

**2013 Annual Report to
the School Community**

St Albans Secondary College

School Number: 8330



Name of School Principal:

Kerrie Dowsley

Name of School Council President:

Wally Gatt

Date of Endorsement:

27 March 2013

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

St Albans Secondary College's vision, values and guiding principles combine to create a safe, supportive and well disciplined environment where every student is guided and inspired to achieve to the best of their ability. Our College community values respect, integrity, leadership, and the pursuit of 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 of TAFE of their choice, or to pursue vocational training or employment.

We are proud of our achievements, and this is supported by the 2013 Performance Summary which shows that our results in each area for 2013 are within or higher than the expected range for all schools. St Albans Secondary College is consistently recognised as a high performing school in studies undertaken by the Department of Education and the University of Melbourne. In 2013, the growth achieved by our students in literacy and numeracy, and the school's VCE and pathways outcomes were described as outstanding.

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. Our Attendance Policy of 90%, close monitoring of student attendance, and effective communication with parents ensure that the importance of regular attendance for successful student learning is well embedded in the school culture. In 2013, 93% of Year 12 students went on to further education and training, 69% to university, an endorsement of our strong focus on a high quality pathway for each student.

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. From 2015, the SEAL (Select Entry Accelerated Learning) program will be offered to gifted and talented students.

A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to the results, as has our strategy of enhancing student voice and leadership across the school, and providing a rich extracurricular program.

'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 our students to learn and grow. Parent and student satisfaction with the school is close to the state average for both areas.

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted 50 students from overseas who are currently completing their secondary education with us.

Rebuilding and refurbishing of the school's facilities continued in 2013 with the construction of the Hospitality Trade Training Centre, the commencement of a major redevelopment of the library, including the construction of a VCE Study Centre, as well as ongoing improvements to the grounds and classrooms.

The College has 116 equivalent full time staff: 4 Principal class, 84 teachers and 28 Education Support staff, and in 2013 an enrolment of 1175 students.

| Achievement | Engagement | Wellbeing |
|---|---|---|
| <p>The college is performing very well. Our achievements for 2013 in all measured areas of student learning are close to or above the state average for all Victorian government schools.</p> <p>VCE results continued to improve, with a mean Study Score of 29.65, the highest level recorded for this college, compared to the state mean of 28.71. The percentage of study scores above 40 was 5.1. The VCE completion rate was 99%, again higher than the state completion rate of 96%. VCAL and VET completion rates were also excellent, and enabled students to transition into high quality pathways.</p> <p>Literacy and Numeracy results from Years 7 to 9, show that our students are improving faster than the state average for all schools, faster than students in similar schools, and faster than other students who start at the same level in Year 7.</p> <p>All students in the Program for Students with Disabilities showed satisfactory progress towards achieving their individual learning goals.</p> <p>These excellent results are a direct consequence of targeted improvement strategies implemented in the 2013 school year. These included:</p> <ul style="list-style-type: none"> • Documenting and implementing a challenging and viable curriculum which is based on the Australian curriculum standards • A systematic implementation of formative assessment to assess student knowledge and skill development, in order to inform teaching and intervention strategies • A rigorous summative assessment process which ensures that students are challenged in their thinking • Specialised Literacy and Numeracy coaching supported by National Partnerships Funding • Use of a variety of data sources to develop class profiles, identify student learning needs and plan for teaching and learning • Ensuring consistently high quality instructional practice and feedback in all classrooms through the use of a research based lesson cycle • Support and enrichment classes from Year 10-12 to ensure sequential skill development and | <p>In 2013 student attendance rates across all year levels continued to exceed the school's benchmark of 90%, and placed the school above state levels. The average attendance rate for 2013 was 94%. The 4 year trend shows that the school has been consistently above the state median for all Victorian schools.</p> <p>Effective strategies of monitoring student attendance, reporting to parents through our SMS messaging system and personal contact with parents and guardians has enabled us to work with families to achieve consistent student attendance.</p> <p>Our twice a term case management meetings, where attendance for all students is discussed, allow for proactive intervention by our student management teams. Staff work closely with parents and guardians to work through issues, and to use outside agencies where appropriate to ensure students attend school regularly. This has also enabled the school to provide meaningful work for students with extended absences, and to design work programs for students returning to school.</p> <p>The Student Retention data indicates that the school is above the state median in retaining students across Years 7 to 10. The percentage of Year 12 students exiting to further study or full-time employment is much higher than the State median. The 4 year average is also above the state median. This is due to the extensive support offered to our students through our Managed Individual Pathways program, which works on an individual basis with all students from Year 9 onwards.</p> <p>A focus of our work during 2013 was to improve the transitions of students into and through the school. Our program for students entering from primary school continues to be very effective. We also placed particular emphasis on strengthening our induction processes for students entering the College after the beginning of Year 7.</p> <p>We have developed excellent business and community partnerships. We are a platinum Beacon school, have close ties with the Australian Business and Community Network, and have a</p> | <p>The 2013 annual student Attitudes to Schools Survey includes questions that relate to students' enjoyment of being at school.</p> <p>Results indicate that our students are similar to most Victorian schools in their overall enjoyment of school. The 4 year trend shows that their satisfaction level was equal to the state median each year.</p> <p>Based on analysis of the survey's 2012 data, the school identified student safety and classroom behaviour as foci for action in 2013. We revised our proactive wellbeing programs, raised staff awareness of key practices in our Student Management Policy, introduced a House System, implemented a student breakfast program, further developed our Camps Program, expanded opportunities for student public speaking and engaged with the E-Smart Program to formalise and resource our strategies relating to our zero tolerance of bullying.</p> <p>The school Student Management and Wellbeing Teams provided a coordinated approach in identifying students at risk, implementing timely intervention plans and monitoring outcomes. Classroom teachers continued to implement classroom management plans based on a Rights & Responsibilities philosophy, and a range of other programs delivered positive anti-bullying messages and acceptance of diversity.</p> <p>The 2013 Attitudes to School Survey recorded improvements in Student Safety data across most year levels and was consistently at or above the state median. The Classroom Behaviour data showed a similar improvement. The strategies employed in 2013 have had a positive effect.</p> <p>The Parent Opinion Survey supported the student data on student safety and classroom behavior, rating their satisfaction with the school above the state median.</p> <p>The key foci in 2014 include Student Connectedness, Student Safety and Student Learning Confidence. All areas are measured in the annual Student Attitudes to School Survey.</p> |

