

2015 Annual Report to the School Community

Mount Alexander 7-12 College

School Number: 7763

Name of School Principal:

Wayne Haworth

Name of School Council President:

Richard Frazer

Date of Endorsement:

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Mount Alexander College is currently undergoing a transformation as a student centred school with a focus on authentic student empowerment. By the end of 2015, staff had collaborated and radically re-written the entire Year 7-10 curriculum moving from a didactic teacher centred approach to a more flexible student centred approach. We also ensured that there were significant changes to the approach to wellbeing to also support the start of the 2016 year. 2015 has seen the culmination of an immense amount of hard work on the part of staff, students and parents of the Mount Alexander Community in order to begin a new and exciting phase of teaching and learning at the college.

Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. The school aims to provide students with a safe and positive learning experience where they are empowered, engaged and supported to reach their full potential. All members of the school community are treated with respect, fairness and equality.

From 2016, students will be able to select subjects that they are passionate about regardless of their year level. Through a vertical curriculum structure, students will be able to select subjects above their chronological age. Traditional year levels will be removed.

Effective induction programs facilitate a warm welcoming transition into a caring school environment. At MAC, students are known by a name and not by a number. Every student will have their own individual learning plan, catering for their passions, needs and interests. It is possible for a student in Year 8 to undertake a Pre VCE or VCE subject. 'Readiness' for such learning opportunities will be determined with course counselling and guidance provided.

The goal is to cater for the diverse needs of all our students and prepare them to be adaptable, curious life-long learners of the 21st century. The school intends to work actively with its local community and be seen as the school of choice in the area because it provides access and equity for all, a central tenant of the meaning of public education. On a system level we intend to foster communities of collaboration and cooperation rather than competition.

Achievement

At Mount Alexander College we are committed to innovated approaches to 21st century that reflect the dynamic and global nature of the communities in which live. Our commitment is to further improve student achievement outcomes at all year levels through improved teacher instruction. In 2015 we began implementing a whole school consistent instructional model of teaching.

By the end of 2015 we were able to:

- Undertake the investigation of and implementation of a whole school approach to quality consistent instructional practice using staged sequence of professional development around elements of the College Explicit Instruction Model linked to evidence-based theories of action for effective teaching and learning. e.g. High Yield Strategies and a common lesson schema (GANAG).
- Use the Student Performance Analyser, ACER online PAT Testing and Compass Analytics to manage, analyse ,display, store and communicate assessment, literacy and numeracy testing data.
- Employ a full time attendance officer to assist our student wellbeing team to better monitor and identify students at risk.

Our current foci are:

- Ensure that 7-10 rubrics incorporate Standards and Levels of Achievement and that VCE rubrics provide students with accurate data which describes knowledge and skills demonstrated within each range on the assessment task/s.
- That Compass is used by every classroom teacher to communicate attendance, assessments regularly and consistently at all times transparently to parents in students in a timely manner.
- That staff regularly work together in teams to use multiple data sets to inform their teaching and learning practice.
- As the college is undergoing a significant period of transformation we also intend to work with ACER and Zabar Consultancy over a period of four years to ensure literacy and numeracy targets as well as change management practices are managed appropriately.

Engagement

At Mount Alexander College our goal is to promote student-centred learning in all subjects, that lead to individualised career pathways for all students. We have introduced a consistent instructional learning model across the school and have increased the opportunities for student leadership. Our aim is to continue to enhance multicultural connections with the wider school community and to continue to provide support for students with special learning needs.

By the end of 2015 we were proud to have:

- Implemented a vertical curriculum structure with Individual Learning Plans for all students.
- Introduced student-centred subject choices and content delivery.
- Restructured the wellbeing structure: including introducing: Clubs and Societies, House Mentors and Student Leadership Programs.
- Introduced VCAL in order to ensure that all students' learning needs are catered for in the Senior School.

Our current improvement foci are:

- Professional learning programs delivered for all staff about the consistent delivery of the GANAG model of classroom instruction.
- Introduction of the House System.
- Development of the Clubs and Societies, House Mentors and Student Leadership Programs.
- Identification of leadership opportunities for students including supporting the Student Representative Council.
- Individual Pathways Plans developed for all students.

At Mount Alexander College, we aim to improve student engagement through a consistent and proactive approach. We are passionate about improving a sense of student identity and connectedness to the school. We have begun investigating and implementing approaches to enhance student feedback to inform teacher practices. We aim to expand the range of support services available to students and investigate a consistent system for staff feedback on instructional practices.

Wellbeing

By the end of 2015 we were able to:

- Introduce and implement of the School Wide Positive Behaviour Program following consultation with the college community.
- Introduce four new houses with student consultation as well as introduce a new pastoral care and organisational system with students allocated to one of four Houses.

Our current foci are:

- Continued development and reinforcement of the School Wide Positive Behaviour Program.
- Development of the House pastoral care and organisational system with students allocated to one of four Houses.
- Implementation of a planned program of student feedback opportunities across the college.
- Employment of an Attendance Officer to monitor and collate student attendance and support Heads of House with parental contact related to attendance.
- Continued engagement with all members of our diverse community, facilitated by 2 part time staff who assist with Community Engagement and Liaison.

