

# 2012 Annual Report to the School Community

St Albans Secondary College  
School Number: 8330



#### St Albans Secondary College

At St Albans Secondary College, our vision and values combine to create a caring, well-disciplined and orderly learning environment where every student is inspired and encouraged in their pursuit of personal excellence.

The College strives for students to be successful learners, active and informed citizens, and self-assured and creative individuals who leave our school well prepared for a University or TAFE of their choice, or to pursue vocational training and employment.

We are proud of our achievements, and this is supported by the School Performance Summary which shows that our results in each area for 2012 are within or higher than the expected range for all schools. Our achievements have been recognised in a study of high performing schools undertaken by the University of Melbourne and the Department of Education.

Our commitment to foster the academic and personal development of each student, to provide a high quality education, and to guarantee a broad range of programs to challenge and enrich all students, is a significant factor in these achievements.

High achieving students are challenged and motivated through an Accelerated Learning Program which is available from Year 7 through to Year 12. Additionally, enrichment electives are offered from Year 9, and VCE subjects are available to students from Year 10.

'Community' is an important part of the College's strength. We actively seek the contributions and involvement of families, as well as business and university partners to create the best possible surroundings for students to learn and grow.

Rebuilding and refurbishing of the school's facilities was a continuing priority in 2012 with landscaping to improve passive recreation areas for students, and the conversion of old Science laboratories into new classrooms. Construction of a Hospitality Centre will begin in 2013.

The College has 113.47 equivalent full time staff: 4 Principal Class, 79.7 teachers and 29.78 education support staff. We have over 1159 students, including 52 International Students mainly from Vietnam. We are an accredited provider of education for international students.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The College is performing very well, with our achievements in student learning being similar to or above the expected range for all Victorian government schools.</p> <p>VCE results for 2012 continued the trend of strong improvement. The VCE completion rate was 98%, and 32 students achieved ATAR scores above 80, placing them in the top 20% of the state.</p> <p>The median study score of 29 was almost at state level, and the 8.1% of students who achieved individual study scores above 40 well exceeded the state average of 3.1%. VCAL and VET completion rates were also excellent</p>	<p>In 2012 student attendance rates across all Year Levels continued to exceed the school benchmark of 90% and placed the school above state levels in this area. This was an improvement on the 2011 data.</p> <p>The introduction of an attendance SMS Messaging Service, after a successful trial in late 2011, has significantly increased the school's ability to inform parents of student absences in a timely way, to communicate with parents, and to build on the positive relationships we have with them. Effective and proactive monitoring of students through the Sub School system and use of the Student Mapping Tool has continued to provide</p>	<p>In 2012 St Albans Secondary College achieved excellent results in the areas of Pathways and Transitions.</p> <p>Our pathway results for students completing Year 12 were very pleasing, with the vast majority of our students exiting to high quality destinations. The number of students enrolling in further studies continues to be above the State average. 95.5% of our 2012 Year 12 students went on to tertiary studies, with 58% of these enrolling at University, and 37.5% at TAFE. Of the remaining 3.5%, most are overseas, having a gap year or beginning an apprenticeship.</p> <p>These results are a consequence of our successful Managed Individual Pathways program. Beginning in Year 9, each</p>

and, together with the VCE achievements, enabled all students to transition into high quality pathways.

NAPLAN results for Reading and Numeracy increased at both Years 7 & 9. Year 9 Numeracy is above the Victorian state average. Most importantly, our students' Literacy and Numeracy skills improved significantly between Years 7 & 9, and at a rate greater than the state growth.

All students in the program for Students with Disabilities showed satisfactory progress towards achieving their individual learning goals.

These positive results are a consequence of targeted improvement strategies implemented over several years. In the 2012 school year, these included:

- Ongoing development of a challenging and viable curriculum based which is based on the standards
- reviewing all assessment tasks to ensure that students are challenged in their thinking
- aligning course content and assessment practices from Year 10-12 to ensure sequential skill development and preparedness for VCE and VCAL pathways
- specialised Literacy and Numeracy coaching supported by National Partnerships Funding
- promoting consistently high quality instructional practice in all classrooms through the use of a research based lesson cycle.

