

# 2017 Annual Report to the School Community



School Name: Alexandra Secondary College

School Number: 7505

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## 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 2017 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 7 to 10. We also created & resourced a professional learning agenda to scaffold improvements in our teaching.

### Achievement

Our 2017 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 49%, Writing and Spelling is 60% of students in the medium or high categories, in Reading it is 81%. Teacher assessments in English and Maths are slightly above 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 100% of our students satisfactorily completed VCE.

### Engagement

Our 2017 student retention rate (7-10) is above the state average and the four year average is just below. This maintains our improvement on previous years. It shows that 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. 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 2017 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 the broad student wellbeing program we conduct 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, 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.



For more detailed information regarding our school please visit our website at  
<http://www.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 305 students were enrolled at this school in 2017, 149 female and 157 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: Median of all Victorian Government Secondary Schools:

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



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 34%, Medium: 45%, High: 21%</p> <p><b>Numeracy</b> Low: 46%, Medium: 35%, High: 19%</p> <p><b>Writing</b> Low: 29%, Medium: 53%, High: 18%</p> <p><b>Spelling</b> Low: 37%, Medium: 43%, High: 20%</p> <p><b>Grammar and Punctuation</b> Low: 35%, Medium: 41%, High: 24%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 19%, Medium: 68%, High: 13%</p> <p><b>Numeracy</b> Low: 51%, Medium: 34%, High: 14%</p> <p><b>Writing</b> Low: 40%, Medium: 46%, High: 14%</p> <p><b>Spelling</b> Low: 37%, Medium: 43%, High: 20%</p> <p><b>Grammar and Punctuation</b> Low: 43%, Medium: 40%, High: 17%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score (blue dot) is 50, state mean (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is 50, state mean (green diamond) is 30.</p>	<p>● Lower</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>50%</b>                      VET units of competence satisfactorily completed in 2017: <b>91%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>68%</b></p>		



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>88 %</td> <td>84 %</td> <td>83 %</td> <td>84 %</td> <td>86 %</td> <td>87 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	84 %	83 %	84 %	86 %	87 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>○ Lower</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	84 %	83 %	84 %	86 %	87 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>○ Lower</p> <p>○ Lower</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# 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
- 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)
  - 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).

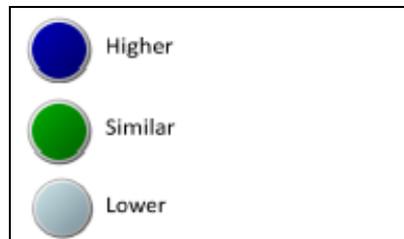


## What does *School Comparison* refer to?

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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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 their first 11 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').

## Financial Performance and Position

### Financial performance and position commentary

Our Financial commitment decreased from \$987,141 to \$885,302 at the end of 2017, this was largely due to no funds being held for the international school tours to Indonesia and Japan (as they were in 2016) as 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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,726,744	High Yield Investment Account	\$227,144
Government Provided DET Grants	\$624,680	Official Account	\$9,664
Government Grants State	\$4,843	Other Accounts	\$648,494
Revenue Other	\$45,467	<b>Total Funds Available</b>	<b>\$885,302</b>
Locally Raised Funds	\$431,551		
<b>Total Operating Revenue</b>	<b>\$4,833,285</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$185,815		
Equity (Catch Up)	\$22,465		
<b>Equity Total</b>	<b>\$208,281</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,682,747	Operating Reserve	\$166,690
Books & Publications	\$8,984	Asset/Equipment Replacement < 12 months	\$17,217
Communication Costs	\$22,364	Revenue Receipted in Advance	\$109,655
Consumables	\$143,447	School Based Programs	\$290,657
Miscellaneous Expense <sup>3</sup>	\$267,605	DET Central Coordination	\$5,227
Professional Development	\$17,862	Asset/Equipment Replacement > 12 months	\$66,896
Property and Equipment Services	\$339,085	Capital - Buildings/Grounds incl SMS>12 months	\$3,275
Salaries & Allowances <sup>4</sup>	\$85,111	Maintenance -Buildings/Grounds incl SMS>12 months	\$58,996
Trading & Fundraising	\$78,323	<b>Total Financial Commitments</b>	<b>\$718,612</b>
Travel & Subsistence	\$113,426		
Utilities	\$59,578		
<b>Total Operating Expenditure</b>	<b>\$4,818,532</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$14,752</b>		
<b>Asset Acquisitions</b>	<b>\$17,652</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.*