

**Numurkah Secondary College
8190**

**2008 Annual Report to the
School Community**



School Overview

Numurkah Secondary College is a year 7-12 co-educational school situated in the town of Numurkah some 30km north of Shepparton in central Victoria. The students are drawn from Numurkah and the surrounding townships and farms. After four years of relative stability, enrolments have declined due, in part, to the impact of the extended drought. In 2008, the total enrolment was 360, with slightly more boys than girls across the school as a whole.

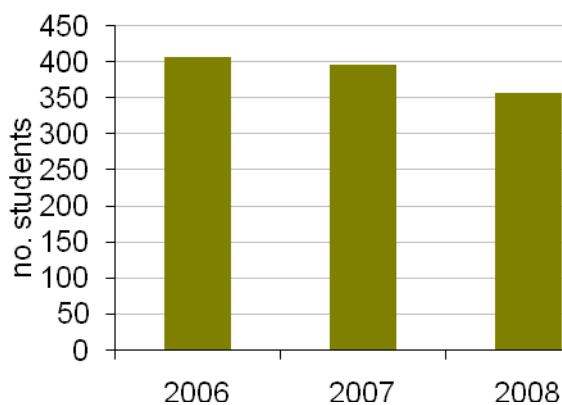
The local area is one of general disadvantage. Students come from a range of socio-economic but almost exclusively Anglo Saxon backgrounds.

The curriculum is structured around a dedicated program at year 7, vertical groupings based on a core/elective structure at years 8, 9 and 10 (the middle school) and then a broad range of options in VCE, VET and VCAL.

Student enrolments

Numurkah Secondary College had a confirmed enrolment of 360 students for 2008. The school had a total staff profile of 35 teaching staff and 11 school support officers. The College has seen a significant decrease in enrolments during the last 12 months.

Total students enrolled in school

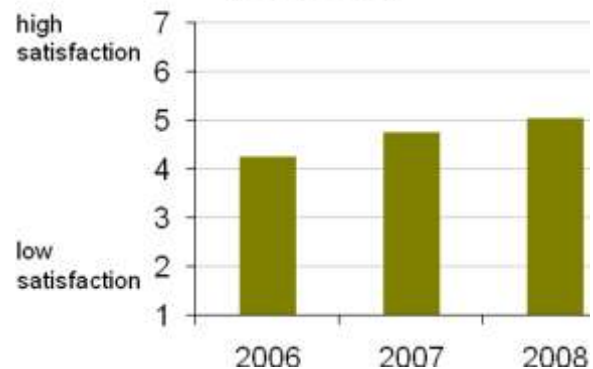


Parent Satisfaction

Parent satisfaction has shown a slight increase in satisfaction, achieving a score of 5 out of a possible 7 in 2008. Parent input rated in the 'excellent' category when ranked against all Secondary Colleges. However, the following school climate indicators were well below the state mean, below

the 25th percentile, and identified as needing improvement; teacher morale, stimulating learning, behaviour management, learning focus, extra-curricular activities, general satisfaction and school improvement. Also below the 25th percentile were; student motivation, classroom behaviour and student safety.

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

- **Teacher Satisfaction** - remains low with individual morale at 58.9 and school morale of 51.5 which are both still below the state secondary medians of 65.0 and 62.2 respectively. The learning indicators of appraisal and recognition, and professional growth have both improved, with the latter now above the state mean. Areas identified as needing the most attention for improvement are the outcomes indicators; effective discipline policy, student orientation, student motivation, learning environment and student misbehaviour.
- **Teacher Absence** – absence data for 2008 is not available until April / May 2009.
- **Teacher Retention** - Of the 36 teaching staff at Numurkah SC as at June 2007 (including those on leave without pay), 28 or 73% were still at the school at June 2008. This is below the figure of 84% across all Government school and is due to retirements and the decrease in enrolments.

- **Teacher participation in professional learning** – Teacher participation in professional learning - all teaching staff have participated in professional learning throughout the year including; DEECD Leadership programs, Beginning Teacher mentoring programs, Restorative Practices training, VELS curriculum development, and National Curriculum forums.
- **Teacher Qualifications** – all teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the VIT can be found at;
<http://www.vit.vic.edu.au/content.asp?DocumentID=241>

Principal's Report

2008 saw a change in leadership with Kate Aitkin taking leave in Term 4 ready to move into a new role at the HUME Regional Office in Benalla for 2009.

