

2017 Annual Report to the School Community

School Name: Mount Alexander 7-12 College

School Number: 7763

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Mount Alexander College is currently transforming to a learning community that has a strong emphasis on authentic student empowerment. Throughout 2017, continued to collaborate and consult with students to provide new and enhanced learning opportunities. 2017 saw further embedding of student wellbeing structures. 2017 has seen the culmination of an immense amount of hard work on the part of all staff, students and parents of the Mount Alexander Community in order to build on the foundation that has been created to reshape teaching and learning across our learning community.

Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. Our school aims to provide students with a safe and positive learning experience where we enable students to be empowered, engaged and supported to reach their full potential. We believe that positive student wellbeing provides the foundation upon which academic success can be achieved. All members of the MAC school community are treated with respect, fairness and equality.

At MAC, it is recognized that success comes in many different forms. We have continually recognised and celebrated success throughout the year and at our Annual Awards evening at the Clock Tower. At MAC, we consider academic endeavor as much as academic excellence. All students are encouraged to be the best that they can be.

Our student empowered model of learning enables students to 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 have been removed.

The appointment of an enrolment and transition co-ordinator has meant that our student induction programs are now more effective and facilitate a warm welcoming transition into a caring school environment. Every student at MAC has their own Student Pathway Plan. (SPP). SPP cater for student 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.

Students transitioning from primary school are supported in many ways including being offered stimulating learning tasks by cohesive connected team of teachers. Students at Entry Level have less teachers as Quest-the study of English and Humanities is taught by one teacher. Strong relationships and connectedness to school adds to a positive attitude and love of learning. The introduction of the Entry Level Camp added to the cohesiveness of students to each other and to the school.

At MAC, our goal is to cater for the diverse needs of all our students and enable them to be adaptable, curious life-long learners of the 21st century. Our 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.

Enhancing and building the capacity of our staff is paramount to improving learning outcomes for students. In 2017, we continued to place a high priority on Professional learning. On a system level we intend to foster communities of collaboration and cooperation rather than competition. During Term 3, MAC hosted an inaugural Curriculum Day with the schools of Templestowe College and Bundoora College as part of sharing ideas and excellence across the 'Federation.'

Interest in MAC and the model of learning that we offer students continued to grow during 2017. We hosted visits from Principals and Teachers from other schools and across sectors- Government, Catholic, Independent system and Universities. Local, interstate and international educators have shown strong interest and have toured our school. DET representatives from the Innovation and Policy division visited as part of their research into innovation in education.

Student enrolments continues to grow throughout the year and across all levels Entry Level, Above Entry and in the senior cohorts.

Framework for Improving Student Outcomes (FISO)

Improvement priorities

Improvement Initiatives

Excellence in teaching and learning

Building Practice Excellence

2017 was a year of consolidation, while moving forward in further embedding pedagogical practice. The use of GANAG as an instructional model was further embedded. 2017 saw the added emphasis in the use of High Impact Teaching Strategies (HITS) including the implementation of peer observations.

Positive Climate for Learning

Empowering students and building school pride

2017 saw a continuation of the positive cultural change at MAC. Increased students enrolments across the school and at Entry level and the recruitment of passionate, dedicated and highly committed staff, have had a positive impact on the school climate. Further opportunities for students to feel empowered and be directly involved decision making have added to build school pride. Enhanced school facilities too have added to the learning environment for students.

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. During 2017, we continued to embed the GANAG model of Instructional leadership across the school.

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.
- Enhance communication with students and parents via Compass. Feedback to students and parent regarding learning tasks was further embedded into the practise of every classroom teacher.
- Engage Literacy and Numeracy consultants to observe class, provide feedback to teachers and thereby further build teacher capacity.
- That staff regularly work together in teams to use multiple data sets to inform their teaching and learning practice.

In 2017, we engaged with Vic Zabar an Education Consultant, with the view of improving school wide outcomes. The use of Wendy Cahill provided invaluable coaching to members of the leadership team, as a group and individually. The 2017 NAPLAN data comparisons from Year 7-9 indicate positive growth.

