

2016 Annual Report to the School Community

School Name: Buckley Park College

School Number: 7670



Name of School Principal:

Nathan Chisholm

Name of School Council President:

Brenda Williams

Date of Endorsement:

28 April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

At Buckley Park College we are proud of our students and their many varied and wonderful achievements. Every day, the students of our school learn, work and play in harmony to create the vibrant, creative and highly focused culture that establishes Buckley Park College as a truly outstanding, successful and proud Victorian State College. At Buckley Park, we have worked together to capture a very important message in our school motto: "Build Your Wings". Contained within these three simple, yet powerful words is the principle that each student at our school can, and will, learn - they will succeed and they will flourish. Failure is not an option. Our school is challenging, inclusive and caring.

Buckley Park College is a single campus, coeducational, Year 7 - 12 school, set in the high socio-economic suburb of Essendon. Our school is well-maintained and we pride ourselves on ensuring that this is continuous. The buildings are set amongst attractive gardens and there is a central outdoor space that acts as a meeting point for the school community. The majority of the school buildings are over 50 years old and consequently, continue to require ongoing renewal, which is also an opportunity for development, like the creation of our Centre for Young Writers and PAC redevelopment project, currently in progress.

Enrolments over the past 15 years have grown steadily, from 523 students in 2001, to 882 in 2010 and then 950 in 2016. Demand for places is high with almost twice as many applications for places in Year 7 each year as there are places available, while numbers of students seeking enrolments in other levels continues to grow. While growth has been relatively orderly, there are very real physical limitations of our campus site that disallows any further significant growth, meaning this is an ongoing planning challenge for our school.

Almost 80% of each Year 7 intake comes from our three key local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school. In 2016 we have worked to include children from these schools into programs we've run at our school, like music afternoons, Science Links and the Writing Festival. Essendon North PS, Aberfeldie PS and Moonee Ponds West PS are our 'main feeder' primary schools and we actively foster collaboration with them, as well as with all other primary schools from where our Year 7 students were enrolled.

At Buckley Park College, in 2016 we had 4 Koori students enrolled full-time and we were working closely with 9 students funded under the Program for Students with Disabilities.

In 2016 the school employed 67.2 EFT 1.0 teachers, including 3 Principal class officers and 15.3 education support staff.

Framework for Improving Student Outcomes (FISO)

Guided by the FISO and the intent of our Strategic Plan (2015-2018) we planned a 2016 improvement strategy linked to these two priority areas: *Excellence in Teaching and Learning* and *Positive Climate for Learning*. The Key Improvement Strategies focused on in 2016 were:

Excellence in Teaching and Learning

1. Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in mathematics) and meaningfully extending the more able students
2. Maximise learning opportunities for all students from years 10-12 with an emphasis on increased student curriculum choice
3. Review the core purpose of a common approach to instruction and then deeply embed the College instructional model into teachers' practice

Positive Climate for Learning

1. To improve opportunities for meaningful student choice and voice
2. There will be particular focus on aligning Year 10 with Year 11 and 12 to create a Later Years 'sub-school' where students are encouraged to enter VCE earlier
3. Develop and implement consistent student engagement strategies across the Middle Years and Later Years sub-schools
4. Develop and implement a whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students

Achievement

We are justly proud of our achievement results. Our students' results have consistently placed our school significantly above the Median of all Government schools and well above the Middle 60% of all Government schools, in all outcome areas, which is very pleasing indeed.

In 2016, we have noted that while our students at Year 9 continue to achieve highly, relative to the State, the percentage of students making high relative learning growth is not as high as we expect. We are however very pleased with the high relative growth made by students 7-9 in: Spelling, Grammar and Punctuation and to a slightly lesser extent, Numeracy. However, we are absolutely committed to improvement in all areas of Reading and Writing, as well as working to lift more students above making low relative growth in Numeracy as we move forward.

