

# 2021 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 23 March 2022 at 05:14 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 28 March 2022 at 03:25 PM by Mandy Gesler (School Council President)

# How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

# How to read the Annual Report (continued)

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## What do ‘Similar Schools’ refer to?

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

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

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## What does ‘NDP’ or ‘NDA’ mean?

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

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

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

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## What is the ‘Victorian Curriculum’?

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

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

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

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

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

## About Our School

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### School context

Our vision is to develop responsible global citizens who are lifelong learners, capable of facing the future with resilience and optimism. In consultation with parents, staff and students, we have embraced three values, which resonate, within our community

#### Respect

We demonstrate respect for our school; each other and ourselves by understanding that our attitudes and behaviours have an impact on the people around us .We strive to make that impact positive.

#### Personal best

We demonstrate our personal best by striving for personal excellence, in all of our endeavours

#### Integrity

We demonstrate integrity by being trustworthy, fair, just and honest in our everyday actions.

We celebrate and embed our values in our school community by,

- Modelling these values in our everyday interactions.
- Displaying posters and banners that promote our values in our school
- Celebrating our values in our school newsletter, local print media and social media
- Providing awards and recognition for students who actively demonstrate the values
- Discussing our values with students in the classroom, meetings and assemblies.

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, Alice Sloan Expedition and sports. This school has 340 students and its equivalent full-time staff is 2 Principal staff, 27.1 teachers and 11.3 Education Support staff.

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### Framework for Improving Student Outcomes (FISO)

In 2021 our Key Improvement Strategies taken from FISO were a focus on curriculum planning and assessment and building practice excellence. Our work was significantly restricted from our original intentions by the Covid 19 pandemic but we still enjoyed good progress. 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 embed 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.

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## Achievement

Our 2021 NAPLAN results in Numeracy, Spelling, Grammar and Punctuation were well above similar Victorian Government Schools in high learning gain from Year 7 to 9. Our four-year averages at Year 7 and 9 are close to that of like schools. The high learning gain from Year 7 to Year 9 for Numeracy was 39% which is well above the State average and an impressive achievement. In Writing it is 66% for students in the medium and high categories, which is not as high as we would have hoped, but not doing NAPLAN online may explain this. In Reading it is 51% which is a decline from the 73% we achieved in 2019. Teacher judgements in English and Mathematics are above the state. Our future focus for our literacy and numeracy program continues to be 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. A major highlight in 2021 was that we had a 100% satisfactory completion rate with our VCE students in a year that was dramatically affected by the covid pandemic.

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## Engagement

Our 2021 student retention rate (7-10) is above the state and similar school averages and the four year averages, which is pleasing and reflects the stability in our community and the value our community places on education. Our student average number of absence days is better than similar schools but not as good as the State. Our student attendance rates remain a focus for us and we have prioritized improvement of this in our Annual Implementation Plan. We employ a reengagement officer whose key role is to reconnect frequently absent students with education. Our students exiting to Further Studies or Full-Time employment is below similar schools, although a significant group of our seniors choose to take a "gap" year.

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## Wellbeing

In 2021 Alexandra Secondary College in the Students Attitudes to School Survey was significantly higher than the state and similar schools in regard to connectedness to school and management of bullying. We believe the work we are doing to improve our teaching practice and to improve student voice has helped create this positive environment as well as the great job our school did with online learning. 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.

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## Finance performance and position

The Covid 19 pandemic led to some small savings with electricity and water but this was greatly negated by the \$60 000 loss we made in the cafeteria due to supporting wages. We did not expend over \$80 000 in camps due to this money paid in by parents being carried over to 2022 for the postponed Central Australia trip. This was the main reason for the Cash budget showing a \$108,789 surplus for 2021. We had a \$198 438 deficit on the Credit side of the budget in 2021, this was offset by monies on the Cash side used to employ people to support students with social disadvantage and "catchup" such as our Family Engagement Officer, Koori Coordinator and funding for tutors to catch students up on learning lost due to the pandemic in 2020.



