

2022 Annual Report to the School Community

School Name: Alexandra Secondary College (7505)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 of the previous calendar year 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 09 March 2023 at 03:41 PM by Nigel Lyttle (Principal)

- This 2022 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 16 May 2023 at 10:49 AM 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 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.

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)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2022 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 2022 was that we had a 95% satisfactory completion rate with our VCE students.

Wellbeing

In 2022 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 as well as the great job our school did with online learning and getting back to "business as usual" post covid. 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 2022 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 and almost on par with 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.

Financial performance

At the end of 2022 we were holding on to money for an early Year 7 camp and the College biennial trip to Japan in 2023. We also needed to set aside money to account for a deficit on the Credit side of the budget. This was the main reason for the Cash budget is showing a \$164 852 surplus for 2022. We had a \$259 712 deficit on the Credit side of the budget in 2022, 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 333 students were enrolled at this school in 2022, 160 female and 173 male.

NDP percent of students had English as an additional language and 2 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).

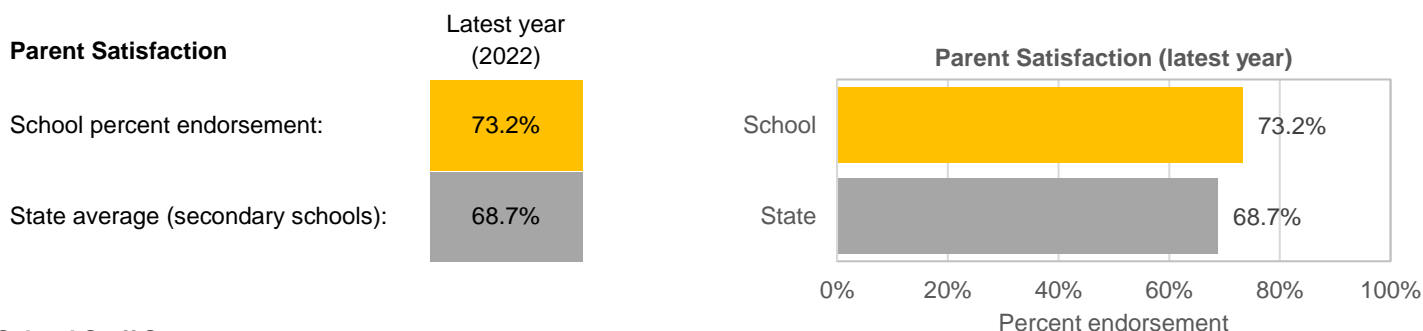
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

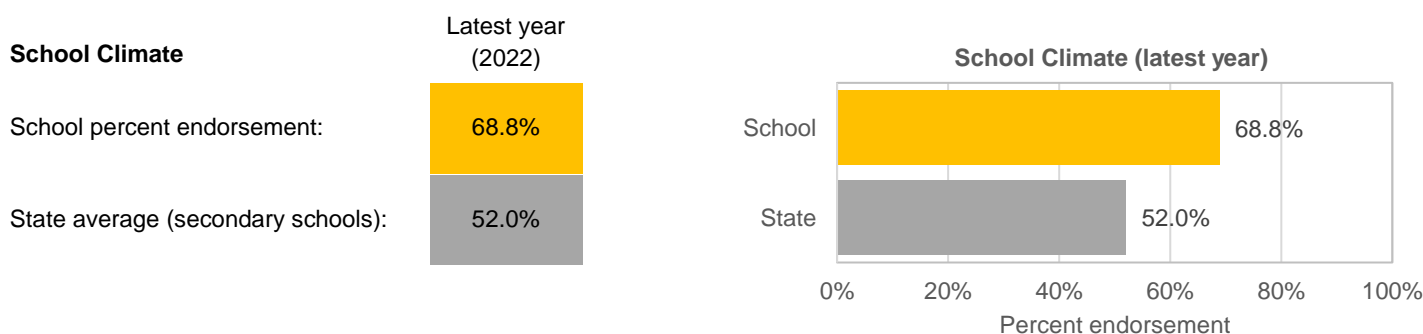


School Staff Survey

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.



