

2022 Annual Report to the School Community

School Name: Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2023 at 12:35 PM by Vicki Minton (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 14 May 2023 at 06:24 PM by Simone Lockwood (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Baden Powell is a two campus College. The Derrimut Heath Campus is situated in Sycamore Street in Hoppers Crossing and is for primary school aged students in years prep to six. Our second campus, is located on Baden Powell Drive in Tarneit and caters for students from years prep to nine. The College is situated in a high growth corridor in the City of Wyndham. Large areas of the College catchment zone are high in rental properties, this presents challenges to effective long-term planning as the rate of transience is high and enrolment numbers can fluctuate.

Baden Powell College has core values we aim to develop in all students, these values are: RESPECT, INTEGRITY, ENDEAVOUR and RESILIENCE.

In 2022, the number of students at the college was just under 1000 students. The Derrimut Heath campus had an enrolment of 232 students. The Tarneit campus had 529 in the primary years and 217 in the secondary years of schooling with an overall total for this campus of 746 students. Baden Powell College students bring with them diverse cultures, experiences and abilities. There is a high proportion of students where English is their second language and a number of students on the Program for Students with Disabilities program, there is also a growing number of academically high achieving students.

Our staffing profile in 2022 consisted of one College Principal, 4 Assistant Principals, 5 leading teachers, 2 learning specialists and a Counsellor. In 2022 there were: - 58 full time teachers - 22 part time teachers - 11 full time Education Support staff - 38 part time Education Support staff.

We offer a broad, innovative and differentiated curriculum that promotes independent learning for all. At Baden Powell College, we believe that all students have the right to learn in a safe and friendly environment that prioritises both their academic and social needs. The Leadership team work to continuously build the capacity of our staff, we focus on consistency across the college and provide the best possible education for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Baden Powell College focused on the following strategic plan goals:

- To maximise learning growth and achievement for all students.
- To improve student engagement and learner agency.
- To improve social and emotional wellbeing for all students.

The key improvement strategies to achieve the above strategic goals were:

- Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes.
- Embed consistent instructional practices across the college.
- Develop students as active and empowered learners.
- Build staff capacity to support student social and emotional learning needs.
- Integrate social and emotional wellbeing into the college curriculum.

In 2022 the College made good progress against the strategic goals and priorities. Achieving many academic targets and making good progress towards achieving others. The College made excellent progress in the area of developing instructional practices and consistency of practice across the college. The instructional model was implemented across all grade level and subjects across the college. School Leaders supported staff to implement this while planning lessons and in the classroom delivery. Documented Lesson Structures for Literacy, Numeracy and Big Ideas lessons are in place to ensure consistency across all primary and secondary classrooms. A whole college assessment schedule was implemented ensuring that students data is analysed and used to inform the teaching and learning program. In 2022 staff had targeted professional development with well regarded educational experts in the areas of Literacy, Numeracy, Assessment, Staff Wellbeing, SWPBS and classroom management.

Wellbeing

In 2020 and 2021 students had periods of remote learning due to the COVID pandemic. 2022 was a year without COVID lock downs and periods of remote learning which gave all students the opportunity to settle back into the classroom and school routines. Some students needed targeted support with their relationships with peers and settling back into the school routine.

In 2022 the college had 45 students funded under the Program for Students with Disabilities Program (PSD). The college worked very closely with these students and their families to provide a differentiated program and frequent communication with families.

Baden Powell College has a well resourced Wellbeing Team. The team consist of an Assistant Principal, two leading teachers, a full time student counsellor and education support staff working with students in classrooms. The members of the Wellbeing Team support students and families to cater for the needs of students and work with school staff to ensure adjustments are in place to support students to make growth socially, emotionally and academically. Our well-being team run proactive social skills groups for identified students. This has included session on the zones of regulation to regulate emotions, recovering from grief and loss and programs to develop their social skills based on identified concerns.

Engagement

The 2022 school year provided a high need to monitor and support student wellbeing across the college. The college made some significant progress against the goals outlined in the Annual Implementation Plan during the 2022 school year in the area of student engagement. There was continued work to further develop clear and consistent practices across the college.

