

2018 Annual Report to The School Community



School Name: Alexandra Secondary College (7505)



- 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 Regulation 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 2018 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 19 March 2019 at 03:23 PM by Nigel Lyttle
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 April 2019 at 10:22 AM by Mandy Gesler (School
Council President)

About Our School

School context

Alexandra Secondary College is committed to delivering excellent education in a wide breadth of subject areas. Our College is the centre of a large catchment, taking students from the towns of Molesworth, Yarck, Merton, Eildon, Thornton, Taggerty, Buxton, Narbethong, Marysville and Alexandra. Our College values are Respect, Personal Best and Integrity and we use a Positive Behaviour Support approach to assist the students to develop these. The College aspires to challenge the staff and students by providing a curriculum which is enjoyable, challenging, stimulating and encouraging of personal and community achievement whilst supporting a variety of potential career pathways. Years 7 and 8 have a core curriculum. Year 9 curriculum is a mix of core and elective units featuring an extended unit each semester in activity based learning. We offer a wide range of VCE and VET subjects. Year 10 students have access to these studies. Our co-curricular activities include music, skiing, driver education, BERMS, Alice Sloan Expedition and sports. This school has 310 students and its equivalent full-time staff is 2 Principal staff, 25.9 teachers and 10.8 Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2018 our Key Improvement Strategies taken from FISO were a focus on curriculum planning and assessment and building practice excellence. Teachers made explicit use of data to inform their teaching and enable them to differentiate to meet student needs. We worked on embedding the e5 Instructional Learning Model. We continued to work on improving teaching practice through use of data, research and collegiate observations. Substantial curriculum work was done to create skill based rubrics from Year 9 to 10 and to implement the rubrics we created the year before at Year 7 and 8. We also created & resourced a professional learning agenda to scaffold improvements in our teaching.

Achievement

Our 2018 NAPLAN results in Numeracy and Reading are similar to the Victorian Government School average. Our four-year averages at Year 9 are close to that of the state. The learning gain from Year 7 to Year 9 for Numeracy is 73% and Writing is 75% for students in the medium and high categories, which is good. In Reading it is dropped 81% to 54% which will be a cause for focussed work in 2019. Teacher assessments in English are above the state and in Maths they are in line with state results. Our future focus for our literacy and numeracy program is increasing the high end of relative growth, and reducing the low end. Our four year average for VCE study scores were similar to the State Government school average and it is pleasing to note that 96% of our students satisfactorily completed VCE.

Engagement

Our 2018 student retention rate (7-10) is similar to the state average and the four year average is just above. The effect of the fall in employment opportunities in the district in previous years, resulting in families moving out of the district to seek employment, has plateaued which is helping retention. Our student attendance rates remain a focus for us and we have prioritized improvement of this in our Annual Implementation Plan. We have employed a reengagement officer whose key role is to reconnect frequently absent students with education.

Wellbeing

In 2018 Alexandra Secondary College in the Students Attitudes to School Survey was slightly below the state in regard to connectedness to school and student perceptions of bullying. We believe the work we are doing to improve our teaching practice and to improve student voice will help lift this. We run Lifeskills classes to assist

students address the challenges they face as they grow into adults. We have a Student Welfare Officer, Psychologist, School Nurse and Chaplain who conduct prevention, intervention and postvention activities for students, staff and parents. We also have a close working relationship with local welfare organisations and we connect those in need with external providers of appropriate services. To continue to improve our safe and positive learning environment for all members of the school community we use a School-Wide Positive Behaviour Support program.

Financial performance and position

Our Financial commitment increased from \$885,302 to \$1,085,973 at the end of 2018, this was largely due to funds being held for the international school tours to Indonesia and Japan in 2019, this occurs every 2 years. We made a small surplus as our staff salaries reduced due a small improvement in the balance of our staffing profile.

For more detailed information regarding our school please visit our website at
<http://asc.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 308 students were enrolled at this school in 2018, 141 female and 167 male.

np percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	57.8	72.4	64.8	78.4

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	57.7	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	83.4	79.1	64.9	89.9	Higher
Mathematics	69.2	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	46.4	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	33.9	50.8	37.5	66.7	
Year 9	Reading (latest year)	39.6	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	31.9	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	46.0	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	41.9	51.4	38.1	66.0	
Year 9	Reading (4 year average)	38.7	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	39.5	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	42.0	34.0	24.0
Year 5 to 7	Numeracy	25.5	49.0	25.5
Year 5 to 7	Writing	31.3	45.8	22.9
Year 5 to 7	Spelling	40.4	38.3	21.3
Year 5 to 7	Grammar and Punctuation	19.1	57.4	23.4
Year 7 to 9	Reading	45.5	43.2	11.4
Year 7 to 9	Numeracy	27.3	50.0	22.7
Year 7 to 9	Writing	25.0	60.0	15.0
Year 7 to 9	Spelling	41.5	48.8	9.8
Year 7 to 9	Grammar and Punctuation	26.8	61.0	12.2

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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	24.2	27.1	25.3	29.7	Lower
Mean Study Score (4 year average)	25.6	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **96 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **64 percent**.

VET units of competence satisfactorily completed in 2018: **85 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **88 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	24.6	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	26.2	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	89	85	85	87	91

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	74.5	75.0	66.7	81.7	Similar
Retention (4 year average)	76.0	75.0	66.2	80.4	Similar

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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	96.1	91.7	83.1	99.3	Higher
Student Exits (4 year average)	83.1	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	42.0	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	43.1	52.9	44.5	61.9	Similar

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	42.8	56.7	47.0	68.0	Lower
Percent endorsement (2 year average)	45.6	56.0	47.5	66.4	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,925,991
Government Provided DET Grants	\$721,775
Government Grants Commonwealth	\$863
Government Grants State	\$35,817
Revenue Other	\$45,102
Locally Raised Funds	\$475,959
Total Operating Revenue	\$5,205,506

Equity ¹	Actual
Equity (Social Disadvantage)	\$181,278
Equity (Catch Up)	\$0
Transition Funding	\$22,313
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$203,591

Expenditure	Actual
Student Resource Package ²	\$3,944,053
Adjustments	\$0
Books & Publications	\$10,515
Communication Costs	\$21,409
Consumables	\$148,253
Miscellaneous Expense ³	\$267,606
Professional Development	\$47,979
Property and Equipment Services	\$299,938
Salaries & Allowances ⁴	\$134,454
Trading & Fundraising	\$72,941
Travel & Subsistence	\$47,731
Utilities	\$58,463
Total Operating Expenditure	\$5,053,342
Net Operating Surplus/-Deficit	\$152,164
Asset Acquisitions	\$24,300

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$387,406
Official Account	\$33,907
Other Accounts	\$664,661
Total Funds Available	\$1,085,973

Financial Commitments	Actual
Operating Reserve	\$166,286
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$97,654
School Based Programs	\$371,999
Beneficiary/Memorial Accounts	\$2,200
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,778
Repayable to the Department	\$16,963
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	\$62,679
Maintenance - Buildings/Grounds < 12 months	\$82,562
Asset/Equipment Replacement > 12 months	\$68,630
Capital - Buildings/Grounds > 12 months	\$77,222
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,085,973

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').