2021 Annual Report to The School Community

School Name: St Albans Secondary College (8330)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 29 March 2022 at 02:19 PM by Kerrie Dowsley (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2022 at 08:17 PM by Tracy Nero (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities 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 2021 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 2021, the school's VCE, VCAL and pathways outcomes were well above state benchmarks in all measures. These outcomes, together with excellent attendance rates, continued growth in students' literacy and numeracy skills, and significant improvement in students' sense of connectedness and safety, are a testament to the combined efforts of staff, families and students, more so, given the challenges we faced in 2021.

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 they 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 2 years 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 vibrant and growing 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 fostering the learning and 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.

Once again in 2021, these aspects of our work came into sharp focus, and were thoroughly scrutinised as we continued to meet the challenges posed by school closures. 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.

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 continuing to refine and adjust our approach to online learning and teaching, supported through responsive professional learning; being more explicit and proactive in strengthening the connection between learning and wellbeing; ensuring that parents and students were kept informed and connected through weekly Compass posts and emails; and strengthening the provision of 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 33 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 178 staff members which equates to 162.4 equivalent full time staff: 4 principal Class; 121.4 teaching staff; and 41 education support (ES) staff.

Framework for Improving Student Outcomes (FISO)

Throughout 2021, we maintained a sustained focus on guaranteeing precise, highly effective teaching practice in every classroom, including in the online context. Online learning in 2020 provided a springboard for rethinking how we design and deliver curriculum and assessment. As a result, in 2021, we refocused curriculum planners around KUDs (Know, Understand, Do) linked to the standards, and worked with staff to create a clearer narrative and awareness of through lines from standards to assessment. This, in turn, led to a change in how we document curriculum and make it available to students and parents. In Term 4, staff were introduced to the further concept of differentiating their KUDs as part of curriculum and assessment planning, and this will be ongoing throughout 2022.

Differentiation, using the Carol Tomlinson model, continued as a major strategic focus for us. The development of a model, based on Tomlinson's work, to illustrate the 'what' and 'how' of differentiation has promoted greater clarity for staff, and a framework for guiding the direction of future work. Whilst COVID disrupted the planned direction and mode of professional learning, a great deal was still achieved, and this has provided an excellent basis for the work on differentiation in 2022. In particular, the use of 'master data sheets' to centralise and visualise the learning data for each student in Years 7 to 10, and to support staff in the use of this data to differentiate their curriculum, teaching and assessment gained traction. Professional learning on the whole school Literacy strategy was delivered; however, there was a need to pace this work due to the demands that online learning placed on staff. The whole school Numeracy strategy remained in development, and will be introduced to staff in 2022.

Another key priority in 2021 was to deepen the work on resilient mindsets with our school community, especially in terms of developing a framework and language for resilience. There was a recognition of the need to be more explicit in terms of the link between learning and wellbeing, particularly in the context of differentiation. 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. The experience of our girls in their education was investigated by a working party and recommendations for action developed. This remains a challenge for us, and will continue as an important project in 2022.

Achievement

Our student learning data, as summarised in the Performance Summary, once again showed that the College is performing above like schools in all areas, and above the State in most areas. These are excellent results given the disruptions to face to face learning due to Covid 19. Our model of online learning, where staff followed the timetable and had contact with students every lesson, either for explicit teaching or application time, provided the support our students needed to be successful.

In 2021, we achieved a mean VCE study score of 30.6, with 8.2% of study scores over 40. This compares well with the state average of 28.9, and 4% above 40. 97% of students satisfactorily completed the VCE. The percentage of students who achieved an ATAR above 80 was 33.8%, and the College's average ATAR was 71.4, compared to the Stave average of 69.26. These excellent results were obtained through the hard work of the teaching staff, and the engagement and motivation of the students.

95% of students satisfactorily completed the VCAL program. Students were able to participate in a rich learning program, albeit changed due to on line learning. Some of our partnerships were able to continue, such as with CHASE, while others, such as with Western Health, were suspended for the year.

Overall, our NAPLAN results were pleasing. Our Relative Growth for Year 9 students in Reading and Writing compared to when they were in Year 7 was above the State. One area where we need to focus is Numeracy. Whilst Relative Growth was strong, and the percentage of students at Year 9 who stayed in the top 2 bands when compared to their Year 7 results was 57%, which is above the State average, Benchmark Growth was low. We need to focus on each student's point of need in order to provide them with the opportunity to develop their numeracy skills. While our writing growth was above the State, we know that students did not have as much opportunity to write due to on line learning. In 2022, we have a renewed focus on sustained and regular writing through our writers' notebooks, or 'Red Books'. These are used by literacy teams to monitor student progress with their writing, and to plan for interventions. Our NAPLAN Reading results were overall quite positive. 67% of Year 9 students stayed in the top 2 bands when compared with their results in Year 7, which is one of our highest results in the past 5 years. This compares favourably with the State's result of 61%.

Students requiring interventions in either literacy or numeracy were supported in a number of specific and targeted ways. The Tutor Learning Initiative provided support to a wide range of identified students. Learning growth, as measured by PAT R and PAT M was positive for these identified students. Other interventions include MYLNS support, GRIN for numeracy as well as specific literacy programs such as SPELD and Literacy Enrichment. The use of our comprehensive data mastersheets supported the selection of students for these programs, and ensured that each student who need an intervention was provided with the most appropriate one.

