

2015 Annual Report to the School Community



BUCKLEY PARK COLLEGE

Buckley Park College

School Number: 7670



Name of School Principal: Nathan Chisholm

Name of School Council President: John Greenwood

Date of Endorsement: 22/04/2016

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 - languages program' minimum standards until 31 December 2015.

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 and every student at our school can, and will, learn; they will succeed and they will flourish. 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 which acts as a meeting point for the school community. The majority of the school buildings are over 50 years old and as a consequence, continue to require ongoing renewal, which is also an opportunity for development, like the creation of our Centre for Young Writers.

Enrolments over the past 15 years have grown steadily, from 523 students in 2001, to 882 in 2010 and now 940 in 2015. 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. The application of an enrolment ceiling (950) some years ago means that growth has been relatively orderly and contained within the physical limitations of the campus site, but this remains a planning challenge for our school.

Almost 80% of each Year 7 intake now comes from our three local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school. In 2015 we have worked to include children from these schools into programs we've run at our school, like music afternoons 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 2015 we had 4 Koori students enrolled full-time and we were working closely with 8 students funded under the Program for Students with Disabilities.

In 2015 the school employed 65.8 EFT 1.0 teachers, including 3 Principal class officers and 15.3 education support staff.

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 2015 we have made particularly pleasing gains in student learning at the Year 9 level and especially in Reading and Numeracy. At Year 7 our NAPLAN data reveals that our beginning cohort of Year 7 students begin their learning at our school with successful primary school learning experiences. In terms of NAPLAN learning gain, the overall pattern forms a normal distribution curve. There were also particular areas of success in 2015: Year 7 Reading and Numeracy and Year 9 Reading. These dimensions scored 27% *High Learning Gain* and above. The school has developed very detailed and explicit plans for the next strategic period to focus even more closely on learning growth, with the absolute aim of improving *Medium and High Learning Gain* outcomes and reducing the amount of students in the *Low Learning Gain* bracket.

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 2015, we have improved to be higher than the band of the *Middle 60% of all Government schools*. Importantly the 4 year VCE results average is above the *State Median* and the *Middle 60%* and is classified as being similar to *like-schools*, once various intake measures have been taken into account; we continue to focus carefully in this area to improve VCE outcomes further.

In 2015 we developed a new curriculum approach to better integrate Year 10 students with Year 11 and 12. This work aims 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. We believe this work being implemented in 2016 will impact positively on student achievement over time.

All other results fall into the *similar to like-schools* category which is very positive for our community and at Buckley Park College, we continue to strive to improve to raise more of our results in to the *Higher* category over time. Our focus on rigorous, continuous improvement is unerring.

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 the *similar to like-schools* category every time. This is a significant achievement, and we're 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're 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. 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; on the whole 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 work aims 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. We believe this work being implemented in 2016 will impact positively in this area too.

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 also 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.

In 2014 we refined our leadership structure to broaden traditional Year Level Coordinator roles to become Student Engagement Leaders with responsibility for strategies, activities and structures to boost engagement. This change has settled into our structure and is making a positive difference. In 2015, we've refined 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 2015 we reformed a previous Form Assembly structure to create a learning time called Connections. This work has begun in earnest in 2016 and provides students with a key Connections teacher who will provide ongoing relationship stability throughout the year and teach a structured approach to wellbeing in structured times.

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 do clearly feel safe and connected at Buckley Park College. 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 2016.

Productivity

In 2015 the school has transitioned to the calendar year cycle of the Performance and Development model with great success. This was done collaboratively with the whole staff and our approach was embedded before the DET set this as a priority. We were able to be in front with this work and our approach to Performance and Development continues to be rigorous. In 2015, we aligned all staff plans more explicitly with the school Strategic Plan too.

In 2015 we developed a new timetable approach to better integrate Year 10 students with Year 11 and 12. This work has created further opportunities to personalise pathways for students, as well as enabling more effective differentiation of learning for all students, regardless of their level. To enable this to take place, all units were re-written or written anew and the timetable structure needed to evolve to enable this work to take place.

The Student Learning Team (SLT) structure has continued to be a focus in 2015, and our meeting structure now better reflects the imperative around instructional practice improvement. Linked to this has been the development of our streamlined approach to classroom observations and feedback and Open Classrooms Week.

