



# Annual Report 2020



# Introduction



Byford Secondary College is an Independent Public School catering for young people from Years 7 to 12. Our vision - to create a vibrant and successful educational community in the heart of Byford - is highlighted by our culture of success in providing a comprehensive curriculum for our young people. Our motto 'Aspire to Excellence' articulates our vision. We are a school of choice for the local community and we are dedicated to providing each young person with an exceptional Secondary education.

Our College is a contemporary facility offering those who attend the latest in educational design and infrastructure to enhance student learning. We believe that every young person has unique experiences, learning styles and goals which we accommodate to support individual success. We provide a broad comprehensive education which ultimately leads to achievement of the Western Australian Certificate of Education (WACE) on completion of Year 12. Our pathways lead to attainment of an Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) qualifications and/or future employment and are tailored to the individual post-school aspirations of each young person.

In partnership with the University of Western Australia we offer a selective academic extension program called Aspire. This program provides students with access to the university's staff and facilities so that we enhance the educational experience of our young people. This partnership also provides our teaching staff with access to professional learning opportunities and exposure to the latest research in the field of education.

We cater for young people across the full spectrum of disabilities from severe to profound in our specialist Integrated Facility, and to students with mild disabilities who are welcomed across our mainstream classrooms supported by Education Assistants and dedicated spaces such as sensory rooms. Individual support and Education Plans (IEP) for these students are developed by our highly skilled staff and external agencies, in consultation with families.

Our College community enjoys new modern design and technology workshops, Science laboratories, Integrated Education support facilities and other state-of-the-art purpose built learning areas across the campus.

No matter what your child's aspiration at Byford Secondary College and in their time beyond school, we will help your child achieve their dreams.



*"Aspire to Excellence"*



# From the Principal



Byford Secondary College again has much to be proud of in 2020 as we continue to grow our culture of aspiring to excellence.

We have high hopes for all of our students as we support each young person growing and developing so they can be the best version of themselves. In every classroom every day, each student is engaged in exciting learning opportunities which help to build their skills and understandings to the highest level possible. We know that if we aspire in this way, we provide so many opportunities for the young people in our community. They will grow in to well informed global citizens who are confident, resilient and competitive in the world beyond our College.

Our aspiration for each young person achieving personal success means we must equally aspire that each one of our staff is outstanding. Our culture of high expectation

for our staff means as we move forward we are all focussed on achieving the professional growth and improvement needed to maximise student learning outcomes. By establishing a culture of being the best, we in turn attract the very best staff available. Ultimately, we build a reputation for excellence where each young person's performance is driven towards success by competent and passionate teachers and staff.

To support our staff taking a focussed and resolute approach to the growth of our young people, our College has now released the latest Business Plan which spans 2020 to the end of 2022. Our College has also released a supporting document to staff titled Intent 2021. This document outlines the important role that each staff member will play during 202 in our work towards achieving the goals and aspirations outlined in the Business Plan.

I commend this Annual Report to our Community and hope that it instils confidence in what we are achieving with our young people. The evidence presented in this report shows that we have much to be proud of but like any good organisation, we also use the evidence in this report to identify areas for improvement. The evidence in this report has validated much of our practice in improving student literacy with this confirmation we will continue to use best practice in the hopes of furthering student literacy outcomes. We will also learn from this success, so that we can inform how we improve numeracy and student performance across the curriculum in our College. The Annual Report 2019 referred to a range of strategies aimed at maximising the performance of every single graduate. I am pleased to share that these strategies, along with the hard work of staff and students, has resulted in our College achieving the best median ATAR in our short history and a much stronger performance across the College.

In amongst all of this work on improving academic performance and aspiring for excellence, we cannot lose sight of the important work our College does so well. Supporting the social and emotional growth of our students by providing excellent pastoral care means that we are able to nurture young people who leave us as resilient and confident young people, able to meet the demands of the modern world. This is only possible because of the care and attention paid by each classroom teacher right through to our Student Services Team and the leadership of our College. Knowing and supporting every student well continues to be a focus in our College.

I look forward to the sustained growth and improvement of our College community for many years to come.

Paul Jones

A handwritten signature in blue ink, appearing to be 'P. Jones', written over a blue wavy line graphic.

# School Board Update



I am again very proud to have the privilege of being the Chair of the Byford Secondary College Board. Our Board is a diverse mixture of wonderful people who are dedicated to the advancement and improvement of our College.

Our Board has participated in a wide range of activities in partnership with the College so that we jointly make decisions that benefit the ever-growing community that we serve. We meet twice each term to ensure that we are able to attend to the growing business of the College in a timely fashion. This business has included involvement in the College Review which took place in Term One of 2020. This provided us with a great opportunity to meet with the external review team to discuss the various achievements of our College community and to identify the areas in which we aimed to perform even better. The review was largely based on our self-assessment and has served as a springboard for our College Board to then be involved in the development of our new Business Plan 2020-2022. This has been a great opportunity to establish our focus areas for the next few years so that our College continues to nurture the success of our students and staff.