Our Program for Students with Disabilities (PSD) successfully supported students throughout 2021, whether through face to face programs or on line. Students on the program were able to progress towards meeting their identified learning goals, and were able to participate in targeted programs and workshops facilitated by the Speech Pathologist, PSD coordinator and Education Support staff.

In terms of teacher judgements for Years 7 to 10, 86.7% of students in English were identified as achieving at or above the expected standard, compared with 75.8% in the State. 76.2% of students in Mathematics were identified as at or above standard, compared to the state at 65.43%. 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.

Throughout 2021, we continued with our structure of Teaching Teams meeting 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. Once again, teachers were able to implement digital technologies effectively to enhance and accelerate learning. Examples include google classrooms, and platforms to increase student feedback opportunities and deliver on line assessments. The high uptake by families of our BYOD program facilitated this learning.

Our Annual Implementation Plan focused on a range of improvement strategies in the 2021 school year. We continued

our work to use the Carol Ann Tomlinson model to further develop teacher's skills in differentiating curriculum, assessment and teaching practice, based on each student's point of need. The use of a wide range of data supported this work.

Implementation of the Whole School Literacy Plan which outlines how students will be taught at the word, sentence and text level in each subject area, commenced. Professional Learning was provided to staff on how to do this work.

Student voice and agency in their learning involved students setting Effort Goals using the student created Effort Rubric. This process was strengthened using the Compass Insights platform, which enabled parents to be more active partners in the process. 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 on teaching and learning were also undertaken to further unpack perceived strengths and areas for improvement; and these results were subsequently shared with staff.

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. A focus of the curriculum planning was to incorporate the literacy requirements of each subject into the curriculum planner. Another focus was to differentiate the KUDs for each unit (Know, Understand, Do). We made sure that each unit provided opportunities for student success regardless of the level the student was working at.

In 2022 we will:
•   revamp the Tutor Learning Initiative to provide support to identified students who suffered an impact to their learning growth due to the effects of remote learning in 2021.
•   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
•   implement the Whole School Numeracy Plan, ensuring numeracy requirements for all units are identified, documented and taught.
•   continue to 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, and we have maintained a level of attendance for all year levels at, or above, 94%. The average number of days absent per student in 2021 was 9.7, up slightly from 8.9 in 2020, but still well below the state number of 21 days and similar schools with 20 days per student. We maintained high expectations regarding attendance throughout the periods of remote learning, as well as when we were onsite, and have robust processes in place which include consistently communicating with parents and students about attendance and following up any students falling below expectations. 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 having students engage with their online lessons. We redeployed ES staff to assist with this extensive communication program that continued throughout the remote learning periods.

The proportion of Year 7 students who remain at the College through to Year 10 continues to be above state levels. In 2021, this retention rate was 75.7%, which compares favourably with the state rate of 73.2%. In 2021, 97% of students successfully completed the VCE, compared with 98% for the State. Satisfactory completion rates of students doing school-based VCAL units has risen slightly to 95% of students undertaking 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 transitioning to apprenticeships or traineeships. The majority of the rest of the cohort went on to full-time employment. In 2020 (most recent data), we had 100% of Year 10 - 12 exit students with positive destinations, compared to the state with 89.9%. The initial information we have for 2021 shows there were a number of students with an unknown destination, or interstate move, potentially due to family arrangements due to the pandemic. We have a 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 2021. 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, adapted as necessary to meet Covid-Safe requirements. A feeder primary school meeting, chaired by the College's Transition Coordinator, was held onsite in February and via Webex in August to plan for the necessary changes to the delivery of the Transition program in consultation with the primary schools. Prior to the main lockdown, we were able to run our Grade 6 Parent information evening at the school. Grade 6 visits with a representative of the transition team took place in Semester 1 and 2. They were held at the feeder primary schools in March and online in August 2021. Offers were made for Grade 6 students to participate in the Scholarship and SEAL programs in 2022. Students were shortlisted through a rigorous selection process, with the Edutest held online. Successful Year 7 students were awarded scholarships in leadership, citizenship, sport, and the creative and performing arts, and were presented with their certificates at the whole school assembly in 2022. In August and September, the transition coordinator met with feeder schools for a verbal handover of information. Primary schools were supported to complete the St Albans/Keilor Network Transition Confidential Spreadsheet and to complete the PAT-M and PAT-R testing at their school. An interactive school map was developed and made available online through the school website to assist students and their families to familiarise themselves with the layout of the school. Planning commenced to enhance the features of the map into a three-dimensional annotated tour of the school for 2022.

In Term 4, we conducted a comprehensive orientation program for Year 10 and 11 students, but we made the decision to extend the normal year level programs for Years 7 - 9 rather than run a step up program as it was felt the focus should be on identifying and addressing any learning gaps at these year levels. In 2021, the percentage positive endorsement for the transitions variable in the Parent Opinion Survey rose to 85%, which was above the state level of 74%.

