

# 2020 Annual Report to The School Community



School Name: St Albans Secondary College (8330)



ST ALBANS  
SECONDARY COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 March 2021 at 09:09 AM by Kerrie Dowsley (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 25 March 2021 at 11:49 AM by Tracy Nero (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

St Albans Secondary College's vision, values and guiding principles combine to create a safe, supportive and structured 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.

We are proud of our school community's achievements, and this is supported by the school's Performance Summary which shows that our results in almost all areas are significantly higher than the average for the State, and for similar schools. St Albans Secondary College has regularly been recognised as a high performing school in studies undertaken by the Department of Education and the University of Melbourne. In 2020, the school's VCE, VCAL and pathways outcomes, in spite of the challenges and interruptions of COVID, were well above state benchmarks in all measures.

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 absences, and effective communication with parents ensure that the importance of regular attendance for successful student learning is well embedded in the school culture.

The SEAL (Select Entry Accelerated Learning) program is offered to challenge and motivate gifted and talented students from Year 7 right through to Year 12. Additionally, enrichment electives are offered from Year 9, and VCE subjects are available to selected students from Year 10. Our top achievers are supported with scholarships, as well as university mentoring programs including the Kwong Lee Dow Scholars' program, and consistently gain entry into top level tertiary courses.

A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to the College's excellent results, as has our strategy of enhancing student voice and leadership across the school, and providing a rich extracurricular program. Activities include a comprehensive instrumental music program, drama and music production, public speaking and debating, writers' workshops, a camps program, sports teams and carnivals, a House system, and a range of student clubs.

Our vision for wellbeing is to support all members of our school community to develop a resilient mindset by striving to ensure that everyone feels Connected, Protected and Respected. The development of a comprehensive allied health team approach to student wellbeing, work over the last 18 months on resilient mindsets, and further strengthening policy implementation in relation to student wellbeing have been important in fostering engagement, positive behaviour, and respectful relationships.

Creating a strong community is an important part of the College's strength. We actively seek the contributions and participation of families, as well as business and university partners, and our strengthening Alumni program to create the best possible surroundings for our students to learn and grow. Our students benefit from a range of high quality opportunities to engage with business and community partners through mentoring and leadership programs, and the Alumni program. Our staff are deeply committed to the growth in learning and the wellbeing of each student. Parent satisfaction with the school is well above the state average, and reflects the confidence parents and families have in the work we do together.

More than in any other year, in 2020 these aspects of our work came into sharp focus, and were thoroughly scrutinised as we faced the extraordinary demands of the pandemic. As was the case for all schools, the adaptability and resilience of our people, systems and processes were tested throughout the year, during the periods of online teaching and learning; and also as we returned onsite in an uncertain climate. Our school was additionally significantly impacted by COVID 19, with 13 confirmed cases amongst students and staff. This resulted in extended periods of lockdown for our community.

Yet, these challenges also brought out the very best in our school community. All of the work we had done together over several years on curriculum, teaching practice, policies, student and staff wellbeing, and on strengthening partnerships with families and across the community was leveraged to create the best possible online learning and work environment. The strategies and outcomes of this are detailed in the sections that follow, but some of the high level actions we took included:

- developing and publishing comprehensive guides to online learning and teaching for students, parents and staff
- implementing proactive and responsive professional learning for staff to support online teaching and wellbeing
- establishing a communication tree for staff with a focus on curriculum and teaching practice, student management, and personal wellbeing
- relevant leaders conducting weekly check ins with all staff in relation to these aspects of their work and wellbeing
- the principal class team calling each staff member to check how they were managing on a professional and personal level
- conducting regular online pulse checks with staff, and addressing issues of concern as soon as possible
- developing individualised weekly onsite attendance rosters to support safe work practices and wellbeing for staff
- the Staff Association holding social events online to keep staff connected
- ensuring that parents and students were kept informed through weekly Compass posts and emails
- providing targeted wellbeing support for staff and students as required

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence and a supportive learning environment has attracted 40 students from overseas who are currently completing their secondary education with us.

The school is committed to a sustained program of facilities improvement in order to enhance the learning and work environment for students and staff. Upgrading of the school’s facilities continues in 2021 with the development of two outdoor learning areas, as well as ongoing landscaping of the grounds, and improvements to student and staff facilities.

