

2020 Annual Report to The School Community



School Name: **Alkira Secondary College (8874)**



- 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 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 29 April 2021 at 06:05 PM by John Shaw (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 10 May 2021 at 05:37 PM by John Sutton (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Alkira Secondary College; the 'School on the Hill', is a large secondary school located in Cranbourne North; the growth corridor of the south-east. We were the first PPP or Public Private Partnership school under the Partnership Victoria in Schools (PViS) model.

The school is proud to be the school of choice for our community; providing personalised learning in a positive and productive environment, encouraging our community to live our shared values of respect, integrity, care and excellence. We exist to 'secure the entitlements of every student'; where every child should progress through their years of learning feeling challenged, supported and equipped with the necessary skills to face the future. Our aim is to enable students to be contributing, empathic and responsible citizens, who see learning (in all its forms) as the norm.

2020 marked the school's twelfth year of operation, with a student population of 1482 (714 females and 768 males) during this period. Our students enrol from diverse backgrounds and are offered a broad range of learning opportunities that cater to an extensive range of needs and interests. The student population is managed by the implementation of a neighbourhood boundary that was extended in 2018. Based on the school's 'Student Family Occupation' index of 0.4085, Alkira is considered within the 'Low-Medium' range for its socio-economic status. In 2020, there were 18 funded students, 1% (16 students) who identified as Aboriginal and/or Torres Strait Islander) and 39% of the student cohort who have a language background other than English.

The total workforce composition of the College in 2020 consisted of 122 staff members; equating to 5 Principal Class members, 92 teachers and 25 Education Support (ES) staff.

Our award-winning facilities are modern, agile are built for pedagogical purpose. The colourful buildings reflect a vibrant and exciting culture where students and their families feel welcome, safe and cared for. The sizeable campus comprises shaded and green areas for our students to gather as well as an independent soccer oval, AFL oval and hardcourts to encourage health, wellbeing and play.

The College places significant emphasis on relationships and embracing the opportunities to support education through innovative programs and use of technology across all year levels. The focus is developing and facilitating a child centered curriculum and meeting the needs of all students in a holistic learning environment.

Four 'Heads of House' (Leading Teachers) as well as a number of Learning Specialists, teachers and non-teaching staff undertake a collaborative role in supporting wellbeing, attendance and the administration of students. Alkira has four houses; Malloo, Towera, Yaan and Cowarr, which operate within a SWIS model (School Within a School). All students are connected to a house, which provides students with a 'sense of belonging' to a close network of peers and teachers within a bigger school setting. In the last two years, the college implemented a tiered wellbeing system, whereby every student is tracked and if personalised supports are needed, appropriate measures can be taken. There is no doubt that this procedure has enhanced our positive climate through clear processes and timely communication.

Alkira secondary college structures its operations under two main areas of focus: Excellence in Teaching and Learning and a Positive Climate for Learning. Under the Positive Climate for Learning banner, we aim to maintain a school environment where every child feels safe, supported and where their learning needs are catered for, enabling the individual student to achieve their full potential. Excellence in Teaching and Learning focuses on what effective classrooms look like and how effective teachers teach. In 2020, the college reviewed its assessment and reporting practices to better support 'student agency', where students had greater understanding to their data, read and reflected to student feedback and could implement the steps needed to improve. This has enabled greater student empowerment; allowing all students be active contributors to their own learning journey.

The focus for the Teaching and Learning Team remains on delivering a differentiated, challenging curriculum. The

Curriculum Committee is comprised of Domain Leaders, Specialist Teachers and Instructional Coaches. All of these people have a role in ensuring that the subjects and electives offered are relevant, engaging and thought-provoking, with appropriate differentiation for students of varying abilities. Domains have documented all of their Curriculum Units, Assessment Tasks and Rubrics for Yr.7-12 in an agreed and common format. A guarantee of a consistent and viable learning experience for all students is a realistic expectation. All staff are able to access the documentation inside/outside of school, via Compass. The Curriculum Units are based on what our students need to know and be able to do, and are cemented firmly in the Victorian Curriculum Standards and VCAA Unit Designs. We aim for our students to be critical and creative thinkers; who are resilient and socially responsible.

