

2023 Annual Report to the School Community

School Name: Alamanda K-9 College (5528)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 06 May 2024 at 12:18 PM by Lynette Jobson (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 May 2024 at 10:13 AM by Deepti Dhillon (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Alamanda K-9 College is situated in Point Cook and is part of the South-Western Region of Victoria. The College is in a growth corridor, and as a result, has a rapidly expanding student population. 2013 was Alamanda K-9 College's inaugural year, commencing with 371 enrolled students. The College experienced significant student growth throughout the first seven years and in 2023 had an enrollment of 3429 students.. There were 2661 students in the Primary School and 786 within the Secondary School. We anticipate that a similar growth rate will continue in 2023 with the development of the local area and nearby estates. The College is still maintaining cohorts of 320+ at every year level, with larger growth continuing in the Secondary 7-9 area. Alamanda K-9 College has a high proportion of students with English as an Additional Language, 82% of students have indicated this when enrolling. Alamanda K-9 College has 190 equivalent full-time staff. The school has developed a step-up leadership program to support the future of the College, with the current positions within the leadership Team for 2023: 15 Principals; and 33 Leading Teachers, Learning Specialists, Acting Leading Teachers and Learning Specialists and 14 PLC leaders across the College. The College has 197 teachers and 26 education support staff (38 of which are integration aides). To support the school's purposeful community and student connectedness to school, we have continued to strengthen our House System with the appointment of 13 House Leaders across the College (P-9).

Alamanda K-9 College is committed to providing academic excellence through the implementation of a Guaranteed and Viable Curriculum. The College strives to be internationally minded, and provides a supportive, nurturing and challenging learning environment with high expectations for student success. We employ the pedagogical framework of the Department of Education's Framework for Improving Student Outcomes (FISO), alongside McREL's 'Classroom Instruction that Works' and 'Curiosity Works' to ensure the whole school implementation of research-based, high yield teaching strategies.

The College's Philosophy is based on the International Baccalaureate Programme. The College is authorised in the Primary Years Programme for Prep to Year 6 and continues to use the IB framework for the Middle Years Programme (MYP) from Year 7 to Year 9. Alamanda K-9 College's aim is to develop inquiring, knowledgeable young people who are lifelong learners, great thinkers and problem solvers, ultimately becoming internationally minded individuals.

The College has a strong focus on professional development for all staff, including a large emphasis on building leadership capacity through McREL's Balanced Leadership Program and the implementation of best teaching practice through various internal PD. The College focuses on professional learning around the philosophy and pedagogy of the International Baccalaureate and the research-based, high yield teaching strategies as outlined in the DET's FISO/FISO 2.0 (Framework for Improving Student Outcomes) and HITS (High Impact Teaching Strategies), supported by McREL and Marzano's research-based instructional strategies including 'Curiosity Works'. Alamanda K-9 College is a 1:1 device school using iPads in the Lower Primary Years and MacBooks in the upper Primary and Secondary College. Technology is used as a resource to engage students in their learning and to meet their individual needs.

In embracing the College motto, 'Dare to be Wise', we develop our intellectual and physical capabilities, whilst displaying our moral convictions through our actions.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Alamanda K-9 College, learning is personalised and differentiated through goal setting using a Literacy and Numeracy continuum, individual conferencing, and rigorous, ongoing assessment. Students are developing their analytical and critical thinking skills through the Primary Years Programme (PYP) and Middle Years Programme (MYP), an inquiry-based approach to teaching and learning. In addition to this, the school has an emphasis on the High Impact Teaching Strategies developed by the Department of Education, the Curiosity Suite from McREL, Marzano research-based instructional and classroom delivery practices, Bloom's Taxonomy, Harvard Visible Thinking Routines as well as digital pedagogies, which are an integral part of the curriculum.

Consultants, coaches, and other internal and external experts support the development of teachers and students in the areas of Literacy, Numeracy, Inquiry-based learning, as well as leadership, and instructional strategies.

NAPLAN:

The Year 3 2023 NAPLAN reading results demonstrated that 82% of students are achieving in the strong or exceeding proficiency levels compared to 72% of students in similar schools. In Writing, 90% of students are achieving a strong or exceeding proficiency level compared to 83% of students in similar schools and 80% in Network schools. In Spelling, 82% of students are achieving either

an exceeding or strong proficiency level compared to 74% of students in similar schools. Finally, in Numeracy, 81% of students are achieving a strong or exceeding proficiency level compared to 73% of students in similar schools.

Year 5 NAPLAN reading results indicate that 85% of students are sitting at strong or exceeding proficiency levels compared to other schools sitting at 82%. The Year 5 writing NAPLAN results indicate that 90% of students are sitting at the strong or exceeding proficiency level compared to 83% of similar schools. Year 5 spelling NAPLAN results indicate that 87% of students are sitting within a strong or exceeding proficiency level compared to 82% of similar schools and 80% of schools within Alamanda's network. The Year 5 Numeracy NAPLAN results reflect that 80% of students are sitting at strong or exceeding proficiency levels compared to 75% of similar schools.

Year 7 NAPLAN reading data results demonstrate that Alamanda K-9 College has 85% of students achieving in the strong and exceeding proficiency levels compared to 81% of students in similar schools. Alamanda College's Year 7 NAPLAN Writing results show that 88% of students are achieving in the strong or exceeding proficiency level, compared to 77% of similar schools and 70% of our Network schools. Year 7 Spelling Data showcases that 91% of Year 7 students are achieving at the strong or exceeding proficiency level in comparison to 83% in similar schools. Finally, the Year 7 Numeracy data demonstrates that 87% of students are achieving in the strong or exceeding proficiency level compared to 81% of similar schools and 73% of schools in our network. The Year 9 NAPLAN reading data demonstrates that 77% of students are achieving in the strong and exceeding proficiency level compared to 68% of students in Alamanda's Network schools. In the Year 9 Writing NAPLAN data, 78% of students are achieving at the strong or exceeding proficiency level compared to 73% of students in similar schools. Finally, 74% of students are achieving at the strong or exceeding proficiency level in Numeracy compared to 65% of students in Alamanda College's network schools. Moving forward, Alamanda K-9 College will continue to maintain a challenging learning environment for all of our students. We will continue to implement programs in line with departmental guidelines such as the tutor program and the High Achiever's Program to meet the needs of our students.

