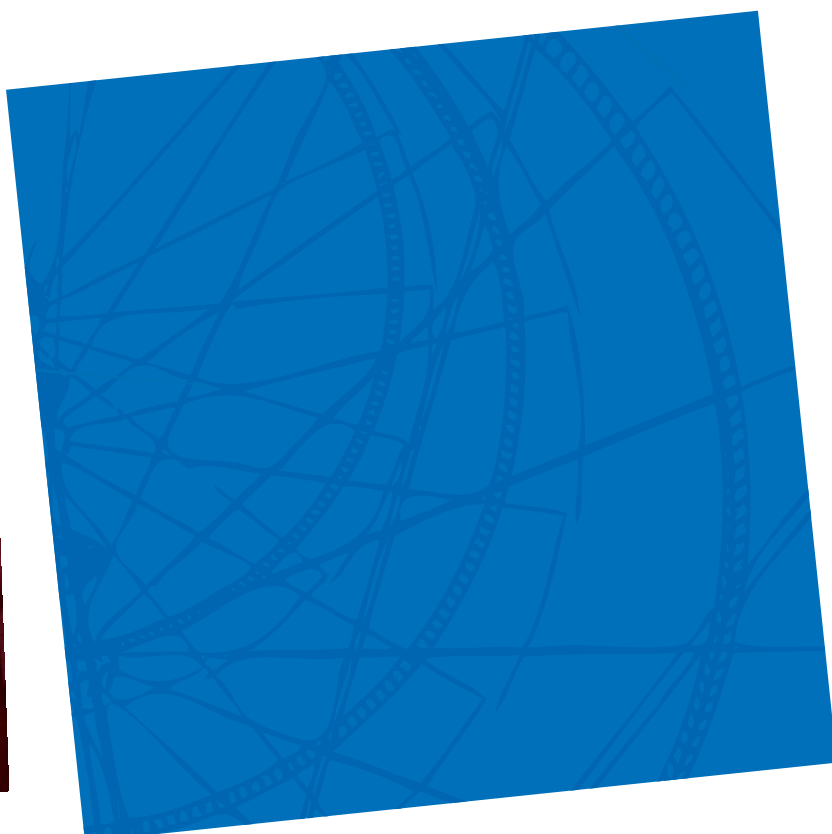




Department of Education and  
Early Childhood Development

# 2010 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.

We are proud of our achievements, and this is supported by the School Performance Summary which shows that our results in each area for 2010 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. Accelerated Learning and Scholarship programs, together with Enrichment electives, are available to students from Years 7 to 12.

Rebuilding and refurbishing of the school's facilities continued in 2010 with a major upgrade to the student toilet facilities. A new 21st Century Science Centre will open later in 2011 and work will begin on a Hospitality Centre.

