

2020 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 2020 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 19 March 2021 at 12:15 PM by Nigel Lyttle (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 07:38 PM by Mandy Gesler (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020
- 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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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.

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 320 students and its equivalent full-time staff is 2 Principal staff, 25.9 teachers and 10.8 Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2020 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.

Achievement

We had no 2020 NAPLAN results due to this assessment being cancelled as a result of the global covid19 pandemic. In English, Teacher Judgements for students at or above standard from Yr 7 to 10 was 86%, well above State and Similar schools. In Maths, Teacher Judgements for students at or above standard from Yr 7 to 10 was 61%, well above Similar schools and close to the State. In VCE our mean study score of 27.4 was above similar schools and close to the State average and it is pleasing to note that 96% of our students satisfactorily completed VCE. Our good results reflect the great work done by our teachers during online learning and the great work they did with students when they returned to school.

Engagement

Our 2020 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 the same as similar school but less than the State, although a significant group of our seniors choose to take a "gap" year.

Wellbeing

In 2020 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.

Financial 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 2021 for the postponed Central Australia trip. This was the main reason for the Cash budget showing a \$89 618 surplus for 2020. We had a \$142 839 deficit on the Credit side of the budget in 2020, 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 and Koori Coordinator.

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 317 students were enrolled at this school in 2020, 147 female and 170 male.

NDP 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) which takes into account parents' occupations and education.

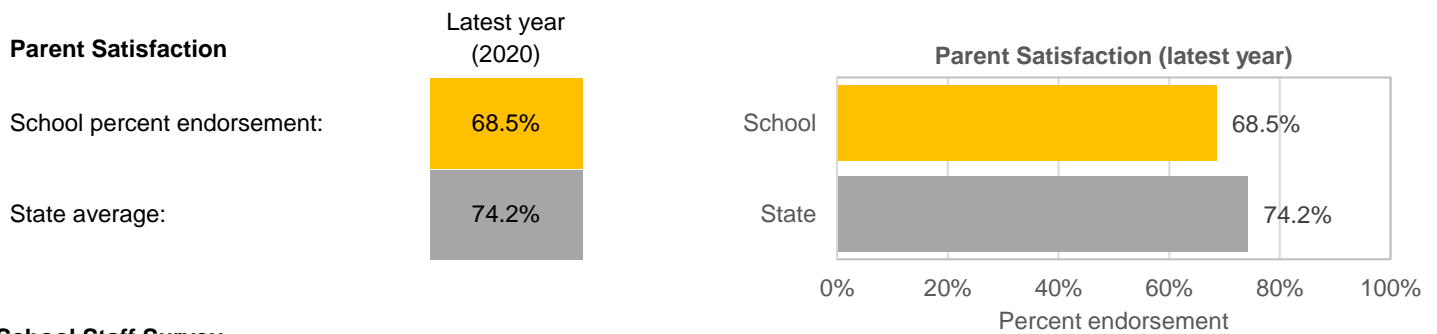
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

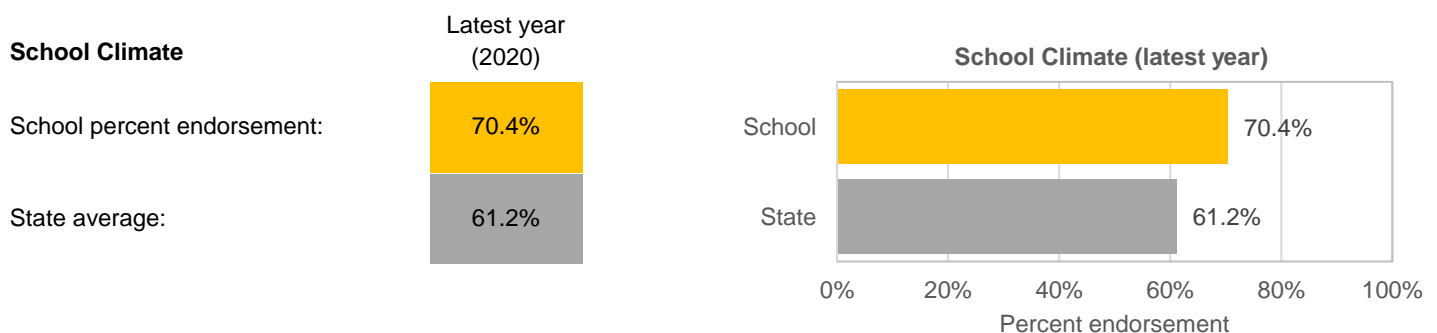


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

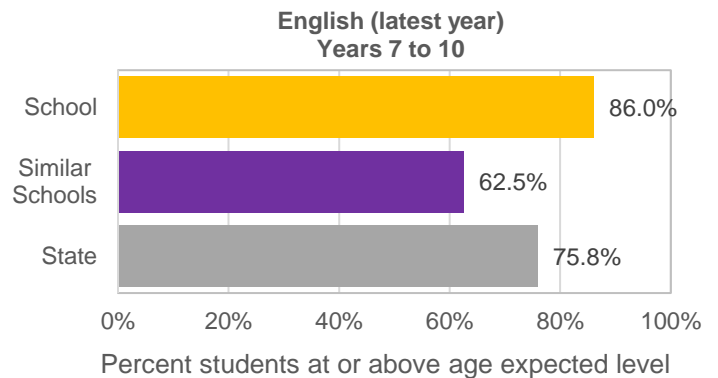
86.0%

Similar Schools average:

62.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

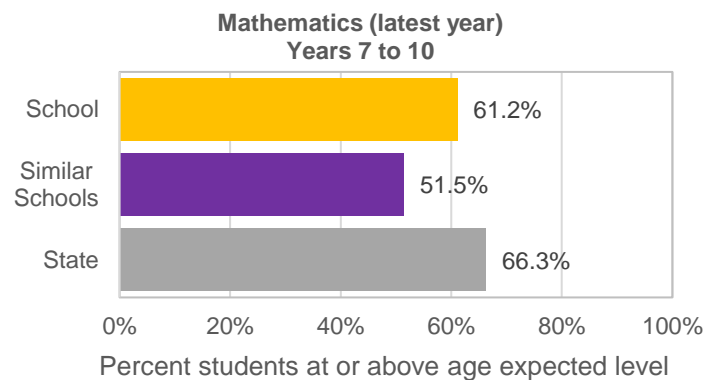
61.2%

Similar Schools average:

51.5%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

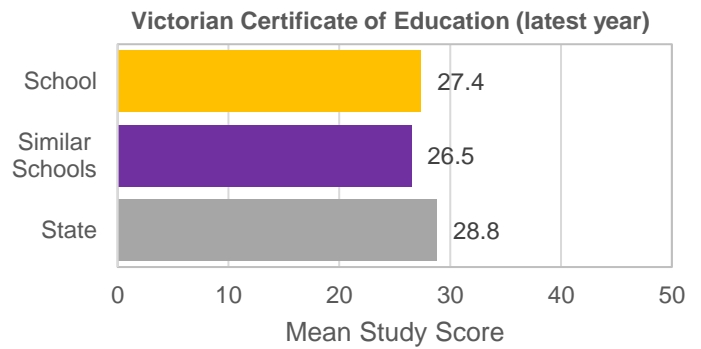
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	27.4	25.8
Similar Schools average:	26.5	26.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

50%

VET units of competence satisfactorily completed in 2020:

72%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

90%

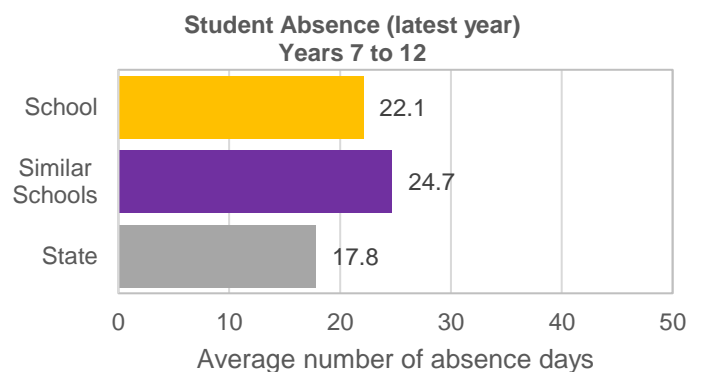
ENGAGEMENT

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	22.1	24.8
Similar Schools average:	24.7	24.8
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

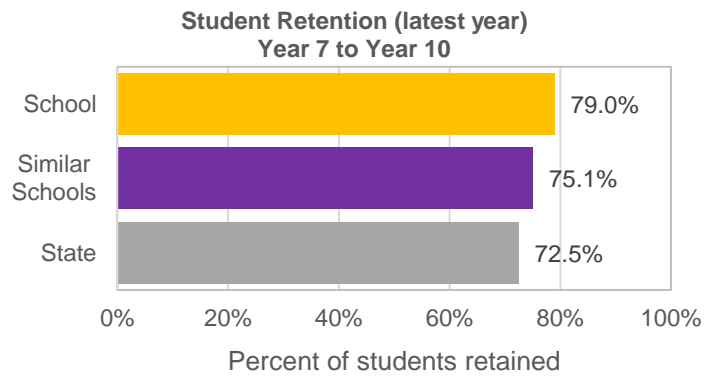
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	91%	91%	85%	84%	91%

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 (2020)	4-year average
School percent of students retained:	79.0%	76.0%
Similar Schools average:	75.1%	75.6%
State average:	72.5%	72.9%