The development of Alkira Learning Communities (ALCs) in 2020 enables small teams of teachers who are linked by a common teaching area, working together to identify a problem of practice and use the PLC Inquiry Cycle of Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, implement and Monitor. All staff use the Alkira Model of Instruction (MOI) to plan for learning, instruct for learning, assess for learning and build learning communities. Those steps are part of the Alkira Model of Instruction (MOI). For all classes there is an expectation that the Learning Intentions and Success Criteria are visible to students, in addition all staff provide a lesson outline on Compass for access in and out of school for students and parents.

The college has well established specialist programs to enhance and enrich student experiences. The Sports Academy provides high level training programs and our Master Class caters to highly able students. In 2020, students for whom English is an alternate language were placed in an EAL home group at Years 7 and 8, to facilitate more focused language instruction in all of their subjects. Our Student Leadership Program continues to grow and is centred on giving students authentic voice, leadership and agency opportunities in the college and within the wider community.

Alkira SC is an accredited International School and has sister school links in China, India and Korea. We additionally have educational links to schools in Singapore and Cambodia. Our students have abundant opportunities to undertake international tours to enhance their cultural awareness, academic and language skills. These include the Victorian Young Leaders to China and the Victorian Young Leaders to India programs.

We completed our involvement with the University of Melbourne Network of Schools (UMNOS) and the delivery of a reading comprehension programs and focus on vocabulary across learning domains. The College also participated in the SEVR Reading in Secondary School and Communities of Practice professional development

The ongoing, pro-active and communicable initiatives undertaken by the college has been embraced by students, staff and parents; represented in positive data. The 2020 Parent Satisfaction data was 79.9% (a progressive upward trend) and much higher than the State average of 74.2%. The 2020 School Staff survey results (67.1%) on a Positive School Climate was exceedingly higher than the State average of 61.2%.

Framework for Improving Student Outcomes (FISO)

Alkira Secondary College chose to focus on two FISO dimensions within its 2017-2020 Strategic Plan; that of:

- Excellence in Teaching and Learning (specifically the elements of):
 - ? Building Practice Excellence
 - ? Curriculum Planning and Assessment

Progress to this area was evidenced by;

- A significant increase in the percentage of students at/above age expected standards in Yr.7-10 Mathematics

(71.9%). This outcome was higher than 'similar' school's average (65.4%) and the State average (66.3%).

- Enhanced school mean study score for VCE (29.9); which was higher than 'similar' school's average (28.3%) and the State average (28.8).
- Positive Climate for Learning (specifically the elements of):
 - ? Setting Expectations and Promoting Inclusion
 - ? Empowering Students and Building School Pride

Progress to this area was evidenced by;

- A significant increase in the percentage of positive endorsement by Yr.7-12 students in 2020 (and 4 years trend);
 - (1) Sense of Connectedness
 - (2) Advocate at School
 - (3) Not Experiencing Bullying

Achievement

In 2020, Alkira Secondary College (like all schools) needed to make significant changes to its learning and teaching program (to cater for Covid-19) and introduce remote learning. Within this context; teachers, teacher aides, students (and parents) need to be congratulated in their flexibility, perseverance and commitment to their practice.

NAPLAN tests were not conducted in 2020 for all Victorian Government Schools and therefore comparable data to previous years and against that of similar schools and State benchmarks cannot be made.

Improvement in student learning outcomes was underpinned by a consistent approach to teaching and learning; evidenced through collaboration in 'Alkira's Learning Communities' (ALC) and delivered through the College's Model of Instruction (MOI). Students have access to a wide range of specialised Numeracy and Literacy programs to support learning attainment and growth across all key learning areas.

Our overall performance in 2020 in terms of achievement was very pleasing and we were rated as a school of 'influence' in two areas (Student Attitude and Senior Secondary). In 2020, significant improvement in Mathematics at Yr. 7-10 (teacher judgement for students at or above expected standards) was recorded at 71.9%; exceedingly higher than that of similar schools (65.4%) and State averages (66.3%). In comparison, English results for Yr.7-10 (71.9%) was below that of comparable schools (76.7%) and the State average (75.8); necessitating reflection to our literacy approaches and priorities to be included within the impending Strategic Plan (2021).

2020 Tracking data for Yr.12 students indicate:

- 85% of students were enrolled in further education or full-time employment.
- 12% of students were destination unknown.