In 2023, Alamanda K-9 College once again pivoted the focus of the school, as indicated in the 2023 AIP with a continued focus on the school's priorities of:

- Learning and extension
- Happy, active and healthy kids
- Connection with and between all members of our school community

FISO priorities from 2023 AIP:

1: Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy; To build staff capacity, pedagogy and professional practice in order to support and extend learning growth for all students within Numeracy.

During the year, staff attended professional development with Numeracy consultant Di Siemon. Over numerous sessions, teachers learnt about the Big Ideas in Number, extending on their current knowledge. Di referred to improving numeracy through multiplicative thinking and partitioning, and emphasised that the teaching of mathematics is the responsibility of all teachers across the school.

Our NAPLAN results for the 2023 year reflected our continued focus on high achievement in all learning areas. In Reading, the percentage of students in the top two bands was 82% in Year 3, 85% in Year 5, 85% in Year 7 and 77% in Year 9. Our Numeracy results in NAPLAN continue to show Alamanda's focus on high growth and achievement in mathematics. In Year 3 81% of students were placed within the top two bands, in Year 5, 80%, in Year 7 it was 87% and in Year 9 it was 74%.

PLCs maintained a focus on fostering curiosity within the students throughout the year. Other focuses included professional development and discussions, such as exploring the Curiosity Suite, Capabilities, Analysing Data, and Reading and Writing strategies. The oral language continuum and thinking routines were a whole school focus, being revisited and unpacked within each class. Leaders continued to hold PLC discussions and modelled classroom practice in utilising data to inform their planning and teaching throughout the year.

2: Positive Climate for Learning – Strengthen the whole school approach towards social and emotional learning, with a focus on the correlation between student learning, engagement and well-being.

Students continued to improve on their skills to become independent and self-regulating learners by engaging and accessing learning opportunities. These goals assisted them in the progression towards achieving learning goals. Students were able to track and measure their own learning growth by reflecting on learning tasks and measured their learning against exemplars and rubrics, with support and guidance from one-to-one, small group and whole class teaching. The Student Attitudes to School Survey reflected that 97% of primary students and 88% of secondary students identified that high expectations for success was an important characteristic that supported their learning in 2023.

Students further continued to build on their capacity to provide and utilise effective feedback to inform future learning goals through peer and teacher conferencing, recognising growth and identifying areas for future development linking back to the First Steps continua.

Using the James Beane model, students were involved in the design and implementation of school programs through exploring their curiosities. Students were provided with opportunities for extension groups to enhance motivation. Each mini school presented our curiosities within our negotiated inquiry, within the minischool through many exciting ways, promoting interest and excitement.

A strong focus remained on Alamanda's house system to allow students an opportunity to engage with the whole school community, work together as a house and share their strengths and passions with the wider community. Students endorsed this positively, with a strong sense of connectedness to school.

Future directions include:

- Continuing to work towards building practice excellence in teaching and learning, with a focus on Numeracy.
- Building effective leadership teams, as well as developing a positive climate for change.
- Further enhancing student wellbeing, through a sense of connectedness and school pride.
- Continuing to strive towards the 100th percentile and 100% positive endorsement in all domains of the Staff Opinion Survey and Student Attitudes to School Survey.

Wellbeing

Alamanda K-9 College has a strong commitment to student wellbeing, health, and safety and has dedicated a significant amount of resources to this area. The school environment is stimulating, engaging, safe and orderly, children have a positive attitude towards school. Staff are seen as positive role models in terms of relationships, actions, and behaviour. There are strong staff and teacher-student relationships at every level, and parents have very high expectations and aspirations for their children. Alamanda K-9 College follows the challenging framework of the PYP and MYP.

The PYP and the MYP prepare students to become open-minded and curious lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. Students undertake inquiry tasks that allow them to make practical connections between their studies and the real world. These inquiry tasks are formed through student agency and voice, where students and staff collaborate to form wonderings about what is relevant, engaging, challenging, and significant to students. This model is inclusive to students of all interests and academic abilities which empowers students to drive their learning alongside their teacher. This framework aids the development of well-rounded students who are able to respond to challenges with optimism and conviction. Students also set personal learning goals which allow students to gain confidence in their capabilities which in turn increases their motivation. Through goal setting and the PYP and MYP framework student wellbeing is at the forefront of our work as we always are student centered and driven.

Individual Education Plans (IEPs) are written in collaboration with parents and students during Parent Support Group (PSG) and Student Support Group (SSG) meetings. PSG and SSG meetings are facilitated by either Assistant Principals, Well-being Coordinators and year level leaders. These are run alongside the school's getting to know you interviews and three-way conferences to ensure an inclusive process for all families. Parent Support Groups are also available to students and families with additional needs as required. IEPs are accessed by staff through the Staff Share. Staff also complete matrix forms that aim to assist communication between staff about students' wellbeing needs. This helped support many students with continuity along with supporting staff to have the knowledge to build purposeful and supportive relationships with their students. In 2023, leaders across the school attended Professional Development to enhance their understanding on the implementation of the Disability and Inclusion initiative.

The IB Learner Profile, Attitudes, and Values are used as the basis of essential agreements and defining expectations. The PYP and MYP Approaches to Learning skills are embedded in documents as part of the unit planning process. The College is implementing a whole school approach to restorative conversations and practices. Our Primary School operates within an inclusive framework model, where classrooms are structured around social and academic inclusion. All staff have been supported by leaders to ensure they are providing for students including our Leading Teachers who specialise in Disability Inclusion. All students are involved in the process of creating a classroom essential agreement, which is focused on the language of the PYP learner profile. To start the year and to launch our guaranteed and viable curriculum we held our community event 'PYP/MYP Curriculum launch'. This was an opportunity for members of the community to receive copies of classes essential agreements and to see the students' learning in action.

There is a strong emphasis on mutual respect and understanding between students and teachers, as a result of all primary and secondary staff being trained in the Child Safe standards and Respectful Relationships.

Pulse, a wellbeing monitoring program, continued to be used in 2023. Another year of using this application meant students continued to be supported and familiar with it. Pulse is used to monitor our student's wellbeing and engagement. Through this application, students from year 4 to year 9 completed a range of questions weekly, or at any time they needed, to reach out to their educators. Our educators monitored their student's responses and responded accordingly.