Along with the College staff, the Board is very proud of the many achievements of our students. At all levels of our College, it is clear from the evidence that our students continue to thrive in the academic, sporting and social domains. Our partnerships with the local community and the various local groups means that Byford Secondary College continues to develop as a hub of the local community and the local school of choice for our young people. Our community partnerships support our College efforts to provide a wide range of opportunities for our young people. The opportunities enrich the learning experience but also strengthen the opportunities our students have as they move into a wide range of post-school destinations.

The next phase of our College development is an exciting time. With the work of establishing a new school largely completed, we enter a phase of aspiration when we build the capacity of our students to really succeed in the academic, social and emotional domains. The Board and the College are committed to the success of our students so that they aspire to excellence and are well.

Jacqueline See  
College Board Chair

## 2020 Board members

Staff Representatives	Parent Representatives	Community Representatives
Paul Jones	Paddy O'Loughlin	Jacqui See
Rosana Stout	Chelsea Versaico	Alyssa Hayden MLA
Beth Dewar	Stacey Siroen	Bronwen Veale
Melissa Kettle	Kate Dunster	Lukle Gossage
Lea Mabbott	Rhonda Williams	Mia Beresford (student)
Teresa Vercoe		Karri Shaw ( Student)



# Student Profile



Our College has continued to experience growth since opening. Since 2016, our College has experience 15.5% growth per annum. We currently attract 76% of Year 6 students from our partner Primary schools which has been consistent for a number of years.

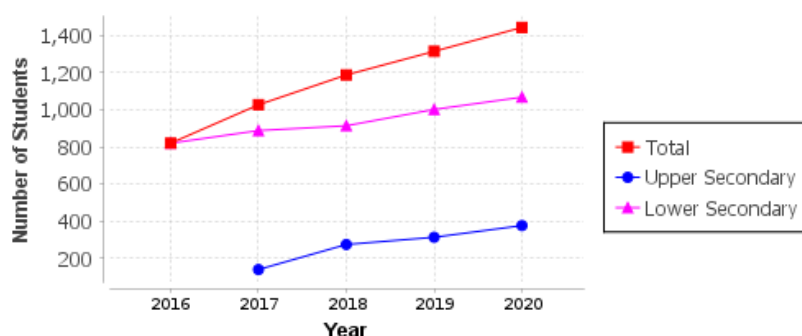
## Student Numbers (as at Semester 2, 2020)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	298	318	241	211	220	156	1444

## Student population (by Gender)

	Sec	Total
Male	696	696
Female	747	747
Total	1444	1444

## Semester 2 Student Numbers



## Student Population (Aboriginal)

	Sec	Total
Aboriginal	73	73
non-Aboriginal	1371	1371
Total	1444	1444

## Student Population (by Year)

	2016	2017	2018	2019	2020
Lower Secondary	820	888	914	1002	1068
Upper Secondary	0	139	274	313	376
Total	820	1027	1188	1215	1444

We continue to experience growth in the number of students who have diagnosed disability who access either our Integrated Facility or education through mainstream opportunities. As a College, we continue to build our capacity to provide support for students with diagnosed special needs.

## Student SEN Population

2020	Education Support Unit	EducationSupport Mainstream
Year 7 Students	9	11
Year 8 Students	9	8
Year 9 Students	12	4
Year 10 Students	3	4
Year 11 Students	3	7
Year 12 Students	2	4
<b>TOTALS</b>	<b>39</b>	<b>38</b>

# Staff Profile – Teaching and Non-Teaching



Byford Secondary College is growing at an average annual rate of about 15.5%. This means that staffing and recruitment continues to play an important role in the growth and development of our College with 6.5 staff joining our College in 2020.

Our Executive and Leadership Teams are focussed on implementing strategies to attract and retain high quality staff at all levels of the organisation. This includes us conducting prospective staff information sessions which have proved to be successful in attracting quality applicants to selection processes. Our College has recently developed a comprehensive Workforce Plan to guide our planning and strategy in relation to recruitment and staffing.

A successful Induction Program means that our new staff quickly become familiar with the operation of our College. At the end of 2020, a restructure of support staff was undertaken to allow for improved efficiency and a better allocation of duties to match individual skill sets. Included in this restructure was the appointment of a Marketing and Communications Officer and a Manager of Operations.