In 2022 the college enhanced its attendance practices and follow up. This will include higher level communication with parents regarding days absent and documented procedures internally to follow up on students with extremely high numbers of days absent from school. To support student engagement during the transition back to onsite learning, our well-being team have run proactive social skills groups for identified students and individual counselling if required.

In 2022 we are focusing on developing students as active and empowered learners and engaging them in their learning. This is being achieved by students in all grade levels across the college knowing their learning goals and apply strategies to achieve these goals. In Primary classrooms, students inquire into a big idea as a class and develop a big question as individual learners. They then investigate the answers to this question and determine their way of presenting the information they have learned. Classroom libraries are developed in all classes across the college in partnership between the teacher and students. The aim is to build an engaging collection of high quality texts for students to access. They include high interest and just right books for every learner. Writers Notebook, primary students have an opportunity to generate their own bank of ideas and then turn these ideas into published pieces following the writing process. Student's have ownership of the presentation style and genre.

Other highlights from the school year

In 2022 Baden Powell College had a community celebration to recognise the 30th Birthday of the Derrimut Heath Campus. This event brought current and previous members of the school community together to acknowledge the history of the school and the educational impact that it has made for many students and families.

Financial performance

At Baden Powell College we are prioritising investment in professional development of staff and much needed investment in the buildings, grounds and facilities at both campuses. We are very proud of the impact that we are starting to have with this work as the physical environment has a well documented impact on student connectedness, school pride and self worth. The leadership and the School Council are working extremely hard to manage all funds to ensure that each year the annual budget remains in a surplus while also prioritising college improvements across both campuses while also ensuring programs are further enhanced.

The College Financial position at the end of the 2022 school year, saw the college operating in a surplus of funds. All funds received from the Department or raised by the school community, have been appropriately expended in accordance with the procedures and protocols developed for the Finance Committee and the School Council. The college hires out its facilities to community groups and

this results in some locally raised funds. These funds are now used to enhance the programs and resources across the college. The equity funding that the college receives has been used to target the goals outlined in the Strategic Plan. In 2022 this included the employment of an external experts and consultants to build the capacity of staff in the areas of Literacy, Numeracy, SWPBS, Staff Wellbeing and Classroom Management. The equity funding has also been used to enhance programs and the leadership profile for the college.

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

Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1001 students were enrolled at this school in 2022, 458 female and 543 male.

42 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

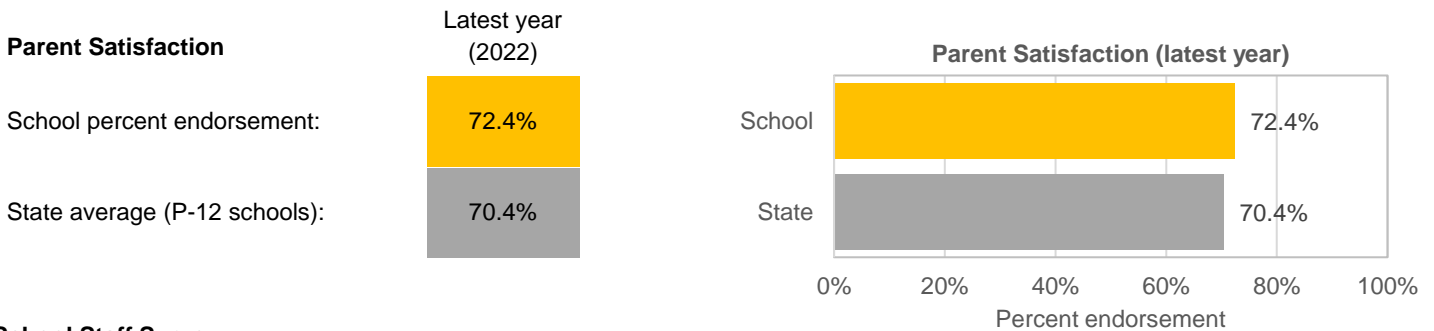
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