2020 VCE achievement:

- 98% of students satisfactorily completed their Victorian Certificate of Education (VCE).
- 7 students were awarded the VCE (Baccalaureate).
- The average study score was 29.9 (an increase from the previous year), with the median study score being 30.
- The highest student ATAR was 96.4.
- 6 students received an ATAR of 90 or above.

- 3.2% (15 students) received a study score of 40+ (one student achieving a near perfect score of 49 in Legal Studies).

2020 VCAL and VET achievements:

- 38% of Yr.12 students who undertook at least one Vocational Education and Training (VET) unit in 2020.
- 80% of VET units of competence were satisfactorily completed in 2020.
- 97% of Yr.12 students satisfactorily completed their Victorian Certificate of Applied Learning (VCAL).

In 2020, the college continued the Master Class program at Yr.7 level “targeting highly-able students with a challenging and enhanced curriculum”. External assessment, NAPLAN, ICAS and school-based academic results place this cohort well-above the state level mean. In 2020, ten of our accelerated learning Yr.8 students were successful in their enrolment into the local select-entry government school (Nossal High School) for a 2021 commencement, based on their demonstrated academic prowess. Additionally, another Yr.8 student was successful in gaining enrolment into Melbourne High for 2021, whilst four Yr.9 students were successfully enrolled into John Monash Science School (another select entry secondary school), which specifically caters for gifted and talented students in Maths and Science.

Using resources generated through our collaboration with the University of Melbourne Network of Schools (UMNOS), Alkira SC continued with Independent Reading; with a specific focus on explicit teaching of reading and student conferencing. Additionally, the college continued to develop the FUN Program, which independently supports students identified as being ‘at risk’ in numeracy. This has been a long-standing program that has brought about confidence and growth amongst the participating students.

In 2020 (with funding from the state government), the college introduced the Middle Years Literacy and Numeracy Strategy (MYLNS). This interventionist program serves to support students in the middle years of schooling, who are in the bottom band in literacy and numeracy. A MYLNS leader was appointed, who developed a program using diagnostic tools to identify relevant students and to prepare an on-line platform to develop skills on a continuum. Literacy intervention in 2020 included Yr.7 and Yr.8 students, using the Fountas and Pinnell reading program.

In 2020, the State government created the Tutor Learning Initiative; designed to support students whose learning has been disrupted as a result of the coronavirus (COVID-19) pandemic. It will be funded and operate for the 2021 school calendar year. Alkira SC hired four tutors (some full-time and others part time) in the areas of literacy and numeracy as well as utilising some of our existing staff. This initiative co-exists and will further complement our existing Literacy and Numeracy programs and the MYLNS intervention. The aim in 2021 is for the teacher and the tutor to continually communicate and develop a holistic and academic understanding of the collective class, individual student’s needs, and then plan in a more targeted manner. In this approach, the tutor will work with a maximum of five students within the class to try and bridge the learning gap created by remote learning.

Additional staff were employed and/or re-directed to support Literacy, Numeracy and English as an Alternate Language (EAL). The students from an EAL background were grouped into independent Yr.7 and Yr.8 classes, specifically tailored for second language speakers. Targeted professional development was made available for staff to access and enhance their understanding and delivery of the EAL program.

Engagement

Student attendance in 2020, across all year levels (Yr.7-12) was 95%; a significant achievement; especially given the challenges of remote learning.

Over the last few years, the college has introduced a strategic approach towards decreasing student absenteeism, which is seeing real outcomes. In 2020, school absenteeism (across Yr.7-12 students) was 9.7 days with a 4-year trend of 15.5. days. Comparable similar school's data shows their average as being 16.2 days with a 4-year trend of 18 days. The State average and 4-year trend is higher again. The college appreciates there is still continued work to be done, with the understanding that attendance is a key factor in measuring engagement.

The College continued to undertake a pro-active approach towards decreasing student absenteeism through consistent College wide strategies that cater for student engagement, behavioural and welfare intervention. This includes;

- Pastoral Care teacher communication with parents at Round Table Conferences.
- Providing attendance information through COMPASS to parents.
- Attendance Learning Plans and modified time-tables for students with chronic absences.
- Fortnightly Case Management meetings for students with long-term absenteeism (involving the wellbeing team, SSSO, the careers / pathways practitioners, external agencies) to support a personalised approach to students.
- The College continues to work with DHHS, external agencies (Oz Child, Connections) and the Department's Navigator team to have students connected to programs (such as Lift-Off, Berry Street, Virtual Schools Victoria) which specifically support students with anxiety and/or prolonged absenteeism issues, with the aim to re-engage with mainstream schooling.