The College has 175 staff members which equates to 158.7 equivalent full time staff: 4 principal Class; 114.1 teaching staff; and 40.5 education support (ES) staff.

### **Framework for Improving Student Outcomes (FISO)**

Throughout 2020, we maintained a sustained focus on guaranteeing precise, highly effective teaching practice in every classroom, including on how this translated to the online context. The revised model for Teaching Teams and Professional Learning Teams (PLTs), which enables deeper collaboration in the development of curriculum, assessments, resources and approaches to teaching, was an essential structure in supporting continuation of high quality teaching and learning during online learning.

Differentiation, using the Carol Tomlinson model, is a major strategic focus for us, and we began the work strongly in Term 1. Whilst COVID disrupted the planned direction and mode of professional learning, online learning raised awareness of the need for differentiation, the role technology could play, and the good practice that currently exists. A great deal was achieved, and this has provided an excellent context and springboard for the work on differentiation in 2021. Launching of the whole school Literacy and Numeracy strategies was delayed until 2021; however, development of both continued behind the scenes, with some professional learning for staff on the Literacy strategy in Term 4.

Our second focus in 2020 was to deepen the work on resilient mindsets with our school community, especially in terms of developing a framework and language for resilience. There is evidence of the traction of this work in language used by students and staff, in frameworks and policy documents, and in the systems implemented to keep our community connected during online learning. Student connectedness and the experience of our girls in their education remain

areas of challenge for us, and will continue as major projects in 2021.

## Achievement

2020 was a challenging year with the prolonged lockdown and remote learning. Despite this, the College has again performed very well when comparing student learning outcomes, as measured in the Performance Summary, to both similar schools and the state. All areas are higher than state averages. To support online learning, we introduced a model where teachers would conduct an online lesson for each scheduled class, using a combination of explicit teaching and application time. This allowed us to closely monitor student attendance and engagement, and to maintain a high quality teaching and learning program.

In 2020, we achieved a mean VCE study score of 30.6, with 7.7% of study scores over 40. This compares well with the state average of 28.8, and 4% above 40. 36.21% of students studying VCE received ATAR scores over 80, with the VCE completion rate at the school being 99%. The average ATAR obtained was 73.18, compared to 68.1 for the state. These are the College's best ever VCE results.

The VCAL program provided opportunities for students to be involved in community projects, continuing our partnerships with Western Health and CHASE. In 2020, 93% of VCAL units were successfully completed, a similar result to 2019. Those students completing the VCAL Senior Certificate level achieved 100% completion in all units. These achievements enabled our students to transition into high quality pathways, including Certificate III at TAFE, as well as apprenticeships and traineeships.

Due to COVID-19, NAPLAN was not conducted in 2020, so there is no data to report on for learning gain or achievement as measured by this test. We did, however, administer PAT-R and PAT-M testing to monitor student achievement and growth in Numeracy and Literacy. This data showed that some students did experience less than expected learning growth due the disruptions caused by online learning. Our goal to support continued growth in students' reading and writing skills is supported by the focused and consistent approach across English and EAL to the teaching of reading and writing, and to the school wide emphasis on teaching summarising and note making. Specialist literacy and numeracy intervention and coaching programs assist students who need additional support with their skills in these areas, as does the English as an Additional Language program for newly arrived students, and the intensive support provided by our specialist team in the Program for Students with Disabilities (PSD).

The Individual Needs program achieved great success with the students funded through PSD. Despite COVID-19, the learning and engagement of our students continued. Students managed to adapt and perform to achieve school based and personal targets. Education Support (ES) staff supported student learning and our Speech Pathologist ran therapy sessions and workshops to further consolidate and enhance language and social skills.

In terms of teacher judgements for Years 7 to 10, 84% of students in English were identified as achieving at or above the expected standard, compared with 75.8% in the State. 77.9% of students in Mathematics were identified as at or above standard, compared to the state at 66.3%. This data does not, however, include those students who are 2 or more years below expected level and who receive a modified curriculum program. When these students are included, College data is much closer to the state level.

