



Numurkah Secondary College
8190

2006 Annual Report to the School Community



School Overview

Numurkah Secondary College is a co-educational College situated approximately 30km north of Shepparton in the midst of a diverse irrigation farming district. It serves this predominantly farming community as well as a town of 3500 people.

The essence of the College's philosophy is to provide a caring co-operative environment where each student has the opportunity and encouragement to reach his or her full potential. Our College resources, including highly experienced and dedicated staff, are directed towards promoting quality teaching and learning within a co-operative learning environment.

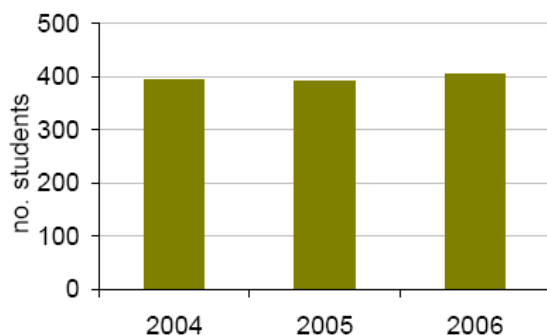
Our goals as outlined in our Strategic Plan 2005-2009 are as follows:-

- To improve student achievement in each key learning area, particularly English and Mathematics in Years 7-10.
- To nurture socially competent and healthy students.
- To provide a broad range of pathways that meet the needs of all students

The 2007 enrolment of the College is 398 students. The enrolment has remained steady for the past four or five years at around the 400 mark and should remain there over the next few years.

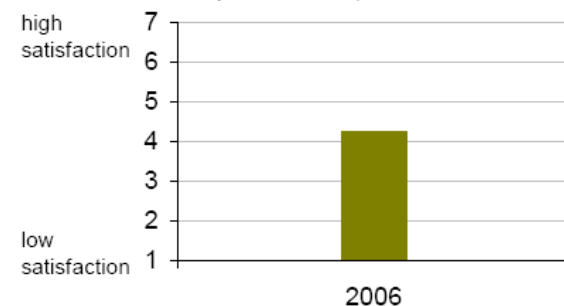
Demographics

Total students enrolled in school



General Information

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



Anecdotally our parents are satisfied with the education their children receive at Numurkah Secondary College, however we have great difficulty getting parents to return the annual parent surveys so the results obtained are of limited value. The parent opinion survey changed in 2006 and is not comparable to the pre 2006 surveys. Pre 2006 data is therefore not shown.

2006 was a very busy year for staff with the introduction of VELs, the new report writing process, a restructure in the middle years and ongoing poor student motivation. This resulted in a drop in staff morale in comparison to previous years. However, the average number of sick days per teacher was 6.68 which was below the state average. Of the 37 teaching service staff at June 2005 (including those on leave without pay), 31 or 84% were still at the school at June 2006. This figure across all Government schools was 87%.

All teaching staff participated in professional learning throughout the year on VELs, Assessment, student motivation and middle school strategies.

All teachers in Victorian Government schools, which includes the staff at Numurkah Secondary College, are registered with the Victorian Institute of Teaching. The requirements for registration can be found at the following internet address: <http://www.vit.vic.edu.au/content.asp?DocumentID=241>

Principal's Report

2006 has been another very successful year for Numurkah Secondary College. We completed the first full year in our new facilities and the improvements have been greatly appreciated by all. We are currently in the process of spending the \$150,000 Commonwealth Investing in Schools funds to replace large sections of the asphalt at the back of the school with shade structures, artificial turf and a rubberised playing surface for down ball and four square courts. Students should be reaping the full benefit of this by the end of Term 1 2007.