In 2020, planned interventions were introduced for tiered students who were not engaged with their schooling (such as; a personalised attendance plan, modified time-table, individual learning plan and comprehensive input from teacher / teacher aides / agencies / parent and student). The introduction of a dedicated Attendance Officer has had a positive impact on student attendance with a lowering in both the rate and level of unexplained absences. A tiered approach to attendance notifications was introduced; with a consistent mail out to parents who did not explain student absences.

Student retention (percentage of Yr.7 students who remain at Alkira SC through to Yr.10) continues to improve. In 2020, our 'retention' percentage was 73.6% with a 4-year trend of 72.5%. Whilst our 2020 data was stronger than that of the state average (72.5%), it was weaker than that of similar school's (76.1%).

In 2020, Yr.10-12 Student Exits to further studies or full-time employment (85.5%) increased from previous years; however, this remains consistently lower than schools with similar characteristics (91%) and the State average (88.6%).

To support the Positive Climate for Learning model, the Head of House (HoH) Leaders continued to place a focus on student engagement and 'sense of belonging' through generating 'House' pride, with the aim to develop a school culture and connection. This approach has had a positive impact, with 2020 Student Attitudes to School Survey data revealing a substantial increase in a key measure – 'Sense of Connectedness'. The Yr.7-12 school percent endorsement in 2020 was 68.1% with a four-year trend of 57.2%. In comparison, the state average in 2020 was 59.5%, with a four-year trend of 55.3%. Similar schools four-year average was 54%.

Student engagement continues to be a key focus of the college, where Student Voice, Leadership and Agency (SVLA) is an integral component. Student leaders have presented at Principal and City of Casey forums, connected with Domain leaders of curriculum, wellbeing, community, sports and other key college events. House Assemblies and school presentations that were run 'remotely' in 2020 provided unique opportunities and platforms for agency, where students were able (at times) to engage with a wider audience. Strategic approaches to support and enhance SVLA across the college and wider school community is illustrated in continuous improved data over the last four years: 2017 (44%), 2018 (55%), 2019 (62%) and 2020 (68%).

Wellbeing

The strategic intent of the college is to ... 'Secure the entitlements of every child'. We do this via the following-

- (1): Supporting student engagement;
- (2): Holistic wellbeing of the students;
- (3): Differentiation (entry and exit points);
- (4): Ensuring all students have access to learning
- (5): No one is left behind;
- (6): Ensuring we are meeting the needs of today's students.
- (7): Helping students help themselves.

In the last two years, the College has made several changes in the manner Student Wellbeing is facilitated; with a focus on key staff having identified areas of work / support. Additionally, the establishment of planned and scheduled Case Management Meetings saw a co-ordinated and connected approach to Wellbeing across the College. A tiered system was further developed to continue our identification of students who are deemed 'at risk'. Ongoing whole school training for staff was rolled out in areas of Individual Learning Plans (ILPs), Safety Plans and Behavioural Support Plans (BSPs) to bring enhanced understanding and planned support to our Tier 3 students. The college remains committed to identifying, recording and monitoring students 'at risk' and developing 'teams around the learner', as needed.

A dedicated and purpose-built Wellbeing Centre (Mod 5 portable), paid wholly by the College was negotiated in 2020, in liaison with School Council. This building (to be delivered in Term 2, 2021) will provide individual office spaces, meeting room, toilet, kitchenette and specific resources. It will further enhance a strategic approach to supporting students' mental, physical and social wellbeing. In addition, Cushman and Wakefield (private industry owners of the college facilities) identified in 2020 the need for a Mental Health Program (Wellbeing room) for senior school students / leaders. In negotiation with the College, this will be built and operable in Term 2, 2021.