Education  
and Training

Alexandra Secondary College

**For more detailed information regarding our school please visit our website at <http://asc.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 318 students were enrolled at this school in 2021, 152 female and 166 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

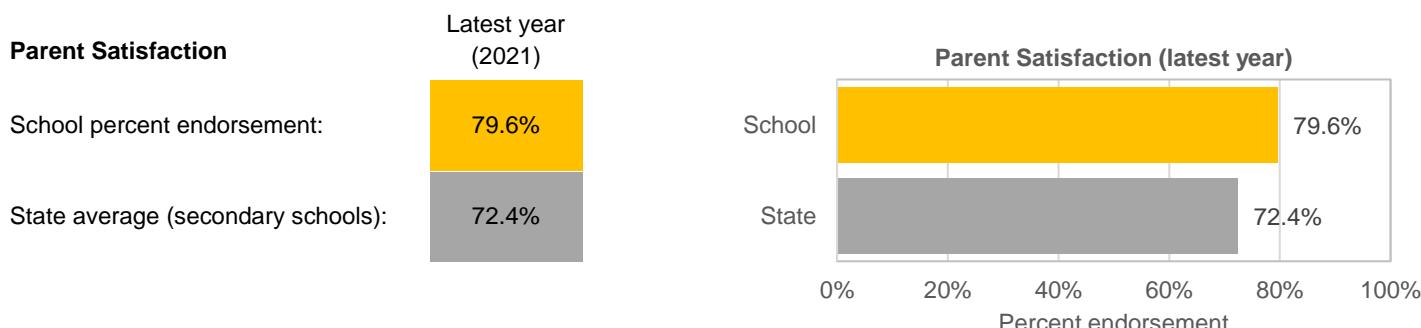
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

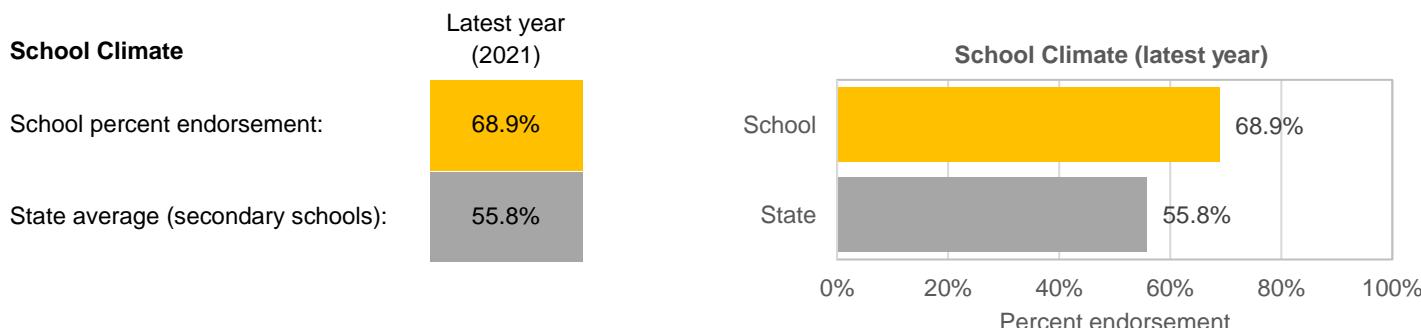


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

83.2%

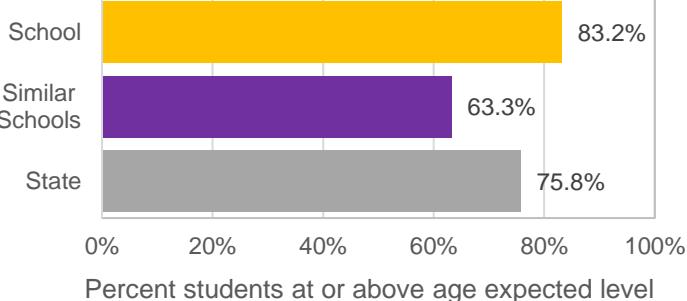
Similar Schools average:

63.3%

State average:

75.8%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

65.6%

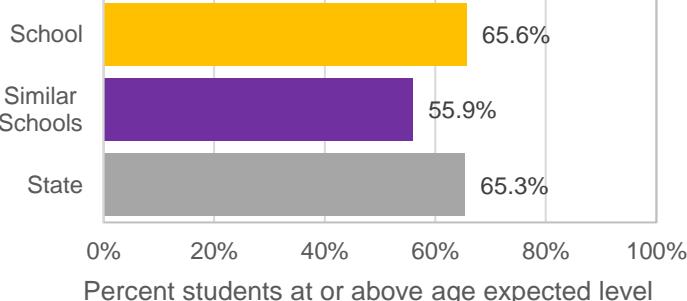
Similar Schools average:

55.9%

State average:

65.3%

#### Mathematics (latest year) Years 7 to 10



## ACHIEVEMENT (continued)

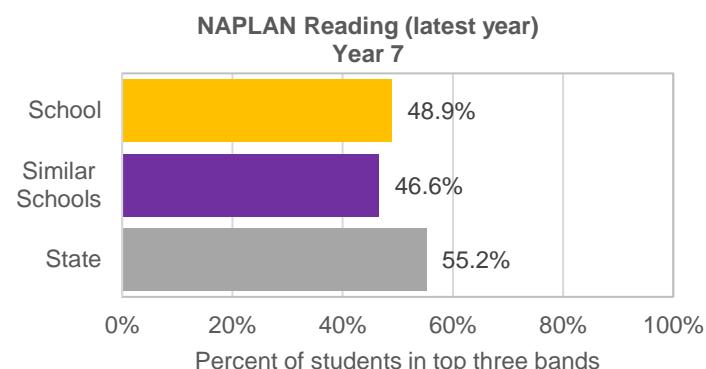
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

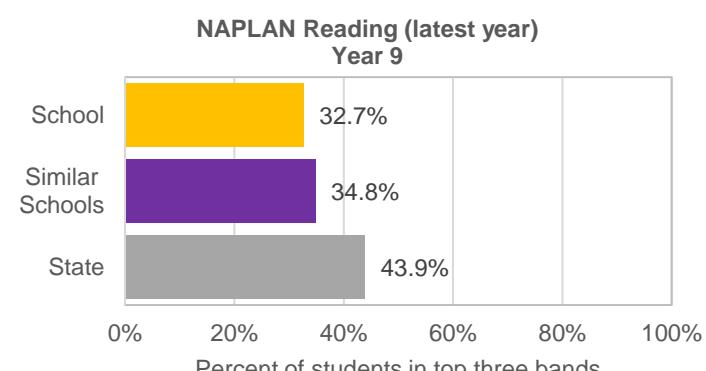
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

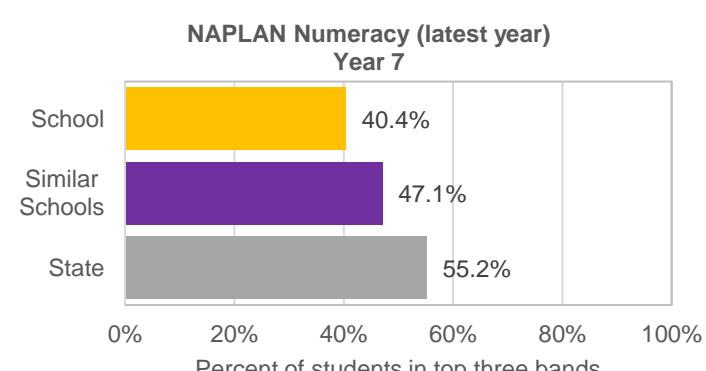
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	48.9%	50.3%
Similar Schools average:	46.6%	46.4%
State average:	55.2%	54.8%



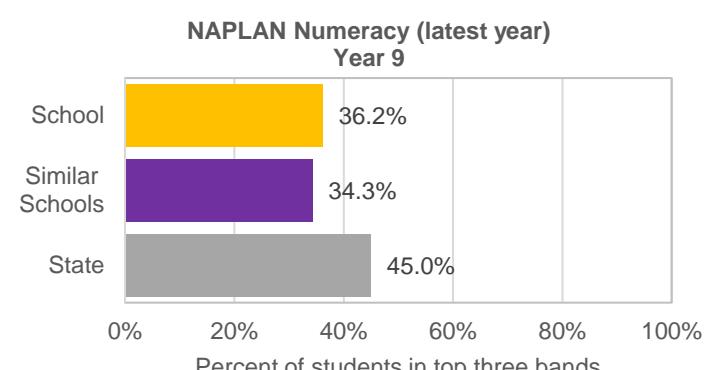
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	32.7%	39.2%
Similar Schools average:	34.8%	38.3%
State average:	43.9%	45.9%



Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	40.4%	40.5%
Similar Schools average:	47.1%	47.1%
State average:	55.2%	55.3%



Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	36.2%	36.7%
Similar Schools average:	34.3%	37.4%
State average:	45.0%	46.8%