In 2013, we will continue to maintain a strong focus on further improving student learning particularly in Literacy & Numeracy through:

- Introducing staff Professional Learning Teams, focussing on curriculum, assessment and teaching practice.
- Providing coaching and professional development to ensure continued growth in Numeracy.
- The use of research based literacy strategies in all English and EAL classes, supported by coaching and professional development, as well as the introduction of additional literacy classes to support students

early intervention and support for students at risk. School programs that promote leadership, excellence, integrity and respect have created an orderly, inclusive and aspirational community in which learning is celebrated.

The Student Attitudes to Schools Survey indicated a continuing upward trend in positive classroom behaviour, and student motivation and teacher empathy are at or above the state level. It does, however, identify student connectedness as a focus for action. In response to this the school revised its proactive wellbeing programs, introduced a House System which has generated significant student enthusiasm, and provided a wide range of activities through which students can interact with their peers. The Sexual Diversity Policy was launched to promote our philosophy of community inclusiveness.

In 2013 we will:

- Continue our practice of closely monitoring student attendance, progress & wellbeing to ensure we provide timely and specific support to students and their families.
- Extend opportunities for student leadership growth through our Student Representative Council, House System and public speaking training program.
- Strengthen the After School Study Program to support students with free tutoring in English, Mathematics & Science, and learning assistance in all other subjects.
- Expand the House System to provide increased opportunities for all students to participate in school life.
- Integrate activities, designed by our Student Wellbeing Team, into the Year 7 to 9 Learning Managers' Program to enhance our capacity to build student resilience and confidence.

Through our partnership with students

student works through a structured program which supports them to identify their most appropriate pathway. Leading up to their exit at the end of Year 12, students are supported to reflect on and alter their goals where appropriate, so that a successful pathway is achieved.

In 2012 we focussed on mapping and documenting our MIPs processes to ensure all students received the same high quality, timely advice.

Our retention rates for Years 7 to 10 students are again above the Victorian state average, and well above the expected rates for similar schools. This is a reflection of the work done in the area of transition into the school, both at Year 7 and in later years. In 2012 we developed and documented a process to support the induction of students who enter the College after the beginning of Year 7. These processes complement the successful transition process we have in place for students entering at the beginning of Year 7.

Our school is proud of the successful business and community partnerships we have developed. Our work with the Smith Family, the Beacon Foundation and the Australian Business and Community Network has provided our students with a range of rich and effective programs with have supported their transitions into successful pathways after leaving the College.

Our improvement strategies for 2013 include:

- Developing a process where the pathways of students at risk is monitored using a case management approach.
- Further developing our community, business and tertiary links to ensure a wide range of students gain by their participation.
- Further enhancing the VCAL program structure & curriculum to improve outcomes for VCAL students.
- Refining our process for the transition of Grade 6 students into Year 7.

not yet at the expected levels.

- Implementing a revised progress reporting system to parents based on the pillars of student Achievement, Attendance and Attitude to learning.
- The use of feedback to improve student learning.
- VCE Enrichment programs in Accounting, Business Management, English and Mathematics to further support our high achieving students.
- Providing a comprehensive program of mid-year practice exams in all VCE subjects.
- Introducing semester tests at Year 9 to better prepare students for later years learning.

and their families, we will continue to create a positive, challenging and enriching learning environment that sets the benchmark for student excellence.

For more detailed information regarding our school please visit our website at

[www.stalbanssc.vic.edu.au](http://www.stalbanssc.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

## St Albans Secondary College

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

**Key:**

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

### School Profile

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

1 7
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.


1 5
- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 1084 students (562 female, 522 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

## How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### School Comparison



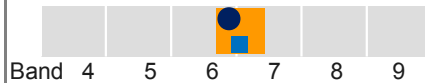
#### 2. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

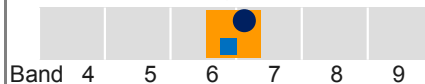
#### Results: Reading 2012



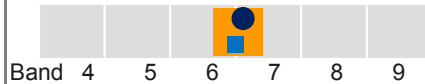
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

#### 3. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

#### Results: Reading 2012



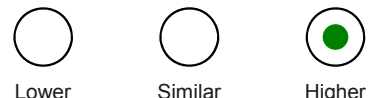
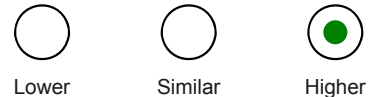
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012






#### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 4. 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.