The move to remote learning did provide opportunities. We implemented a structure where Teaching Teams were able to meet regularly, 2 or 3 times per term. These teams monitored the implementation of the curriculum and assessments, and were able to make changes in response to identified student needs. For example, assessments were changed to be delivered online, and aspects of the curriculum reduced due to student learning needs. These teams will continue into 2021. Due to the high uptake of digital devices, teachers were able to implement digital technologies effectively to enhance and accelerate learning. Examples include google classrooms, and platforms to increase student feedback opportunities. These programs enabled students to take greater ownership of their learning, and to contribute to the classroom in different ways. Many of these most effective tools will be incorporated into our practice moving forward.

Our Annual Implementation Plan focused on a range of improvement strategies in the 2020 school year, including

continued professional learning to further develop teachers' skills in implementing differentiation techniques, based on the work of Carol Ann Tomlinson. The initial focus was to support staff to understand how to differentiate pedagogy based on Content, Process, Product and Environment. We also had a renewed focus on supporting staff to effectively use learning data to inform differentiation and to understand each student's point of learning need. The data was visualised using Power BI, enabling a systematic approach to presenting and analysing the data across the Years 7 to 9 Literacy and Numeracy Teams. This work was supported by a designated Learning Specialist, and time for English, EAL and Mathematics teachers to meet to discuss each students' learning data. Another focus of our work was to support the Mathematics Key Learning Area to interrogate their curriculum and pedagogy, and to implement more problem solving and open ended tasks into their assessments.

A key improvement strategy to increase student voice and agency in their learning involved students setting Effort Goals using the student created Effort Rubric. We continued to use feedback from students to improve teaching and learning, with students completing PIVOT surveys to provide feedback to their teachers on many aspects of teaching and learning. Staff were encouraged to share the results and their strategies with students so that they can see they have a voice in the classroom. Student forums were also undertaken to further unpack perceived strengths and areas for improvement; and these results were subsequently shared with staff.

Building practice excellence is the key to student learning success. Our Professional Learning Team structure has continued to build a collaborative approach to planning curriculum and assessments, and has informed the Teaching Teams previously mentioned. Each Key Learning Area implemented a moderation plan, to work towards a more consistent application of marking schemes and the awarding of grades, and to aligning each assessment task more closely with the standards. We continued to maintain a strong focus on improving student learning outcomes through investing in professional learning for all staff. This professional learning was delivered online, was differentiated and responsive to staff learning needs at the time.

In 2021 we will:

- implement the Learning Tutor Initiative to provide support to identified students who suffered a greater impact to their learning growth due to the effects of remote learning in 2020.
- focus on student effort and goal setting so that students can be active in the learning process and can better track their own progress and know what they can do to improve.
- further focus on differentiation to best accommodate all students in our classes so that each can access the curriculum and experience success, regardless of their point of challenge.
- provide staff with professional development on building a positive classroom environment that takes into account the needs of all learners
- continue to build numeracy skills within both Maths and other classes, providing more hands on examples and making connections to the real world as often as possible
- implement the Whole School Literacy Plan, with a focus on the word, sentence and text level.

## Engagement

Attendance is a key indicator of students' engagement with the school and with their learning. It is very pleasing to see that our attendance rates continue to improve, and that we were able to continue with high expectations and levels of attendance during the remote learning periods throughout 2020. In 2020, the average number of days absent per student was 8.9, compared with 11.4 in 2019. This is well below both the state and similar schools' levels. This was achieved due to our continuing focus on student attendance, which is consistently communicated to students and parents. We have clear and robust processes in place to monitor student attendance. For example, twice each term our Sub School teams, Wellbeing team, and a Principal Class Officer, through our Case Management process, meet to discuss students whose attendance has fallen below 90%, and to put in place strategies to address this. During the remote teaching periods, student attendance was followed up each lesson with phone calls made to parents on a daily basis when the absence was not explained. This resulted in improvements in students' levels of engagement with their online lessons and our overall improvement in student attendance. We redeployed ES staff to assist with this extensive communication program that continued throughout the remote learning periods. All year levels had an attendance rate of between 95 and 97% for 2020.

The proportion of Year 7 students who remain at the College through to Year 10 continues to be above state levels. In 2020, this retention rate was 81.3%, which compares favourably with the state rate of 72.5%. The VCE successful completion rate rose in 2020, with 98.7% of students successfully completing VCE, above the state average of 97.7%. 12.3% of senior students completed a VET subject, compared to the state rate of 24.9%. Completion rates of students doing school-based VCAL units remain high: we again had 93% of students successfully complete these units.

