Year 7 -12 students were asked to what extent they agreed with each of the following five statements:

- I feel good about being a student at this school
- I like school this year
- I am happy to be at this school
- I feel I belong at this school
- I look forward to going to school



The trend upwards in this area is considerably pleasing, particularly as it coincides with the introduction of the eight Learning Teams. The Learning Team structure is designed to more purposefully build positive and quality relationships between students, teachers, parents and the community and to ensure that every student feels as though at least one staff member is taking an active interest in their social, emotional and academic development. This relies on Home Group teachers developing a keen knowledge of the interests, learning needs, styles and goals of each of the students under their care and by facilitating effective lines of communication with the home.

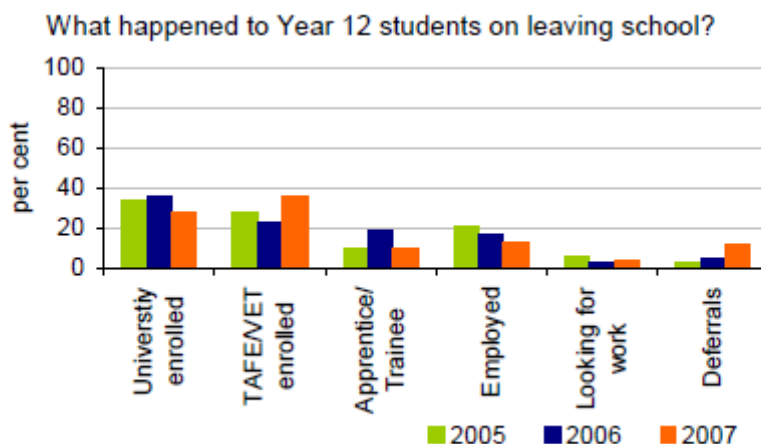
At the same time that the Learning Teams were introduced, the College altered its student management approaches adopting the principles of relational learning and restorative practices. All staff were required to develop relational learning plans through discussions with each of their classes. The following points were often used as the basis for discussions between students and staff:

- I learn best when the teacher
- I learn best when the class
- I learn best when I

These types of discussions were designed to help identify the type of learning and teaching environment needed for students to do their best and assisted staff to build better relationships with their students. The college also initiated a review of its student Code of Conduct which will be concluded during the first part of 2009.

Student Pathways and Transitions

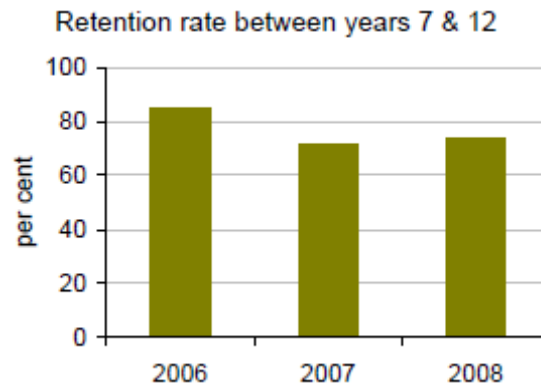
Student Destination Data – The following data is sourced from the On Track survey of year 12 completers conducted in April and May of the year after they completed school. Please note that the 2008 On Track survey, which followed up completers in 2007, appears in this report as 2007 data.



The data highlights the variety of pathways pursued by Berwick Secondary College students upon the completion of year 12. The College prides itself on providing diverse pathway options for students through its extensive and varied programs and the data highlights our success in this area. It is interesting to note the differing trends in destination between year levels. One only has to examine the differences in university and TAFE enrolments between 2006 and 2007. These figures will vary at different times due to factors such as the differing aspirations of student within a year level, the prevailing economic conditions of the time, the fees charged by institutions, etc. It is

interesting to note the steady increase in the numbers of students who take a gap year after completing year 12.

Retention Rate Between Years 7 & 12



There are two types of retention data. **Apparent Retention** rates are based on enrolments eg year 7 Feb – 12 Aug apparent retention refers to year 12 enrolment of students in full time school education in August expressed as a percentage of year 7 enrolments in February five years earlier. Real Retention rates show the percentage of students who have been enrolled at the same school over a period of time. The 7 – 12 Apparent Retention rate for Berwick Secondary College in 2008 was 73.7 which is just below the state mean. The 7 – 12 Real Retention rate for Berwick Secondary College in 2008 was 51.1 which is just above the state mean.

There are a number of factors which impact upon student real retention rates. Some of these factors include family mobility (families moving into or out of the area), apprenticeships and employment opportunities for students prior to the completion of year 12. Given the variety of pathway opportunities provided by Berwick Secondary College through its VCAL and Precal programs, it is not surprising to see a significant number of student's access apprenticeship opportunities prior to completing year 12.

Future Directions

2009 is the fourth year of the current strategic plan and is deemed to be the year of review. The College will use the school review process to identify areas for improvement which can then be incorporated in our new Strategic Plan. The School Review process will involve the following processes taking place:

- 1. Self Evaluation-** we will reflect on the progress made during the current strategic plan using the following framework questions:
 - What outcomes did we aim to achieve?
 - What outcomes did we achieve?
 - Why did we achieve / not achieve improvements in student outcomes?
 - How effectively did we manage our resources to support the achievement of student outcomes?
 - What can we do in the future to continue to improve?