2020	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	4	4.0	0
Heads of Departments and Learning	2	2.0	0
Program Coordinators	10	9.6	0
<b>Total Administration Staff</b>	<b>17</b>	<b>16.6</b>	<b>0</b>



<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	91	87.2	0
<b>Total Teaching Staff</b>	<b>92</b>	<b>88.2</b>	<b>0</b>



<b>School Support Staff</b>			
Clerical / Administrative	24	19.9	0
Gardening / Maintenance	3	3.0	0
Other Non-Teaching Staff	41	33.4	0
<b>Total School Support Staff</b>	<b>68</b>	<b>56.3</b>	<b>0</b>
<b>Total</b>	<b>177</b>	<b>161.1</b>	<b>0</b>



# Our Graduating Class 2020





# Business Plan 2020-2022



Within our current Business Plan, our College articulates a range of Strategic Directions and Milestones which describe what is important to our community and how we intend to perform in relation to these important matters.

Our two focus areas of **Excellence in Teaching, Learning and Leadership** and **Excellence in Pastoral Care and Wellbeing** are each described in relation to Strategic Directions which articulate how we intend to work towards achieving success for each of our students.

In relation to **Excellence in Teaching, Learning and Leadership**, the Strategic Directions are:

- High Performance in Literacy and Numeracy;
- Implement a College-wide instructional framework to enhance student engagement and performance that develops the new work capabilities; and
- Strong staff performance and development through a culture of teacher efficacy, self-reflection and self-improvement.

In relation to **Excellence in Pastoral Care and Wellbeing**, the Strategic Directions are:

- Build and maintain strong sustainable partnerships to support the educational engagement of every student; and
- Build student and staff resilience, efficacy and a strong sense of belonging in an environment which allows them to thrive.

Our progress through 2020 towards the achievement of a range of 2021 targets are shown in blue in the table below.

Milestone	2021 Target
<b>Excellence in Teaching, Learning and Leadership</b>	
Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading, Writing and Numeracy.	75% of Year 7 and 9 students will achieve moderate or better progress in Reading and Writing and 65% in Numeracy. <a href="#">Due to COVID-19, NAPLAN testing was not conducted at the system or national level in 2020.</a>
Increase percentage of students with good and excellent achievement in NAPLAN Reading, Writing and Numeracy from Year 7 to Year 9 stable cohort.	25% of Year 7 and 9 students will demonstrate good or better achievement in Reading; 15% in Writing and 20% in Numeracy. <a href="#">Due to COVID-19, NAPLAN testing was not conducted at the system or national level in 2020.</a>
Improvement in median ATAR on a 3-year average.	The Median ATAR for 2021 will be 70. <a href="#">The median ATAR of our students in 2020 was 68 compared to 60 in 2019.</a>
Whole school Literacy and Numeracy plans developed and embedded in all teaching programs.	Literacy and Numeracy Plan developed, endorsed and ready for implementation across Operational Plans by the end of Semester One 2021. <a href="#">The current Literacy and Numeracy plans are undergoing review and should be ready for implementation by the start of Semester Two 2021.</a>

Milestone	2021 Target
<b>Excellence in Teaching, Learning and Leadership</b>	
Increase the number of students who are successful in gaining placement in future education, training or employment.	<p>95% of Year 12 students will achieve Attainment in 2021. <b>93% of Year 12 students achieved Attainment in 2020.</b></p> <p>95% of Year 12 students will achieve a WACE in 2021. <b>84% of Year 12 students achieved WACE in 2020.</b></p> <p>98% of students will demonstrate the OLNA standard in reading, writing and numeracy. <b>In 2020, 97% achieved the Reading standard, 97% achieved the Writing standard and 93% achieved the Numeracy standard.</b></p>
Increase in the percentage of students studying STEM courses in Senior School.	50% of students will study more than two STEM related courses. <b>47% of graduating students studied more than two STEM courses in 2020.</b>
A school-wide instructional framework is implemented and embedded across the curriculum to enhance student outcomes and progress.	Research and development of a school-wide instructional framework by the end of 2021. <b>Research about school-wide instructional frameworks is currently underway and it is expected that a decision about our direction will be made by the end of 2021.</b>
Review and refinement of assessment tasks based on the principle of 'Assessment for Learning'.	Development and implementation of College Assessment Checklist by the end of 2021. <b>An Assessment Checklist has been developed and is currently being used by staff in the development of assessment.</b>
Effective moderation processes are embedded in each Learning Area.	Development and implementation of Moderation Practices and Procedures document by the end of 2021. <b>Moderation practices and procedures are currently being developed and implemented across our College. Significant improvements in the degree of moderation on Year 12 courses were achieved in 2020.</b>
Evidence of a curriculum focus on the seven General Capabilities in the Western Australian Curriculum, the new Work Capabilities and active pathway planning to ensure that our students are successful learners, confident and creative individuals, and active and informed citizens.	<p>Development of a Pathways Scope and Sequence, which includes IPPs and SEL explicit teaching, by the end of Semester One 2021. <b>Yet to commence.</b></p> <p>Audit of the new work capabilities in each curriculum area by the end of 2021. <b>Yet to commence.</b></p>
Clear articulation of roles and responsibilities for all College staff.	Development of an agreed teacher job description which outlines how teachers attend to the AITSL Standards within the context of 2021. <b>The Intent 2021 document has been released to all staff at the beginning of 2021 and is being integrated in to Performance Management Processes.</b>
Percentage of staff retention rate over 5-year cycle is increased.	Monitor in 2021. <b>Ongoing.</b>
Teacher judgement data has a strong correlation to system assessment data in both the NAPLAN and WACE.	Monitor in 2021. <b>Ongoing.</b>