The College is supported by DET through provision of a Student Support Services Officer (SSSO) and has access to additional psychologists, social workers, speech therapists and external agencies that support students with either a hearing or vision impairment. Ongoing networking connections with Foundation College, Merinda Park Community

Learning Centre, Adolescent Recovery Centre (ARC), Stepping Stones, Youth Prevention and Recovery Centre (YPARC), Head Space and Operation New Start (Casey and Dandenong), Casey Youth Services and the Australian Indigenous Mentoring Experience (AIME) continue to provide meaningful interventionist support for individual students (and often their family). They have proven to be long-standing successful partnerships, providing variant pathways and options for 'at-risk' students where continued engagement and attendance at a structured school setting is a challenge.

In the last two years, the college has placed greater 'inclusion' between the key areas of Engagement and Wellbeing, in the development of a more holistic approach to support students through the House system. There has been greater emphasis on the Heads of House leaders closely collaborating with members of the Wellbeing Team and relevant staff to document the needs of students. This targeted approach has enabled a collaborative approach to 'planned interventions' which are fluid and change according to the needs of the individual (especially the heightened demands of complex students), which often involve multiple agencies. The monthly data analysis from the Student Mapping Tool in Case Management meetings has played a key role in this co-ordinated approach.

Whole-college professional development, support and ongoing consistency in teacher practices in the area of student safety and student wellbeing has resulted in positive results, again being reflected in the Student Attitudes to School Survey data – where students indicate that this work is making a difference. Specifically, the area of 'Managing Bullying' which saw an upward positive student endorsement of over 50% in the last two years. The 2020 data was 69.9% with a 4-year trend of 59.3%. This is significant as the State's average was 60.3% and 4-year trend as 57.9%.

The continued, pro-active and communicable initiatives undertaken by the College has been embraced by students,

staff and parents; representative in the data. The 2020 Parent Satisfaction data was 79.9% (a progressive upward trend) and much higher than the State average of 74.2%. The 2020 School Staff survey results on a Positive School Climate was equal to that of the State average (67.1%).

A strong Gr.6 into Yr.7 transition program with our feeder schools (particularly Hillsmeade PS and Tulliallan PS where large student cohorts attend our college) ensures a smooth and successful movement into secondary education. Equally, a rigorous approach to managed individual pathways; through course counselling and close collaboration between the college, the student and their parent / carer ensures a critical transition into further education and/or employment.

English as an Alternative Language (EAL) at Alkira Secondary College continues to be a huge growth area, across Yr.7-12. In 2020, students from an EAL background were grouped into stand-alone Yr.7 and Yr.8 classes, specifically tailored for second language speakers. Targeted professional development was made available for staff to access and enhance their understanding and delivery of the EAL program. The College continues to look at identifying supports and programs external to the daily curriculum for these students such as Literacy and Numeracy support programs, Homework Club, Individual Learning Plans and a consistent approach to curriculum differentiation. The College also continues to develop a focus on respecting all languages and cultures through a teacher / student cultural diversity club that has initiated numerous activities and introduced a week-long 'cultural celebration', since 2018.

Alkira secondary College has in excess of 40 nationalities represented at the school and through acknowledgement, celebration and cultural awareness (gained through school curriculum, teacher discussion, and school activities); we have seen greater respect and collaboration. This is also represented in our Student Attitudes to School Survey results.

Financial performance and position

The impact of Covid19 on school finances was significant throughout 2020. We spent over \$120,000 on additional resources to support home learning, increased printing to support students without access to devices, as well as cleaning and sanitation consumables for staff and students in order to comply with hygiene control measures. We also refunded over \$85,000 to families for excursions, activities and other events that were unable to occur in 2020 due to the impact of the lockdowns.

We continued to invest in additional infrastructure (including equipment, tech resources, classroom furniture, lockers, outdoor facilities, and so on) to accommodate the growth of our student population. We also have funds put aside for the urgent building of a Wellbeing Centre to support our students and funds to contribute to the completion of a new gymnasium facility as whole school assemblies are no longer possible and our PE program is under pressure, given we have outgrown our current facilities. 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.

For more detailed information regarding our school please visit our website at
www.alkirasecondarycollege.com.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 1482 students were enrolled at this school in 2020, 714 female and 768 male.

39 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.