At Year 7 our NAPLAN data reveals that, our beginning cohort of Year 7 students begin their learning at our school having had successful primary school learning experiences. In terms of NAPLAN learning gain, the overall pattern forms a normal distribution curve, as we would expect. There were distinct areas of success in 2016: Year 7 Reading and Spelling, Grammar and Numeracy in particular.



We have used the FISO construct and this data to develop explicit plans for 2017 to focus even more closely on learning growth, with the absolute aim of improving medium and high learning growth outcomes and reducing the amount of students in the low relative growth bracket. We've put considerable resources into the development of PLCs.

At the VCE level of our school, again there is much of which we are proud. Our students' results are again well above the level for All Government Schools and in 2016, we have scored higher than the band of the Middle 60% of all Government schools. Importantly the 4-year VCE results average is also above the State Median and the Middle 60%; we continue to focus explicitly in this area to improve VCE outcomes further. In 2016, our median study score was 30 with 7.1% of study scores above 40. We remain committed to improvement in this area and have set a target of 31 for 2017.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

We are also proud of our achievements in the Student Engagement variables. Of the 3 sources of data used to produce this report, our students' results have placed us in, or above, the similar to like-schools category every time. This is a significant achievement, and we are still determined to improve these results further.

We are particularly pleased with our Student Attendance data. We absolutely believe that students should be at school every day. We are proud that our effort to build a culture, which esteems regular school attendance, is paying dividends. At every year level, our attendance achievement result is at minimum 94% attendance. This data reflects our tightly focused organisation and commitment to working very closely with students and their families at all times.

Our Student Retention data is also very strong and higher than like-schools in 2016. The 4-year trend sees our school data placed in the similar to like-schools category, which shows that, compared to similar schools, our student population is largely stable; overall students remain with us throughout their schooling. Again, using the measure of students exiting to further studies or full-time employment, our school achievement places us in the similar to like-schools category and we will be planning for further pathway tracking development to improve this further.

In 2015, we developed a new curriculum approach to better integrate Year 10 students with Year 11 and 12; this was then fully implemented in 2016 and is making a positive difference. This important work aimed to create further opportunities to personalise pathways for students, as well as enabling more effective differentiation of learning for all students, regardless of their level.

In every Engagement measure, Buckley Park College has achieved higher than the median of all Victorian Government schools

Wellbeing

The Student Attitudes to School data reveals further strengths and room for improvement. While we're pleased that our students' perceptions and feelings about our school sees us placed in the upper end of the middle 60% of all Government schools, we are committed to improving this data in the coming years to shift our results to being considerably further above the median and middle 60% band. We're confident that we will do this with the strategic planning that's now in place and with our committed focus on the FISO area of a 'Positive Climate for Learning'.

In late 2016, we restructured our leadership team and we appointed new roles to lead the Middle Years team, Later Years team, Student Wellbeing/Intervention and Positive Education strategy. Each of these roles has a key strategic focus to drive student wellbeing, connectedness, relationships and engagement. In 2016, we also further developed our approach to student leadership, student voice and student choice; we've set strategic goals in these areas and we're working to implement improvements.

In 2016, we've further implemented our structured curriculum approach to wellbeing, which we call *Connections*. This work has been a focus this past year and in 2017, we've committed to embedding this into our school, seeking feedback from students and then building from the Respectful Relationships curriculum to enhance our program further. Our Student Attitudes to School results sees our school placed in the similar to like-schools category, which is pleasing, and we are committed to improving this further. Students feel safe and connected at our school but we remain steadfast in our belief that we can do even better. In the Wellbeing measures, Buckley Park College has achieved slightly higher than the median of all Victorian Government schools and we're committed to lifting this data further in 2017.