Milestone	2021 Target
<b>Excellence in Teaching, Learning and Leadership</b>	
Workforce Development Plan will show an increase in the number of staff engaging in career progression opportunities.	Monitor in 2021. <i>Ongoing.</i>
A rigorous self-assessment cycle is established and supported by targeted professional learning on effective data analysis to inform practice and improvement plans.	Development and implementation of the College Self-Assessment Schedule by the end of Term One, 2020. <i>In development.</i>
Embed a comprehensive staff development framework that supports exceptional teaching, learning and leadership.	Development of 2021 Professional Learning Plan by start of 2020. <i>A focus on Assessment Practices has been implemented for all teaching staff at the start of 2020.</i>
Develop school structures that promote participative decision making, support delegation and distributive leadership, and encourage teacher decision making autonomy.	Review of Committee System and Staff Meetings by the end of 2020. <i>Restructure is complete and implementation is currently underway.</i> Proposed Meeting and Committee Model presented to staff by end of Term One 2021. <i>Complete.</i>

Milestone	2021 Target
<b>Excellence in Pastoral Care and Wellbeing.</b>	
Maintain or increase the retention of students from our Partner Primary Schools to build and maintain a K-12 environment.	Monitor in 2021 <i>This work is ongoing with considerable focus being discussed at the Principal's Cluster Meetings.</i>
Mapped provision of learning opportunities for parents, connected to their role in building empathetic and resilient adolescents.	Develop a program of Parent Support and Development strategies across Year 7-12 which includes, but is not limited to, the implementation of Parent Information Evenings in each term. <i>Yet to commence.</i> Consult with partner Primary schools and the Youth Community Resilience Network on the development of Parent Support and Development Program. <i>The Youth Community Resilience Network has been established and has met each term throughout 2020.</i>
Parent and community surveys show increased satisfaction with the communication and opportunities for engagement offered by the College.	Conduct Parent, Student and Staff Satisfaction Surveys by end Semester One 2021. <i>Planned for implementation during Term two 2021.</i>
The whole College attendance will equal or exceed Secondary State, like and aspirational school averages.	Overall College attendance rate will be at least 90%. <i>At the end of 2020, the College attendance rate was 84.6% (COVID-19 affected)</i>