Percent of students in 2012 who satisfactorily completed their VCE: 98%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 29%

Percent of VET units of competence satisfactorily completed in 2012: 87%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: 91%

### Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

#### 5. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93%	92%	91%	92%	93%	94%

### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Pathways and Transitions

#### 7. Student retention

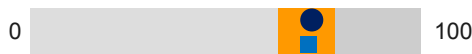
Percentage of Year 7 students who remain at the school through to Year 10.

#### 8. Students exiting to further studies and full-time employment

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

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Results: 2011



Results: 2008 - 2011 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2012

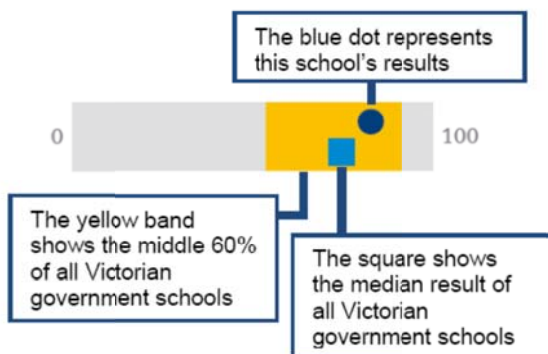
## What are student outcomes?

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

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

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

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



## What is a *School Comparison*?

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

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

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

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

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.



# Financial Performance and Position

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$1,688,264
Commonwealth Government Grants	\$336,188
State Government Grants	\$15,405
Other	\$190,191
Locally Raised Funds	\$788,311
<b>Total Operating Revenue</b>	<b>\$3,018,359</b>

### Expenditure

Salaries and Allowances	\$142,381
Bank Charges	\$1,423
Consumables	\$217,389
Books and Publications	\$23,654
Communication Costs	\$21,327
Furniture and Equipment	\$377,027
Utilities	\$91,383
Property Services	\$804,538
Travel and Subsistence	\$12,408
Motor Vehicle Expenses	\$28,582
Administration	\$44,868
Health and Personal Development	\$2,086
Professional Development	\$32,947
Entertainment and Hospitality	\$33,376
Trading and Fundraising	\$196,813
Support / Service	\$463,450
Miscellaneous	\$183,408
<b>Total Operating Expenditure</b>	<b>\$2,677,060</b>

**Net Operating Surplus/-Deficit** **\$341,299**

**Capital Expenditure** **\$27,014**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$2,115,184
Official Account	\$1,449
Other Bank Accounts (listed individually)	
Building Account	\$1,139
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$2,117,772</b>

### Financial Commitments

2012 Actual	
School Operating Reserve	\$353,368
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$552,005
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$148,043
School based programs	\$349,897
Region / Network / Cluster Funds	\$4,459
Provision Accounts	\$
Repayable to DEECD	\$220,106
Other Recurrent Expenditure (Accounts Payable)	\$244,533
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$245,361
Maintenance - Building / Grounds including SMS >12 months	\$
<b>Total Financial Commitments</b>	<b>\$2,117,772</b>

## Financial performance and position commentary

The Operating Statement for 2012 indicates a surplus of \$341,299. Of this, \$165,879 is for outstanding orders. The balance of \$175,420 is for the Trade Training Centre for which we received an initial payment of \$351,610. The remaining \$140,190 was spent on architectural services & environmental assessments and surveys in preparation for construction in 2013.

## Smarter Schools National Partnerships Annual Activity and Accountability Statement 2012

### 8330 St Albans Secondary College

*Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.*

National Partnership Name	National Partnership for Low Socio-Economic Status School Communities	
2012 Allocation	Low SES National Partnership (where applicable)	ELS National Partnership (where applicable)
	\$153,020	
School Co-investment	Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.	

**Notes:**

- *National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.*
- *Expenditure at the school level may not have been spent in the year the direct support was received.*
- *Some schools are holding funds on behalf of other schools for a group improvement project.*
- *Schools with a \$0 allocation are:*
  - *being supported by a group improvement project where the funding is held by another school, or*
  - *receiving funding in subsequent years.*

The school is participating in the following initiatives to support the achievement of its goals and targets:

#### 2012 Low SES National Partnership Initiative Details

Building leadership capacity (coaching, professional learning)  
 Building teacher capacity (in-school support/coaches)  
 Building teacher capacity (professional learning opportunities)  
 Improved monitoring of student performance information  
 Timely student intervention and support  
 Enable and enhance the capacity of families to be engaged in learning  
 Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools

#### 2012 ELS National Partnership Initiative Details

Not applicable