Changes were also seen in our Broken Creek Innovations and Excellence Cluster, with the division to two smaller clusters – the Numurkah/Nathalia Cluster and the Cobram/Strathmerton Cluster. This year staff at Numurkah Secondary College continued their participation in a range of activities, providing an opportunity to further enhance professional relationships with our feeder schools, refine our transition program and share information more effectively to ensure a smooth transition of our students from Grade 6 to Year 7. A major focus within the cluster was the rollout of the highly regarded professional Learning Numeracy program for our Maths teachers, developed by the HUME Region.

2008 was the second year of incorporating Year 8 students into the Vertical Modular Grouping Program with our Year 9 and 10 students. A review of this Vertical Pathway Program, resulted in modifications to the way English and Maths were delivered in 2008 to ensure the necessary rigor in preparation for senior studies.

The College continued to develop and expand pathway options for our students, with our Year 10 students gaining access to TAFE Taster programs in 2008. Students also had access to VET Beauty Certificate III at NSC, with students from Cobram and Nathalia joining this class.

An impressive number of extra curricula activities were available to our students this year. It was pleasing to see so many students taking up the opportunities available; from early morning running groups to lunchtime origami sessions. Many staff supported students as coaches and by coordinating sport excursions this year the number of sport teams are too numerous to mention. Many students again represented our College in an outstanding manner this year. Interschool sport continues to provide an avenue for students to excel, with individual participants in swimming, cross-country, and athletics representing NSC.

“Lost The Plot”, another successful school production was performed in August; many camps and excursions were conducted, including DECA for Yrs. 10 and 11, Anglesea Yr. 8, Melbourne Yr. 12 and Howqua Camp for Yr7, in what was again a very busy but productive year.

Numurkah Secondary College has further enhanced the active profile of the College Student Leadership group through a range of activities. Our school Captains worked with the RSL to plan and run another highly successful Anzac Day service, and our leadership team played a leading role in a series of school events and assemblies. These students have supported the student community in all aspects of College life and formed a significant voice for the student population. Our students assist the local Primary Schools in the running of interschool sports days; a group of students in Years 9 and 10 helped serve food and refreshments at the senior citizens' gala day, our VCAL students worked at the local Show and our Junior Moira Shire Council members have also been a very active leadership group throughout the year.

The College has reason to be proud of its achievements and acknowledges the excellent support of staff, parents and students in ensuring that vast opportunities continue to exist for all of our students.

Lynita Taylor
Principal
Numurkah SC

Student Progress & Achievements

Student Learning

The College 2005-2009 Strategic Plan sought to improve student achievement in each key learning area in years 7-10, with a focus on English and Mathematics. Targets aimed for were:

- A reversal in the negative trends in teacher judgements, years 7-10: in English no more than 30% of students were to be assessed as lower than expected: in Mathematics, at least 40% of students were to be assessed as established or above expected levels.
- The AIM matched school cohort growth from years 7 to 9 was to indicate an appropriate level of learning improvement.
- VCE all studies mean, was to at least match the like school mean.

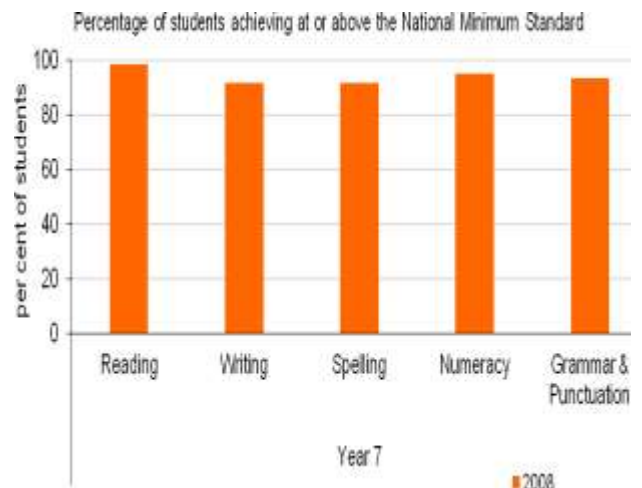
Strategies implemented to support this goal and achieve these targets;

- Maths Faculty to continue to use Basic Skills Maths program. Review and review effectiveness.
- Continued implementation of the Spelling Improvement program. Implement strategies to improve students' wider reading. Investigate programs to improve student writing skills.
- Review Middle School structure, timetabling and new programs e.g. Boys Ed.
- Improvements in the Year 7 Integrated program, including timetabling.
- Involvement in Dalton and Anderson Pedagogy Project.
- Undertake Performance & Development accreditation.
- Year 7 teachers to build skills in the development of integrated units.
- PD for staff in the following areas:
 - Restorative Practice
 - Motivating students through Curriculum
 - Authentic Assessment
 - ICT skills in preparation for the Ultranet e.g. Blogs, podcasting, whiteboards, data logging.