Students who exit the College after Year 12 continue to move into high-quality pathways: 59% of the 2020 Year 12 cohort were successful in gaining an offer of a place at a university, with 29% going to TAFE and 1% of students taking up apprenticeships or traineeships. The majority of the rest of the cohort went to full-time employment. In 2020, 98.2% of Year 10-12 students exited to positive destinations, compared to the state average of 88.6%. This is a reflection of our comprehensive Managed Individual Pathways planning process that commences at Year 7 and continues to provide high-quality support to all students, even after they exit the College.

Supporting students in their transitions into and within the College continued to be a focus in 2020. The Grade 6 to Year 7 program provides a very supportive process for students as they make this important transition. Students participated in a range of events which were adapted, as necessary, due to the limitations of COVID-Safe requirements. A program offering online activities was set up to assist students make connections with others who were also commencing Year 7 at the College. This was advertised through primary schools and online. A representative of the Transition Team conducted online visits to Grade 6 classes, and an interactive map was developed to assist students to familiarise themselves with the layout of the school. We were able to run the Year 7 2021 Orientation Day on-site in December with a revised program in line with COVID-Safe requirements.

The Step Up program allows students in Years 7 to 9 to experience classes in the year level above, and we conduct a comprehensive orientation program for Year 10 and 11 students. In 2020, the percentage positive endorsement for the transitions variable in the Parent Opinion Survey was 82%, which was above the state level of 78%.

Our extensive work with our business and community partners in support of our students was significantly impacted by restrictions due to COVID during 2020. We maintained our contact with The Smith Family, the Australian Business and Community Network, WPC Group, CHASE (Community Health Advancement and Student Engagement), and Western Health. However, the programs that were able to be run with students were limited. We ran some online modules including VCAL Financial Literacy, but we were unable to run the Year 10 Work Experience program and many students' work placements for VCAL were also impacted. The transition to online course counselling for Years 9, 10 and 11 was very successful, with all students receiving the appropriate information and support to assist them with the next stages of their pathway in secondary school. We were able to run a number of the careers programs including Morrisby for Year 9 and the Year 7 and 8 Careers Development program.

In 2020, students at the College had reduced access to the wide variety of extracurricular activities we would usually run. The Year 12 Study Camp and a few of our Year 7 Camps ran successfully prior to the closure of venues and the restrictions on travel that impacted all in the state during the pandemic. We were also fortunate to run our Swimming Carnival prior to events being restricted.

In 2021 we will:

- continue to focus on attendance and maintaining or improving on the excellent attendance rates of 2020
- further improve processes to support students on the PSD program into quality pathways, with a focus on students in Year 10 and VCAL.
- continue to strengthen the VCAL program, including through strengthening our partnership with WPC and CHASE.
- work towards the implementation of the new Senior Secondary certificate, in 2023, which includes VCAL and the VCE, noting any changes to our programs that will be required to align with this.
- strengthen our alumni connections in relation to career and pathway programs
- develop an overarching Careers development framework that includes the programs we have developed as well as those provided by The Smith Family, our alumni, ABCN, Morrisby and other providers, to link them in a cohesive program.



## Wellbeing

Our College vision for wellbeing is to support all members of our school community to develop a resilient mindset by striving to ensure everyone feels Connected, Protected and Respected (CPR). This vision was supported in 2020 through the implementation of a range Annual Implementation Plan actions. These included:

- developing and implementing an updated Student Wellbeing and Engagement Policy to ensure effective whole school, targeted and individual wellbeing and engagement initiatives and programs are in place across the College.
- developing and implementing a CPR action plan identifying term by term foci for the work on resilient mindsets and self care across the school community. Staff surveys and feedback has indicated that there has been a deepening of staff professional learning and that the CPR culture is significantly embedded across the College community.
- providing professional learning for staff on resilient mindsets and self care (CPR) linked to Carol Tomlinson's work on a positive learning environment.
- launching the language and strategies of resilient mindsets and self-care (CPR) to students via assemblies, activities and class visits.
- conducting a review of the College Proactive Programs and Learning Manager Program to further integrate the language and strategies of resilient mindsets and self care (CPR) across the College.
- developing a pilot group to trial the use of mindfulness in classes. This work revealed that mindfulness can have a significant impact on students' engagement and readiness to learn in the classroom.
- all Wellbeing staff and representatives from each Sub School completing SAFEminds training in partnership with Headspace and DET. The completion of SAFEminds training and integration of SAFEminds resources into school processes has resulted in greater consistency emerging in responding to student wellbeing needs.
- providing targeted wellbeing programs to support students grow their social skills and manage mental health concerns. These included an Art therapy program and BOUNCE program by Iron Armour Academy funded through an external grant.