The number is indicative of our difference to the state growth. Where we are + we have improved more than the state, - less than the state. This is on the school and state Mean (average) scores.

	2016	2017
Reading Difference	-8	+15
Writing Difference	-12	-11
Spelling Difference	+4	+5
Grammar & Punctuation Difference	-9	-11
Numeracy Difference	-16	-9

The use of Literacy and Numeracy Consultants has assisted to further inform our practice. Improvements particularly in reading have been seen, with minor improvements in spelling. Minor improvements in numeracy were seen. Although a general improvement has been seen, further work and consolidation in implementing literacy and numeracy strategies, are likely see further improvements in student learning outcomes.

VCE & VCAL

Improvements in VCE and VCAL were seen in 2017. 100 % of all students undertaking VCE achieved a successful outcome. Mean Study score improved three places from 23 to 26. In VCAL only one student was unable to satisfy the requirements to obtain the certificate. 100 % of the graduating class applied for tertiary study. The introduction of senior school improvement strategies in 2017, saw improvements in student outcomes.

Engagement

At Mount Alexander College, our goal is to promote student-centred learning in all subjects, which 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 2017 we were proud to have:

- Embedded a vertical curriculum structure with Student Pathway Plans for all students, and Individual Learning Plans for all students with special needs.
- Introduced a Transition Camp for all Entry and Above Entry (Year 8) in order to strength relationships and a sense of connection to peers and to the school.

- Embedded the House System, in order to promote team spirit, a sense of belonging and enhanced level of engagement and connectedness from our students.
- Embedded a VCAL program in order to ensure that all students' learning needs and alternative pathways available to cater for in the Senior School.

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.

Wellbeing

By the end of 2017 we:

- Implement and further embedded the School Wide Positive Behaviour Program, following consultation with the college community.
- Embed the House System with House Leaders, Mentor Teachers and Student leaders.
- Strengthen and improved our connection and relationships with local primary schools.
- Strengthen our communication with our Non- English speaking parents via the use of regular Community Meetings with translators available.

Our current foci :

- 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.
- Improve student attendance and punctuality to school

The Student Attitude to School survey indicated that widespread improvements have occurred. When compare with 2016, we now have 9 categories in the top 25 percentile when compare with the state. In 2016, there were no categories in the 75th percentile. The 9 categories that have moved into the fourth quartile include;

- Not experiencing bullying
- Student voice and agency
- Sense of connectedness
- Stage transitions (Year 7 and new students)
- Sense of confidence
- Resilience
- Self- regulation and goal setting
- Motivation and interest
- Attitudes to attendance

For more detailed information regarding our school please visit our website at
[enter web address here]

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 322 students were enrolled at this school in 2017, 127 female and 195 male.</p> <p>46 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> • English • Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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>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>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 year 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'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>● Lower</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 94% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 38% VET units of competence satisfactorily completed in 2017: 85% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 94%</p>		

Performance Summary

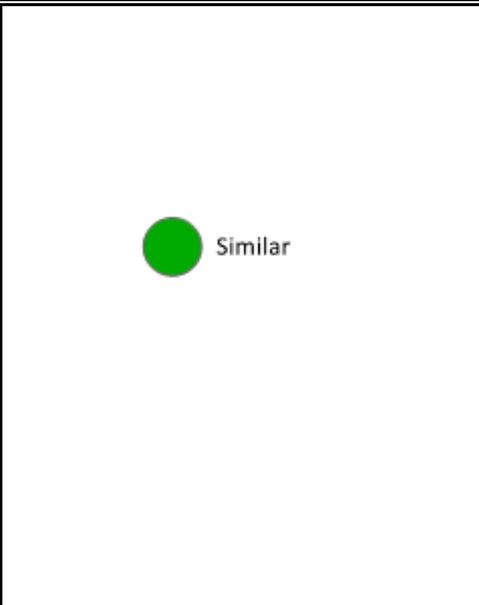
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="565 954 1024 1048"> <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>92 %</td> <td>86 %</td> <td>83 %</td> <td>88 %</td> <td>89 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	86 %	83 %	88 %	89 %	87 %	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	86 %	83 %	88 %	89 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p>  <p>Results: 2014 - 2017 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p>  <p>Results: 2014 - 2017 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