We started 2006 with a very short term one due to the Commonwealth Games. We successfully made the transition from French to Italian as our LOTE offering. We extended our VCAL program to Year 12. We worked our way through a restructure to create curriculum choice from Year 8 – 12 by expanding our vertical program to include Year 8 and aligning our middle school and senior blocks to improve choices for Year 10 students. We also increased the number of periods for English and Maths for Year 7 to reflect our priorities in literacy and numeracy. These changes commence in 2007 along with the introduction of a Basic Skills Maths Improvement Program at Year 7 and a Boys Education program at Year 9/10. Boys will get particular attention in 2007 as the Broken Creek Cluster has been successful in gaining \$80,000 funding, through the Commonwealth Success for Boys program to participate in professional development and planning for all staff on the particular educational needs of boys. Our aim is to clearly focus our attention on improving the motivation of students, both boys and girls, towards learning and education.

Students again had many opportunities to engage in activities beyond the classroom throughout 2006 – the RACV Energy Breakthrough, the Fashion Extravaganza, the school production *Tall Poppies*, Cows Create Careers, the workwise program, Anzac Day, Maths Games Day and World of Maths Days and of course, school camps and many sporting events.

Students at Numurkah Secondary College again did well in their VCE results. The Dux gained an ENTER score of 95.45. ENTER scores are for the academically focussed students but there are other ways of achieving success in education. This year Numurkah Secondary College had the first group of students to graduate at Year 12 level with a Victorian Certificate of Applied Learning (VCAL), additionally, Numurkah Secondary College had two students who received the Australian Government Vocational Student Prizes award, one in Engineering and one in Equine Studies. It is a great achievement for a school our size to have two students gain a federally funded scholarship.

There are many events and happenings that our students have taken part in this year, far too numerous to mention here so I would encourage you to obtain a school magazine to broaden your knowledge of the opportunities available to the students at Numurkah Secondary College.

Congratulations are extended to all the students on their achievements. Many thanks to all the staff for their dedicated and tireless work throughout the year and to the parents for their support and involvement in the school.



Student Progress & Achievements

Student Learning

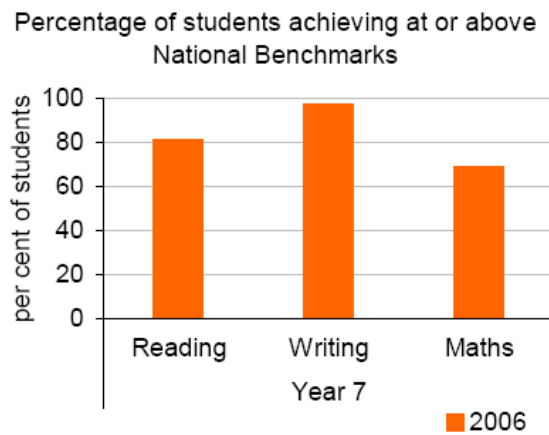
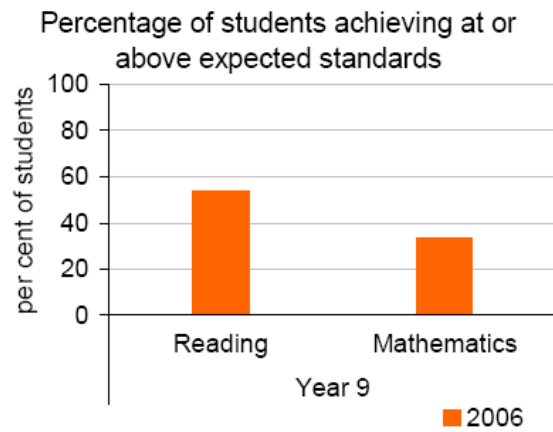
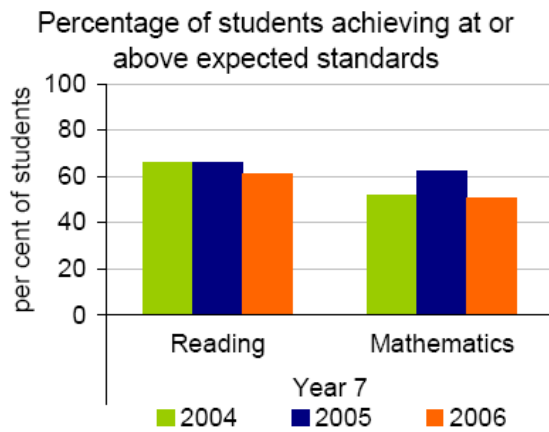
Goals	Improved student achievement in each key learning area, particularly English and Mathematics in Years 7-10.
Targets	<ul style="list-style-type: none"> • By 2008 scores for curriculum related variables of the Parent Opinion Survey will be within the middle 50% of schools across the state. • Monitoring of students attitudes to schooling will indicate increased engagement and motivation. • The VCE All Studies mean score will be held at the like group mean or better. • The apparent downward trend in CSF means from Year 7 to 10 will be reversed. English achievements will indicate no more than 30% of students in Year 10 lower than expected. At least 40% of students in maths will be established or above expected levels. • Year 9 AIM data to indicate appropriate student achievement growth with matched cohort Year 7