Our Middle School is organised into homerooms to allow students to connect with their homeroom teacher every morning. This is an important aspect of our school as students complete a pastoral care program as well as addressing the news and discussing any current events or concerns. The pastoral care program entails student organisation, attitudes to learning, the learner profile, essential agreements, student wellbeing, and current problems affecting our youth such as managing stress, social media and anxiety.

Our mini-schools also have multiple-year level leaders, education support staff and Assistant Principals, ensuring students are safe, supported, and encouraged in their school. In addition, students also complete a Respectful Relationships Unit which covers many topics involving online resilience, consent, relationships, power, and violence. Across the PYP, Respectful Relationships were embedded into classroom activities and inquiry units. Making clear and strong connections for students. All timetables in both the primary and secondary, also have weekly assemblies so students can connect with their peers and educators as a community. Our assemblies are instrumental in recognising students' effort and achievement within our school community as well as providing our students with an opportunity to demonstrate their leadership, voice and agency.

Alamanda College has a mental health practitioner for our year 7- 9 students. Our mental health practitioner actively contributes to our whole school approaches to mental health promotion and prevention, as well as providing direct counselling support to students and communicating with parents and other professionals to best support our students. Alamanda actively collaborates with speech therapists and occupational therapists who the family have employed to support their children. Furthermore, Student Support Services, Visiting Teacher Services, our Koorie Education Support Coordinator and Alamanda College work together to provide a range of facilitated groups and professional learning to further support children with social, emotional and cultural well-being, including a grade 6-7 transition program, social skills groups, personal safety and resilience, and coping skills.

Across the school, at Alamanda K-9 College we strive to build a supportive and proud environment. In order to continue to build school pride and connectedness to the school community we have a House system, which continues to build as the years progress. We have both staff and student house leaders, who are responsible for organising a range of House events throughout the year as well as building House pride. House updates are a regular part of assemblies and create a real atmosphere and build up for community house events. Our House competitions engaged students in a range of skills and talents and included events such as Alamanda's Got Talent, The Big Freeze, Tunnel Ball/Downball Competition, Food Bank drive, Jump Rope for Heart, Battle of the Bands, themed dress-up days, Tug of War, Amazing Race, the Colour Run, House Athletics and Swimming and many more. Student and house leaders facilitated participation in the Relay for Life community event. This event was an Alamanda Community event with staff and students present; it was run in the Wyndham council community.

Alamanda K-9 College identified that we have maintained positive outcomes in the Student Attitudes to School Survey data in 2023. In the domain of teacher-student relationships 97% of Year 4 to 6 students felt teachers held high expectations of them. Similarly 88% of year 7 to 9 students felt their teachers too had high expectations for success.

A strong indicator for our positive learning environment and strong teacher-student relationships is under the domain of 'school safety' 86% of year 7 to 9 students felt they were an advocate at school while 93% of year 4 to 6 students felt the same. This is above similar schools speaking for the positive learning environment again created by leaders and educators at Alamanda College. Across the school, the attitudes to school data indicated that in the domain of teacher-student relationships, 84% of grade 4-6 felt that their teachers are concerned about them and how they are feeling. Similarly, 91% of grade 4-6 students and 74% of year 7-9 students felt a sense of connectedness to school. 84% of grade 4-6 students and 72% of year 7-9 students felt that they had a sense of voice and agency at school. This data reflects that our students' felt supported and connected at school in 2023.

Alamanda College is a Child Safe school, where priorities have been met to ensure that we are compliant with all eleven safety standards outlined by the Department of Education. Staff received professional development in the latest updates of the Child Safe standards in 2023 including mandatory reporting.

Engagement

Students at Alamanda K-9 College are highly engaged and involved at school in the rich curriculum and have many opportunities to display their achievements and talents via a range of pursuits. Feedback from parents, teachers and staff indicates strong student-teacher relationships and interactive peer relationships, which have continued to grow and strengthen throughout 2023. The 2023 Parent Opinion Survey indicated that 81% of parents believe that teachers have high expectations of their child with a further 89% believing that teachers within the College hold a positive and enthusiastic disposition towards teaching maintains students' connectedness to the college. Furthermore 71% of parents believe that the college has a strong commitment to further improve the quality of education it provides. Engagement is very strong within the College, with 78% of parents feeling their beliefs and values were respected and upheld within the College. Parents also felt they were able to access information using the school's regular communication channels (82%).

The Student Attitudes to School Survey indicative of the teaching and learning data in Year 4, 5 and 6 alongside that of year 7, 8 and 9 showed that student connectedness and engagement has remained at a high level throughout 2023. With data showcasing the 80th and 90th percentile for Social Engagement, from students across Year Four to Year Nine, with a focus on student connectedness to school increasing within years 4-6.

Alamanda K-9 College views building teacher capacity as a vital step to ensure all students are engaged in their learning. Within the staff opinion survey, 85% of staff indicated they feel collective responsibility towards upholding our school mission and vision. In order to set high expectations for all students, all staff participated in in-house professional learning around the implementation of FISO 2.0, with a focus on goal setting through the use of the High Impact Teaching Strategies (HITS) and the Western Australian

First Steps Learning Continuas. Teachers focussed on supporting students' voice and agency through facilitating students to gain a deeper understanding of the goal setting process. Through the use of the PYP/MYP framework, staff provide students with the opportunity to extend and apply their knowledge, generating and testing hypotheses and identifying similarities and differences. In consultation with the students, teachers plan Units of Inquiry centered around relevant worldly topics and student agency. To engage student learning, teachers encourage students to research their interests and to take further action around their personal connections to the Unit of Inquiry.

Through the use of the PYP/MYP framework and the McRel's high yield strategies, staff provided students with the opportunity to extend and apply their knowledge, generating and testing hypotheses and identifying similarities and differences. Students had the opportunity to use their voice and agency to participate in a negotiated curriculum, centered around relevant worldly concepts. This was reflected in the Attitudes to School Survey with data showcasing the 70th and 80th percentile for positive endorsement from students across Year Four to Year Nine within the area of Student Voice and Agency.

In consultation with the students, teachers supported students to engage in their learning and encouraged students to research their interests and to take further action around their personal connections to their own personal inquiry.