The College has 106.3 equivalent full time staff: 3 Principal class, 79.3 teachers and 24 Education Support staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>St Albans Secondary College achieved results in student learning that are higher than the expected range. Our VCE results have continued to improve significantly over the last 5 years and have been consistently higher than expected on the school comparison measure. In 2010, the College's median study score was at state level and our percentage of scores over 40 was above the state benchmark.</p> <p>NAPLAN results for Reading and Numeracy increased at both Year 7 &amp; 9. Year 9 Numeracy is above the Victorian state average. Most importantly, our students' literacy &amp; numeracy skills have improved significantly between Year 7 and 9, and at a rate greater than the state growth.</p> <p>All PSD students showed satisfactory progress in achieving their individual goals.</p> <p>Maintaining strong VCE outcomes will continue to be a focus in 2011.</p> <p>In addition, we will:</p> <ul style="list-style-type: none"> <li>- Implement the Literacy and Numeracy Improvement Strategies using National Partnerships funding</li> <li>- Implement Marzano's Instructional Strategies, across the school</li> <li>- Support teachers to use Formative Assessment to inform planning for each student's learning</li> </ul>	<p>Student attendance rates continue to be significantly better than the Victorian state average, and compare favourably to schools with similar characteristics to ours. It is also encouraging that the results for Student Connectedness to School in the Student Attitudes Survey have increased over the last 5 years, and are above the state average.</p> <p>Our Attendance Policy of 90%, close monitoring of student attendance, and effective communication with parents have significantly reduced absences. This approach is now well embedded in the school culture.</p> <p>A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to this improvement, as have our current strategies of enhancing student voice and leadership across the school, and providing a rich extracurricular program.</p> <p>In 2011 we will focus on ensuring that each student is known well. We will:</p> <ul style="list-style-type: none"> <li>- Further strengthen our school wide management of attendance &amp; behaviour</li> <li>- Implement a Whole School Preventative Program to support positive relationships and safety</li> <li>- Strengthen our use of the Case Management approach to regularly monitor each student's learning and wellbeing.</li> </ul>	<p>Our school is proud of its success in retaining students from Yr 7 to Yr 10 at a rate that is higher than the Victorian state average and higher than expected for similar schools.</p> <p>The number of students exiting to further studies and full time employment is also higher than the state average and continues to improve each year. In 2010 92% of our existing Yr 12 students went on to university or TAFE, 1% to apprenticeships or traineeships, and 3% to employment.</p> <p>These results are an endorsement of our strong focus on a Managed Individual Pathway for each student from Yr 9 to Yr 12, and on the induction and support programs we provide to assist students as they transition through the school. They also reflect the work we are doing to strengthen and expand industry and tertiary partnerships to increase high quality experiences for students.</p> <p>Our improvement strategies for 2011 include:</p> <ul style="list-style-type: none"> <li>- Strengthening the monitoring of individual students, particularly for those at risk of leaving school early</li> <li>- Further supporting students with improved transition &amp; induction programs as they move through the school.</li> </ul>

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 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>


## St Albans Secondary College

### How this school compares to all Victorian government schools


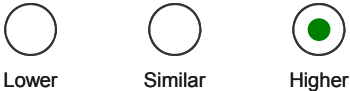




#### Key:

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


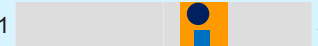
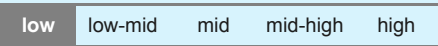
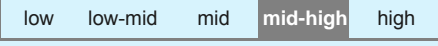
Result for this school: 

Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year.  
The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
	Results achieved by students at this school compared to students at other Victorian government schools.	Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.
<b>1. Student Learning</b>  Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).		
<b>2. Student Engagement and Wellbeing</b>  Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.		
<b>3. Student Pathways and Transitions</b>  Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.		

### 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.  

- 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.  

- 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)).
- 1034 students (538 female, 496 male) were enrolled at this school in 2010.

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

## 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. 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.

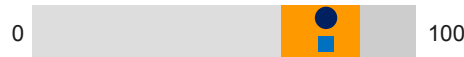
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2009



#### Results: English and Mathematics 2007 - 2009 (3-year average)



#### Results: All other subjects 2009



#### Results: All other subjects 2007 - 2009 (3-year average)



### School Comparison



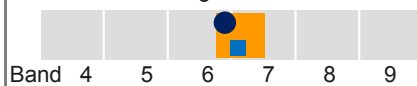
#### 5. NAPLAN Year 7

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

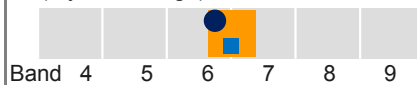
Year 7 assessments are reported on a scale from Bands 4-9.

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

#### Results: Reading 2010



#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-year average)



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

#### 6. 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 2010



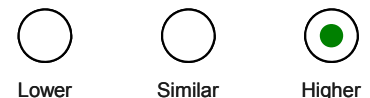
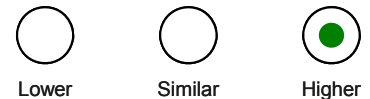
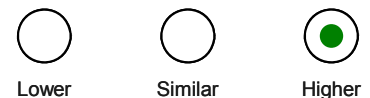
#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010






#### Results: Numeracy 2008-2010 (3-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

#### 7. 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 2010 who satisfactorily completed their VCE: 99%

Percent of Year 12 students in 2010 undertaking at least one Vocational Education and Training (VET) unit of competence: 26%