preparedness for VCE and VCAL pathways.

This is long term work and we will continue to maintain a strong focus on student learning in 2014 through:

- Creating and supporting a culture of collaboration by providing staff the opportunity to meet regularly in Professional Learning Teams to write curriculum, strengthen assessment practices, plan for student learning through the use of data, examine and moderate student work and engage in collegiate classroom visits
- Coaching and professional development to ensure continued growth in Numeracy
- Monitoring and accelerating student Literacy growth through the use of data and research based literacy strategies in all English and EAL classes, supported by coaching and professional development
- Implementing the GRIN program (Getting Ready in Numeracy) for students who require extra support in Maths
- Implementing a revised reporting system to parents which includes more specific assessment information, including weighted assessment tasks
- The use of clear Learning Intentions, Success Criteria and effective feedback strategies which enable students to become assessment capable learners
- Implementing a sustainable 1:1 ICT program and developing staff and student capacity to effectively use sophisticated digital learning technologies to support and enrich learning and teaching
- Mentoring staff new to VCE both within the school and through an extended VCE network
- Ongoing VCE Enrichment programs in Accounting, Business Management, Maths and English to further support our high achieving students
- A range of support classes in identified VCE subjects
- Providing a comprehensive program of Year 12 practice exams and access to revision lectures in all subjects.

successful partnership with the Smith Family. All of these associations support our students to develop a sense of self-worth, to support their transitions out of the school, and to build the capabilities they require for success in the workplace.

The school provides a range of extra curricular opportunities for students, including camps, incursions, excursions, House competitions, recognition events, and lunchtime activities. Other opportunities for student involvement include instrumental music, the annual drama and music production and a range of student clubs. All are strongly patronised by students with participation in school camps and House events at record levels.

In 2014 we will:

- Continue our practice of closely monitoring student attendance and progress to ensure we provide timely and specific information to parents and guardians & intervention for students
- Introduce a new student management system that will provide parents with up to date student attendance information and academic progress
- Continue to strengthen our VCAL program to ensure these students receive the best possible program and outcomes.
- Through our partnerships with students and their families, we will continue to create a positive, challenging and enriching learning environment that sets the benchmark for student excellence.

In 2014 we will:

- Extend opportunities for student personal development through high quality public speaking and leadership training programs
- Implement staff information sessions that raise awareness of the personal and cultural needs of our diverse school community
- Continue to expand the House System to provide opportunities for all students to participate in a wide range of curricular and extra-curricular activities
- Complete our requirements to gain accreditation as an E-Smart School which will embed a stronger anti-bullying program in our school practice
- Enhance the in-school communication between Student Management teams, classroom teachers & the Student Wellbeing Team by implementing the on-line student management system SAMS
- Enhance the level of Student Learning Confidence by implementing additional strategies to improve their skills and understanding of effective summarising, note taking and test and exam revision.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

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.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 1125 students were enrolled at this school in 2013, 560 female and 565 male.

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.