Percentage of students achieving at or above the National Minimum Standards

At least 91% and above of our Year 7 students according to NAPLAN results are achieving at or above the National Minimum standard, as outlined below:

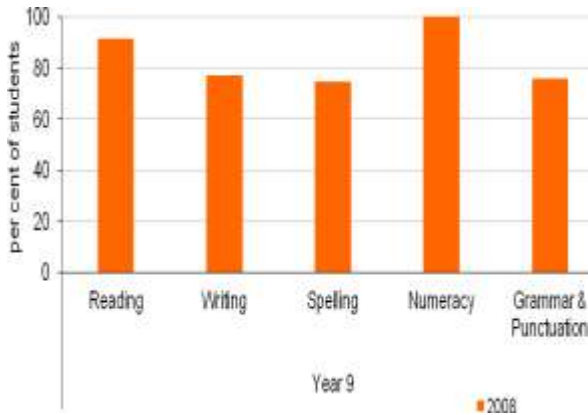
- 98.2 % Reading
- 91.6 % Writing
- 91.4 % Spelling
- 94.8 % Numeracy
- 93.1 % Grammar & Punctuations



Year 9 NAPLAN results are not as consistent as at Year 7. The percentage of students according to NAPLAN results who are achieving at or above National Minimum standard in reading and numeracy is above 90%. However, the percentage drops markedly for Writing, Spelling, Grammar and Punctuations results.

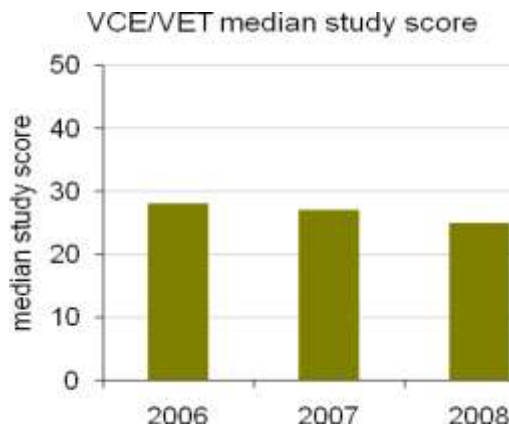
Year 9 NAPLAN results;

- 91.2 % Reading
- 77.1 % Writing
- 74.3 % Spelling
- 100 % Numeracy
- 75.7 % Grammar & Punctuations



VCE/VET Median Study Score

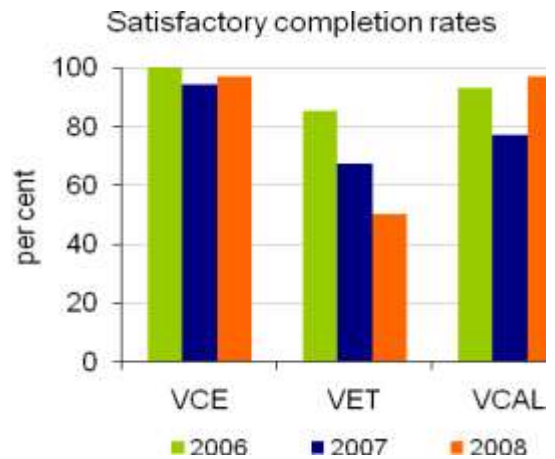
In 2008 our VCE/VET all study mean declined slightly, however it remained within the SFO band.



Satisfactory Completion Rates

Satisfactory Completion Rates for all VCE, VET and VCAL outlined below showed significant improvement in 2008.

- VCE – 97% of eligible VCE students satisfactorily completed their studies in 2008.
- VET – 50% of VET units of competence (UOCs) that were undertaken in 2008 were completed. This can be explained by the fact that students are often enrolled in all UOC for the full certificate which will take them 2 years to complete.
- VCAL – 97% if VCAL credits were satisfactorily completed.



Student Engagement and Wellbeing

The environment goal of the recent charter aimed to nurture socially competent and healthy students. Annual targets set for 2008 were;

- Absences were to be reduced to an average of 13 days or less and there was to be a decrease in the number of student suspensions.
- Student connectedness to school, student engagement and motivation were to improve.
- Parental opinion of school climate and student behaviour to be ranked in the middle 50% of state secondary schools.