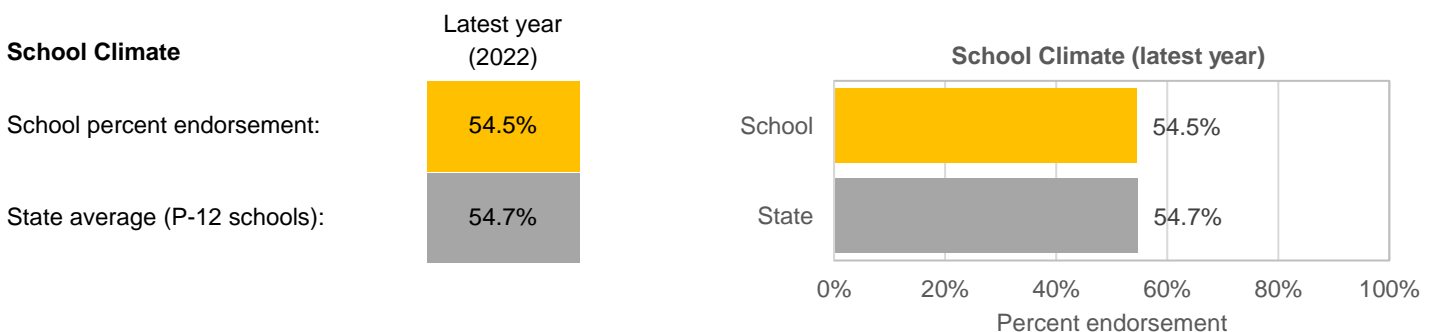


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

**English
Years Prep to 6**

Latest year
(2022)

School percent of students at or above age expected standards:

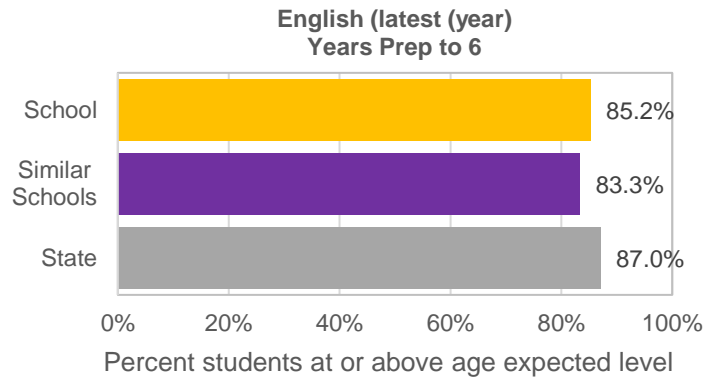
85.2%

Similar Schools average:

83.3%

State average:

87.0%



**English
Years 7 to 10**

Latest year
(2022)

School percent of students at or above age expected standards:

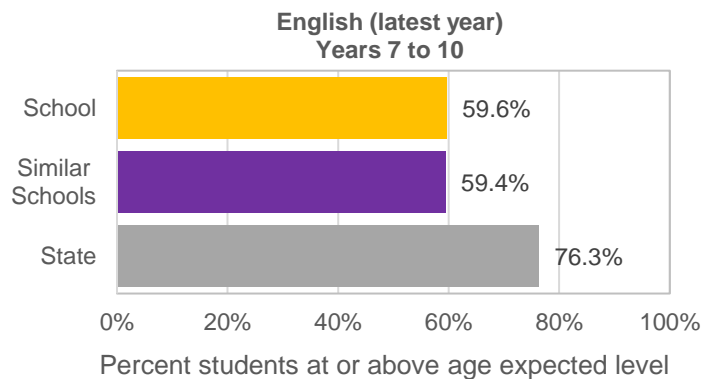
59.6%

Similar Schools average:

59.4%

State average:

76.3%



**Mathematics
Years Prep to 6**

Latest year
(2022)

School percent of students at or above age expected standards:

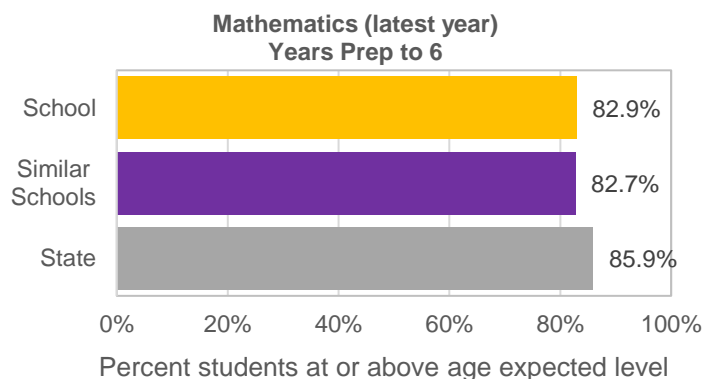
82.9%

Similar Schools average:

82.7%

State average:

85.9%



**Mathematics
Years 7 to 10**

Latest year
(2022)

School percent of students at or above age expected standards:

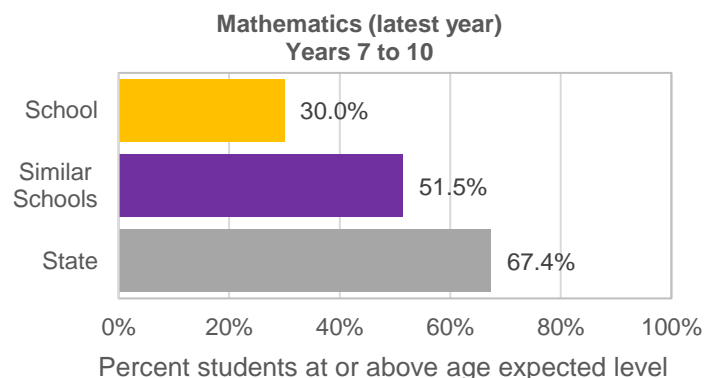
30.0%

Similar Schools average:

51.5%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

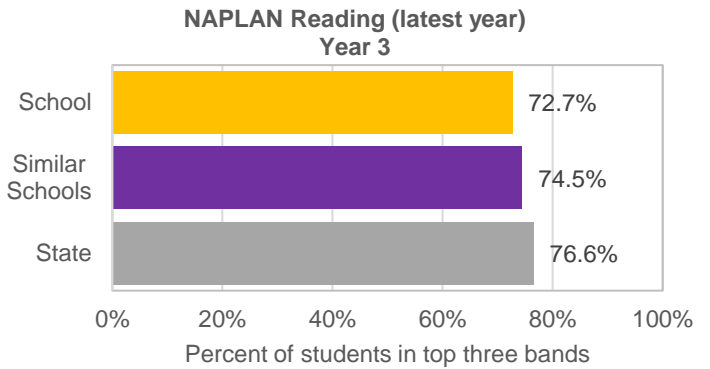
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

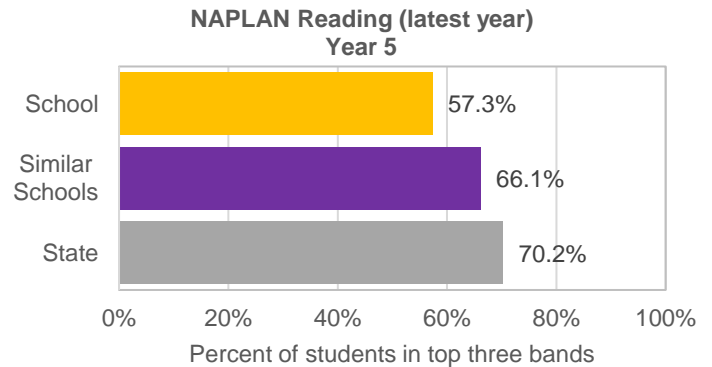
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	73.6%
Similar Schools average:	74.5%	74.2%
State average:	76.6%	76.6%