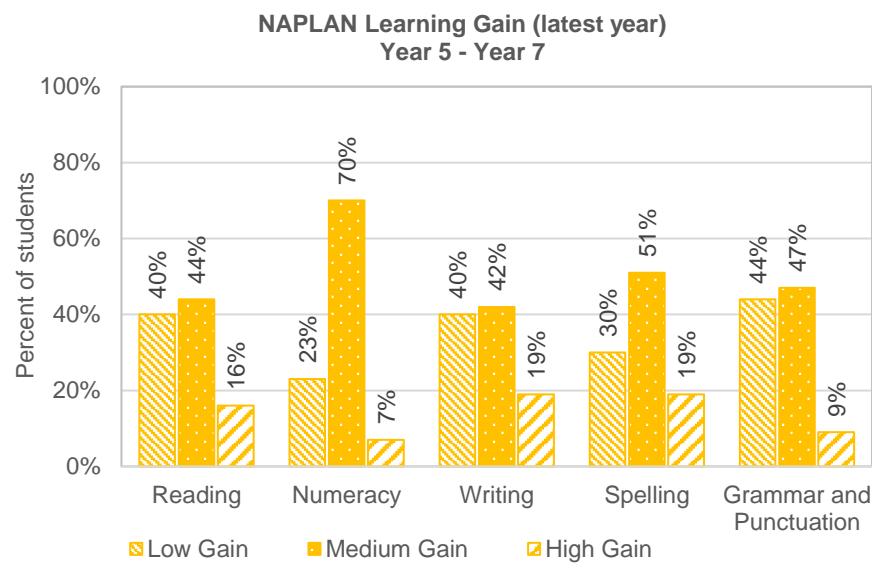
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

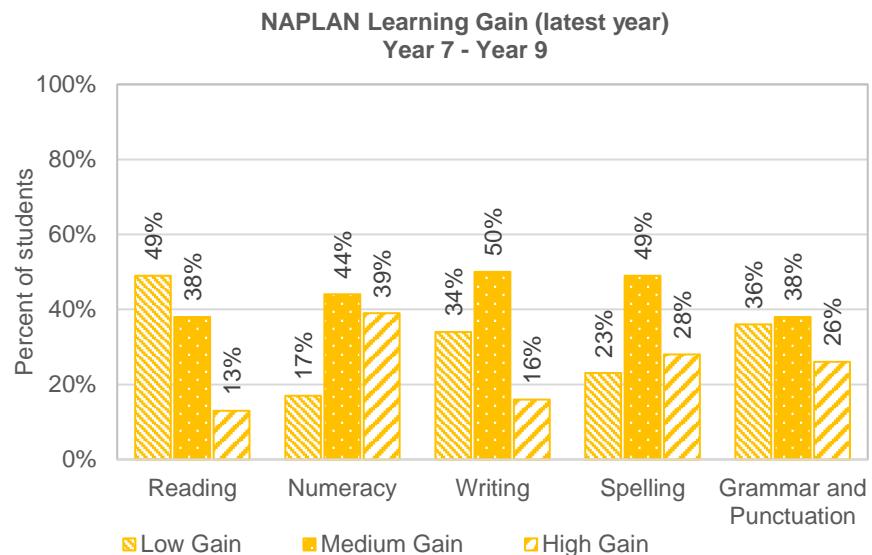
**Learning Gain**  
**Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	44%	16%	17%
Numeracy:	23%	70%	7%	22%
Writing:	40%	42%	19%	17%
Spelling:	30%	51%	19%	19%
Grammar and Punctuation:	44%	47%	9%	18%



**Learning Gain**  
**Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	49%	38%	13%	21%
Numeracy:	17%	44%	39%	23%
Writing:	34%	50%	16%	21%
Spelling:	23%	49%	28%	20%
Grammar and Punctuation:	36%	38%	26%	18%



## ACHIEVEMENT (continued)

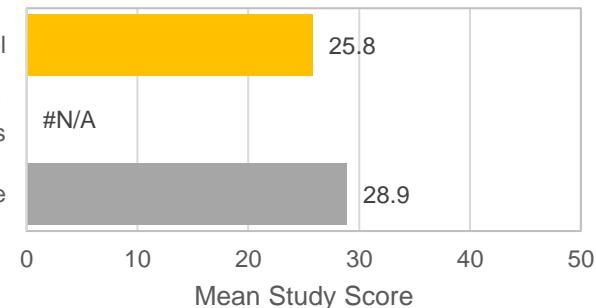
### Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	25.8	26.1
Similar Schools average:	26.5	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