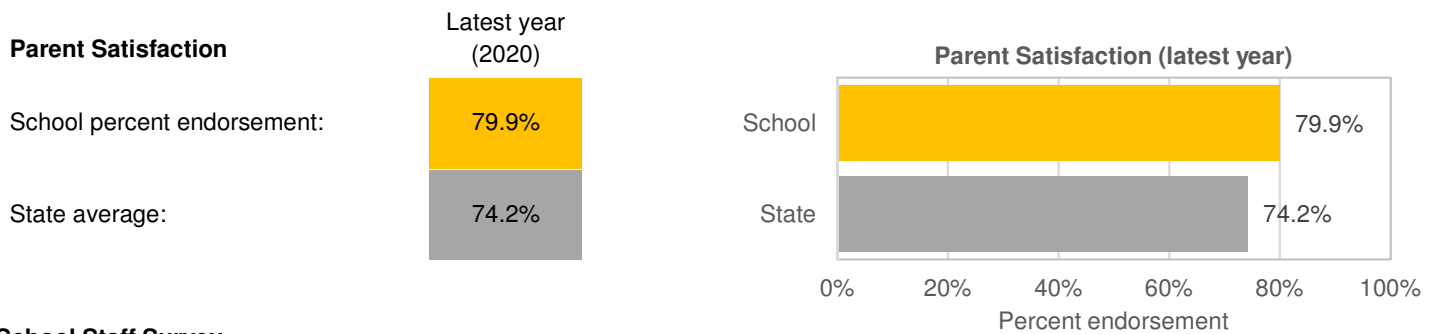
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

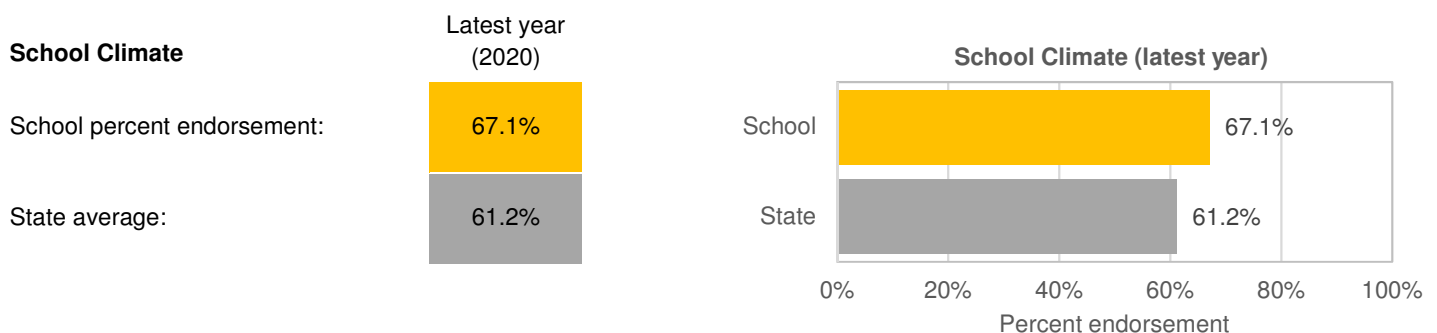


School Staff Survey

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:

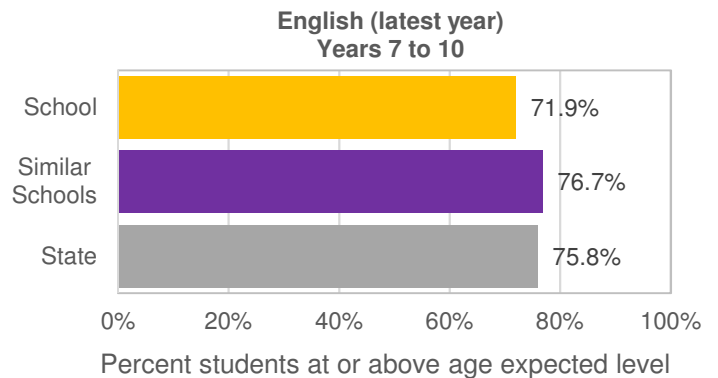
71.9%

Similar Schools average:

76.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

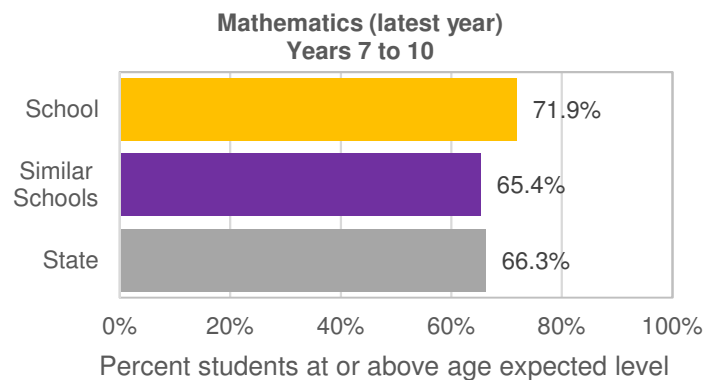
71.9%

Similar Schools average:

65.4%

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.