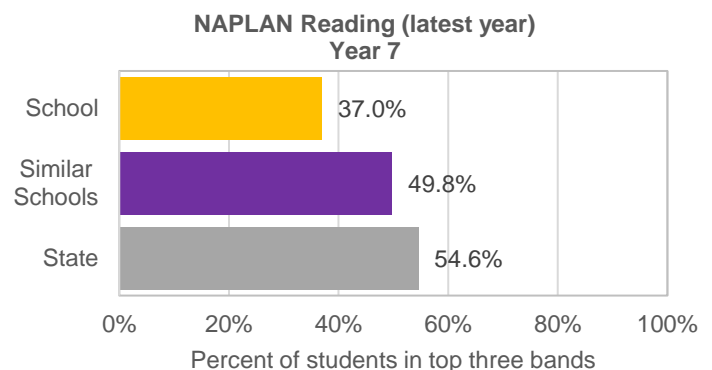
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.3%	59.3%
Similar Schools average:	66.1%	64.2%
State average:	70.2%	69.5%



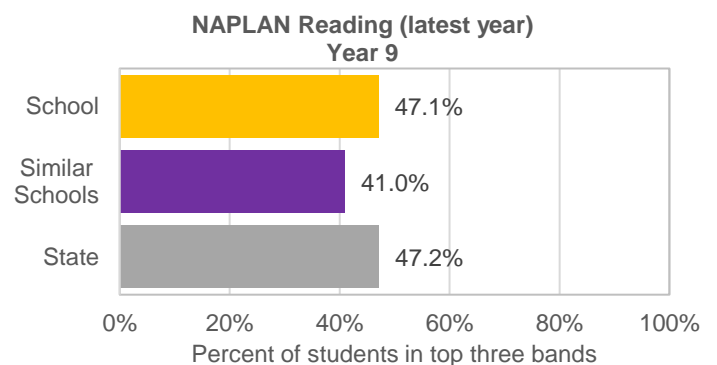
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.0%	40.1%
Similar Schools average:	49.8%	49.1%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.1%	38.4%
Similar Schools average:	41.0%	39.7%
State average:	47.2%	46.0%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Numeracy
Year 3**

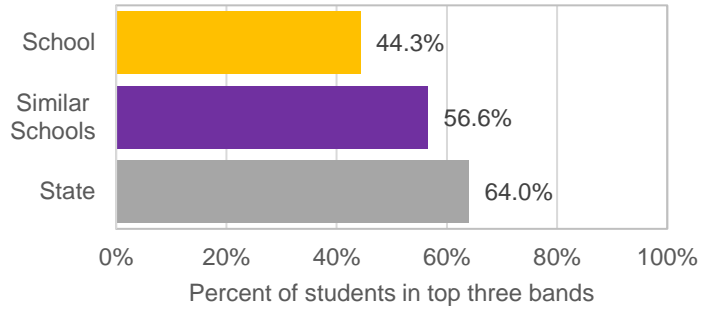
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
44.3%	51.5%
56.6%	59.3%
64.0%	66.6%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

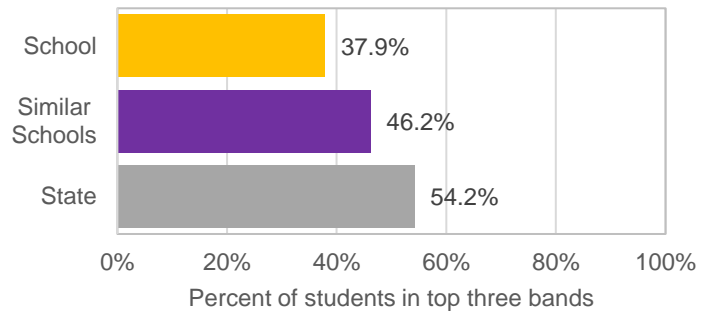
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
37.9%	46.2%
46.2%	52.1%
54.2%	58.8%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