Key Improvement Strategies:

- Investigation and implementation of curriculum structures to better meet individual student needs, particularly in English and Mathematics.
- Provision of targeted professional development and resources in support of improved teaching and learning practices.

Achievements:

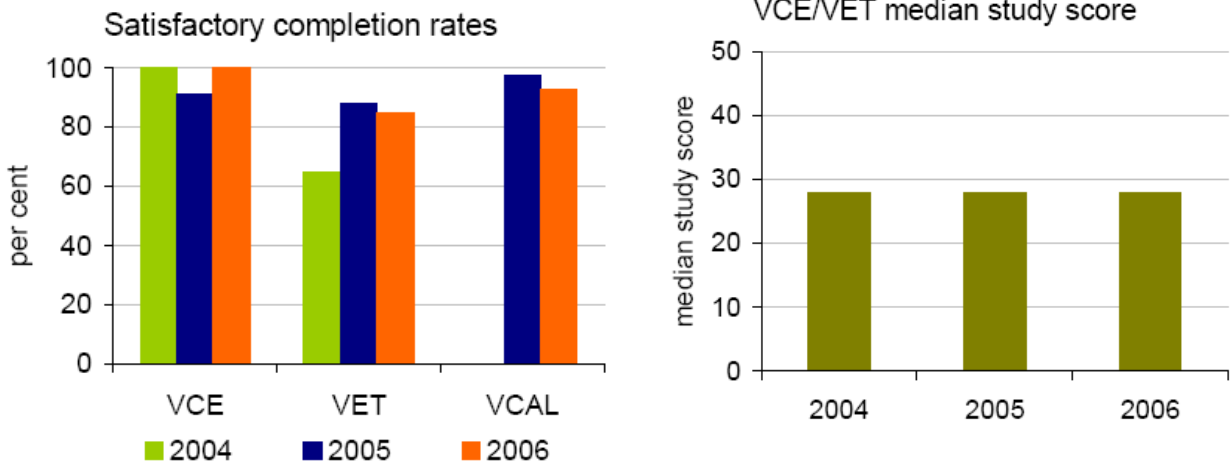
- Staff were involved in professional development activities to identify literacy needs and develop skills to improve literacy in all students
- Maths Faculty trailed ICE-EM materials but they proved not to be relevant to our needs
- Units and pathways through VMG year 8-10 have been documented in the Selection Handbook
- Maths and English units have been rewritten based on VELs & PoLT, incorporating a range of assessments.
- Pre and post testing has been used, particularly in maths
- Teachers have worked in Professional Learning Teams to share best practice and support and incorporate the requirements for Performance & Development accreditation such as peer feedback
- Professional development and support has continued to be accessed through the Broken Creek Cluster I&E program
- Year 7 staff have had regular sessions to build and develop integrated units
- Staff in the Science, Maths & Technology areas have been involved in SIT
- Other Professional Development that staff have been involved in include:
 - PoLT
 - Delivery of curriculum to boys
 - Administration & interpretation of common cluster assessment tasks/tests
 - Delivery of social skills program



Students come from primary schools with low levels of mathematical skills as reflected in the AIM data and reference to National Benchmarks. Continued work with our feeder schools through the Broken Creek Cluster I&E program will enable us to improve the entry level of students to Year 7. Improvements in literacy and numeracy continue to be a key focus of the cluster. We fairly consistently hold an average result in both reading and maths with minor variations in cohorts.