For more detailed information regarding our school please visit our website at
www.buckleyparkco.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a statewide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 950 students were enrolled at this school in 2016, 439 female and 511 male. There were 11% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>44%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>40%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>43%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	56%	24%	Numeracy	21%	44%	35%	Writing	38%	40%	23%	Spelling	20%	42%	38%	Grammar and Punctuation	26%	43%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 10% VET units of competence satisfactorily completed in 2016: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 83%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	94 %	94 %	94 %	96 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Similar</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	94 %	94 %	94 %	96 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p>● Higher</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

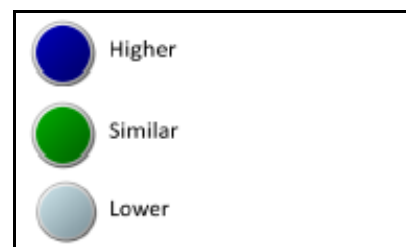
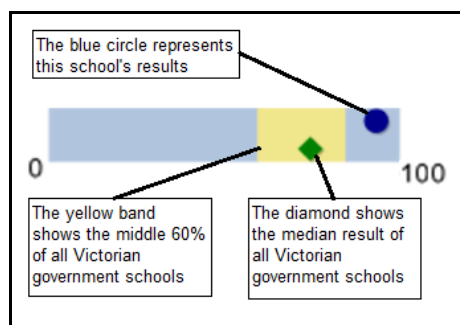
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

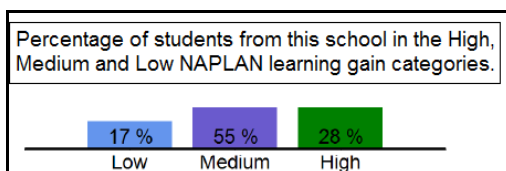
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$7,765,872
Government Provided DET Grants	\$792,777
Government Grants Commonwealth	\$21,188
Government Grants State	\$18,156
Revenue Other	\$77,531
Locally Raised Funds	\$1,481,696
Total Operating Revenue	\$10,157,219

Expenditure	
Student Resource Package	\$7,935,518
Books & Publications	\$8,092
Communication Costs	\$27,243
Consumables	\$173,875
Miscellaneous Expense	\$969,283
Professional Development	\$49,223
Property and Equipment Services	\$422,130
Salaries & Allowances	\$220,677
Trading & Fundraising	\$172,291
Travel & Subsistence	\$157
Utilities	\$78,354

Total Operating Expenditure	\$10,056,843
Net Operating Surplus/-Deficit	\$100,376
Asset Acquisitions	\$59,964

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$207,769
Official Account	\$193,959
Other Accounts	\$495,898
Total Funds Available	\$897,626

Financial Commitments	
Operating Reserve	\$332,153
Maintenance - Buildings/Grounds incl SMS<12 months	\$8,113
Beneficiary/Memorial Accounts	\$7,534
Revenue Received in Advance	\$357,648
School Based Programs	\$3,763
Region Coordination	\$8,497
Repayable to DET	\$172,357
Other recurrent expenditure	\$7,561
Total Financial Commitments	\$897,626

The school's carefully managed budgeting and staffing processes ensure that resources are allocated to identify FISO and strategic priorities with adequate resources targeted at new developments. The school has long operated with a staffing credit deficit, which is offset in cash by user-pays extra opportunities like instrumental music lessons and our canteen. This deficit did increase in 2016, due to salary increases and a staff member returning from family leave at an unusual time (the figure above is yet to be reconciled so it will reduce). To continue to address this, in 2016 an ES excess process was undertaken and a 0.9EFT ES1-3 staff member was declared over-entitlement. The Council closely monitors this work and while it's an arrangement that has served the school and our students well, the deficit needs to be reduced in 2017, and it will be. The school has about an 84% collection rate of parent charges, which is positive and we continue to work to improve in this area. A decision was made at the end of 2016 to increase parent charges (for 2017), as this had not been looked at for many years and charges were far too low to provide our outstanding programs for our students. The school has also identified a number of facilities projects that will require the development of considerable reserves into the future so that projects can be progressively funded. In late 2016, the Council committed to renovating our Performing Arts Centre in 2017 and this will cost in excess of \$600K. This project will be totally funded by the school, as we're not eligible for any extra facilities funding. This work means that 2017 will likely run at a cash deficit to be recalibrated the following year.



All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.