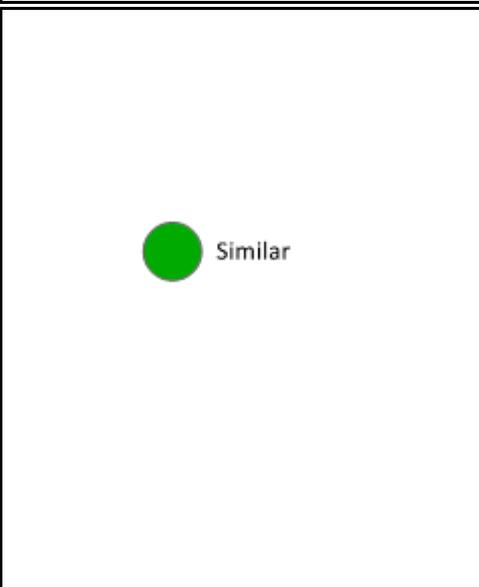
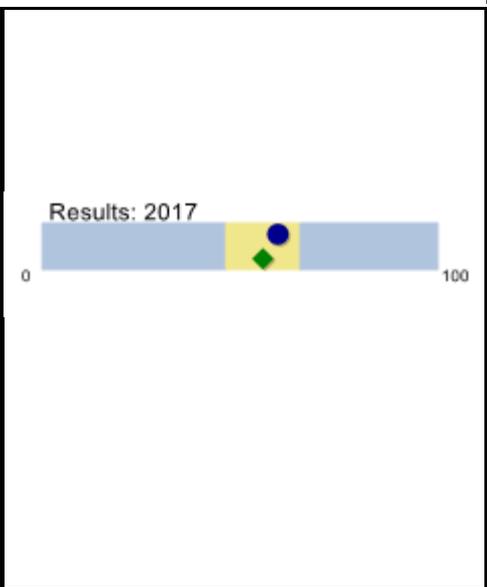
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Wellbeing	Student Outcomes	School Comparison
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Students Attitudes to School - Management of Bullying

Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



How to read the Annual Report

Financial Performance and Position

Financial performance and position commentary

2017 saw continued spending on upgrading and enhancing our learning facilities. These included;

- The creation of a Performing Arts Room
- The creation of a MAC Lab
- Refurbishing pottery kilns for Art
- Upgrade of the Silent study room
- The addition of a Café for the Resource Centre
- External signage
- Installation of a Anzac commemorative plaque
- Construction of a multipurpose sports court
- Installation of additional data projectors

All of the above projects have significantly reduced the schools cash reserves.

In 2017, with a continued staffing surplus we remain in a staffing deficit. The school again, received workforce bridging. At the end of 2017, with only one staff surplus to the schools requirements, there is was a focus on repaying the staffing deficit, this will continue throughout 2018.

Parent financial contributions have risen significantly over to past three years, with voluntary contributions in 2017 over 75% up from 40% in 2014.

Continued increases in our student enrolments will have a positive impact on the schools financial position.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	Financial Position as at 31 December, 2017
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Revenue	Actual
Student Resource Package	\$4,132,528

Total Operating Revenue	\$5,388,047
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Equity ¹	
Equity (Social Disadvantage)	\$492,150
Equity (Catch Up)	\$58,327
Equity Total	\$550,477

Student Resource Package ²	\$4,398,583
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Property and Equipment Services	\$830,016
Salaries & Allowances ⁴	\$72,145
Trading & Fundraising	\$40,744
Travel & Subsistence	\$2,101
Utilities	\$44,387

Total Operating Expenditure	\$6,154,231
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Net Operating Surplus/-Deficit	(\$766,184)
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\$84,858

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.