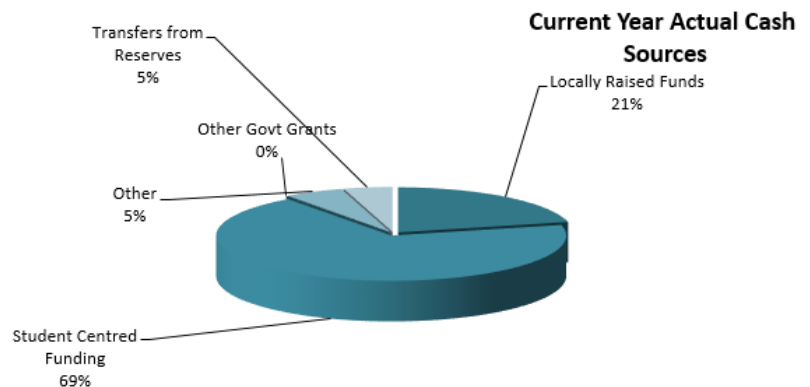
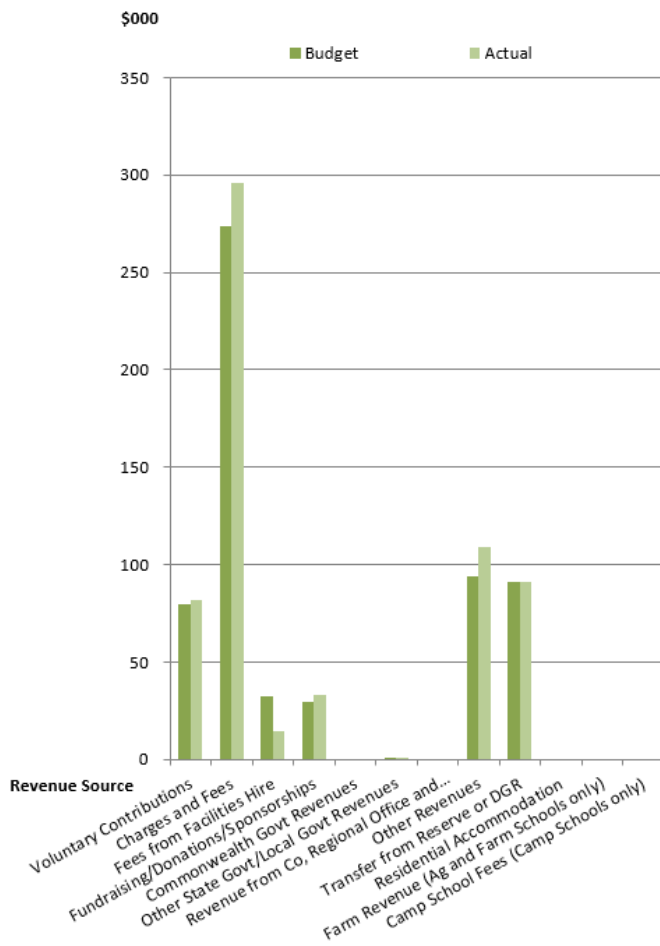
Milestone	2021 Target
<b>Excellence in Pastoral Care and Wellbeing.</b>	
The whole College attendance will equal or exceed Secondary State, like and aspirational school averages.	<p>At least 70% of students will have Regular attendance and 20% will have indicated attendance with no more than 5% of students having Severe attendance difficulties. <i>At the end of 2020, 52% of students achieved regular attendance and 25% achieved indicated attendance.</i></p> <p>90% of students will attend for more than 80% of the time. <i>At the end of 2020, 75% of students attended for more than 80% of the time.</i></p> <p>10% or less of students will be suspended from our College. <i>In 2020, 11.6% of students were suspended from the College one or more times.</i></p>
All levels of our community are engaged in the development of a comprehensive positive behaviours strategy which builds everyone's relational capacity.	<p>Seek endorsement by the end of Term One of Positive Behaviours Support Program by staff and commence training and implementation process. <i>At the start of 2021, Ninety nine of 100 staff surveyed endorsed our College joining the WAPBS Program. The WAPBS Leadership Team is currently being established with training to occur in Term 2 2021.</i></p> <p>Seek endorsement by the end of Term One of the PERMA approach to building resilience across our College. <i>Achieved.</i></p> <p>If PBS and PERMA and not endorsed then establish a plan by the end of Semester One 2021 to develop positive behaviours and Social Emotional Literacy. <i>Lapsed</i></p>
There is an increase in the number of students involved in leadership across the College.	<p>Appoint a Student Leaders Coordinator to the Student Services Team by the start of 2021. <i>Achieved</i></p> <p>Monitor for 2021. <i>Ongoing</i></p>
Students report that they learn in a supportive environment.	<p>Student responses to Standard Four in Pivot are above the College average by the end of 2021. <i>Ongoing</i></p>
There is an increase in the number of students who maintain Good Standing.	<p>Implement the new Good Standing Policies by the start of 2021. <i>Implemented.</i></p> <p>Monitor in 2021. <i>Ongoing</i></p>



## Financial Summary as at 31 December 2020 - Revenue

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$79,501.50	\$81,857.85
2	Charges and Fees	\$273,873.00	\$295,603.57
3	Fees from Facilities Hire	\$32,383.00	\$14,576.81
4	Fundraising/Donations/Sponsorships	\$29,459.00	\$32,982.97
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$1,100.00	\$1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$94,019.85	\$109,224.45
9	Transfer from Reserve or DGR	\$90,743.00	\$90,743.00
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
	<b>Total Locally Raised Funds</b>	\$601,079.35	\$626,088.65
	<b>Opening Balance</b>	\$229,673.51	\$229,673.51
	<b>Student Centred Funding</b>	\$1,346,779.00	\$1,372,824.50
	<b>Total Cash Funds Available</b>	<b>\$2,177,531.86</b>	<b>\$2,228,586.66</b>
	<b>Total Salary Allocation</b>	\$16,606,459.00	\$16,606,459.00
	<b>Total Funds Available</b>	<b>\$18,783,990.86</b>	<b>\$18,835,045.66</b>

