

# 2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 March 2024 at 02:57 PM by Nigel Lyttle (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 31 May 2024 at 11:38 AM by Mandy Gesler (School Council President)

# How to read the Annual Report

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## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## 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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### 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
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# 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. The College aspires to challenge our 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 and sports. This school has 335 students and its equivalent full-time staff is 2 Principal staff, 27.5 teachers and 12.6 Education Support staff.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our 2023 NAPLAN results in Numeracy and Reading were well above similar Victorian Government Schools for students in the top 3 bands for Year 9 and also above the State average. Year 9 Numeracy was particularly strong, being 7% above the state average. Our four-year averages at Year 9 are also well above like schools. Teacher judgements in English and Mathematics are above the state and well above similar schools. 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 just above similar schools and a bit below the State Government school average. It is important to mention that our school does not allow unscored VCE, believing it is important that students sit exams, as this is part of the course and a valuable life skill. This policy does have the effect of bringing our VCE score down compared to other schools. A major highlight in 2023 was that we had a 95% satisfactory completion rate with our VCE students.

### Wellbeing

In 2023 Alexandra Secondary College in the Students Attitudes to School Survey, in regard to connectedness to school and management of bullying, was significantly higher than the state and similar schools. We believe the work we are always doing to improve our teaching practice and to improve student voice has helped create this positive environment. We run Lifeskills classes to assist students address the challenges they face as they grow into adults. We have a Student Welfare Officer, Psychologist 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.

### Engagement

Our 2023 student retention rate (7-10) is well 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 was significantly better than similar schools and 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. We also actively discourage students seeking apprenticeships under the age of 17 as studies show the longer students stay at school the better their social development and the better their numeracy and literacy skills, leading to an easier and more successful pathway in the workforce.

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## Financial performance

At the end of 2023 we were holding on to money for an early Year 7 camp in 2024 and sold our two school buses that had reached end of life, the monies from these sales will be used to subsidise excursions and camps where we employ a bus company, supporting our families in our rural remote setting to access quality learning opportunities. This was the main reason for the Cash budget showing a small \$4226 surplus for 2023. We had a \$88 713 deficit on the Credit side of the budget in 2023, 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 and 2021.

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 2.0 (FISO 2.0).

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 335 students were enrolled at this school in 2023, 170 female and 165 male.

1 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).

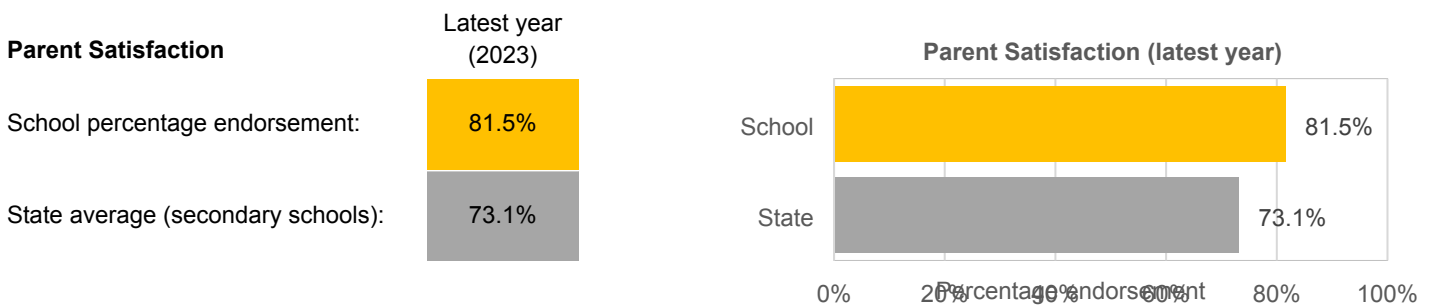
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