To support students in reconnecting upon their return to school, the School House Leaders promoted the School House Programme, and House Competitions. These house competitions engaged and motivated students to showcase their talents and a range of different skills. These programmes catered to a range of interests with athletic, academic, and creative competitions in order to support the engagement and connectedness to school for all students. The programmes and competitions also provided opportunities for collaboration and development of personal and social skills. Across the college students and teachers were able to develop relationships within their house communities. To engage students further, there were mini-school competitions around multiplication skills that supported students to feel connected to the college. Our 2023 Production, The Wizard of Oz showcased our students' talents across Grade 5-Year 9 and was our largest production to date. Our F1 program continued to run in 2023, and we saw great success with Alamanda College making the National F1 in Schools event held in Singapore.

Alamanda K-9 College, valued and understood the importance of maintaining relationships and supporting the development of personal and social skills, as reflected in the Attitudes to School Survey with data showcasing the 80th and 90th percentile for positive endorsement from students across Year Four to Year Nine cohort within the area of Teacher- student relationships, specifically within the area of effort.

Financial performance

Alamanda K-9 College continues to improve facilities and resources to meet the needs of our students who are currently enrolled. Our financial performance and financial position at the end of 2023 is summarised in the table above. A significant portion of the surplus will be utilised to support a school contribution towards the Secondary 7-9 Area of the school. \$1.5 million will be used towards an upgrade for the purchase of specialised equipment for the new build, as approved through the VSBA.

The remainder of the money will be kept in reserve for replacement teacher costs, as the financial impact of staff shortages is an ongoing issue.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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 3321 students were enrolled at this school in 2023, 1644 female and 1677 male.

58 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

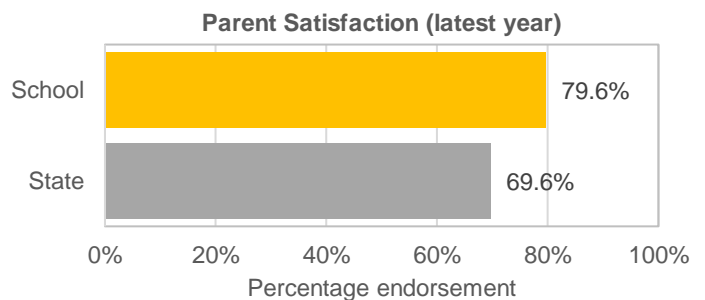
This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	79.6%
State average (P-12 schools):	69.6%



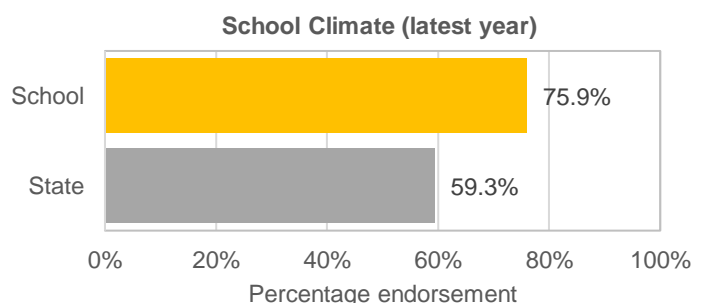
School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2023)
School percentage endorsement:	75.9%
State average (P-12 schools):	59.3%



LEARNING

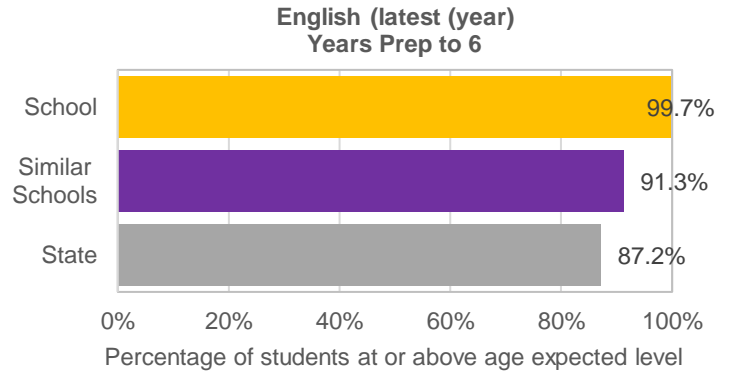
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

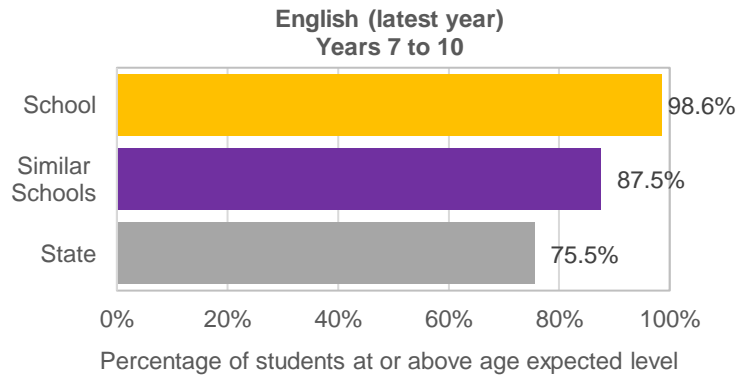
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	99.7%
Similar Schools average:	91.3%
State average:	87.2%



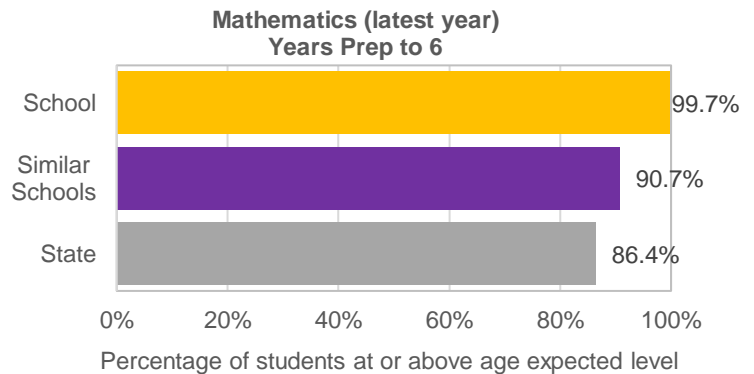
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	98.6%
Similar Schools average:	87.5%
State average:	75.5%