Our extensive work with our business and community partners in support of our students was again impacted by restrictions due to Covid during 2021 with a number of events planned, but unable to proceed. 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, and we managed to run a number of programs remotely such as the Smith Family's Financial Literacy Program and the ABCN My Career Rules program. We also managed to have our annual Business Partners' Breakfast. Unfortunately, we were again unable to run the Year 10 Work Experience program and many students' work placements for VCAL were also impacted. We ran online course counselling for Year 11, and in person counselling for Years 9 and 10, with both modes being very successful. All students received the appropriate information and support to assist them with the next stages of their pathway in secondary school. We ran a number of targeted careers programs including Morrisby for Year 9 and the Careers Development Program for Years 7 and 8.

In 2021, students at the College had access to some of the range of extracurricular activities we would usually run. The Year 12 Study Camp, Year 11 Team Building Day and many of our Year 7 Camps ran successfully prior to the closure of venues and the restrictions on travel that impacted across the state. We also managed to run our Swimming and Athletics Carnivals. We held onsite parent teacher interviews at the end of Term 1, but were unable to run these in Term 3 due to the lockdown.

In 2022 we will:
•   continue to focus on attendance and improving on the excellent attendance rates of 2021.
•   further improve processes to support students on the PSD program into quality pathways, with a focus on students in Year 10 and Vocational Pathways.
•   continue to strengthen the Vocational Pathways program, including through the new course design and

strengthening our external partnerships.
• continue to plan and prepare for the implementation in 2023, of the new Vocational Major and Foundation certificates, noting any changes to our programs and timetabling that will be required to align with this. This will include the provision of time and PL opportunities for the staff who teach in this program.
• continue to strengthen our alumni connections in relation to career and pathway programs.

Wellbeing

The focus of our wellbeing work in 2021 has been to grow the resilience of students by:
• further embedding the language and strategies of resilient mindsets and self-care - Connect, Protected and Respect (CPR). This includes embedding the Headspace SAFEMinds framework across the College.
• conducting research on the experiences of girls in relation to learning, wellbeing and engagement, and integrate strategies that specifically target their needs.

We have also focused on further improving the engagement of families in the education of their children by:
• further developing the work of the Student and Family Engagement (SaFE) Program to develop more productive partnerships with families.
• creating additional opportunities for parent and family engagement at the College.

The success of this work was evidenced by the significant gains observed in student wellbeing measures at the College as outlined in the Performance Summary report, as well as in the College Student Attitudes to School Survey results. 96 5% of students completed the Student Attitudes to School Survey and in all domains, the College saw improvements in results when compared to 2019, when the survey was last completed. In all areas, the school performed at or above the state average for student wellbeing. Department of Education analysis of this data rated the school as "excelling", the highest possible rating for student wellbeing. In relation to specific target areas for the College there were two main targets:

The first was to improve our percentile results in three key areas. Percentile results are used as this measure provides a comparison with other schools across the state. This data is summarised below:
• Resilience/Perseverance improved from 32.6% to 75.5% (target 45%)
• School connectedness improved from 35.1% to 58.2% (target 47%)
• Advocate at school improved from 19.7% to 47.8% (target 30%)
• Respect for diversity improved from 58.3 to 75.0% (target 66%)

The second target was to reduce the gap in percentile ranks for males and female students to less than 20% in three key areas. As outlined below, this was achieved in 2 of the three domains:
• Sense of confidence - reduction in the gap from 27.1% to 6%
• Sense of connectedness - reduction in the gap from 18.8.% to 8%
• Advocate at school - increase in the gap from 25.6% to 27.6

Some of the key highlights of the work that occurred in 2021 to support student wellbeing were:
•the development of a wellbeing framework in consultation with Wellbeing Committee and staff. This document was endorsed by the School Council. A supporting resource document, The Strategies and Language or Resilient Mindsets, was also developed to support staff to implement strategies to grow the resilience of students in their classrooms. On return from COVID 19 lockdown in Term 4, a reconnect strategy was implemented to support students to strengthen their connection to school and to ascertain and respond to student wellbeing needs. There has been a visible change observed across the school in relation to the language and actions of students and staff in relation to CPR and resilient mindsets, becoming "way we do things" at the College.
• all Sub School, Wellbeing, Individual Needs staff and Principal staff representatives have completed SAFEMinds training. Further exploration of SAFEMinds resources has been undertaken and resources are being used by teams to support students. This has resulted in a stronger awareness of how best to support students' mental health, and a consistent approach across teams that support students' wellbeing resulting in a more effective provision of service.
• student surveys and student forums with a focus on CPR and student agency were completed in Term 1. Feedback to staff at staff meetings and students at assemblies has occurred. Return to school, post lockdown questionnaires were