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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

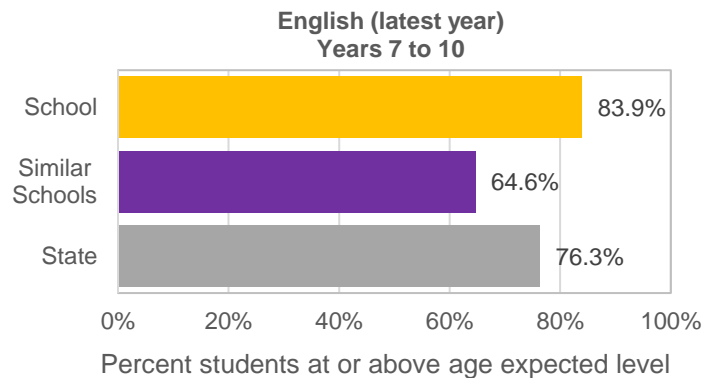
83.9%

Similar Schools average:

64.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

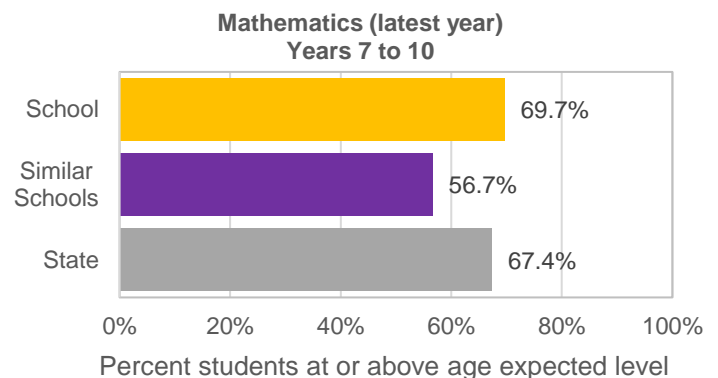
69.7%

Similar Schools average:

56.7%

State average:

67.4%



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.

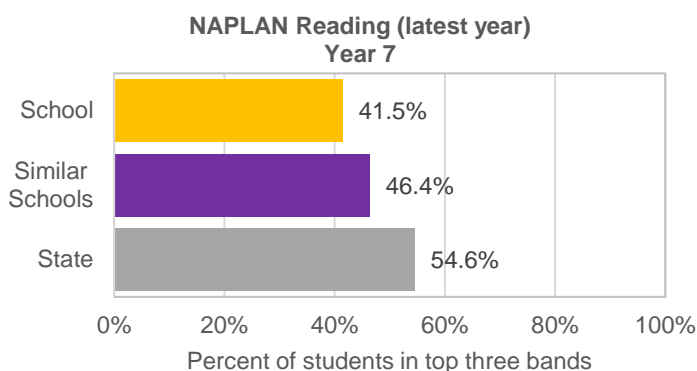
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

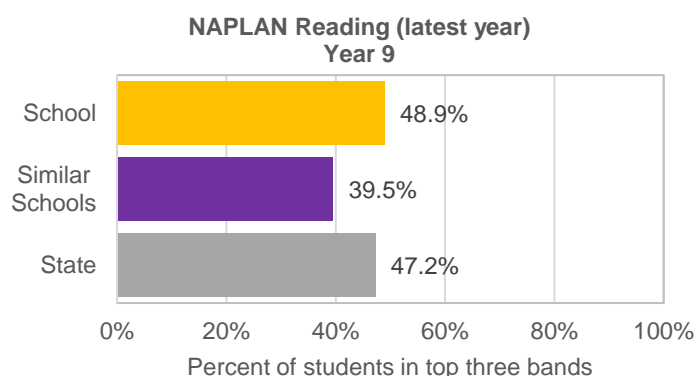
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.5%	48.1%
Similar Schools average:	46.4%	46.6%
State average:	54.6%	55.3%



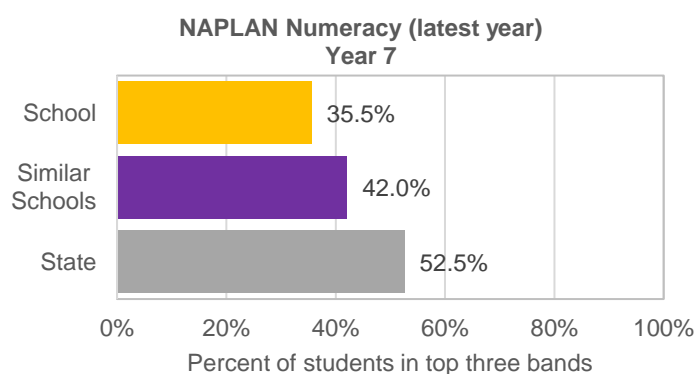
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	42.2%
Similar Schools average:	39.5%	37.5%
State average:	47.2%	46.0%



