

# Alia College

VRQA Reg. No. 1981  
DEST 16610  
CRICOS 02448G

## 2016 Information Relating to the School

As a condition of the Commonwealth Government recurrent funding agreement the following information relating to the school is required to be made publicly available.

### **Contextual information about the school, including the characteristics of the student body.**

Alia College is a secular, co-educational secondary school for students from Years 7 to 12. This means that, in general, students range from 12 to 18 years of age. Alia College encourages students to accept the right of all members of the school community to express their ideas, beliefs and feelings and to argue their own points of view, to respect the diversity of opinions and to be willing to learn from each other. The school actively promotes an awareness and understanding of cultural, social and personal values.

Alia College has no specific religious or philosophical affiliation and it encourages respect for the values of all members of the Alia community. Teachers and students are free to express and celebrate their personal beliefs as part of the community. The school welcomes a wide spectrum of students from diverse economic, social and cultural backgrounds. Alia students value highly their real responsibilities and opportunities to contribute to the design of their own learning environment. At Alia College students have a voice.

In meetings every day, time is specifically set aside for unstructured discussions, where a wide range of topics are raised. These meetings constitute a forum for students to discuss, question, and voice their opinions and approval or disapproval of almost anything that they choose, including aspects of the operations and management of the school.

Alia students are encouraged to be independent, creative, thinkers, supported by the school community in their personal development, self-expression and potential for leadership.

### **Teacher standards and qualifications as mandated in the relevant jurisdiction.**

All teachers at Alia College are registered with the Victorian Institute of Teaching (VIT).

### **Workforce composition, including indigenous composition.**

The Alia College staff comprises male and female staff with a range of ages and varying loads from part-time to full-time. Alia College teachers are not required to inform the school of their indigenous heritage, religious beliefs or any individual affiliations.

Within the school community, there are some Christians, Jews and Buddhists and many who have no formal religious allegiance. Several have non-English-speaking backgrounds; some are

vegetarians and there is at least one vegan. These diversities of belief and practice are a clear indication of the rich tapestry of the Alia College community.

**Student attendance at school, including: rates of attendance for the whole school and for each year level.**

Average rate of attendance for Years 7 to 10 is 75.5%

Average rate of attendance for Year 7 is 77.5%

Average rate of attendance for Year 8 is 82.5%

Average rate of attendance for Year 9 is 79%

Average rate of attendance for Year 10 is 63%

Almost all absences are parent-approved for such matters as illness, overseas trips, and so on.

**A description and analysis of rates of student attendance for the year.**

Students attendance rates this year are relatively lower than previous years. The school has a small student population, less than 100, therefore low attendance from a few students can significantly impact the rate of student attendance data. During the year some students had prolonged periods of absence due to illness.

**A description of how non-attendance is managed by the school.**

Alia College families are required to notify the school of an anticipated absence or to explain an absence post facto. Communication with the school occurs by telephone, email or hand-delivered note. Absences are followed up by home-group teachers, subject teachers or general staff.

All absences are recorded daily and systematically by the school. Parents and guardians receive an indication of attendance in the semester written reports from the school.

Alia College does not have a significant problem of unauthorised absences.

**Senior secondary outcomes, including the percentage of Year 12 students:**

- undertaking vocational or trade training
- attaining a Year 12 certificate or equivalent VET qualification.

In 2016 all Year 12 students at Alia College that undertook the Victorian Certificate of Education (VCE) for the duration of 2016 successfully completed their VCE qualification.

**A description and analysis of student learning outcomes in state-wide tests and examinations for the current year (and for the last two years if the school has been established that long).**

## 2016 Information Relating to the School

In some instances analysis of the data is not possible to complete due to the small number of students undertaking the tests making the data statistically insignificant while also compromising the privacy of the students taking the tests.

### 2016 — Year 7

All students scored above the national average in areas of Reading, Spelling, and Grammar & Punctuation and above the national minimum in Writing. On average, students scored above the national minimum in Numeracy.

### 2015 – Year 7

A majority of participating students scored above the national minimum in all areas of literacy and numeracy. A majority of participating students scored above the national average in the areas of Writing, Spelling, Grammar & Punctuation and Numeracy.

### 2014 – Year 7

All participating students scored above the national minimum in areas of Reading, Writing, Grammar and Punctuation and Numeracy. On average, students scored above the national average in the areas of Reading and Grammar & Punctuation.

### 2016 — Year 9

Most students scored above the national average in the areas of Reading and Grammar & Punctuation. A majority of students scored above the national minimum in Writing, Spelling, and Numeracy. Comparing the result of this cohort of students in Year 9, 2016 to their results in Year 7, 2014, a majority of students showed a significant improvement in Grammar & Punctuation and Spelling. A majority of students showed improvement in Reading. On average, students showed improvement in Numeracy.

### 2015 - Year 9

A majority of participating students scored above the national minimum in the areas of Reading, Writing and Spelling. Comparing the results of this cohort of students in Year 9, 2015 to their results in Year 7, 2013, all participating students showed a significant improvement in their results when compared to the improvement in the national average across the areas of Writing and Grammar & Punctuation.

### 2014 – Year 9

All participating students scored above the national minimum in all the areas of literacy and numeracy. More than 90% of students achieved scores above the national average in the areas of Spelling & Grammar and Punctuation. Comparing the results of the cohort of students in Year 9, 2014 to their results in Year 7, 2012, almost every student showed improvement greater than the national average in all areas of literacy. Additionally, all students showed improvement in their numeracy results.

### **Parent, Student and Teacher satisfaction with Alia College**

To an overwhelming extent, parents are very pleased with the improvements they observe when their children settle in to Alia College. These improvements are evident in their social life at school, in the area of personal development and in the quality and extent of their educational progress. The school continually receives plaudits from parents, expressing great satisfaction with their child's development at Alia College.

Students themselves are also overwhelmingly satisfied with the social environment and educational program at Alia College. An anonymous survey conducted revealed that over 90% of students found Alia to be a very harmonious, friendly and supportive community. An equally impressive number found the teachers at Alia College to be excellent, passionate about the subjects they teach, very competent and reliable. It also revealed a very high level of confidence in the teachers' abilities to recognise and support the development of students' potential.

Occasionally, an Alia College student will leave the school before attempting the VCE, in order to pursue an alternative educational course. Even in such cases, the departing student usually emphasises that the change is brought about by a decision to take a different direction and does not reflect dissatisfaction with Alia College.

The school receives many enquiries from teachers who are attracted to Alia College's description of its educational approach. As there is a high level of satisfaction expressed by current Alia teachers, the staff has remained stable for several years with very minimal staff turnover. Teachers identify with the quality of teacher professionalism, the respect for individual approaches and the school's democratic atmosphere. Teachers also welcome the freedom from the rigidities of much larger schools and the calibrated punishment regimes that are frequently employed by teachers at mainstream schools. The only dissatisfaction of teachers at Alia College concerns the relatively low pay rates, but it is not a significant issue because of the agreeable academic environment.

### **Post-school Destinations**

Commonly, students gain entry to Universities of Melbourne, Monash, La Trobe, and Victoria University, as well as TAFEs.

This year following the completion of VCE, Alia College students who elected to pursue tertiary studies were offered places for both Bachelor and Diploma degrees at Monash University, La Trobe University and Holmesglen Institute of TAFE.

### **School's financial activities**