also undertaken by Sub Schools to support students at school when returning to onsite-learning.
• the girls action group commenced work. Six student forums were completed exploring changes that may need to be made to ensure the learning environment and school experience is fully inclusive for girls. This information will be actioned in the 2022 Annual Implementation Plan. Already changes in how Sub Schools are working with girls has been observed and a growing awareness across the College regarding prioritising and understanding the experiences of girls at the College has emerged.
• staff training was provided on mindfulness, mental health first aide and self care to support staff mental health and how to promote and teach these topics with students.
• review of consent and sexuality education has been completed and referred to the Curriculum Committee with recommendations regarding adjustments to the curriculum. The development of additional learning programs has occurred.
• development of resources to support teachers and students challenge discrimination were developed and promoted across the College.
• ongoing promotion of CPR themes by Sub Schools and Wellbeing team to students through displays, class visits, compass posts and assemblies and the delivery of proactive student programs has occurred.
• whole school events promoting Diversity and CPR - International Day of Action against Bullying and Violence, International Women's Day, IDAHOBIT day, RU OK Day and Wear it Purple Day - were celebrated. Whole school messages and activities were undertaken as well as lunchtime market days and online programs due to COVID 19.

In 2022, our school will continue to focus on developing student resilience and family engagement as key drivers to support growth in student wellbeing as per our four-year strategic plan. Specifically this will include:
• ensuring a continued focus on CPR and the language and strategies of resilient mindsets across the College.
• a focus on "Teacher concern" and "Advocate for school" dimensions of the Student Attitudes to School Survey.
• providing professional learning on SAFEMinds with teaching staff and continue to operationalize SAFEMinds practices into work.
• implementing strategies in response to the girls action plan, including proactive programs to address areas of focus identified.
• continuing girls forums to provide ongoing data on progress for programs to support the work of the girls action plan.
• investigating the possibility of including a section in Curriculum documentation and work with teams to ensure a diverse representation of genders and cultures across the curriculum.
• continuing to deliver targeted wellbeing sessions/programs to support students to develop resilience and improved mental health outcomes by leveraging the work of the Mental Health Practitioner and programs officer in partnership with external agencies.

Finance performance and position

All figures related to the financial position as presented in the Performance Summary have been reviewed and confirmed as correct. 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.

The surplus of $589,349 is accounted for as follows:
a.   CSEF + Fees unallocated: $170,456
b.   Western Chances Scholarships held: $39,086
c.   Art Program donation: $25,000
d.   Placed Based Partnership: $59,972
e.   Outstanding orders: $314,102
f.   Bush Fire Prevention: $11,516

The school has an active Finance Committee with non-DET School Council member representation, together with a representative Program Budget sub committee. The school has developed and continues to refine its financial management policies and practices.

For more detailed information regarding our school please visit our website at
www.stalbanssc.vic.gov.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 1587 students were enrolled at this school in 2021, 785 female and 802 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).
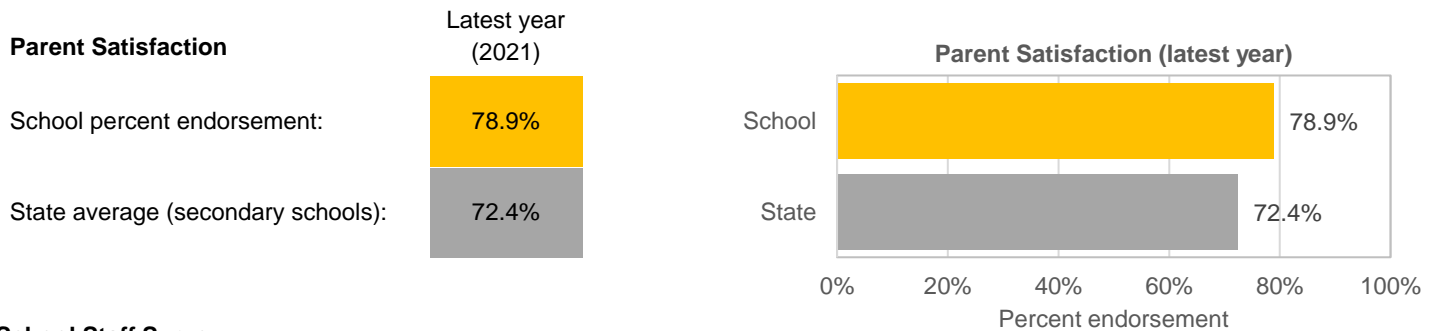
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.
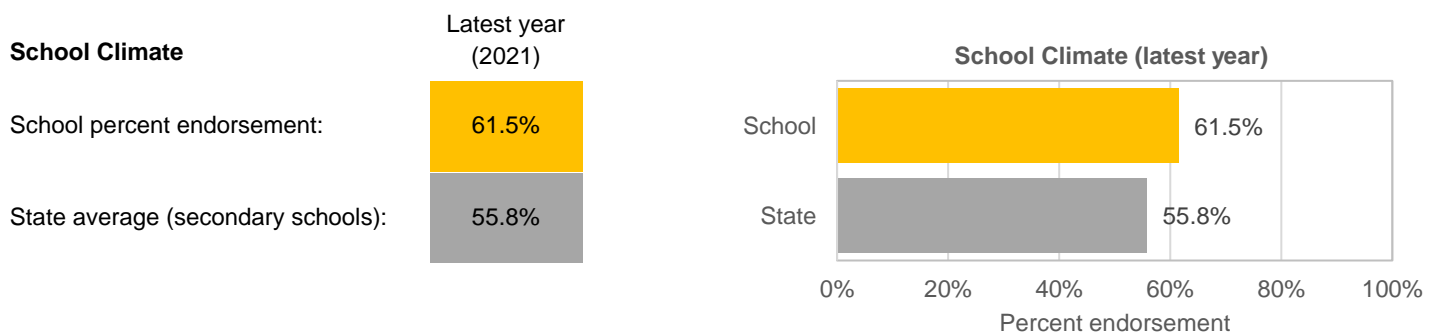
Parent Satisfaction	Latest year (2021)
School percent endorsement:	78.9%
State average (secondary schools):	72.4%

Parent Satisfaction (latest year)

	Percent endorsement
School	78.9%
State	72.4%

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.