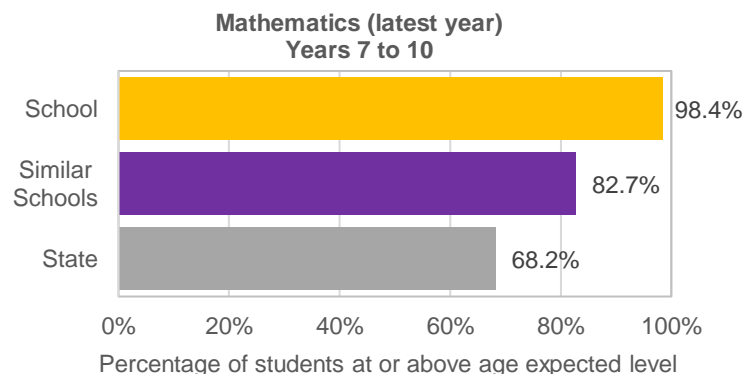
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	99.7%
Similar Schools average:	90.7%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	98.4%
Similar Schools average:	82.7%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.4%

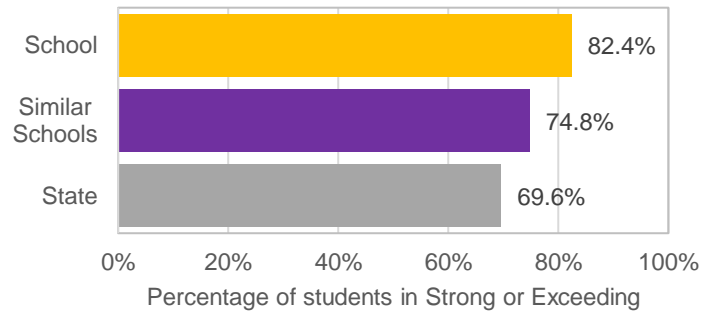
Similar Schools average:

74.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.4%

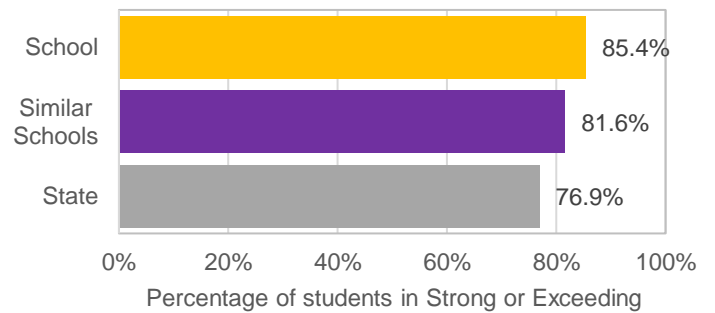
Similar Schools average:

81.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.2%

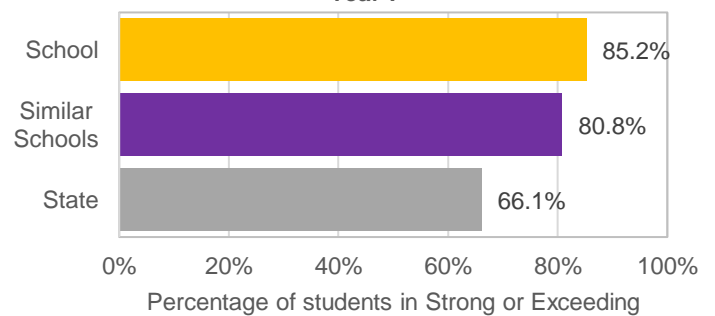
Similar Schools average:

80.8%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.4%

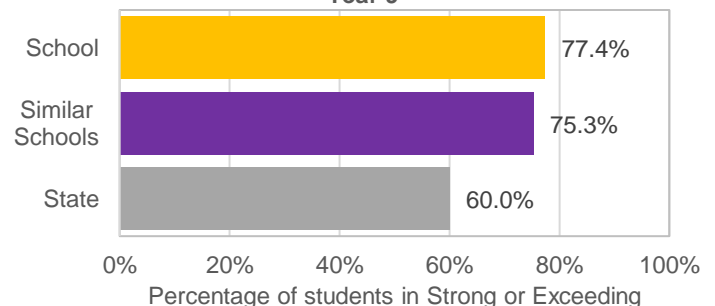
Similar Schools average:

75.3%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

80.9%

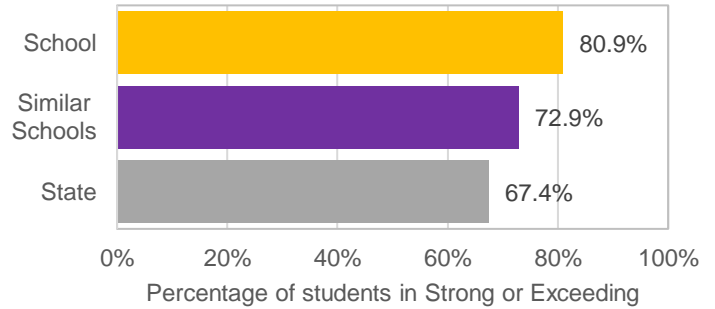
Similar Schools average:

72.9%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

79.8%

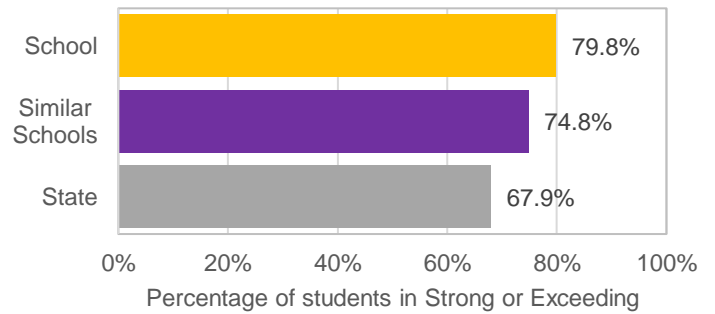
Similar Schools average:

74.8%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

86.6%

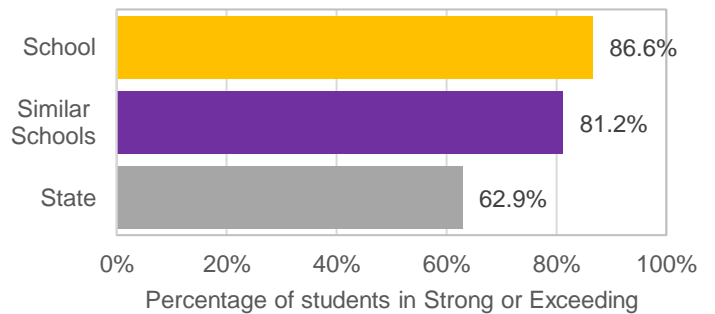
Similar Schools average:

81.2%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

74.4%

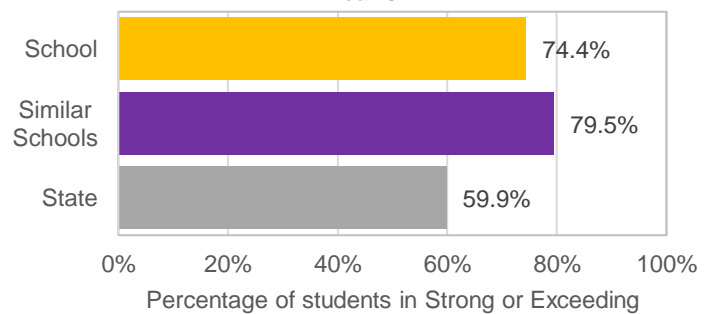
Similar Schools average:

79.5%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

91.9%

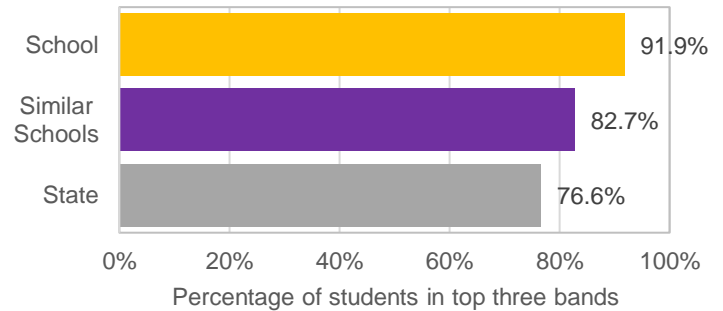
Similar Schools average:

82.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.6%

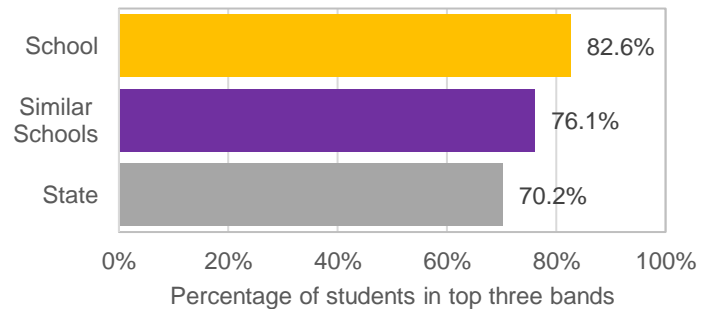
Similar Schools average:

76.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

77.4%

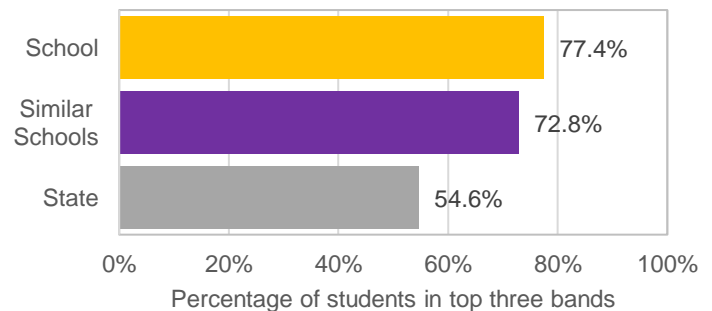
Similar Schools average:

72.8%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

65.2%

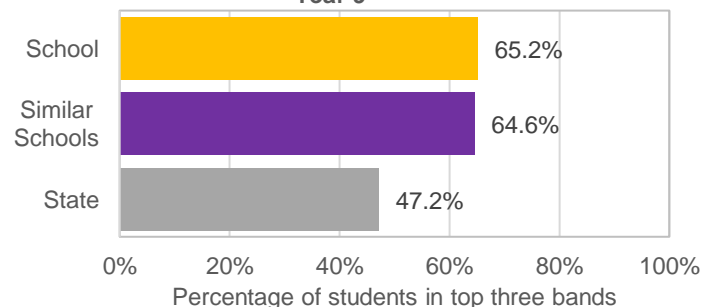
Similar Schools average:

64.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

77.0%

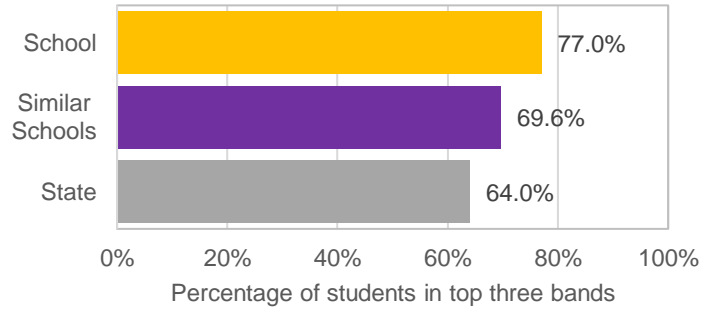
Similar Schools average:

69.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

74.8%

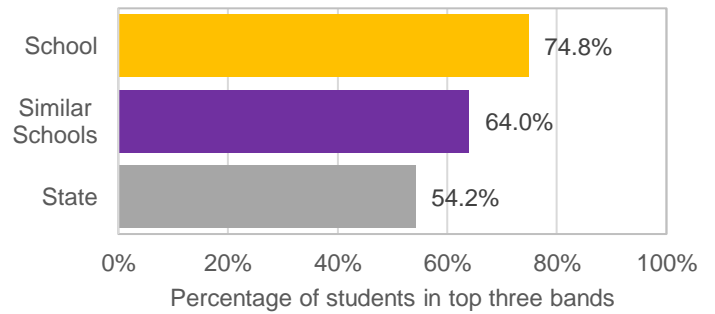
Similar Schools average:

64.0%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

80.6%

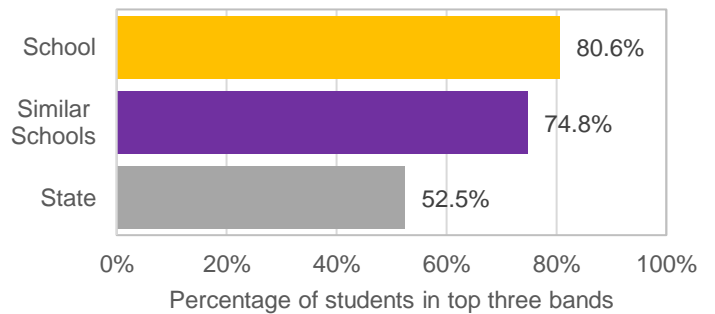
Similar Schools average:

74.8%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

63.4%

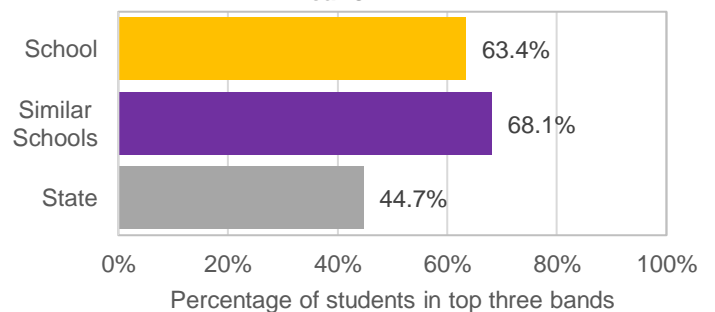
Similar Schools average:

68.1%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

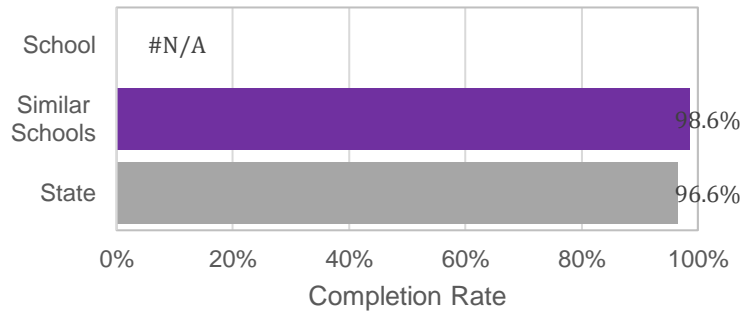
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	NDA	NDA
Similar Schools completion rate:	98.6%	98.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

NDA

WELLBEING

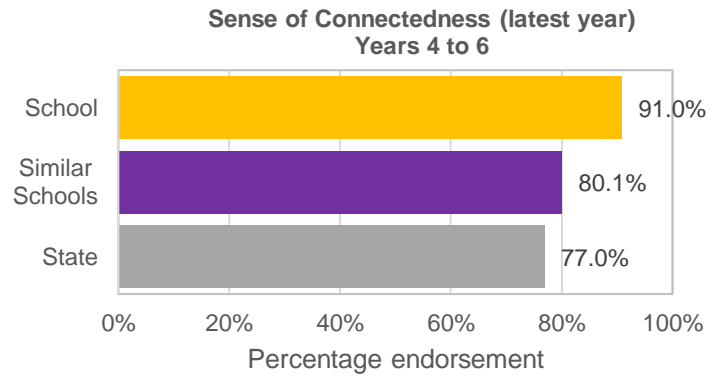
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

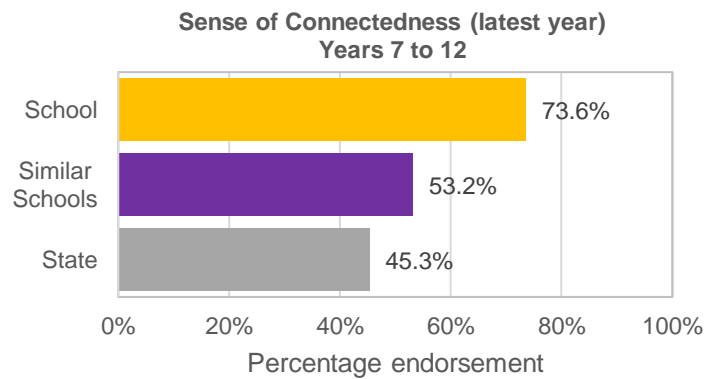
Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	91.0%	91.6%
Similar Schools average:	80.1%	81.6%
State average:	77.0%	78.5%



Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	73.6%	76.4%
Similar Schools average:	53.2%	57.2%
State average:	45.3%	49.9%



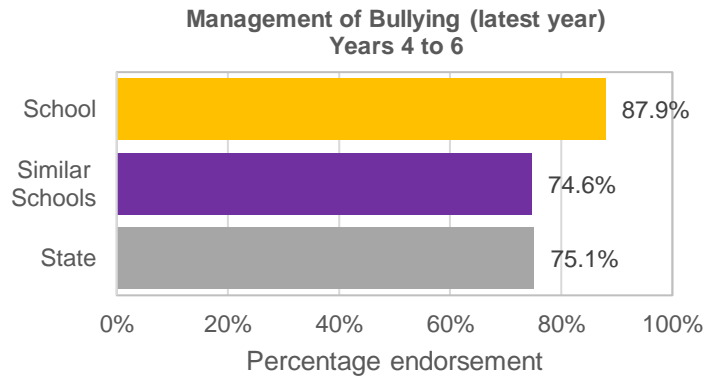
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

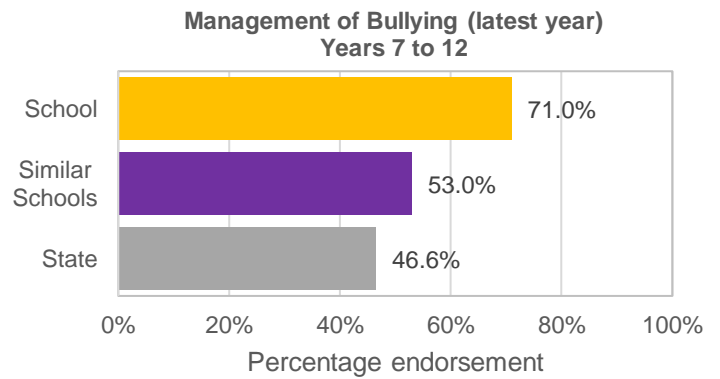
**Management of Bullying
Years 4 to 6**

	Latest year (2023)	4-year average
School percentage endorsement:	87.9%	88.0%
Similar Schools average:	74.6%	76.6%
State average:	75.1%	76.9%