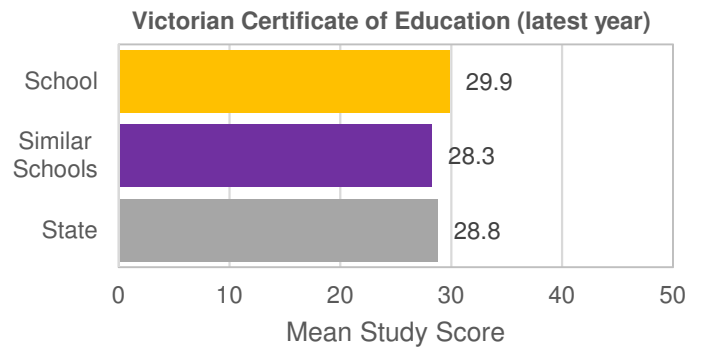
ACHIEVEMENT (continued)

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	29.9	28.2
Similar Schools average:	28.3	28.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

38%

VET units of competence satisfactorily completed in 2020:

80%

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

97%

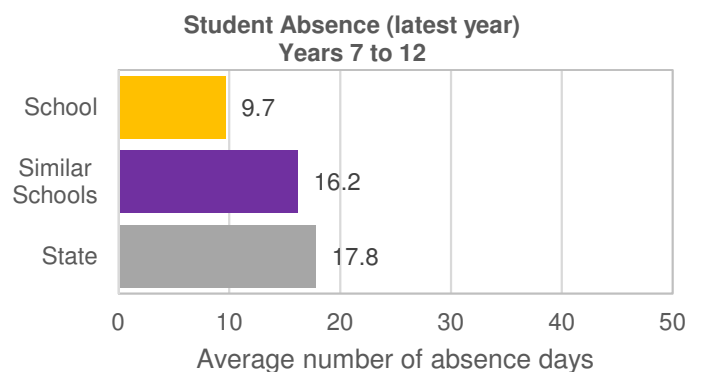
ENGAGEMENT

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:	9.7	15.5
Similar Schools average:	16.2	18.0
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

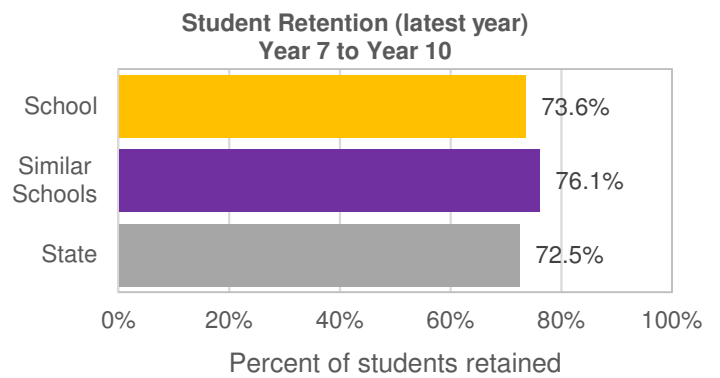
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	95%	95%	95%	95%	95%

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:	73.6%	72.5%
Similar Schools average:	76.1%	75.9%
State average:	72.5%	72.9%



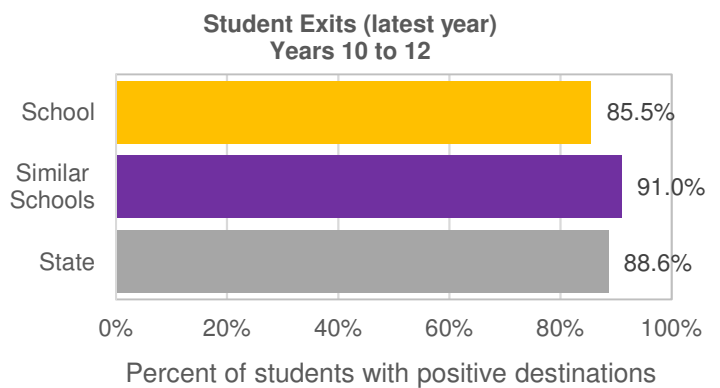
Students exiting to further studies or full-time employment