School Climate	Latest year (2021)
School percent endorsement:	61.5%
State average (secondary schools):	55.8%

School Climate (latest year)

	Percent endorsement
School	61.5%
State	55.8%

12

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 (2021)
School percent of students at or above age expected standards:	86.7%
Similar Schools average:	71.3%
State average:	75.8%

English (latest year) Years 7 to 10

School	86.7%
Similar Schools	71.3%
State	75.8%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
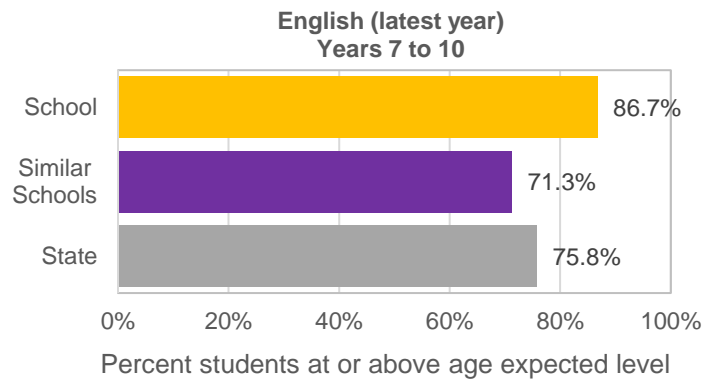
Mathematics **Years 7 to 10**	Latest year (2021)
School percent of students at or above age expected standards:	76.2%
Similar Schools average:	55.9%
State average:	65.3%

Mathematics (latest year) Years 7 to 10

School	76.2%
Similar Schools	55.9%
State	65.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
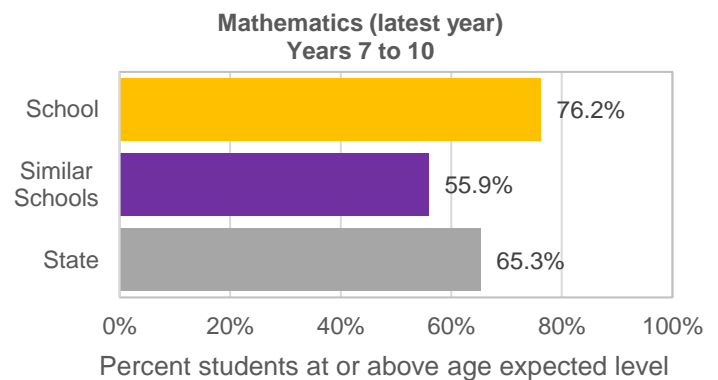
ACHIEVEMENT (continued)

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.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.
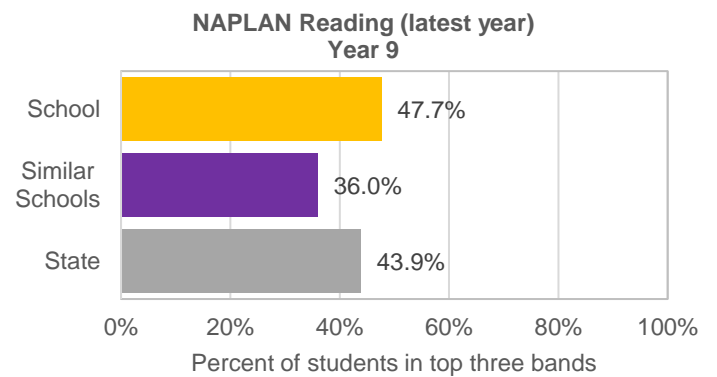
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	54.4%	56.3%
Similar Schools average:	46.0%	46.2%
State average:	55.2%	54.8%

NAPLAN Reading (latest year) Year 7

School	54.4%
Similar Schools	46.0%
State	55.2%

Percent of students in top three bands
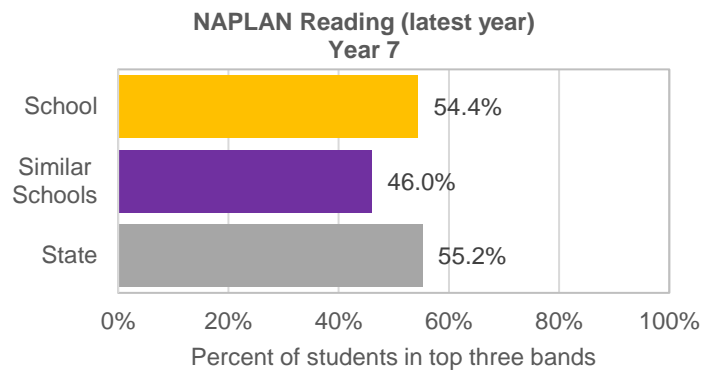
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	47.7%	48.4%
Similar Schools average:	36.0%	36.7%
State average:	43.9%	45.9%