**Management of Bullying
Years 7 to 12**

	Latest year (2023)	4-year average
School percentage endorsement:	71.0%	75.6%
Similar Schools average:	53.0%	57.0%
State average:	46.6%	51.0%



ENGAGEMENT

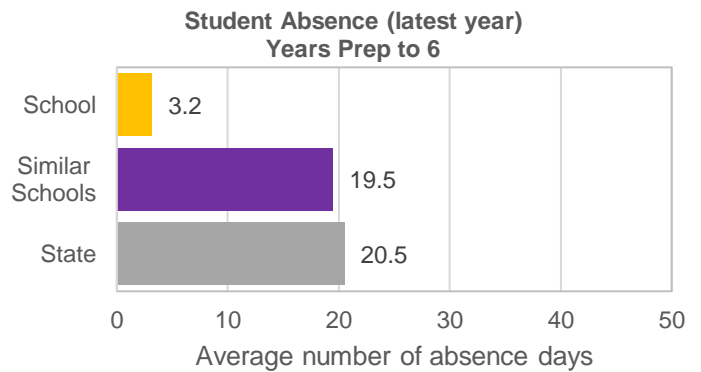
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

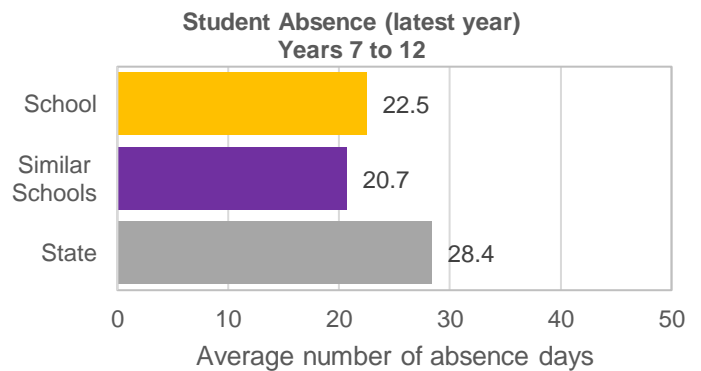
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	3.2	13.5
Similar Schools average:	19.5	17.6
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	22.5	22.5
Similar Schools average:	20.7	17.2
State average:	28.4	23.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	98%	99%	98%	99%	99%	98%	98%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	91%	88%	87%	NDA	NDA	NDA	

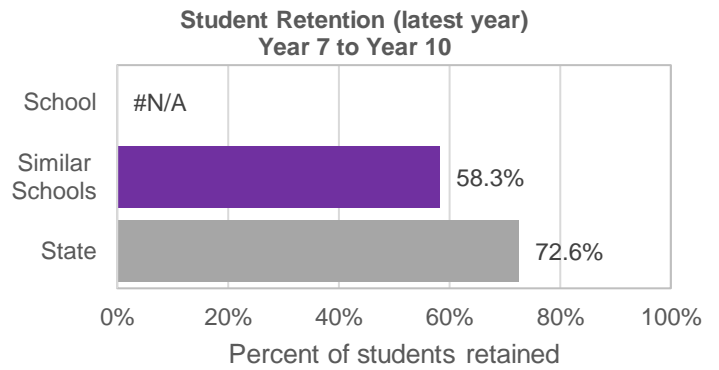
ENGAGEMENT (continued)

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 (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	58.3%	60.2%
State average:	72.6%	73.8%



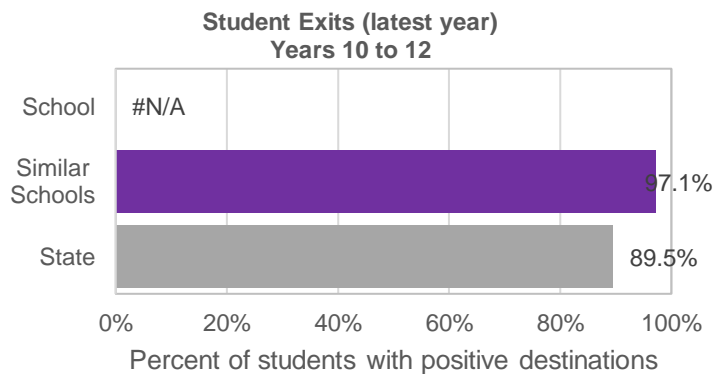
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	97.1%	97.5%
State average:	89.5%	89.5%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$32,394,389
Government Provided DET Grants	\$14,459,642
Government Grants Commonwealth	\$16,848
Government Grants State	\$10,350
Revenue Other	\$139,247
Locally Raised Funds	\$2,255,734
Capital Grants	\$0
Total Operating Revenue	\$49,276,210

Equity ¹	Actual
Equity (Social Disadvantage)	\$101,223
Equity (Catch Up)	\$15,834
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$117,057

Expenditure	Actual
Student Resource Package ²	\$23,913,333
Adjustments	\$0
Books & Publications	\$18,546
Camps/Excursions/Activities	\$1,371,204
Communication Costs	\$13,297
Consumables	\$675,426
Miscellaneous Expense ³	\$7,151,877
Professional Development	\$47,987
Equipment/Maintenance/Hire	\$617,168
Property Services	\$453,579
Salaries & Allowances ⁴	\$3,068,971
Support Services	\$2,322,483
Trading & Fundraising	\$176,664
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$10,000
Utilities	\$218,966
Total Operating Expenditure	\$40,059,500
Net Operating Surplus/-Deficit	\$9,216,710
Asset Acquisitions	\$0

- (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 19 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,064,478
Official Account	\$269,987
Other Accounts	\$0
Total Funds Available	\$1,334,465

Financial Commitments	Actual
Operating Reserve	\$2,625,654
Other Recurrent Expenditure	\$150,762
Provision Accounts	\$350,000
Funds Received in Advance	\$0
School Based Programs	\$2,430
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$309,032
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,437,879

All funds received from the Department of Education, 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.