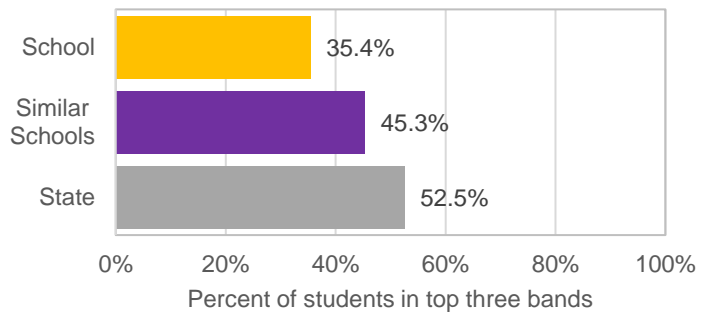
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
35.4%	39.1%
45.3%	47.4%
52.5%	54.8%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

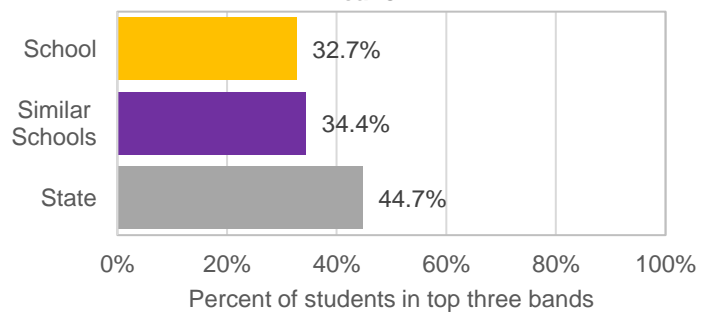
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
32.7%	34.4%
34.4%	37.2%
44.7%	45.6%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Victorian Certificate of Education (VCE)

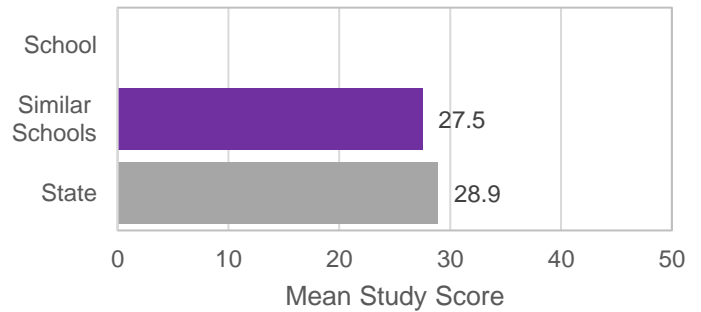
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	27.5	27.4
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

NDA

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2022:

NDA

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

WELLBEING

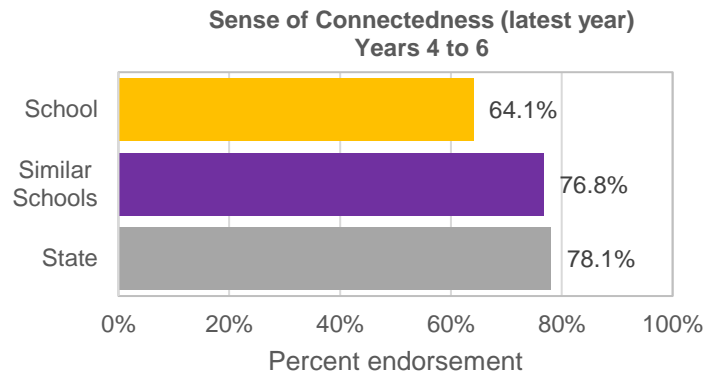
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

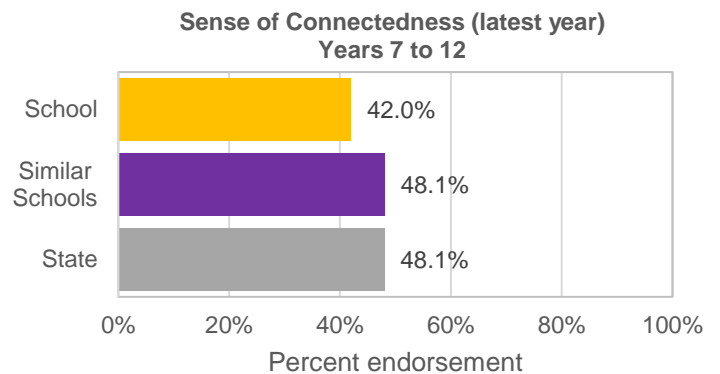
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	64.1%	69.1%
Similar Schools average:	76.8%	79.2%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.0%	44.1%
Similar Schools average:	48.1%	52.2%
State average:	48.1%	52.5%