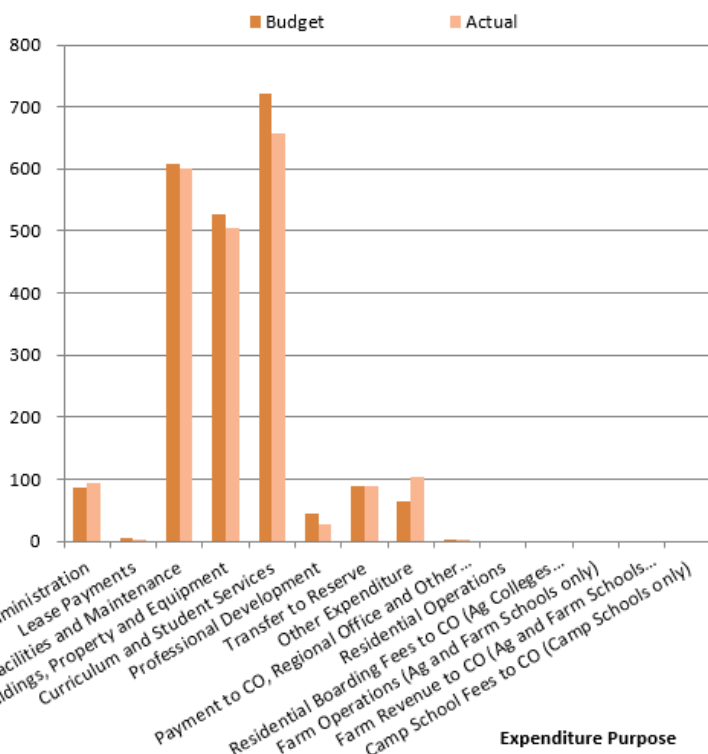
Locally Generated Revenue - Budget vs Actual



## Financial Summary as at 31 December 2020 - Expenditure

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$86,867.00	\$93,087.98
2	Lease Payments	\$3,779.00	\$2,547.94
3	Utilities, Facilities and Maintenance	\$609,010.00	\$599,477.91
4	Buildings, Property and Equipment	\$526,050.00	\$505,274.62
5	Curriculum and Student Services	\$721,256.80	\$657,135.87
6	Professional Development	\$44,990.00	\$27,404.76
7	Transfer to Reserve	\$88,020.00	\$88,020.00
8	Other Expenditure	\$64,266.00	\$103,288.44
9	Payment to CO, Regional Office and Other Schools	\$1,075.00	\$1,075.00
10	Residential Operations	\$-	\$-
11	Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12	<b>Farm Operations (Ag and Farm Schools only)</b>	\$-	\$-
13	<b>Farm Revenue to CO (Ag and Farm Schools only)</b>	\$-	\$-
14	<b>Camp School Fees to CO (Camp Schools only)</b>	\$-	\$-
	<b>Total Goods and Services Expenditure</b>	\$2,145,313.80	\$2,077,312.52
	<b>Total Forecast Salary Expenditure</b>	<b>\$15,780,479.00</b>	<b>\$15,780,479.00</b>
	<b>Total Expenditure</b>	<b>\$17,925,792.80</b>	<b>\$17,857,791.52</b>
	<b>Cash Budget Variance</b>	<b>\$32,218.06</b>	

\$000 **Goods and Services Expenditure - Budget vs Actual**



Cash Position as at:		
	<b>Bank Balance</b>	<b>\$928,382.95</b>
	Made up of:	\$-
1	General Fund Balance	\$151,274.14
2	Deductible Gift Funds	\$-
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$785,826.00
5	Suspense Accounts	\$12,256.81
6	Cash Advances	\$(550.00)
7	Tax Position	\$(20,424.00)
	<b>Total Bank Balance</b>	<b>\$928,382.95</b>



# WACE Results

## WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2018	108	46	43%
2019	131	45	34%
2020	149	33	22%

## Overall ATAR Performance

	Relative Performance	
2018	-0.5	Above Expected - more than one standard deviation above the predicted school median
2019	-1.4	Expected - within one standard deviation of the predicted school median
2020	-0.2	Below Expected - more than one standard deviation below the predicted school median
		No data available or number of students is less than 10



## Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2018	66.3	70.8	79.5
2019	60.0	68.9	78.3
2020	68.0	68.3	79.3

## Percentages of students in the top, middle and bottom thirds of the State

State	ATAR Students					
	School			Like-Schools		
	2018	2019	2020	2018	2019	2020
Top 33%	11%	4%	6%	16%	15%	17%
Middle 33%	20%	22%	30%	29%	29%	27%
Bottom 33%	70%	73%	64%	55%	57%	56%

## Year 12 Pathways

Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
				Verified	Unverified
<b>127</b>	29 (22.8%)	17 (13.4%)	64 (50.4%)	16 (12.6%)	1 (0.8%)
<b>142</b>	27 (19.0%)	18 (12.7%)	85 (59.9%)	8 (5.6%)	4 (2.8%)
<b>163</b>	24 (14.7%)	9 (5.5%)	112 (68.7%)	17 (10.4%)	1 (0.6%)

## Year 12 Students Completing a VET Certificate (during Years 10 to 12)

Certificate I		Certificate II		Certificate III or Higher	
Number	Percentage	Number	Percentage	Number	Percentage
<b>0</b>	0.0%	73	90.1%	8	9.9%
<b>0</b>	0.0%	87	84.5%	16	15.5%
<b>0</b>	0.0%	95	78.5%	26	21.5%

## WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
<b>2018</b>	108	91%
<b>2019</b>	131	87%
<b>2020</b>	149	84%

## Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
<b>2018</b>	46	7	15%
<b>2019</b>	45	2	4%
<b>2020</b>	33	3	9%



# Performance across our College



The following information is provided as a guide to our College performance in relation to grade achievement by our students compared to the rest of DOE schools.