Percent of VET units of competence satisfactorily completed in 2010: 78%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2010: 80%

### Student Outcomes

#### Results: 2010



#### Results: 2007 - 2010 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

#### 8. Student attendance

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

### Student Outcomes

#### Results: 2009



#### Results: 2006 - 2009 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

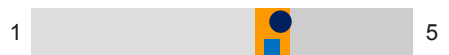
Average 2009 attendance rate by year level:

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

#### 9. Student attitudes to school

Derived from the *Attitudes to School* 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.

#### Results: 2010



#### Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

### Student Pathways and Transitions

#### 10. Student retention

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

### Student Outcomes

#### Results: 2009



#### Results: 2006 - 2009 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

#### 11. 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.

#### Results: 2009



#### Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



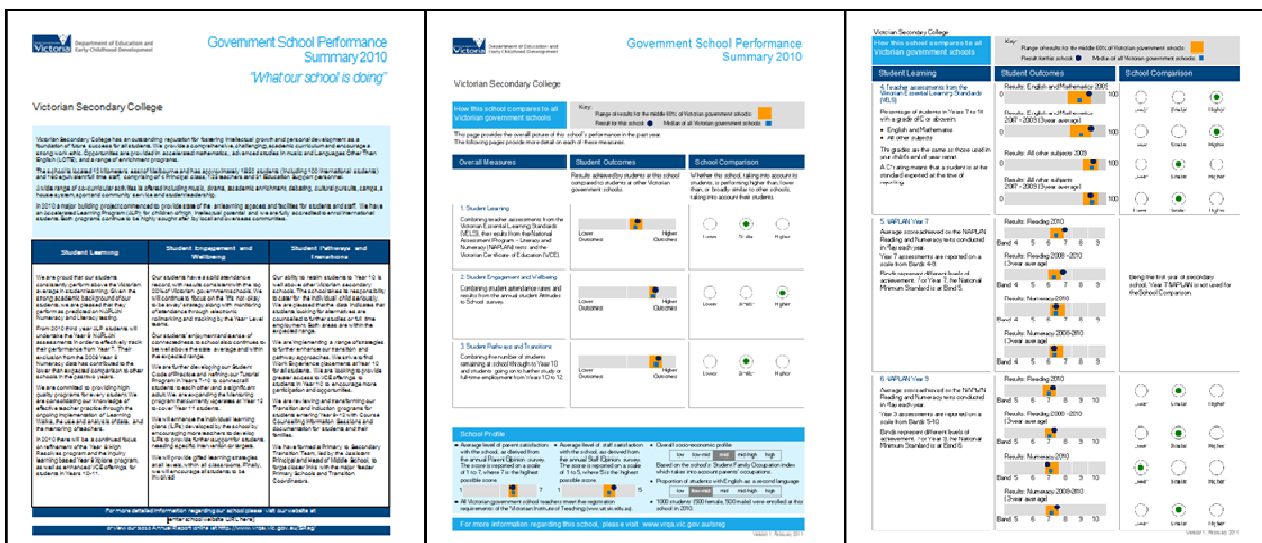
Higher

# How to read the Government School Performance Summary 2010

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.



The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

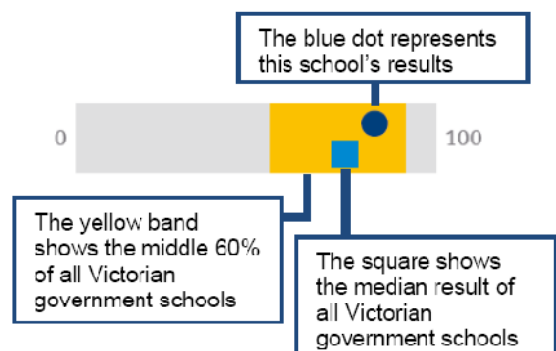
## What are student outcomes?