Productivity

In 2015 Mount Alexander College undertook the development and implementation of a college wide staff and student leadership re-structure. We began actively and successfully applying for grants and funding to upgrade facilities in order to improve the quality of collaborative learning spaces both physical and digital to promote teaching and learning. We also ensured the we improved the infrastructure to our network to ensure we are able to deliver innovative use of learning technologies across the school

By the end of 2015 we were able to:

Consolidate as well as recruit new members to our Leadership team, ready to commence in 2016.

Reviewed and re-structured our staff and student management/positions of responsibility in order to better support the new teaching and learning structure that commenced in 2016.

Introduced: a 4 period day, no bells, Mentoring groups, Clubs and Societies, induction program for Entry students. New Wellbeing structure, including employment of: Community Engagement and Promotions staff.

Our current foci are:

- Provision of professional learning for staff, students and parents to support improved management and leadership as part of the college's documented professional learning plan.
- BYOD and ELearning development and promotion by:
- Increasing teacher capacity through targeted and differentiated professional development e.g.
 - PLF – Term 1: Google Apps
 - PLF – Term 1: Digital assessment tools
 - IT student mentors
 - IT staff/student committee
 - parent forums re: Compass
- Increasing Bandwidth
- Digital content – e.g. Ebooks/Readcloud

- Term 1 – collection of data and action on this data
- Surveys
- Ease of IT support
 - Password reset
 - Network accessibility

For more detailed information regarding our school please visit our website at
<http://www.mountalexandercollege.vic.edu.au>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 304 students were enrolled at this school in 2015, 112 female and 192 male. There were 24% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

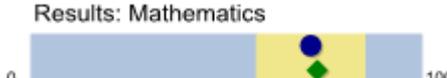
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



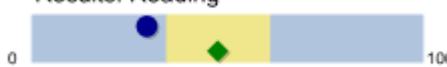
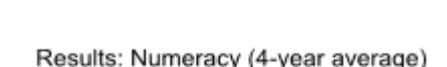
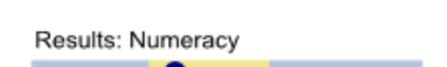
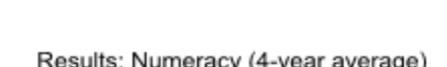
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>

Performance Summary

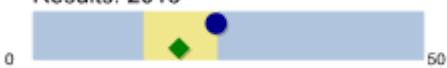
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>58%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>33%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>33%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	33%	56%	11%	Writing	13%	58%	29%	Spelling	46%	33%	21%	Grammar and Punctuation	38%	33%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Similar</p> <p> Similar</p>																								

Students in 2015 who satisfactorily completed their VCE: **88%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **0%**
 VET units of competence satisfactorily completed in 2015: **0%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **14%**

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>89 %</td> <td>88 %</td> <td>87 %</td> <td>87 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	88 %	87 %	87 %	89 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	88 %	87 %	87 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

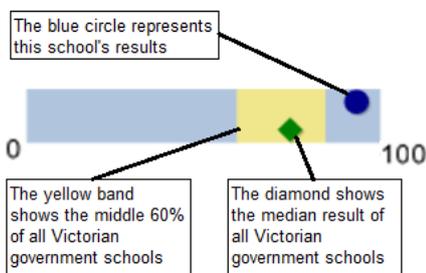
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

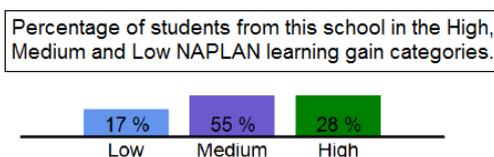
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

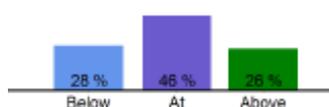


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,990,987	High Yield Investment Account	\$729,220
Government Provided DET Grants	\$2,023,597	Official Account	\$368,057
Government Grants State	\$12,665	Other Accounts	\$311,070
Revenue Other	\$103,166	Total Funds Available	\$1,408,347
Locally Raised Funds	\$206,924		
Total Operating Revenue	\$6,337,339		
Expenditure		Financial Commitments	
Student Resource Package	\$3,972,378	Operating Reserve	\$80,000
Books & Publications	\$8,624	Asset/Equipment Replacement < 12 months	\$95,100
Communication Costs	\$8,912	Capital - Buildings/Grounds incl SMS<12 months	\$415,848
Consumables	\$86,458	Maintenance - Buildings/Grounds incl SMS<12 months	\$343,700
Miscellaneous Expense	\$2,135,912	Revenue Received in Advance	\$45,000
Professional Development	\$31,799	School Based Programs	\$7,820
Property and Equipment Services	\$339,182	Repayable to DET	\$420,879
Salaries & Allowances	\$64,002	Total Financial Commitments	\$1,408,347
Trading & Fundraising	\$4,102		
Travel & Subsistence	\$980		
Utilities	\$43,426		
Total Operating Expenditure	\$6,695,775		
Net Operating Surplus/-Deficit	(\$358,436)		
Asset Acquisitions	(\$26)		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

[Insert financial commentary here]