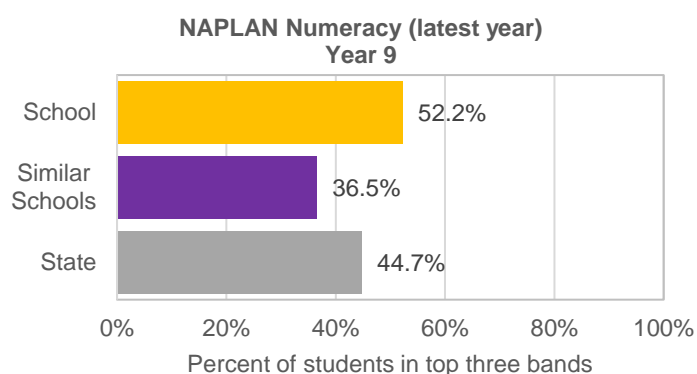
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.5%	40.9%
Similar Schools average:	42.0%	46.0%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	43.0%
Similar Schools average:	36.5%	36.4%
State average:	44.7%	45.6%



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.

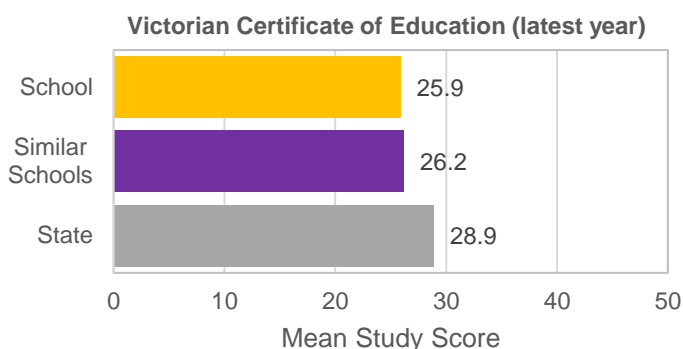
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	25.9	26.5
Similar Schools average:	26.2	26.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

33%

VET units of competence satisfactorily completed in 2022:

82%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

86%

WELLBEING

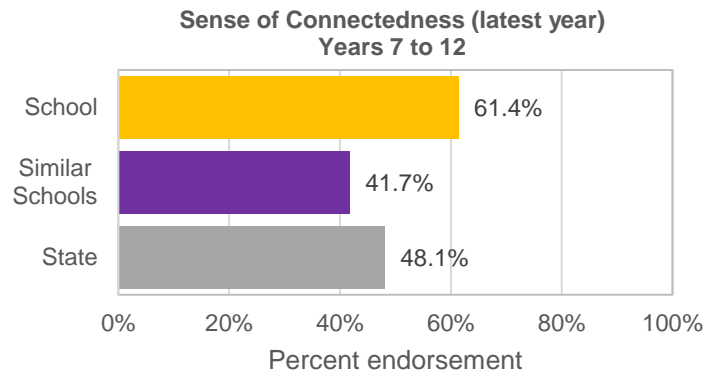
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	61.4%	62.1%
Similar Schools average:	41.7%	47.3%
State average:	48.1%	52.5%

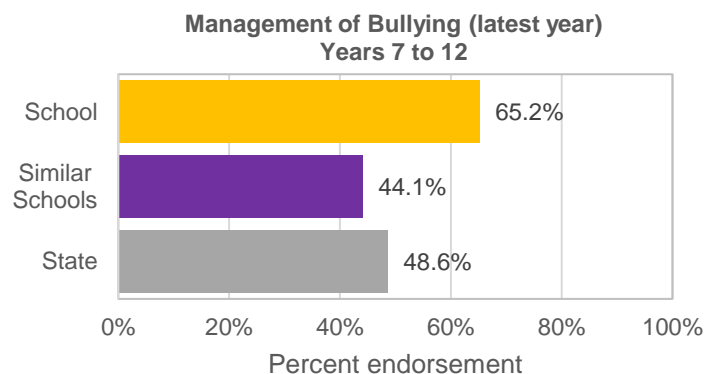


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	65.2%	65.8%
Similar Schools average:	44.1%	49.9%
State average:	48.6%	54.0%



ENGAGEMENT

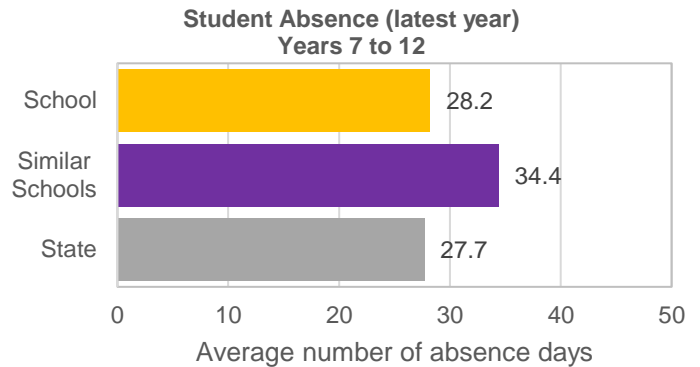
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	28.2	24.8
Similar Schools average:	34.4	28.3
State average:	27.7	21.8



