

## 2015 Annual Report to the School Community

Alexandra Secondary College

School Number: 7505



Name of School Principal:

Nigel Lyttle

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Name of School Council President:

Gavan Skerritt

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Date of Endorsement:

29<sup>th</sup> April 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

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 311 students and its equivalent full-time staff is 2 Principal staff, 26.2 teachers and 9.4 Education Support staff.

### Achievement

Our 2015 NAPLAN results in Numeracy and Reading are at or above the Victorian Government School average. Our four-year averages are slightly below. The learning gain from Year 7 to Year 9 for Numeracy, Spelling, Writing and Grammar & Punctuation have 70% of students in the medium or high categories. Teacher assessments in English and Maths are lower than those shown by our NAPLAN results. Our future focus for our literacy program is increasing the high end of relative growth, and reducing the low end.

Our four year average for VCE study scores were equal to the State Government school average, as was our 2015 average study score. Our efforts to increase the diversity of our later years education options have been reflected in the large number of VCE students undertaking VET subjects. We have a high satisfactory completion rate of 78%.

### Engagement

Our 2015 student retention rate (7-10) is just below the state average, as is the four year average. This reflects the fall in employment opportunities in the district, resulting in families moving out of the district to seek employment. Our student attendance rates remain a focus for us and we have prioritized improvement of this in our Strategic Plan. We have developed a reengagement project aimed at reconnecting frequently absent students with education.

### Wellbeing

In 2015 Alexandra Secondary College was above the 83rd percentile of all schools across all categories of the Students Attitudes to School Survey. We believe that this reflected the work we had done to improve our teaching practice and the broad student wellbeing program we conduct. 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 such as Berry Street 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 have introduced a School-Wide Positive Behaviour Support program.

### Productivity

We place great emphasis in recruitment of staff and on establishing a Performance and Development program which focuses on improving our teaching skills to improve our students' outcomes. We continued to refine our timetable to ensure that all students have equal access to subjects and that classes are spread evenly as possible across the week. We spent considerable time matching our curriculum offerings to our students preferred courses.

We also invested in redesigning classrooms to provide students and teachers with better learning and teaching spaces.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 303 students were enrolled at this school in 2015, 150 female and 153 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

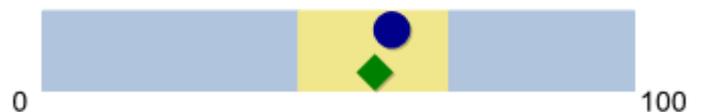
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

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

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



## Performance Summary

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

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

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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>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>		<ul style="list-style-type: none"> <li> Similar</li> <li> Similar</li> <li> Similar</li> <li> Similar</li> </ul>

## Performance Summary

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

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<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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>38%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>57%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>48%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	38%	12%	Numeracy	38%	57%	5%	Writing	21%	47%	32%	Spelling	40%	48%	12%	Grammar and Punctuation	19%	62%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								

Students in 2015 who satisfactorily completed their VCE: **87%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **48%**  
 VET units of competence satisfactorily completed in 2015: **78%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 813 1026 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>87 %</td> <td>88 %</td> <td>84 %</td> <td>90 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	88 %	84 %	90 %	95 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	88 %	84 %	90 %	95 %									
<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: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</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.</p>	<p><b>Results: 2014</b></p> <p><b>Results: 2011 - 2014 (4-year average)</b></p>	<p> Similar</p> <p> Lower</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Higher</p> <p> Similar</p>

# How to read the Performance Summary

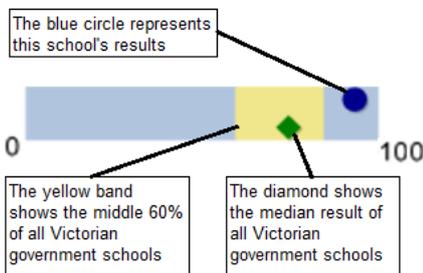
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

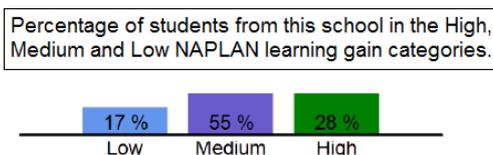
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

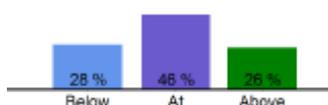
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

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

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,480,431	High Yield Investment Account	\$163,412
Government Provided DE&T Grants	\$1,184,959	Official Account	\$10,509
Government Grants Commonwealth	\$5,347	Other Accounts	\$611,853
Revenue Other	\$97,914	<b>Total Funds Available</b>	<b>\$785,774</b>
Locally Raised Funds	\$367,066		
<b>Total Operating Revenue</b>	<b>\$5,135,717</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$3,508,768	Operating Reserve	\$237,112
Books & Publications	\$16,736	Asset/Equipment Replacement < 12 months	\$42,921
Communication Costs,	\$22,949	Capital - Buildings/Grounds incl SMS<12 months	\$23,771
Consumables	\$129,562	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,075
Miscellaneous Expense	\$866,779	Revenue Received in Advance	\$110,907
Professional Development	\$57,076	School Based Programs	\$230,974
Property and Equipment Services	\$261,886	Region/Network/Cluster Funds	\$97,092
Salaries & Allowances	\$118,098	Asset/Equipment Replacement > 12 months	\$29,922
Trading & Fundraising	\$88,161	<b>Total Financial Commitments</b>	<b>\$785,774</b>
Travel & Subsistence	\$55,830		
Utilities	\$55,242		
<b>Total Operating Expenditure</b>	<b>\$5,181,086</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$49,764)</b>		
<b>Asset Acquisitions</b>	<b>\$26,452</b>		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

### Financial performance and position commentary

Our Financial commitment decreased from \$812,377 in 2014 to \$785,774 at the end of 2015. The reserve funding was decreased largely due to the funds for the school tour to Indonesia in 2015. Our planned deficit for staff salaries has reduced due to the recruitment of a graduate to cover a long term teacher absence.