*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/](http://www.education.vic.gov.au/aboutschool/)

### School Comparison



Lower



Similar



Higher

### 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

St Albans Secondary College

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$1,424,678
Commonwealth Government Grants	\$68,245
State Government Grants	\$23,631
Other	\$201,971
Locally Raised Funds	\$672,918
<b>Total Operating Revenue</b>	<b>\$2,391,443</b>

### Expenditure

Salaries and Allowances	\$112,273
Bank Charges	\$1,380
Consumables	\$183,571
Books and Publications	\$26,501
Communication Costs	\$29,626
Furniture and Equipment	\$399,677
Utilities	\$75,877
Property Services	\$607,572
Travel and Subsistence	\$8,019
Motor Vehicle Expenses	\$26,610
Administration	\$33,034
Health and Personal Development	\$1,636
Professional Development	\$58,229
Trading and Fundraising	\$191,126
Support/Service	\$322,434
Miscellaneous	\$234,588
<b>Total Operating Expenditure</b>	<b>\$2,312,153</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$79,290</b>
<b>Capital Expenditure</b>	<b>\$485,439</b>

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, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$1,677,561
Official Account	\$9,875
Other Bank Accounts( listed individually)	\$
Building Fund	\$569
Co Operative Account	\$5,923
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$1,693,928</b>

Financial Commitments	2010 Actual
School Operating Reserve	\$314,724
Assets or Equipment Replacement <12 months	\$27,773
Capital – Building/Grounds including SMS < 12 months	\$436,449
Maintenance – Building/Grounds including SMS < 12 months	\$8,595
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$9,638
Revenue Receipted in Advance	\$108,707
School based programs	\$159,342
Region/Network/Cluster Funds	\$5,709
Provision Accounts	\$8,160
Repayable to DEECD	\$343,613
Other Recurrent Expenditure (Accounts Payable)	\$31,202
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$80,000
Maintenance - Building/Grounds including SMS > 12 months	\$160,016
<b>Total Financial Commitments</b>	<b>\$1,693,928</b>

## Financial performance and position commentary

The Operating Statement for 2010 indicates a surplus of \$79,290, of this \$32,797 is for outstanding orders. The balance of \$46,493 combines the balance of various grants and payments for invoices to be made in 2011. In addition to funding provided through the Student Resource Package, the school received several grants to support improvements to teaching and learning: the National Partnerships Funds of \$233,139, together with the school's 30% co-contribution, supported improvements to literacy & numeracy through the provision of consultancy, coaching programs, and teacher release. The National Secondary Schools Computer Fund grant of \$229,045 funded the second rollout of netbooks to Year 9 students as well as the installation of classroom data projectors & interactive whiteboards. Expenditure for 2010 and commitments for 2011 reflect our continuing commitment to investing in upgrading and refurbishing the school's facilities. Major school funded projects last year included renovating the student toilets, completion of the air conditioning of all classrooms, upgrading facilities at the Strathbogie camp and refurbishment of classrooms. In 2011 we will contribute to the construction of the new Science Centre, commence construction of a Hospitality kitchen and plan for a much needed renovation of the staff work area.



## Smarter Schools National Partnerships Annual Activity and Accountability Statement 2010

### 8330 St Albans Secondary College

Funding provided through the Commonwealth National Partnerships is aligned with 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.

<b>National Partnership Name</b>	National Partnership for Low SES School Communities
<b>2010 Allocation</b>	\$351,895
<b>2011 Notional Allocation (to date)</b>	\$108,093
<b>School Co-investment</b>	Victorian Government Schools 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:

2010 NP Initiative Details	2011 NP Initiative Details
Building leadership capacity (coaching, professional learning)	Building leadership capacity (coaching, professional learning)
Building teacher capacity (in-school support/coaches)	Building teacher capacity (in-school support/coaches)
Building teacher capacity (professional learning opportunities)	Building teacher capacity (professional learning opportunities)
Improved monitoring of literacy and numeracy performance information	Enable and enhance the capacity of families to be engaged in learning
Timely student intervention and support for students not achieving at expected levels	Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools
	Improved monitoring of literacy and numeracy performance information
	Timely student intervention and support for students not achieving at expected levels