In 2020, as a result of COVID-19, the College invested significant resources to ensure all students, staff and families were supported. To effectively support student wellbeing, a range of targeted strategies and interventions was implemented. These included:

- systematically reviewing the needs of every child in the school to ensure they had the resources required to effectively engage in learning during remote and flexible learning. This also included developing targeted plans to meet the mental health needs of students who could no longer access the range of extensive allied health support services onsite at the College.
- developing a COVID wellbeing guide for staff to ensure student wellbeing was monitored and the school had the processes in place to remain responsive to student wellbeing needs. The wellbeing guide ensured that wellbeing matters for students were identified and actioned in a timely and appropriate way to support the health and wellbeing of students and families.
- disseminating wellbeing information to the wider community regarding support services and COVID-specific wellbeing resources. For example, the College distributed resources to support students with COVID related anxiety, resources on how to access virtual wellbeing services, and tips to develop resilience.
- supporting highly vulnerable and at-risk students onsite during the remote and flexible learning period.
- implementing a weekly student 'pulse check' survey, to monitor student wellbeing. Students could use this tool to request individual help and it provided a way to monitor health and wellbeing themes emerging in the community.
- providing emergency food packages and resources to students and families that were impacted financially by COVID. This included over 120 laptop computers and over 30 internet devices to support online learning. This initiative occurred in partnership with ABCN and State Schools Relief who provided the College with over 70 ex-lease and new computers for families. Food was also provided through a partnership with Food Bank Victoria.
- providing targeted virtual wellbeing programs to students (and groups of students) to support social connection during the lockdown period.
- developing a 'Reconnect Plan' to ensure that students returning to school after the second lockdown were supported to manage re-integration anxiety and reconnect with their peers and teachers. This included sessions run by Wellbeing and teachers and an inter-house challenge for Junior students, as well as providing teachers with specific strategies to use in the classroom to grow student resilience.

Our focus in 2021 is to continue to grow the extent that members of our community feel connected protected and respected. We aim to:

- further embed the language and strategies of resilient mindsets and self-care (CPR) including SAFEminds across the College.
- develop a wellbeing framework that unifies the College vision/values and articulates the connections between existing wellbeing policies, processes, and language of CPR and SAFEminds.
- conduct research on the experiences of girls in relation to learning, wellbeing and engagement, and integrate strategies that specifically target their needs.
- further develop the work of the Student and Family Engagement (SaFE) Program to develop more productive partnerships with targeted families and create additional opportunities for parent and family engagement at the College.
- facilitate SAFEminds training for all wellbeing and Sub School staff.
- organise mindfulness training for staff and develop a plan for implementation.
- review and strengthen the formal student leadership and voice processes at the College.

**Financial performance and position**

All figures from the Financial Performance and Position have been checked and confirmed correct. The College maintains a strong financial position through a rigorous process of budget planning and monitoring using a program budget approach. This has enabled us to meet human resource demands in a climate of increasing enrolments, as well as to buffer against changing enrolment trends anticipated in coming years. It has also enabled us to undertake significant facilities redevelopment and proactive maintenance works.

The surplus of \$456,309 is attributable to:

a.	CSEF + Western Chances Scholarship + Fees unallocated:	\$166,164
b.	Art Program donation:	\$25,000
c.	Student Teacher Supervision Payments:	\$3,684
d.	Placed Based Partnership:	\$57,030
e.	Outstanding orders:	\$218,053

**For more detailed information regarding our school please visit our website at [www.stalbanssc.vic.edu.au](http://www.stalbanssc.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 1567 students were enrolled at this school in 2020, 774 female and 793 male.

67 percent of students had English as an additional language and 1 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.