## English

Lower School	NA	E	D	C	B	A
Byford Mean (LS)	13.32%	19.31%	20.24%	28.90%	11.56%	6.67%
DOE Mean (LS)	8.89%	8.90%	13.67%	36.39%	21.78%	10.38%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	4%	6%	11%	53%	16%	11%
DOE Mean (11)	0%	0%	12%	9%	45%	23%	9%

Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	7%	15%	62%	14%	2%
DOE Mean (12)	0%	0%	3%	6%	52%	29%	10%

Proportion of grades meeting or exceeding the performance of DOE schools	
Year Group	Percentage of Grades
Lower School	5%
Year 11	47%
Year 12	30%

Significant proportions of our students are performing below the expected standard in English, particularly in lower school. A significant contributing factor in this performance is the low submission rates of students. We are confident that our English teachers are assessing students accurately against each of the relevant achievement standards.

## Mathematics

Lower School	NA	E	D	C	B	A
Byford Mean	2.79%	18.72%	29.37%	26.61%	13.16%	9.37%
DOE Mean	6.87%	11.62%	18.62%	29.81%	17.64%	15.45%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	0%	5%	23%	49%	16%	6%
DOE Mean (11)	0%	0%	5%	14%	38%	23%	20%

Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	6%	48%	28%	13%	4%
DOE Mean (12)	0%	0%	4%	12%	39%	23%	21%



# Performance across our College



Proportion of grades meeting or exceeding the performance of DOE schools	
Year Group	Percentage of Grades
Lower School	25%
Year 11	55%
Year 12	35%

Significant proportions of our students are performing below the expected standard in Mathematics, particularly in lower school. It is important to note that some of the Senior School Courses are amongst the most difficult offered in our State. The Mathematics team have undertaken a thorough review of performance to identify areas for improvement in curriculum delivery and assessment practice.

## Science

Lower School	NA	E	D	C	B	A
Byford Mean (LS)	7.18%	20.32%	23.12%	26.80%	12.74%	9.83%
DOE Mean (LS)	6.13%	9.38%	16.30%	30.08%	20.34%	17.78%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	0%	5%	19%	58%	12%	6%
DOE Mean (11)	0%	0%	6%	13%	40%	24%	16%

Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	7%	38%	40%	14%	1%
DOE Mean (12)	0%	0%	4%	13%	41%	25%	17%

Proportion of grades meeting or exceeding the performance of DOE schools	
Year Group	Percentage of Grades
Lower School	20%
Year 11	44%
Year 12	20%

Significant proportions of our students are performing below the expected standard in Science, particularly in lower school and Year 12. It is important to note that some of the Senior School Courses are amongst the most difficult offered in our State. Our Science team have an excellent understanding of the relevant achievement standards and are working towards improving student performance.

## Humanities

Lower School	NA	E	D	C	B	A
Byford Mean	1.73%	15.76%	15.95%	32.19%	19.69%	14.68%
DOE Mean	7.64%	8.55%	14.92%	32.60%	21.21%	15.09%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	0%	16%	11%	37%	24%	11%
DOE Mean (11)	0%	0%	9%	9%	41%	25%	15%

# Performance across our College



Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	3%	8%	52%	24%	13%
DOE Mean (12)	0%	0%	5%	9%	47%	24%	15%

Proportion of grades meeting or exceeding the performance of DOE schools	
Year Group	Percentage of Grades
Lower School	55%
Year 11	40%
Year 12	69%

The results in Humanities are mostly pleasing. There is need for improvement in some areas, particularly the number of students in lower school achieving D and E grades. Our Humanities team continues to work on improving the accuracy of assessment against the relevant achievement standards.

## The Arts

Lower School	NA	E	D	C	B	A
Byford Mean (LS)	9.37%	7.01%	9.27%	33.17%	28.25%	12.94%
DOE Mean (LS)	8.61%	5.89%	7.63%	32.78%	27.07%	18.03%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	0%	13%	9%	39%	26%	13%
DOE Mean (11)	0%	0%	6%	7%	37%	32%	19%

Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	5%	8%	30%	49%	8%
DOE Mean (12)	0%	0%	3%	6%	36%	37%	18%

Proportion of grades meeting or exceeding the performance of DOE schools	
Year Group	Percentage of Grades
Lower School	50%
Year 11	53%
Year 12	60%

The results in The Arts are mostly pleasing and show some strong consistent performance in relation to the performance of all DOE schools. The Arts team are currently working on strategies to improve the engagement of students in The Arts particularly through in the senior school.