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:	85.5%	85.1%
Similar Schools average:	91.0%	91.7%
State average:	88.6%	89.1%



WELLBEING

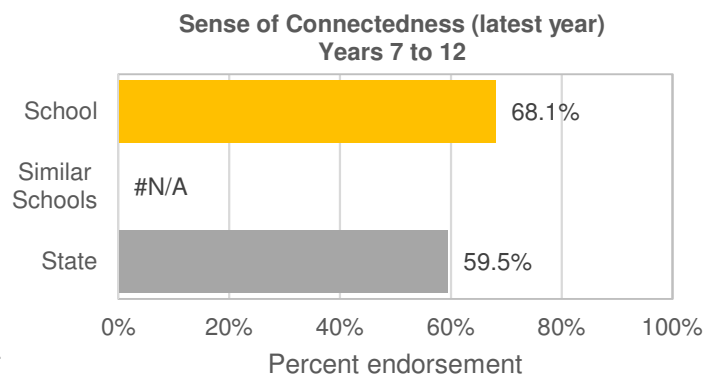
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	68.1%	57.2%
Similar Schools average:	NDP	54.0%
State average:	59.5%	55.3%



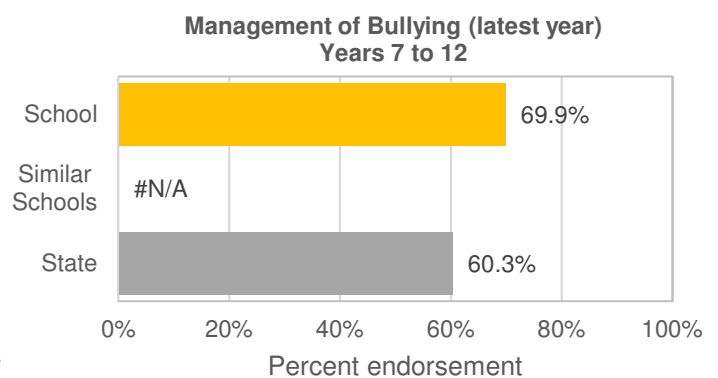
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	69.9%	59.3%
Similar Schools average:	NDP	57.2%
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	\$13,695,943
Government Provided DET Grants	\$1,533,295
Government Grants Commonwealth	\$21,429
Government Grants State	\$10,148
Revenue Other	\$75,477
Locally Raised Funds	\$389,914
Capital Grants	NDA
Total Operating Revenue	\$15,726,206

Equity ¹	Actual
Equity (Social Disadvantage)	\$320,552
Equity (Catch Up)	\$86,023
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$406,575

Expenditure	Actual
Student Resource Package ²	\$12,976,608
Adjustments	NDA
Books & Publications	\$2,793
Camps/Excursions/Activities	\$63,079
Communication Costs	\$32,575
Consumables	\$275,911
Miscellaneous Expense ³	\$56,020
Professional Development	\$28,115
Equipment/Maintenance/Hire	\$335,516
Property Services	\$12,613
Salaries & Allowances ⁴	\$141,542
Support Services	\$511,424
Trading & Fundraising	\$22,504
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$51
Utilities	\$110,691
Total Operating Expenditure	\$14,569,443
Net Operating Surplus/-Deficit	\$1,156,763
Asset Acquisitions	NDA

- (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

Funds available	Actual
High Yield Investment Account	\$3,146,630
Official Account	\$72,620
Other Accounts	NDA
Total Funds Available	\$3,219,250

Financial Commitments	Actual
Operating Reserve	\$265,468
Other Recurrent Expenditure	\$3,626
Provision Accounts	NDA
Funds Received in Advance	\$844,583
School Based Programs	\$464,300
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$190,000
Capital - Buildings/Grounds < 12 months	\$1,450,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$3,217,977

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.