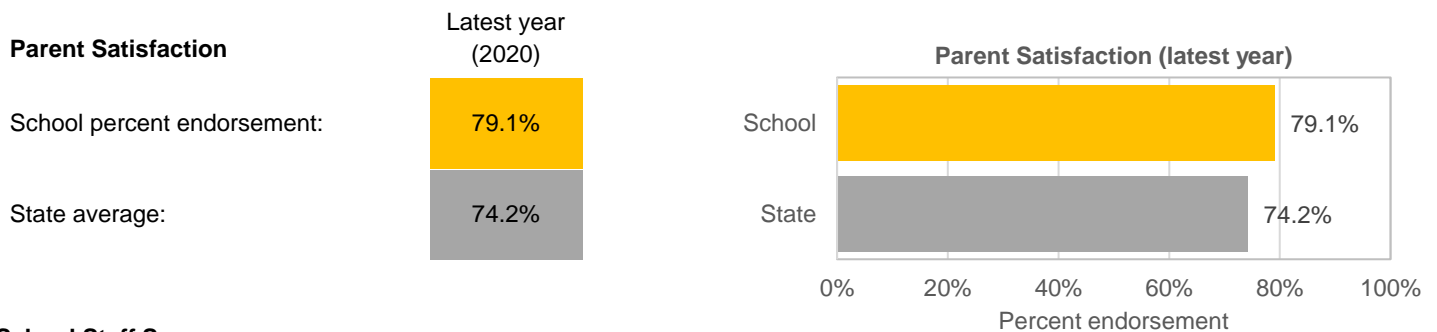
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

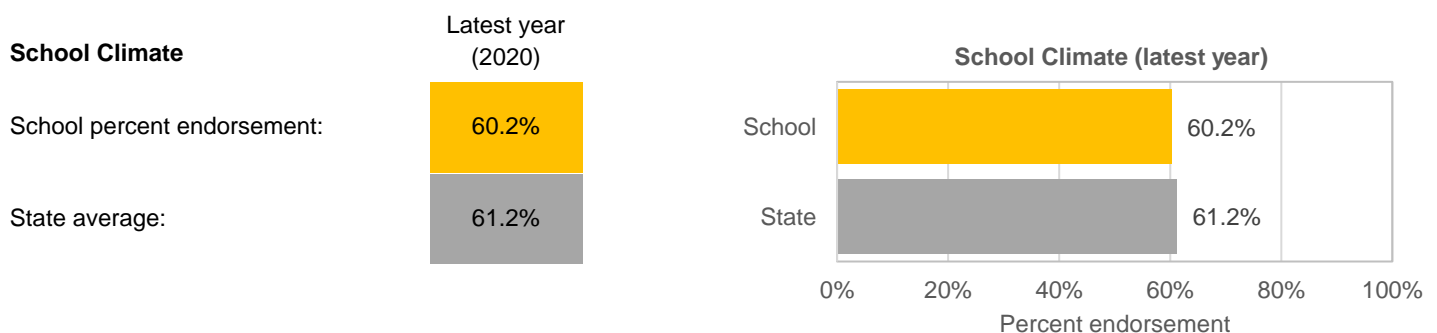


### School Staff Survey

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:

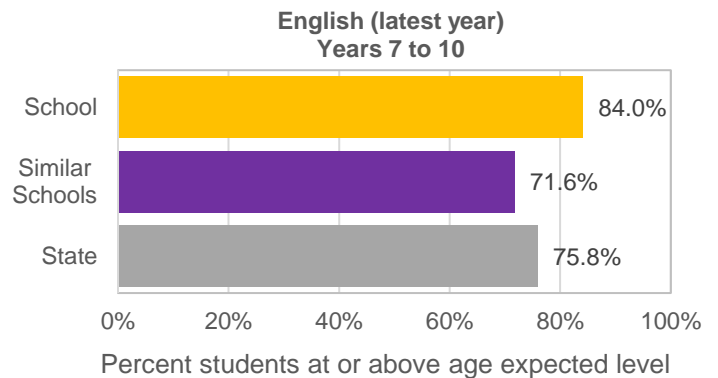
84.0%

Similar Schools average:

71.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

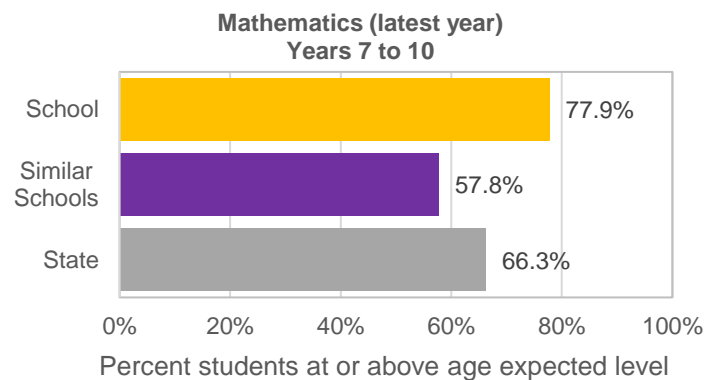
77.9%

Similar Schools average:

57.8%

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.

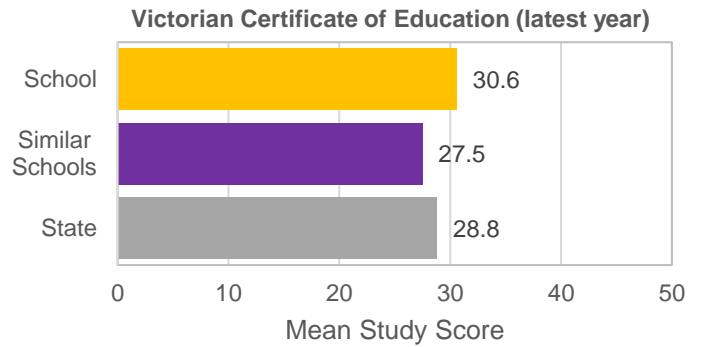
## ACHIEVEMENT (continued)

### 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	30.6	30.3
Similar Schools average:	27.5	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

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

27%

VET units of competence satisfactorily completed in 2020:

71%

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

93%

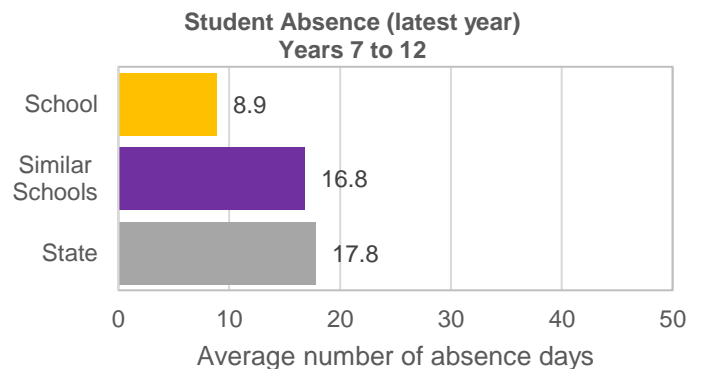
## ENGAGEMENT

**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:	8.9	11.1
Similar Schools average:	16.8	18.6
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

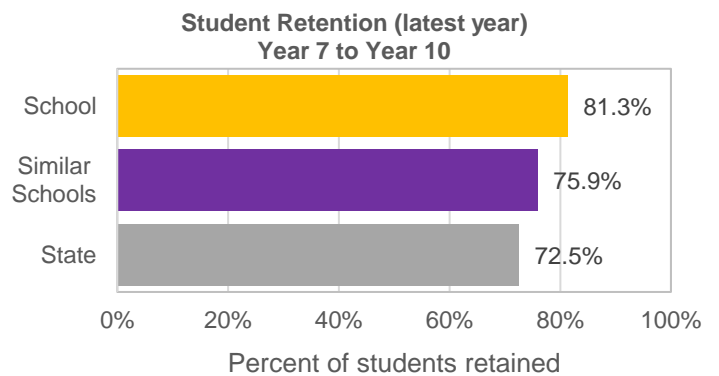
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	95%	95%	96%	95%	97%

**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:	81.3%	80.2%
Similar Schools average:	75.9%	74.5%
State average:	72.5%	72.9%