A Core Planning Team has been established comprising the Principal, the School Council President, the Assistant Principals and a representative from each of the 3 strategic focus areas of the school:

- Student Learning
- Student Engagement and Wellbeing
- Student Pathways and Transitions.

This group will determine the process and timeline to follow ensuring maximum engagement of the students, parents, staff and the wider school community in the process.

- 2. School Review** – This will follow directly from the school self evaluation and take place during term 2, 2009. An external reviewer will be appointed by DEECD to provide advice on improvement strategies that will ultimately help shape the school's next Strategic Plan. During the review, the reviewer analyses the school's performance data, the school's self evaluation and additional information to formulate recommendations for the school via a review report.

- 3. Planning-** This is the last phase of the school review process and will take place during the second half of the year. From this planning process, the new 4 year Strategic Plan for the College will be developed. A Strategic Plan comprises 3 distinct parts:
 - ⇒ **School Profile** - this comprises purpose, values and environmental context.
 - ⇒ **Strategic intent** – this incorporates goals and targets for each student outcome area (student learning; engagement and wellbeing; student pathways and transitions), as well as key improvement strategies for achieving improvement in student outcomes.
 - ⇒ **Indicative Planner** - this includes prioritised key improvement strategies, the broad scope of activities year by year as well as the desired changes in practice and behaviours.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$ 941,185.00
Commonwealth Government Grants	\$ 152,612.00
State Government Grants	\$ 50,250.00
Other	\$ 414,089.00
Locally Raised Funds	\$1,042,527.00
Total Operating Revenue	\$2,600,663.00
Expenditure	
Salaries and Allowances	\$ 306,240.00
Bank Charges	\$ 7,582.00
Consumables	\$ 256,841.00
Books and Publications	\$ 21,448.00
Communication Costs	\$ 55,003.00
Furniture and Equipment	\$ 250,662.00
Utilities	\$ 89,897.00
Property Services	\$ 651,555.00
Travel and Subsistence	\$ 943.00
Motor Vehicle Expenses	\$ 19,970.00
Administration	\$ 45,766.00
Health and Personal Development	\$ 3,635.00
Professional Development	\$ 90,044.00
Trading and Fundraising	\$ 273,302.00
Support/Service	\$ 294,231.00
Miscellaneous	\$ 322,884.00
Total Operating Expenditure	\$2,690,004.00
Net Operating Surplus/-Deficit	\$ -89,340.00
Capital Expenditure	\$ 254,603.00
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$1,103,783.91
Official Account	\$ 64,560.55
Other Bank Accounts(listed individually)	
<i>Berwick Co-Operative Account</i>	\$ 47,219.47
<i>MECU Investment</i>	\$1,070,000.00
<i>CBA Term Deposit</i>	\$ 400,000.00
Total Funds Available	\$2,685,563.93
Financial Commitments	2008 Actual
School Operating Reserve	\$ 231,960.00
Co-operative Bank Account	\$ 22,000.00
Assets or Equipment Replacement < 12 months	\$ 234,151.00
Revenue Receipted in Advance	\$ 303,938.00
Building/Grounds including SMS < 12 months	\$ 350,810.00
Region /Clusters Funds/School Based Programs < 12 months	\$ 92,800.00
Provision Accounts < 12 months	\$ 200,556.00
Repayable to DEECD	\$ 400,000.00
Other Recurrent Expenditure (Accounts Payable)	\$ 26,508.00
Assets or Equipment Replacement > 12 months	\$ 79,491.00
Building/Grounds including SMS > 12 months	\$ 131,385.00
Region /Clusters Funds/School Based Programs > 12 months	\$ 62,477.00
Provision Accounts > 12 months	\$ 480,072.00
Co-operative loan >12 months	\$ 47,253.00
Beneficiary/Memorial Accounts	\$ 21,893.00
Total Financial Commitments	\$2,453,334.00
Funds held in Reserve	\$232,229.93

To support the achievement of our aims, funds have been allocated in the following areas:

Student Learning Outcomes:

- Increased spending on ICT, particularly the upgrading of computers and computer access for both staff and students.
- Support for LOTE Centre of Excellence (final year of this program).
- AGQTP funding for Teaching and Learning projects.
- Continued provision of a range of teaching and learning resources

Improve student engagement and wellbeing:

- Further refinements to the electronic messaging and communication systems to improve communication within the college, as well as between the homes and the school.
- Further refinement to the electronic attendance marking system.
- Increased professional development for staff relating to new teaching strategies, particularly in relation to the new Relational Learning processes adopted by the college.
- Chaplaincy Program

- Enhancing the learning environment within the teaching and learning spaces within the college

Enhance student pathways and transition across all year levels.

- Further development and extension of VCAL/VET and Precal courses.
- Continued financial support for alternative teaching programs such as the Literacy and Numeracy Program, Go–Girls (Year 11 Girls VCAL Program) and Precal.

Future Financial Plans.

- Further upgrades to our ICT & computer systems.
- Continued funding of alternative teaching and support programs.
- Continued funding of chaplaincy.
- Ongoing professional development to support the introduction of relational learning within the College.
- Outdoor teaching, performance and recreational spaces
- Additional shade areas for students
- Canteen area upgrade
- Grounds upgrade.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Ross Bevege.