Attendance Rate (latest year)

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

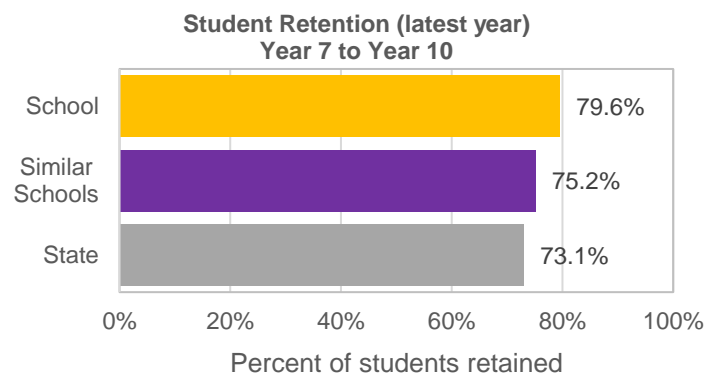
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	86%	82%	84%	90%	89%

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 (2022)	4-year average
School percent of students retained:	79.6%	78.9%
Similar Schools average:	75.2%	75.3%
State average:	73.1%	73.0%



ENGAGEMENT (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.

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
(2021) 4-year
average

School percent of students to further
studies or full-time employment:

84.6% 76.5%

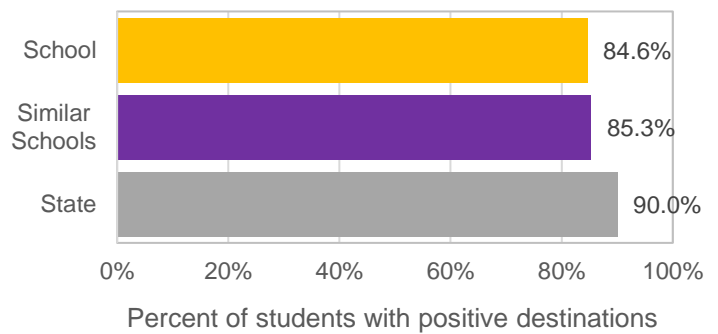
Similar Schools average:

85.3% 83.9%

State average:

90.0% 89.3%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$4,652,334
Government Provided DET Grants	\$781,448
Government Grants Commonwealth	\$1,155
Government Grants State	\$826
Revenue Other	\$85,943
Locally Raised Funds	\$528,143
Capital Grants	\$25,000
Total Operating Revenue	\$6,074,850

Equity ¹	Actual
Equity (Social Disadvantage)	\$175,255
Equity (Catch Up)	\$19,555
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$194,809

Expenditure	Actual
Student Resource Package ²	\$4,912,331
Adjustments	\$0
Books & Publications	\$13,303
Camps/Excursions/Activities	\$268,812
Communication Costs	\$7,435
Consumables	\$193,906
Miscellaneous Expense ³	\$89,779
Professional Development	\$13,997
Equipment/Maintenance/Hire	\$95,557
Property Services	\$247,944
Salaries & Allowances ⁴	\$117,012
Support Services	\$59,583
Trading & Fundraising	\$83,899
Motor Vehicle Expenses	\$6,749
Travel & Subsistence	\$38,183
Utilities	\$66,210
Total Operating Expenditure	\$6,214,702
Net Operating Surplus/-Deficit	(\$164,852)
Asset Acquisitions	\$27,380

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,669,643
Official Account	(\$3,535)
Other Accounts	\$4,383
Total Funds Available	\$1,670,491

Financial Commitments	Actual
Operating Reserve	\$192,037
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,506
School Based Programs	\$226,693
Beneficiary/Memorial Accounts	\$2,255
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$191,137
Repayable to the Department	\$259,712
Asset/Equipment Replacement < 12 months	\$122,300
Capital - Buildings/Grounds < 12 months	\$131,802
Maintenance - Buildings/Grounds < 12 months	\$178,209
Asset/Equipment Replacement > 12 months	\$174,387
Capital - Buildings/Grounds > 12 months	\$185,454
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,670,491

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.