NAPLAN Reading (latest year) Year 9

School	47.7%
Similar Schools	36.0%
State	43.9%

Percent of students in top three bands

Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	59.1%	61.2%
Similar Schools average:	46.9%	46.9%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

School	59.1%
Similar Schools	46.9%
State	55.2%

Percent of students in top three bands
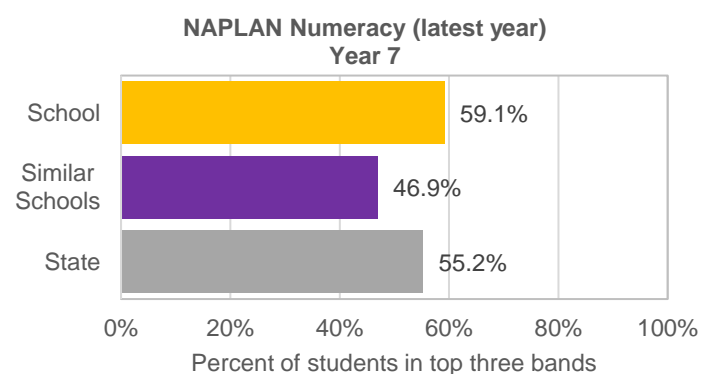
Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	52.6%	50.6%
Similar Schools average:	36.6%	37.2%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9

|	
School	52.6%
Similar Schools	36.6%
State	45.0%

Percent of students in top three bands
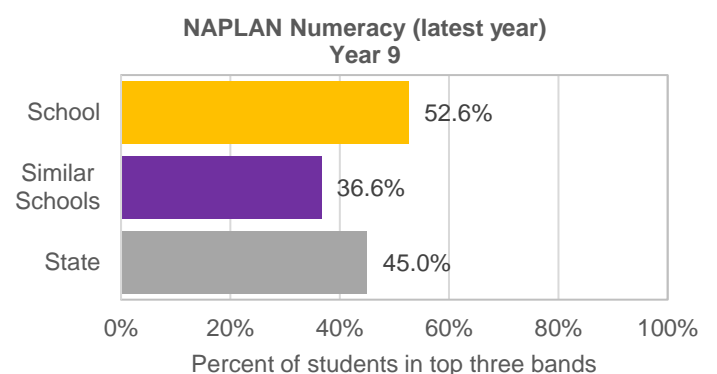
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	49%	29%	22%
Numeracy:	28%	47%	24%	21%
Writing:	27%	51%	22%	22%
Spelling:	19%	53%	28%	24%
Grammar and Punctuation:	29%	49%	23%	21%

NAPLAN Learning Gain (latest year)
Year 5 - Year 7
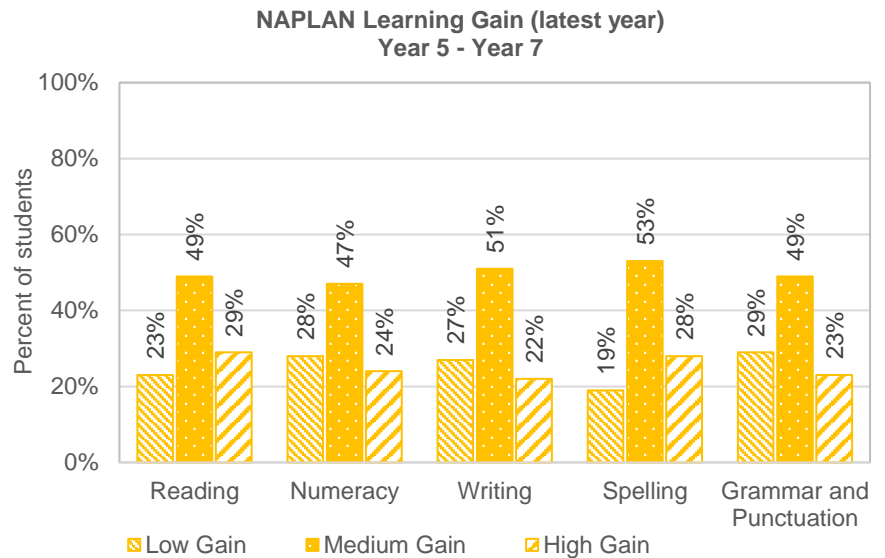
Learning Gain
Year 7 (2019) to Year 9 (2021)

|	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	51%	26%	23%
Numeracy:	25%	52%	23%	23%
Writing:	23%	51%	26%	22%
Spelling:	16%	51%	33%	22%
Grammar and Punctuation:	22%	52%	26%	22%