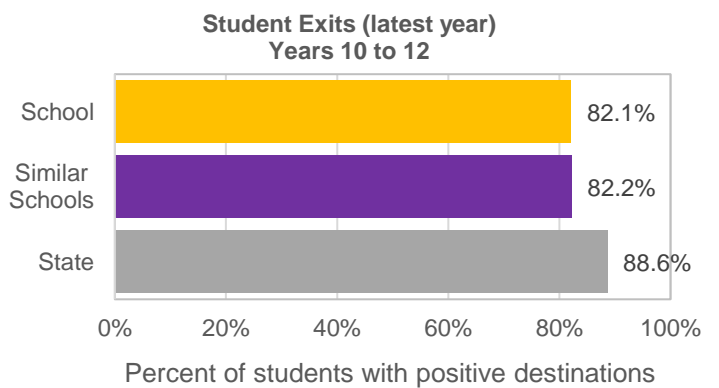
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	82.1%	78.7%
Similar Schools average:	82.2%	84.1%
State average:	88.6%	89.1%



WELLBEING

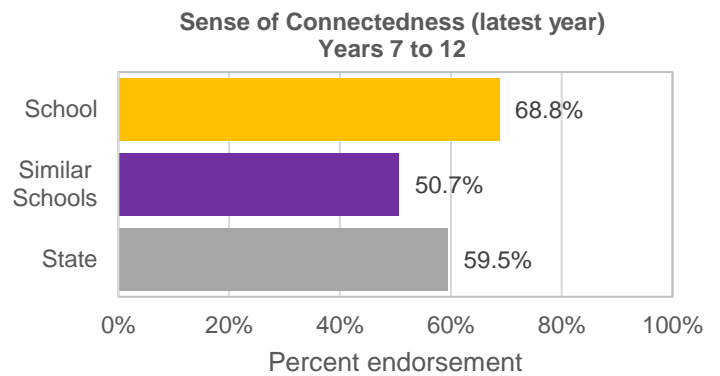
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	68.8%	52.1%
Similar Schools average:	50.7%	49.9%
State average:	59.5%	55.3%



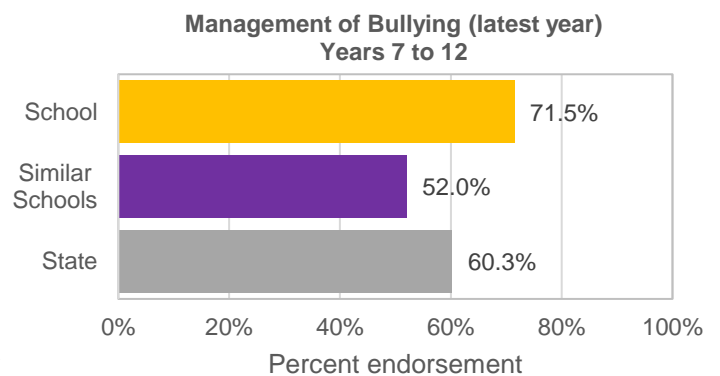
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	71.5%	55.1%
Similar Schools average:	52.0%	52.3%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,163,629
Government Provided DET Grants	\$807,183
Government Grants Commonwealth	NDA
Government Grants State	\$5,000
Revenue Other	\$57,926
Locally Raised Funds	\$177,948
Capital Grants	NDA
Total Operating Revenue	\$5,211,686

Equity ¹	Actual
Equity (Social Disadvantage)	\$180,818
Equity (Catch Up)	\$15,068
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$195,885

Expenditure	Actual
Student Resource Package ²	\$4,305,907
Adjustments	NDA
Books & Publications	\$9,151
Camps/Excursions/Activities	\$33,516
Communication Costs	\$21,603
Consumables	\$107,694
Miscellaneous Expense ³	\$40,183
Professional Development	\$19,032
Equipment/Maintenance/Hire	\$89,512
Property Services	\$263,575
Salaries & Allowances ⁴	\$87,837
Support Services	\$35,647
Trading & Fundraising	\$43,867
Motor Vehicle Expenses	\$7,265
Travel & Subsistence	\$0
Utilities	\$57,280
Total Operating Expenditure	\$5,122,069
Net Operating Surplus/-Deficit	\$89,618
Asset Acquisitions	\$7,267

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,385,260
Official Account	\$24,204
Other Accounts	\$2,486
Total Funds Available	\$1,411,951

Financial Commitments	Actual
Operating Reserve	\$108,895
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$111,472
School Based Programs	\$455,104
Beneficiary/Memorial Accounts	\$10,390
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$61,801
Repayable to the Department	\$142,839
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$58,044
Maintenance - Buildings/Grounds < 12 months	\$80,494
Asset/Equipment Replacement > 12 months	\$75,557
Capital - Buildings/Grounds > 12 months	\$206,979
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,411,575

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.