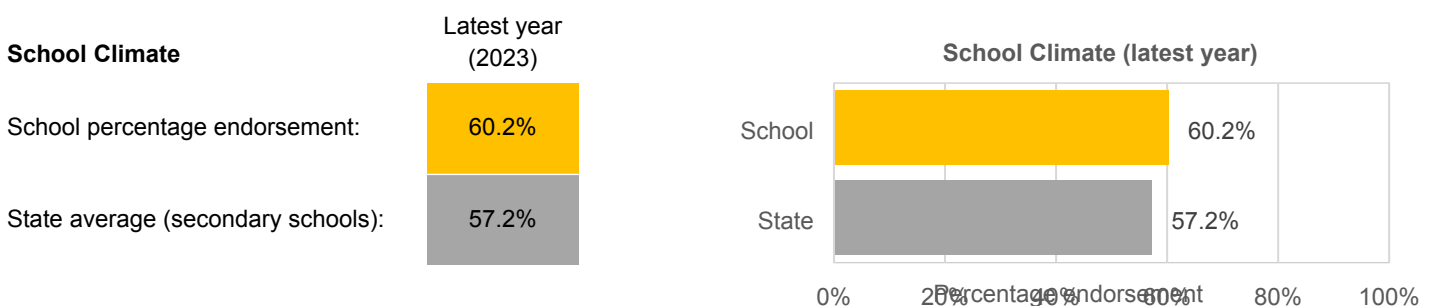


### School Staff Survey

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

Percentage 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.



## LEARNING

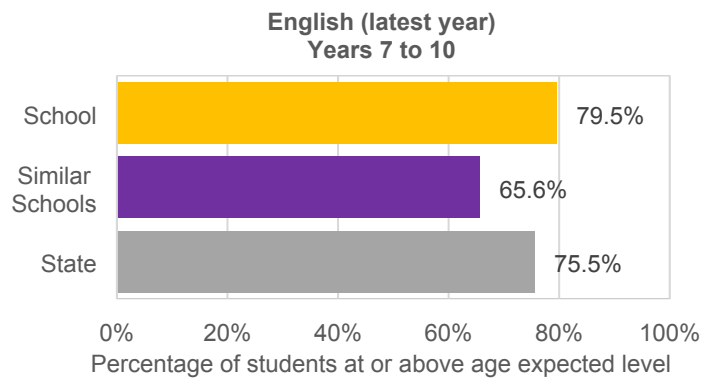
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

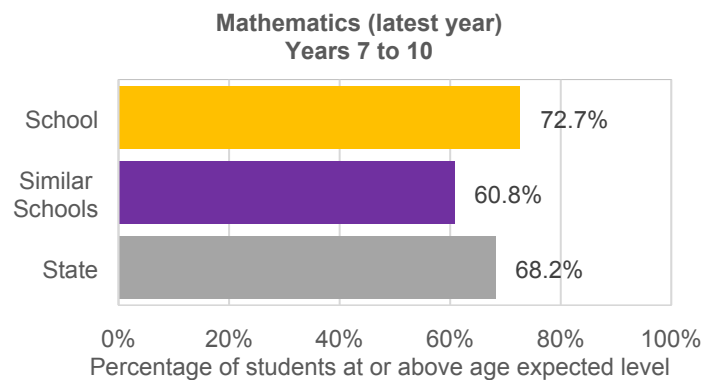
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	79.5%
Similar Schools average:	65.6%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	72.7%
Similar Schools average:	60.8%
State average:	68.2%



## LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.4%

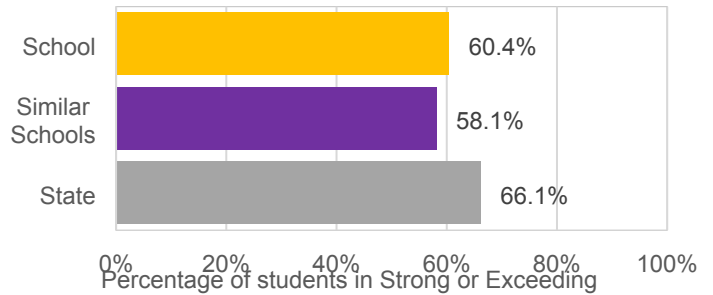
Similar Schools average:

58.1%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

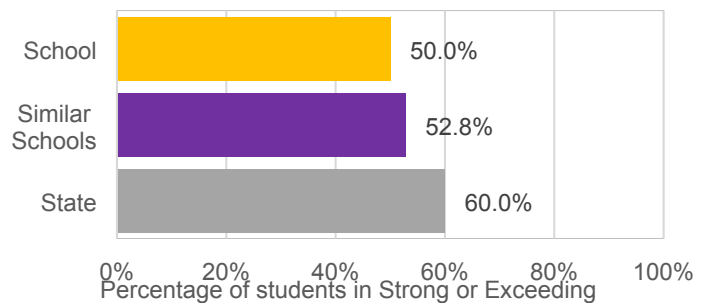
Similar Schools average:

52.8%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.4%

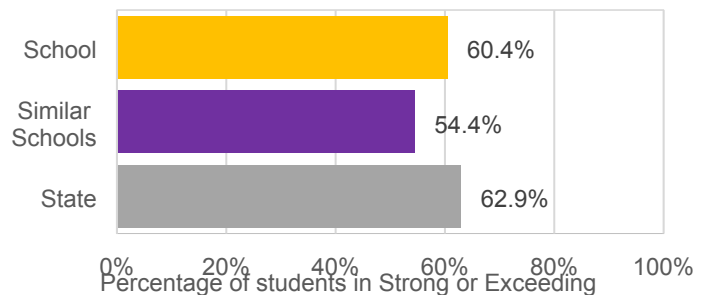
Similar Schools average:

54.4%

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.7%

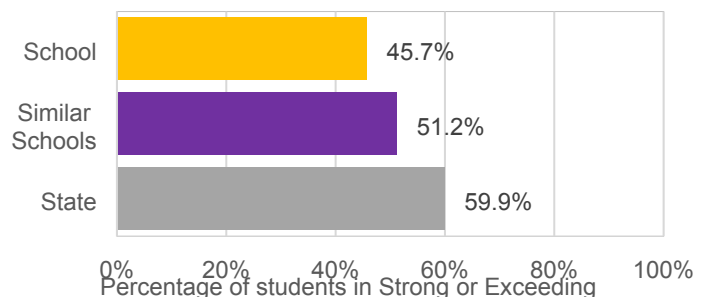
Similar Schools average:

51.2%

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9





**LEARNING (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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

41.5%

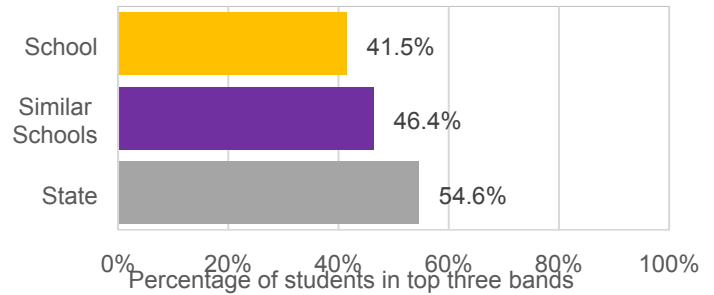
Similar Schools average:

46.4%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

48.9%

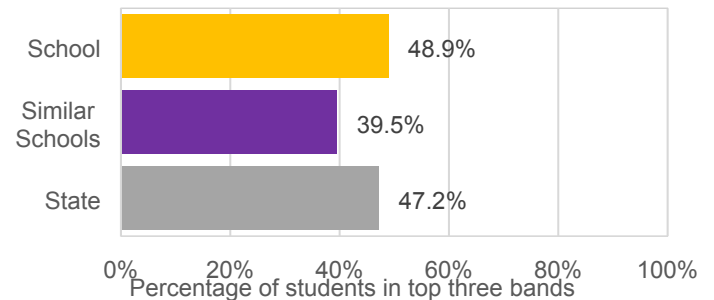
Similar Schools average:

39.5%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

35.5%

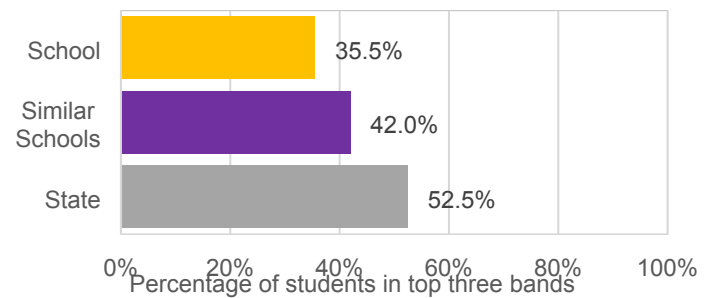
Similar Schools average:

42.0%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

52.2%

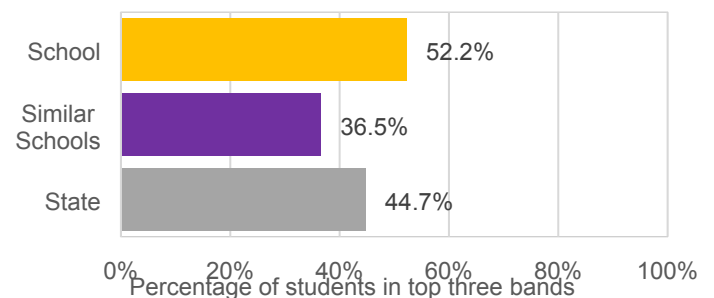
Similar Schools average:

36.5%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (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.*

### Victorian Senior Secondary Certificate

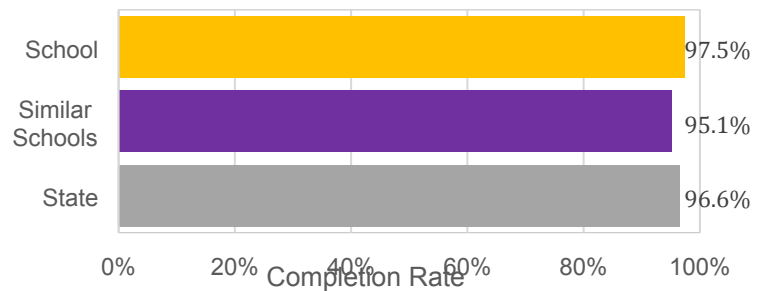
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	97.5%	96.9%
Similar Schools completion rate:	95.1%	95.8%
State completion rate:	96.6%	97.1%

#### Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

22.7

Number of students awarded the VCE Vocational Major

10

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

65%

Percentage VET units of competence satisfactorily completed in 2023:

79%

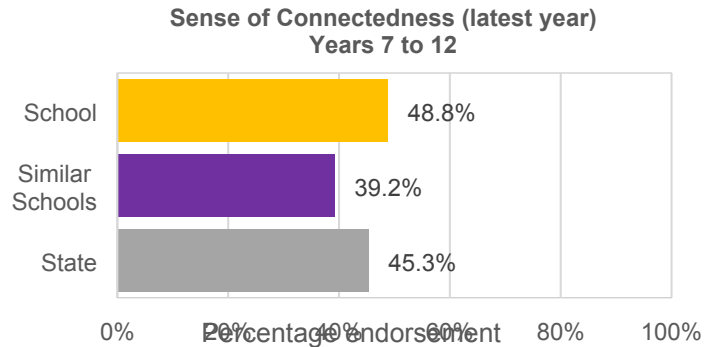
## WELLBEING

**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 percentage 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).

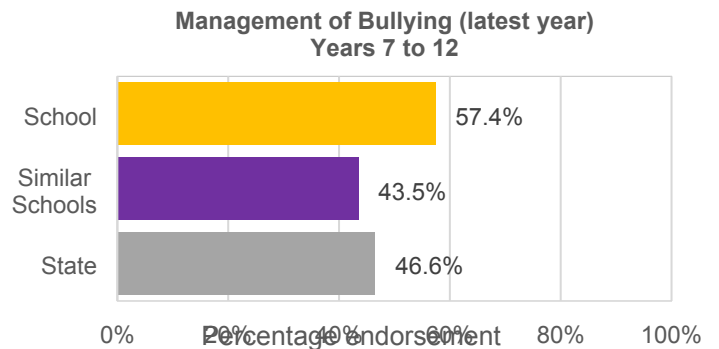
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	48.8%	59.3%
Similar Schools average:	39.2%	43.9%
State average:	45.3%	49.9%



### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	57.4%	64.1%
Similar Schools average:	43.5%	46.9%
State average:	46.6%	51.0%



## ENGAGEMENT

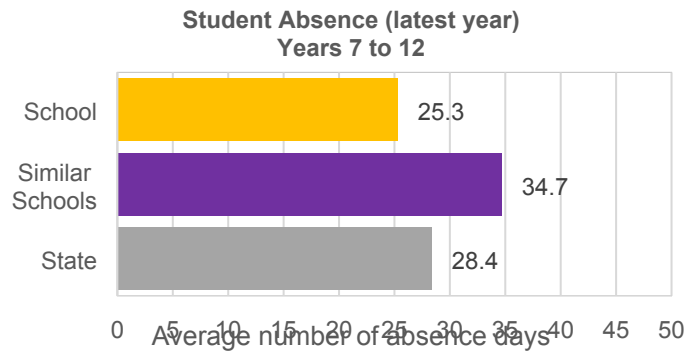
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	25.3	25.2
Similar Schools average:	34.7	30.5
State average:	28.4	23.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