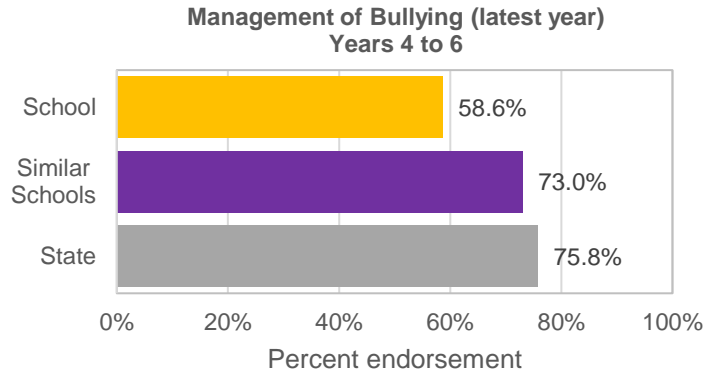
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

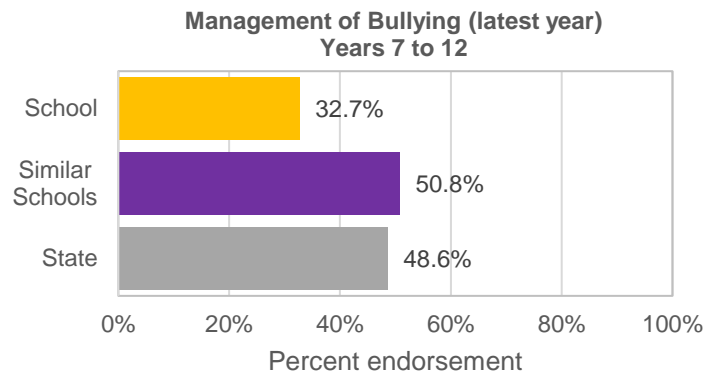
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	58.6%	64.7%
Similar Schools average:	73.0%	77.0%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	32.7%	43.6%
Similar Schools average:	50.8%	56.6%
State average:	48.6%	54.0%



ENGAGEMENT

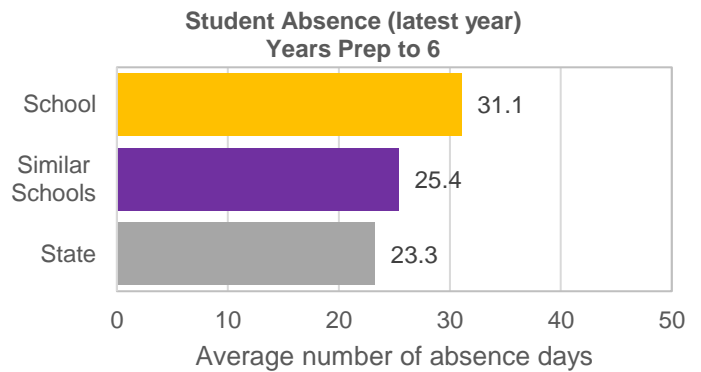
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

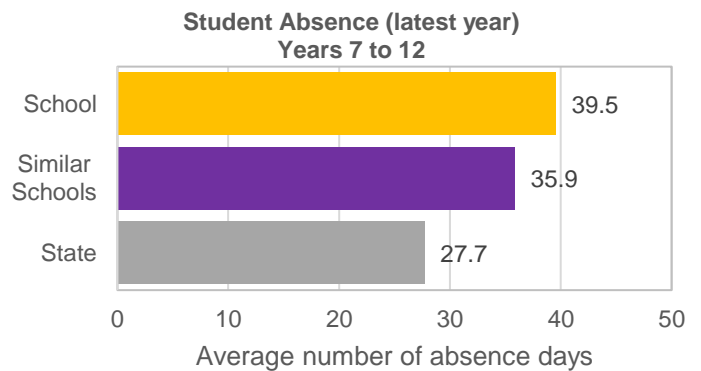
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	31.1	21.8
Similar Schools average:	25.4	18.5
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	39.5	32.8
Similar Schools average:	35.9	29.0
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	82%	84%	84%	84%	86%	86%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	84%	81%	74%	NDA	NDA	NDA	