49%

VET units of competence satisfactorily completed in 2021\*:

73%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

89%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

## ENGAGEMENT

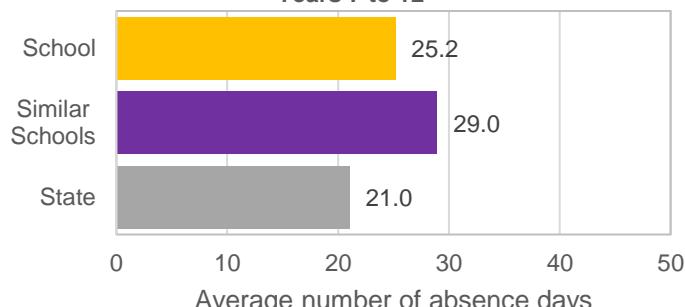
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	25.2	23.8
Similar Schools average:	29.0	25.9
State average:	21.0	19.6

Student Absence (latest year)  
Years 7 to 12



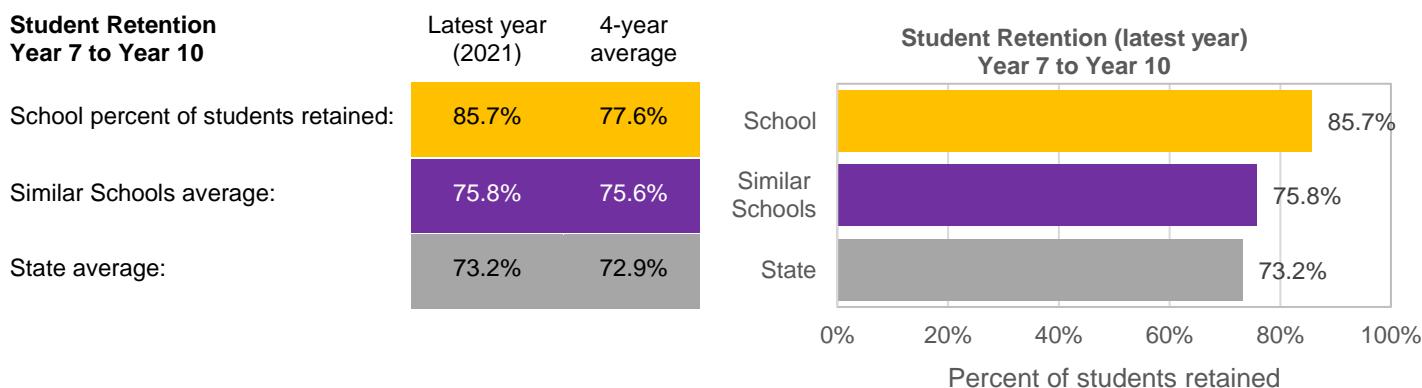
## ENGAGEMENT (continued)

### Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	87%	88%	86%	88%	88%

### Student Retention

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

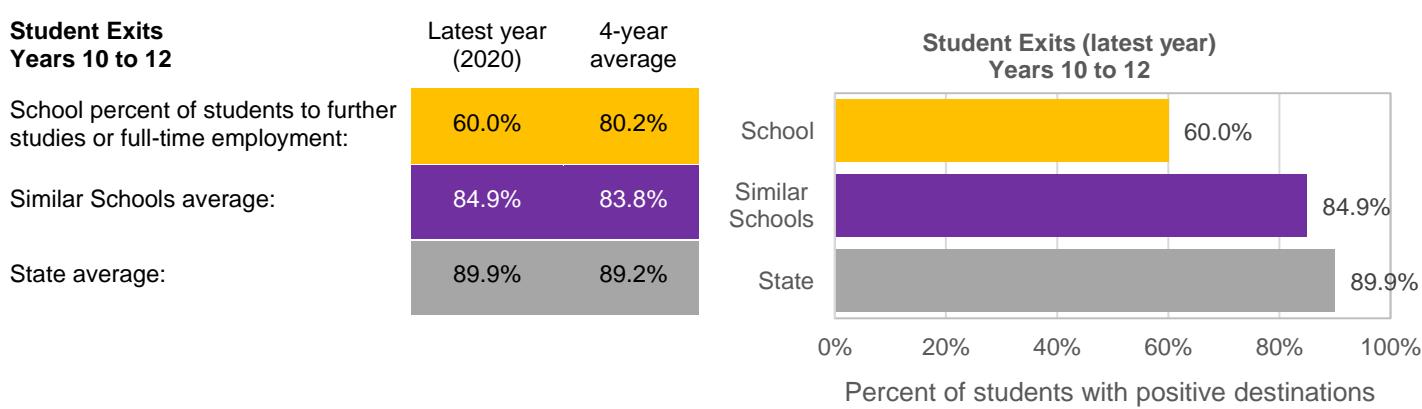


### Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.