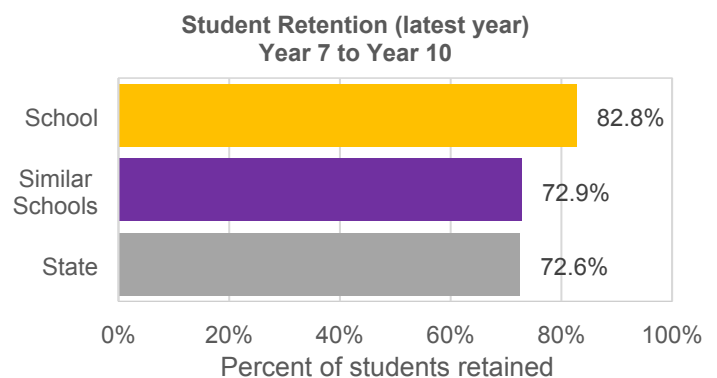
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	86%	85%	85%	90%	93%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	82.8%	81.8%
Similar Schools average:	72.9%	74.7%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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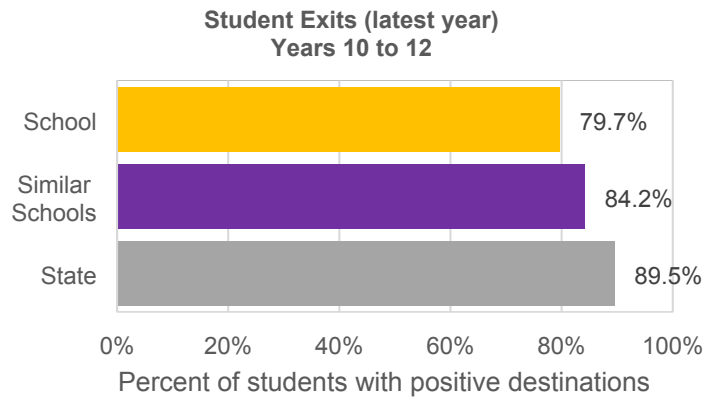
### Students exiting to further studies or full-time employment

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'.

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	79.7%	80.4%
Similar Schools average:	84.2%	84.1%
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$4,949,010
Government Provided DET Grants	\$726,786
Government Grants Commonwealth	\$4,170
Government Grants State	\$5,491
Revenue Other	\$116,447
Locally Raised Funds	\$424,263
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,226,167</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$179,990
Equity (Catch Up)	\$25,669
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$205,660</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,004,730
Adjustments	\$8,000
Books & Publications	\$14,677
Camps/Excursions/Activities	\$127,933
Communication Costs	\$8,681
Consumables	\$184,065
Miscellaneous Expense <sup>3</sup>	\$97,473
Professional Development	\$14,144
Equipment/Maintenance/Hire	\$80,968
Property Services	\$256,088
Salaries & Allowances <sup>4</sup>	\$148,061
Support Services	\$38,155
Trading & Fundraising	\$85,965
Motor Vehicle Expenses	\$5,916
Travel & Subsistence	\$97,231
Utilities	\$58,307
<b>Total Operating Expenditure</b>	<b>\$6,230,393</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$4,226)</b>
<b>Asset Acquisitions</b>	<b>(\$8,000)</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 19 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,689,572
Official Account	\$29,081
Other Accounts	\$1,453
<b>Total Funds Available</b>	<b>\$1,720,106</b>

Financial Commitments	Actual
Operating Reserve	\$179,377
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$72,624
School Based Programs	\$302,434
Beneficiary/Memorial Accounts	\$593
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,122
Repayable to the Department	\$100,517
Asset/Equipment Replacement < 12 months	\$266,384
Capital - Buildings/Grounds < 12 months	\$134,790
Maintenance - Buildings/Grounds < 12 months	\$174,332
Asset/Equipment Replacement > 12 months	\$228,287
Capital - Buildings/Grounds > 12 months	\$223,438
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,708,898</b>

*All funds received from the Department of Education, 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.*