Facilities continue to be modernised and improved to ensure continuing quality and efficient use of space. In 2015 we completed the development of a new multi-purpose sports courts precinct; we've also begun a structured approach to painting and refurbishments over time. The broader community continues to access our resources widely; the Sports Hall and the Performing Arts Centre are regularly booked on a user-pays basis with money raised being returned to facility development at the school.

For more detailed information regarding our school please visit our website at
<http://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 state-wide priority of the Framework for Improving Student Outcomes.

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

Enrolment Profile

A total of 940 students were enrolled at this school in 2015, 438 female and 502 male. There were 2% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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>		<ul style="list-style-type: none"> Similar Similar Similar Lower




Performance Summary






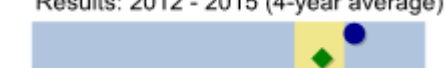



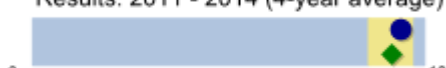


Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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>49%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>42%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	49%	31%	Numeracy	19%	42%	39%	Writing	21%	53%	26%	Spelling	23%	49%	28%	Grammar and Punctuation	23%	48%	29%	<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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								




Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **21%**
 VET units of competence satisfactorily completed in 2015: **95%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **87%**






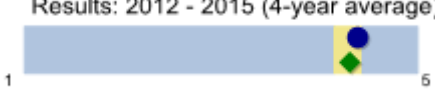


Performance Summary

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <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>95 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	95 %	94 %	96 %	95 %	95 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	95 %	94 %	96 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

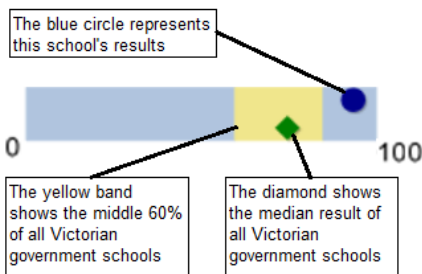
What are student outcomes?

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 colleges, 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.



What is a School Comparison?

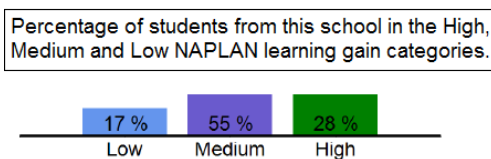
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

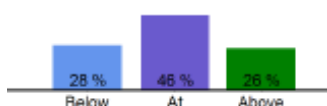
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,476,609	High Yield Investment Account	\$95,226
Government Provided DET Grants	\$694,178	Official Account	\$164,939
Government Grants Commonwealth	\$16,945	Other Accounts	\$505,192
Government Grants State	\$17,732	Total Funds Available	\$765,357
Revenue Other	\$34,105		
Locally Raised Funds	\$1,453,928		
Total Operating Revenue	\$9,693,497		
Expenditure		Financial Commitments	
Student Resource Package	\$7,620,279	Operating Reserve	\$345,052
Books & Publications	\$15,050	Maintenance - Buildings/Grounds incl SMS<12 months	\$25,427
Communication Costs	\$21,627	Revenue Received in Advance	\$329,323
Consumables	\$146,916	School Based Programs	\$845
Miscellaneous Expense	\$998,469	DET Central Coordination	\$2,224
Professional Development	\$32,413	Provision Accounts	\$4,375
Property and Equipment Services	\$406,919	Repayable to DET	\$58,112
Salaries & Allowances	\$315,563	Total Financial Commitments	\$765,357
Trading & Fundraising	\$126,241		
Travel & Subsistence	\$10,157		
Utilities	\$70,391		
Total Operating Expenditure	\$9,764,025		
Net Operating Surplus/-Deficit	(\$70,527)		
Asset Acquisitions	\$62,331		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The school's carefully managed budgeting and staffing processes ensure that resources are allocated to identify priorities with established areas maintained and adequate resources targeted at new developments. The school operates with a small staffing credit deficit, which is offset in cash by user-pays extra opportunities like instrumental music lessons. This is being closely monitored by the Council and is an arrangement that has served the school and our students well. The school has about an 85% collection rate of parent charges, which is positive and we continue to work to improve in this area. The school has also identified a number of facilities projects which will require the development of considerable reserves into the future so that projects can be progressively funded by the school. These include the provision of a theatre space for performances, lectures and information nights; the development of a passive recreation area on the north side of campus and the systematic and ongoing maintenance and improvements of all facilities due to age.