## WELLBEING

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

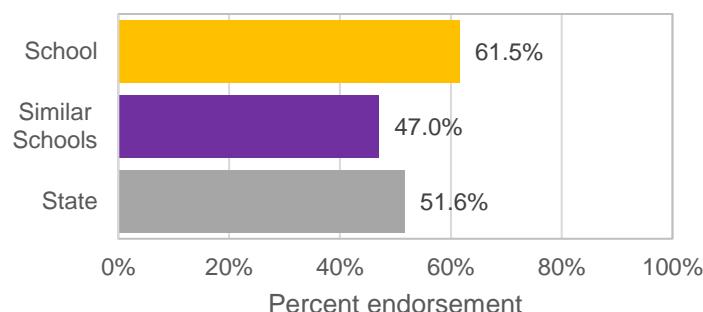
### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2021)	4-year average
School percent endorsement:	61.5%	56.6%
Similar Schools average:	47.0%	49.5%
State average:	51.6%	54.5%

#### Sense of Connectedness (latest year) Years 7 to 12



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

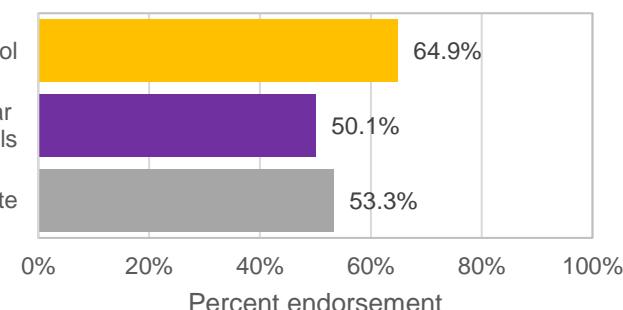
### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2021)	4-year average
School percent endorsement:	64.9%	59.4%
Similar Schools average:	50.1%	52.2%
State average:	53.3%	56.8%

#### Management of Bullying (latest year) Years 7 to 12



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

**FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021**

Revenue	Actual
Student Resource Package	\$4,349,454
Government Provided DET Grants	\$893,288
Government Grants Commonwealth	\$5,520
Government Grants State	\$9,104
Revenue Other	\$155,417
Locally Raised Funds	\$349,025
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,761,808</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$173,373
Equity (Catch Up)	\$19,440
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$192,813</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,540,074
Adjustments	\$0
Books & Publications	\$10,369
Camps/Excursions/Activities	\$220,625
Communication Costs	\$7,510
Consumables	\$145,000
Miscellaneous Expense <sup>3</sup>	\$58,990
Professional Development	\$10,222
Equipment/Maintenance/Hire	\$81,426
Property Services	\$235,821
Salaries & Allowances <sup>4</sup>	\$129,547
Support Services	\$38,766
Trading & Fundraising	\$95,919
Motor Vehicle Expenses	\$13,066
Travel & Subsistence	\$15,276
Utilities	\$50,409
<b>Total Operating Expenditure</b>	<b>\$5,653,019</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$108,789</b>
<b>Asset Acquisitions</b>	<b>\$66,884</b>

- (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 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,608,426
Official Account	\$21,111
Other Accounts	\$3,587
<b>Total Funds Available</b>	<b>\$1,633,124</b>

Financial Commitments	Actual
Operating Reserve	\$167,390
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$200,679
School Based Programs	\$239,688
Beneficiary/Memorial Accounts	\$3,810
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$158,786
Repayable to the Department	\$198,438
Asset/Equipment Replacement < 12 months	\$62,572
Capital - Buildings/Grounds < 12 months	\$115,502
Maintenance - Buildings/Grounds < 12 months	\$137,781
Asset/Equipment Replacement > 12 months	\$140,054
Capital - Buildings/Grounds > 12 months	\$207,082
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,631,782</b>

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.