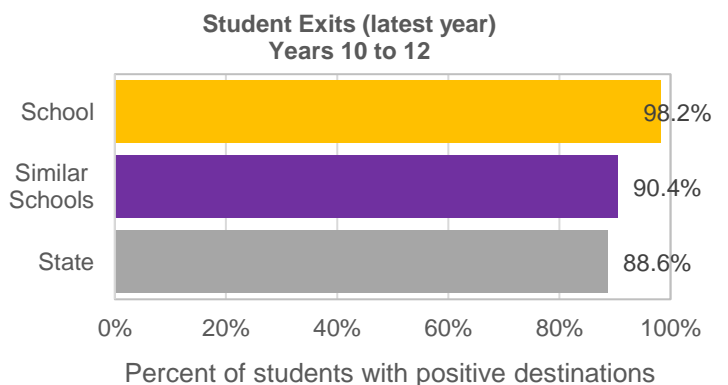
**Students exiting to further studies or full-time employment**

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:	98.2%	98.4%
Similar Schools average:	90.4%	91.0%
State average:	88.6%	89.1%



## WELLBEING

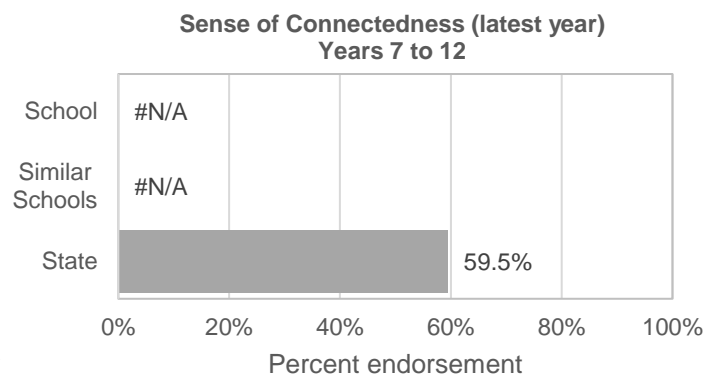
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	57.1%
Similar Schools average:	NDP	56.1%
State average:	59.5%	55.3%



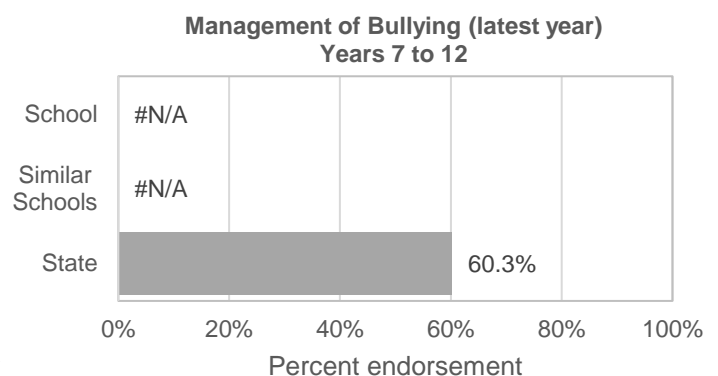
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	66.3%
Similar Schools average:	NDP	58.0%
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	\$16,249,668
Government Provided DET Grants	\$3,267,859
Government Grants Commonwealth	\$3,684
Government Grants State	\$18,296
Revenue Other	\$55,667
Locally Raised Funds	\$374,654
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$19,969,827</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,706,974
Equity (Catch Up)	\$85,461
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$2,792,435</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,953,345
Adjustments	NDA
Books & Publications	\$25,409
Camps/Excursions/Activities	\$61,415
Communication Costs	\$55,340
Consumables	\$233,840
Miscellaneous Expense <sup>3</sup>	\$342,563
Professional Development	\$53,296
Equipment/Maintenance/Hire	\$400,185
Property Services	\$516,939
Salaries & Allowances <sup>4</sup>	\$340,519
Support Services	\$296,307
Trading & Fundraising	\$30,400
Motor Vehicle Expenses	\$34,307
Travel & Subsistence	NDA
Utilities	\$169,653
<b>Total Operating Expenditure</b>	<b>\$19,513,519</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$456,309</b>
<b>Asset Acquisitions</b>	<b>\$620,805</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,718,964
Official Account	\$11,483
Other Accounts	\$8,319
<b>Total Funds Available</b>	<b>\$4,738,765</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$353,737
Other Recurrent Expenditure	\$8,153
Provision Accounts	NDA
Funds Received in Advance	\$523,638
School Based Programs	\$333,085
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$687,619
Asset/Equipment Replacement < 12 months	\$6,850
Capital - Buildings/Grounds < 12 months	\$454,921
Maintenance - Buildings/Grounds < 12 months	\$37,131
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$2,333,632
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$4,738,765</b>

*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.*