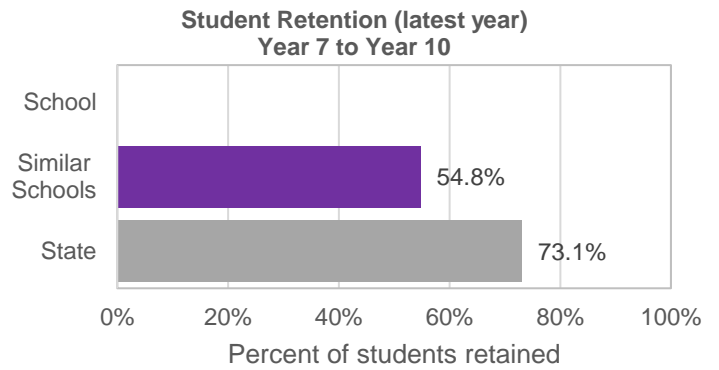
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	54.8%	55.8%
State average:	73.1%	73.0%



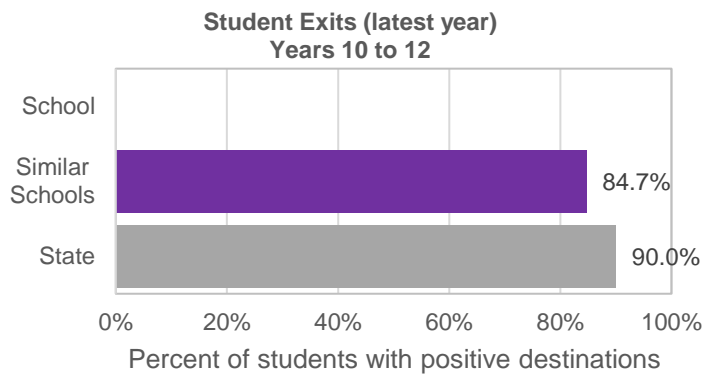
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	84.7%	85.2%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$10,991,018
Government Provided DET Grants	\$1,733,925
Government Grants Commonwealth	\$38,486
Government Grants State	\$0
Revenue Other	\$74,355
Locally Raised Funds	\$451,785
Capital Grants	\$37,680
Total Operating Revenue	\$13,327,250

Equity ¹	Actual
Equity (Social Disadvantage)	\$491,228
Equity (Catch Up)	\$28,861
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$520,089

Expenditure	Actual
Student Resource Package ²	\$10,689,875
Adjustments	\$146,962
Books & Publications	\$24,280
Camps/Excursions/Activities	\$174,659
Communication Costs	\$15,751
Consumables	\$144,451
Miscellaneous Expense ³	\$172,863
Professional Development	\$113,269
Equipment/Maintenance/Hire	\$530,232
Property Services	\$468,585
Salaries & Allowances ⁴	\$440,559
Support Services	\$136,416
Trading & Fundraising	\$61,061
Motor Vehicle Expenses	\$1,022
Travel & Subsistence	\$0
Utilities	\$139,352
Total Operating Expenditure	\$13,259,337
Net Operating Surplus/-Deficit	\$30,233
Asset Acquisitions	\$278,984

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$725,610
Official Account	\$72,698
Other Accounts	\$0
Total Funds Available	\$798,308

Financial Commitments	Actual
Operating Reserve	\$334,791
Other Recurrent Expenditure	\$99
Provision Accounts	\$0
Funds Received in Advance	\$108,497
School Based Programs	\$49,658
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$31,830
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$524,875

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.