Parent Satisfaction Summary

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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p> |
| <p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Achievement | Student Outcomes | School Comparison |
|--|--|---|
| <p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <p>Reading Low: 19% Medium: 56% High: 26%</p> <p>Numeracy Low: 15% Medium: 47% High: 37%</p> <p>Writing Low: 26% Medium: 47% High: 27%</p> <p>Spelling Low: 21% Medium: 49% High: 30%</p> <p>Grammar and Punctuation Low: 24% Medium: 47% High: 30%</p> | <p>NAPLAN Relative Growth does not require a School Comparison.</p> |
| <p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <p>Reading Low: 19% Medium: 40% High: 40%</p> <p>Numeracy Low: 19% Medium: 42% High: 39%</p> <p>Writing Low: 22% Medium: 50% High: 28%</p> <p>Spelling Low: 13% Medium: 48% High: 39%</p> <p>Grammar and Punctuation Low: 16% Medium: 47% High: 37%</p> | <p>NAPLAN Relative Growth does not require a School Comparison.</p> |
| <p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p> | <p>Results: 2013 0 to 50 scale, school score is higher than the state median.</p> <p>Results: 2010 - 2013 (4-year average) 0 to 50 scale, school score is higher than the state median.</p> | <p> Higher</p> <p> Higher</p> |
| <p>Students in 2013 who satisfactorily completed their VCE: 99% Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 33% VET units of competence satisfactorily completed in 2013: 83% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 97%</p> | | |

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | |
|--|---|---------------------------------|------|------|------|------|------|------|------|------|------|------|---|---------------------------------|
| <p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 96 % | 93 % | 91 % | 93 % | 94 % | 94 % | <p>Results: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 96 % | 93 % | 91 % | 93 % | 94 % | 94 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p> | <p> Similar</p> <p> Similar</p> | | | | | | | | | | | | |
| <p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> | <p>Results: 2012</p> <p>Results: 2009 - 2012 (4-year average)</p> | <p> Higher</p> <p> Similar</p> | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| <p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary 2013

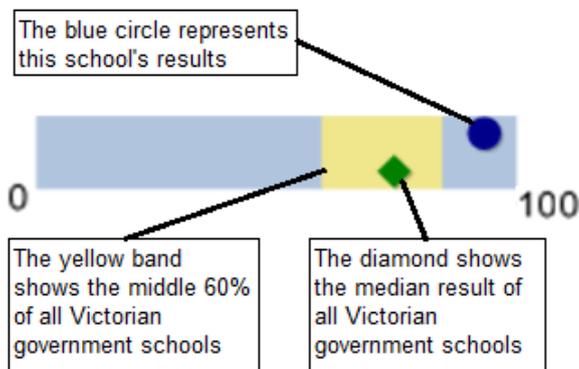
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 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 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.

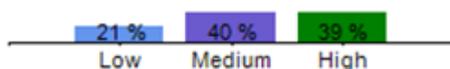
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 '*About Our School*' 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, 2013

Financial Position as at 31st December, 2013

| Revenue | Actual |
|---------------------------------|--------------------|
| Government Provided DE&T Grants | \$1,781,185 |
| Government Grants Commonwealth | \$1,422,949 |
| Government Grants State | \$20,586 |
| Revenue Other | \$132,681 |
| Locally Raised Funds | \$877,303 |
| Total Operating Revenue | \$4,234,703 |

| Funds Available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,606,162 |
| Official Account | \$5,806 |
| Other Accounts | \$1,808 |
| Total Funds Available | \$1,613,776 |

| Expenditure | |
|------------------------------------|--------------------|
| Books & Publications | \$27,949 |
| Communication Costs | \$30,282 |
| Consumables | \$197,702 |
| Miscellaneous Expense | \$766,623 |
| Professional Development | \$70,203 |
| Property Maintenance | \$1,188,876 |
| Salaries & Allowances | \$169,056 |
| Trading & Fundraising | \$193,141 |
| Travel & Subsistence | \$40,532 |
| Utilities | \$119,757 |
| Total Operating Expenditure | \$2,804,120 |

| Financial Commitments | |
|--|--------------------|
| Operating Reserve | \$372,782 |
| Asset/Equipment Replacement < 12 months | \$88,042 |
| Capital - Buildings/Grounds incl SMS<12 months | \$194,698 |
| Maintenance - Buildings/Grounds incl SMS<12 months | \$97,146 |
| Revenue Received in Advance | \$140,728 |
| School Based Programs | \$173,009 |
| Repayable to DEECD | \$15,759 |
| Other recurrent expenditure | \$235,710 |
| Capital - Buildings/Grounds incl SMS>12 months | \$295,903 |
| Total Financial Commitments | \$1,613,776 |

Net Operating Surplus/-Deficit **\$1,430,584**

Asset Acquisitions **\$1,970,805**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

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 2013
Allocation

| | |
|----------------------------|-----------|
| Low SES School Communities | \$543,943 |
|----------------------------|-----------|

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.

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

National Partnership for Low Socio-Economic Status School Communities

| |
|--|
| Building leadership capacity (coaching, professional learning) |
| Building teacher capacity (in-school support/coaches) |
| Building teacher capacity (professional learning opportunities) |
| 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 |
| Improved monitoring of student performance information |
| Timely student intervention and support |

National Partnership for Empowering Local Schools

Not Applicable