NAPLAN Learning Gain (latest year)
Year 7 - Year 9
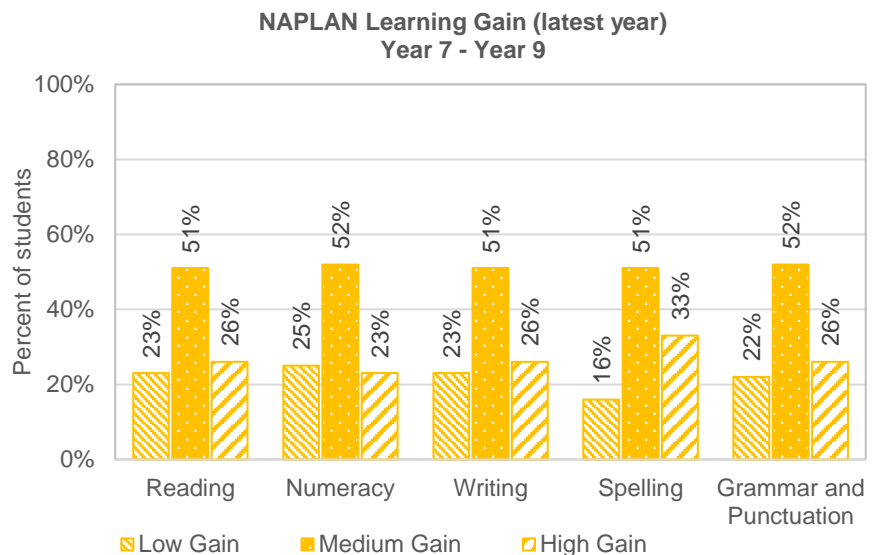
ACHIEVEMENT (continued)
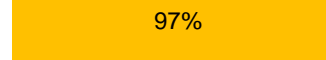
Victorian Certificate of Education (VCE)

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.
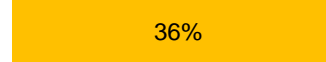
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	30.6	30.2
Similar Schools average:	27.4	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

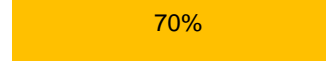|	Mean Study Score
School	30.6
Similar Schools	#N/A
State	28.9
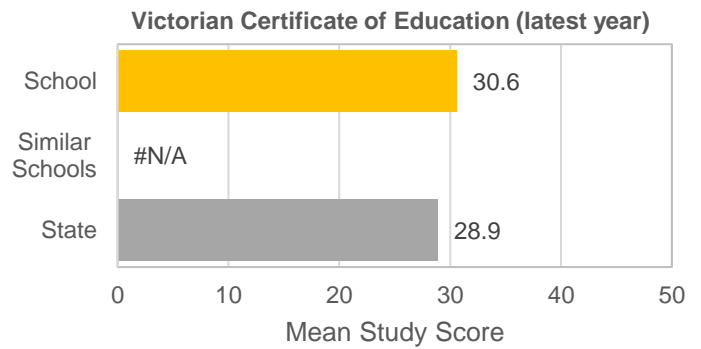
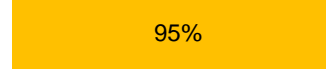|	
Students in 2021 who satisfactorily completed their VCE:	97%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	36%
VET units of competence satisfactorily completed in 2021*:	70%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	95%

*   *Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.*
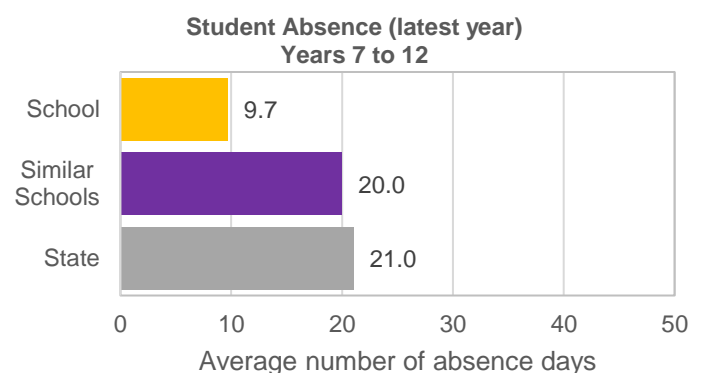
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	9.7	10.6
Similar Schools average:	20.0	18.9
State average:	21.0	19.6

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	9.7
Similar Schools	20.0
State	21.0

ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	94%	95%	95%	96%	96%

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 (2021)	4-year average
School percent of students retained:	75.7%	78.3%
Similar Schools average:	77.3%	75.3%
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 to Year 10

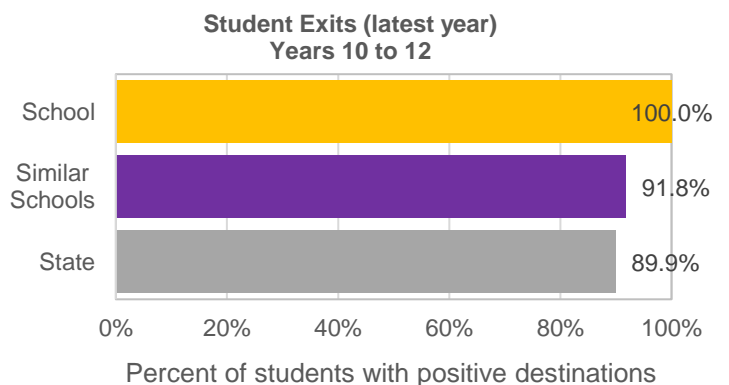|	
School	75.7%
Similar Schools	77.3%
State	73.2%