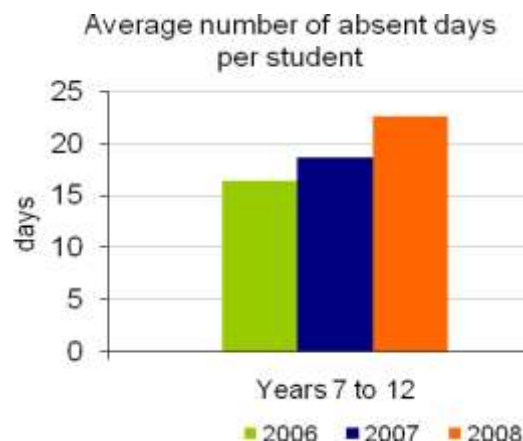
Strategies implemented to support this goal and achieve these targets;

- Introduce a senior student leadership group.
- Student Behaviour Management & Modification Plans introduced.
- Management of student goal setting through home group program.
- Social Skills program run for Year 7-9.
- Development of restorative practice and other relevant strategies to enhance student connectedness to staff.
- Increase House Teacher involvement in student welfare and discipline.
- Run a structured lunchtime activities program.
- Review home group structure again.
- Continue to work towards OH&S compliance.

Average number of absent days per student

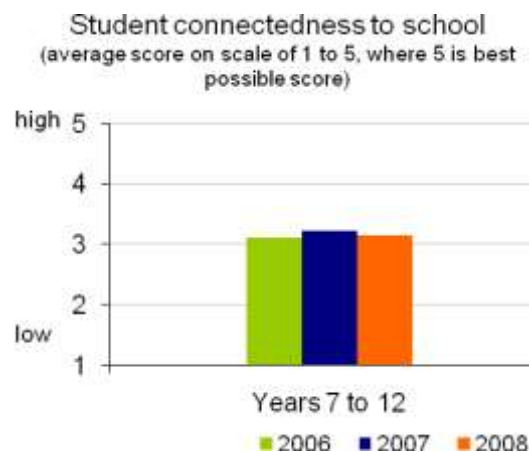
The average of 18.7 days increased to 22.6 in 2008. Absence data remained quite constant for year 7 and 12 students. Data improved at year 10 from 22.8 days in 2007 to 18.5 in 2008. Years 8, 9 and 11 absence data increased.

Absence increases in Years 8 & 9 by 9.1 and 11.3 days respectively can be attributed to individual students who were on special programs of reconnection to learning.



Students' School Connectedness

Data from the Student Attitudes to School Survey and the Parent Opinion Survey indicates that school connectedness is below the 10th percentile scoring 3.15 out of a possible 5. Year 7 and Year 12 students showed the greatest connectedness to school at 3.74 and 3.45 respectively. The lowest level was seen at years 9 and 11 as is reflected in absence data.



Student Pathways and Transitions

The provision of a broad range of pathways that meet the needs of all students was the college goal for this area. Targets relevant were to achieve year 10-11 and 11-12 retention rates that fell within the middle 50% of schools in the state. Strategies included:

- All students in year 10-12 were to have a Managed Individual Pathways (MIPS) Plan.
- All Koori students were to have an Individual Learning Plan (ILP).
- College partnerships with Registered Training Organisations (RTOs) such as TAFE and McGuire College were to improve.

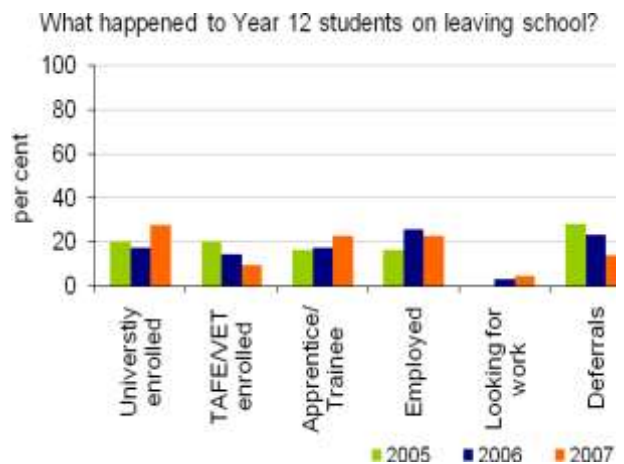
Strategies implemented to support this goal and achieve these targets;

- Continue to run VCAL to Year 12 and document pre VCAL pathways.
- Investigate VET programs that can be delivered locally.
- Work with regional reference group on issues of provision in the Shepparton and wider area as per the MOU.
- Continue to improve and develop Boys Ed Unit and evaluate achievement.
- Participate in TAFE Taster Courses for Year 10 students.
- Maintain expanded VCE options into 2009.
- Work preparation program incorporated into compulsory commerce unit.
- Outside providers used to counsel at risk students on available pathways.
- Effective management of MIPS and associated programs 10-12.
- ILPs developed for all Koorie students.
- Develop support for VCE teachers.