# Performance across our College



## Health and Physical Education

Lower School	NA	E	D	C	B	A
Byford Mean (LS)	5.52%	1.15%	7.44%	33.55%	36.12%	16.23%
DOE Mean (LS)	7.13%	5.29%	8.28%	32.96%	28.72%	17.62%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	0%	1%	6%	43%	42%	8%
DOE Mean (11)	0%	0%	3%	8%	43%	32%	14%

Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	0%	2%	66%	20%	12%
DOE Mean (12)	0%	0%	2%	6%	45%	33%	14%

Proportion of grades meeting or exceeding the performance of DOE schools	
Year Group	Percentage of Grades
Lower School	95%
Year 11	80%
Year 12	73%

The performance of our students in Health and Physical Education is extremely strong. This is testament to the teachers having a clear understanding of the relevant achievement standards and the implementation of some solid teaching and learning practices.

## Technologies

Lower School	NA	E	D	C	B	A
Byford Mean (LS)	1%	14%	9%	34%	30%	13%
DOE Mean (LS)	6%	7%	9%	33%	26%	19%

Year 11	NA	U	E	D	C	B	A
Byford Mean (11)	0%	0%	12%	7%	41%	19%	21%
DOE Mean (11)	0%	0%	9%	9%	38%	28%	16%

Year 12	NA	U	E	D	C	B	A
Byford Mean (12)	0%	0%	4%	5%	59%	21%	10%
DOE Mean (12)	0%	0%	6%	8%	40%	30%	17%

# Performance across our College



## Proportion of grades meeting or exceeding the performance of DOE schools

Year Group	Percentage of Grades
Lower School	53%
Year 11	55%
Year 12	75%

The performance of students in Technologies is largely similar to all DOE schools although we need to continue to support students so that they can demonstrate performance in the A and B grade range. The Technologies Team have a strong understanding of the relevant achievement standards and they have been working for some time now on improving student engagement, the accuracy of assessment and increasing the submission rates of students.

## Summary of College Performance

There are many aspects of our College performance which are encouraging. Despite a difficult environment in 2020, our Senior School performance showed broad improvement:

- Our students on average achieved higher scores;
- our median ATAR was significantly increased to 68 which puts us on a positive trajectory towards our aspiration; and
- our staff have a greater understanding of the expected standards in Senior School which is demonstrated by improved moderation and the comparison of grades with the rest of our system.

Our Lower School performance is strong in some Learning Areas the most notable being Health and Physical Education Studies. I have personally commended this team for the excellent outcomes that they are achieving across our College. Humanities, The Arts and Technologies have also achieved some positive outcomes with students. I am confident that our English, Mathematics and Science teams are working very hard to adjust curriculum delivery, improve student engagement (particularly submission rates) and improve the quality of assessment so that students are best placed to demonstrate their skills and understandings in relation to the relevant achievement standards.

There are a number of characteristics of our grade distribution across the College which are worth noting and will guide the focus of our work in the future:

- In general, our grade distributions are lower than DOE schools. This is more evident in some learning areas but is a characteristic across the College;
- Our grade distributions tend to be 'clumped' around the C grade which means lots of students are demonstrating the achievement standard but we need to find ways to extend them; and
- We have lower than DOE school achievement of A and B grades across most courses in our College. Again, this suggests that we need to find ways to extend our students and develop the skills and understandings needed to exceed expectations against the achievement standards.





# Future actions in relation to the Annual Report 2020



Across our College in 2021, we begin the journey of developing a College-wide instructional framework. A framework provides consistency in approach for students as they enter every classroom across our College. The decisions we make about the various aspects of our instructional framework will be based on evidence and experience on how to support the best possible outcomes for students. The strategies and practices included in our College-wide instructional framework will build the scholarly behaviour of our students so that they have the skills and understandings needed to reach their full potential. By building the capacity of our students we will improve College-wide performance.

Also in 2021, we will focus on developing the skills and understandings of teachers so that they can continue to develop high quality assessment practices. This will include work on improving the quality of assessment tools so that a wide range of students can access curriculum firstly and then the assessment tools used. It is important to also ensure that teachers clearly understand the Achievement Standards and how to make accurate judgements against these standards. Finally, we will continue to build the capacity of staff to review and evaluate assessment so that they are more informed about the quality of assessment and how best to adjust curriculum delivery so that students are able to access learning more readily.

Finally, our College is embarking on a review of our practices to positively influence behaviour so that we build a sustained culture of success and performance amongst our students and staff.