Percent of students retained
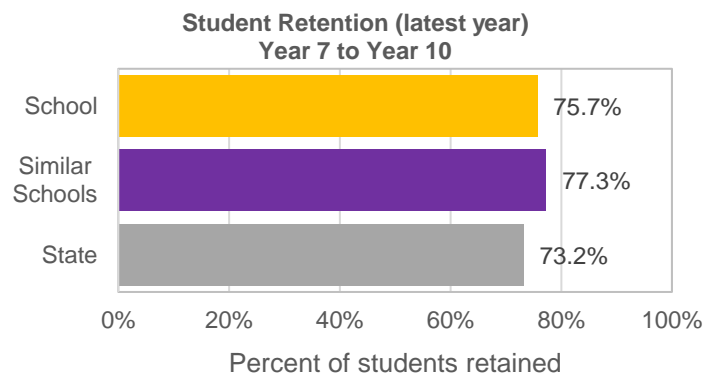
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	98.4%
Similar Schools average:	91.8%	91.1%
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12

School	100.0%
Similar Schools	91.8%
State	89.9%

Percent of students with positive destinations

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).

| Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	54.7%	54.8%
Similar Schools average:	52.9%	55.8%
State average:	51.6%	54.5%
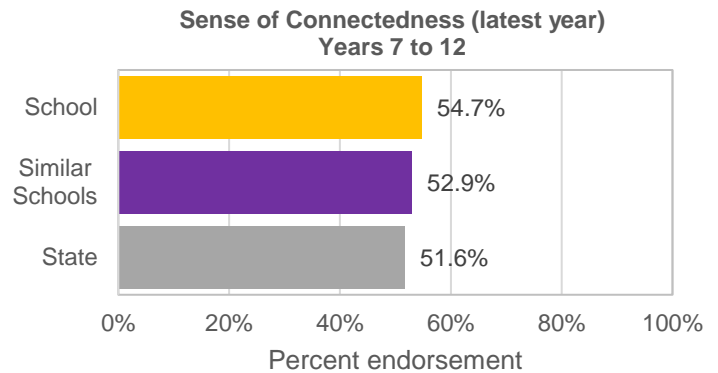
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School	54.7%
Similar Schools	52.9%
State	51.6%

Percent endorsement

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	64.1%	65.2%
Similar Schools average:	54.1%	57.5%
State average:	53.3%	56.8%
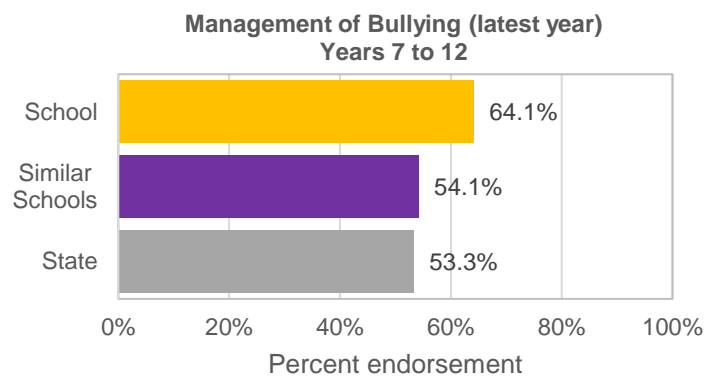
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

School	64.1%
Similar Schools	54.1%
State	53.3%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$17,770,406
Government Provided DET Grants	$3,130,460
Government Grants Commonwealth	$11,728
Government Grants State	$18,654
Revenue Other	$39,936
Locally Raised Funds	$596,188
Capital Grants	$0
Total Operating Revenue	**$21,567,372**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,812,180
Equity (Catch Up)	$95,598
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$2,907,777**

Expenditure	Actual
Student Resource Package [2]	$18,350,024
Adjustments	$0
Books & Publications	$27,232
Camps/Excursions/Activities	$139,213
Communication Costs	$65,872
Consumables	$253,242
Miscellaneous Expense [3]	$420,156
Professional Development	$69,739
Equipment/Maintenance/Hire	$264,349
Property Services	$522,768
Salaries & Allowances [4]	$336,826
Support Services	$294,051
Trading & Fundraising	$57,290
Motor Vehicle Expenses	$37,066
Travel & Subsistence	$35
Utilities	$140,160
Total Operating Expenditure	**$20,978,023**
Net Operating Surplus/-Deficit	**$589,349**
Asset Acquisitions	**$873,452**

(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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	$4,937,852
Official Account	$47,882
Other Accounts	$33,705
Total Funds Available	**$5,019,439**

Financial Commitments	Actual
Operating Reserve	$365,682
Other Recurrent Expenditure	$14,569
Provision Accounts	$0
Funds Received in Advance	$475,008
School Based Programs	$289,580
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$582,253
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$42,716
Maintenance - Buildings/Grounds < 12 months	$183,598
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$3,066,033
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$5,019,439**

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.