Student Destination Data

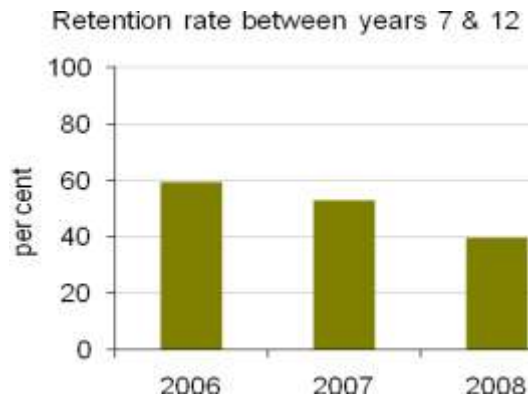
The Year 12 data of students' movements after leaving school at year 12 is related to the 2007 cohort of students, as 2008 data is not yet available. These figures highlight the shift of students into full time employment and apprenticeships and training pathways. There has been an increase in the number of students enrolling at a University from 17 in 2006 to 27 in 2007, while TAFE enrolments have decreased slightly. The number of deferrals from commencing University studies decreased significantly from 23 in 2006 to 14 in 2007.

Very few (5%) of students were still looking for work.



Retention rate between Years 7 and 12

The real retention data for all reported rates except the year 10 to 11 transition has trended down over the last four years, to marginally below the SFO predicted band. The retention rate from year 10 to 11 has remained relatively stable. Of the 89 year 7 students who entered the college in 2003, 35 (39.7%) remained to complete year 12 in 2008.



Future Directions

The College has set three major goals in the areas of Student Learning, Student Engagement & Well Being and Student Pathways & Transitions. Each focus area has a series of Key Improvement Strategies aligned to assist in meeting these targets.

Student Learning Goal

To improve the learning outcomes of all students at all levels with a focus on English and Mathematics

Key Improvement Strategies –

- Enhance the capacity of teachers to lead and implement change through a focus on teamwork, evidence and action.
- Improve teaching and learning practice.

Student Engagement and Wellbeing Goal

To improve the confidence and motivation of students and their engagement in learning.

Key Improvement Strategies

- Establish a student-centred learning environment based on respect and success for all.

Student Pathways and Transitions Goal

To improve student pathways and transitions throughout the college.

Key Improvement Strategies

- Deliver programs and transition processes that build the expectations and achievements of students as they progress through the school.

In 2009, the College has targeted four priority areas to effectively support learning in all areas of the school. These are:

- Enhancement of our Performance and Development Culture.
- Improved student outcomes with a focus on Numeracy and Literacy.
- Improved student connectedness to school.
- Increased ICT capabilities of staff.

Financial Performance and Position

The total funds carried forward at the beginning of 2008 were \$68,314.00, which was a decrease from 2007. During the planning of the 2008 budget the college administrative team made a conscious decision to increase resources for teaching and learning, and leadership. As a result there was a decreased surplus for the end of 2008.

ICT during 2008 continued to be seen as a major area for development which saw the increase of the instalment of data projectors to a total of nine for staff use throughout the college.

During the last few years Numurkah Secondary College has been the banker school for cluster funds; the fact that this has come to an end may also explain the decrease in surplus.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$487,521
Commonwealth Government Grants	\$9,139
State Government Grants	\$1,839
Other	\$42,734
Locally Raised Funds	\$323,192
Total Operating Revenue	
Expenditure	
Salaries and Allowances	\$142,967
Bank Charges	\$789
Consumables	\$106,167
Books and Publications	\$16,180
Communication Costs	\$28,338
Furniture and Equipment	\$69,005
Utilities	\$47,334
Property Services	\$140,677
Travel and Subsistence	\$23,358
Motor Vehicle Expenses	\$3,242
Administration	\$38,730
Health and Personal Development	\$1,283
Professional Development	\$49,691
Trading and Fundraising	\$103,287
Support/Service	\$33,901
Miscellaneous	\$92,615
Total Operating Expenditure	\$897,563
Net Operating Surplus/- Deficit	-\$33,138
Capital Expenditure	\$21,126
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$56,407
Official Account	\$11,907
Other Bank Accounts(listed individually)	
(insert)	
(insert)	
Total Funds Available	\$68,314
Financial Commitments	
2008 Actual	
School Operating Reserve	\$92,820
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	\$28,000
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	\$215,098
Beneficiary/Memorial Accounts	
Total Financial Commitments	\$335,918

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the college on (03) 5862 1088.