In 2006 our Year 9 students had access to the AIM testing and this has shown that significant work needs to be done in the area of Mathematics. The test results indicate that we have not been able to close the gap between our school results and the Like School Group however, the gap has not widened.

Increased emphasis on literacy and professional development for staff to improve skills in the teaching and learning of literacy will be undertaken over the next few years.



Numurkah Secondary College continues to achieve sound results at VCE level. There will always be variations in cohorts and there is always room for improvement. The focus on revised Maths pathways and course counselling over the next few years is intended to bring about improvements in Maths results over time.

Completion rates are excellent. Failure of students to complete VET or VCAL is invariably due to their taking up apprenticeships or traineeships prior to the end of the year.

The improvement in VET completion rates in 2005 and 2006 can be seen as a flow on benefit of the introduction of VCAL.

Improvement in median study scores is an area that could be worked on. More students are staying on to the end of year 12 and this will tend to keep the median score lower.



Student Pathways and Transitions

Student Pathways and Transitions	
Goals	To provide a broad range of pathways that meet the needs of all students.
Targets	<ul style="list-style-type: none"> By 2008, retention rates for the intervals Years 10-11 and Years 11-12 will be within the middle 50% of schools in the state. 100% of Year 10-12 students will have a MIPs plan. Monitoring of students attitudes to schooling will indicate increased engagement and motivation.

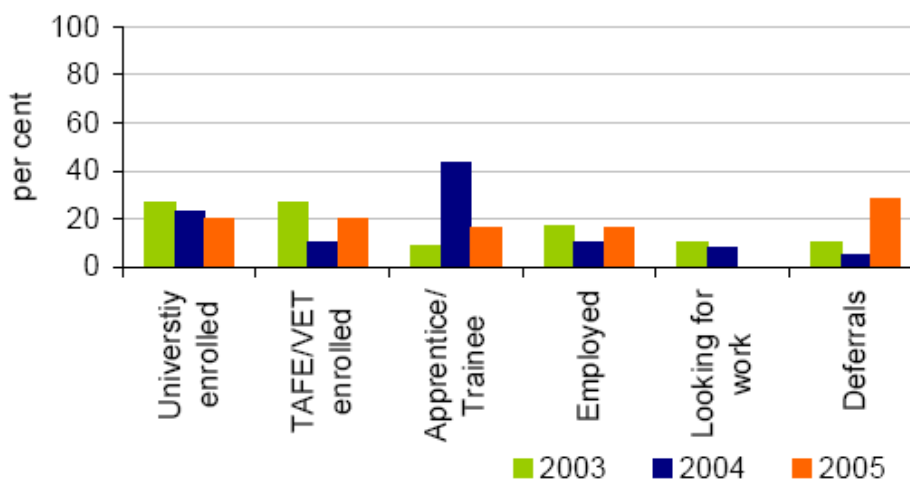
Key Improvement Strategies:

- Enhancement of college programs, such as VCAL, that provide pathways to meet student needs.

Achievements:

- VCAL was extended to Year 12 and the first group of students graduated successfully.
- The alignment of Year 10 choices with VCE/VCAL choices will enable the development of better pathways for student.
- Practices to smooth the transition from school to work have continued with effective management of MIPs and associated programs 10-12
- A Boys Ed Unit has been developed and offered for the first time in 2007 to a select group of students to enhance motivation and build personal and social skills

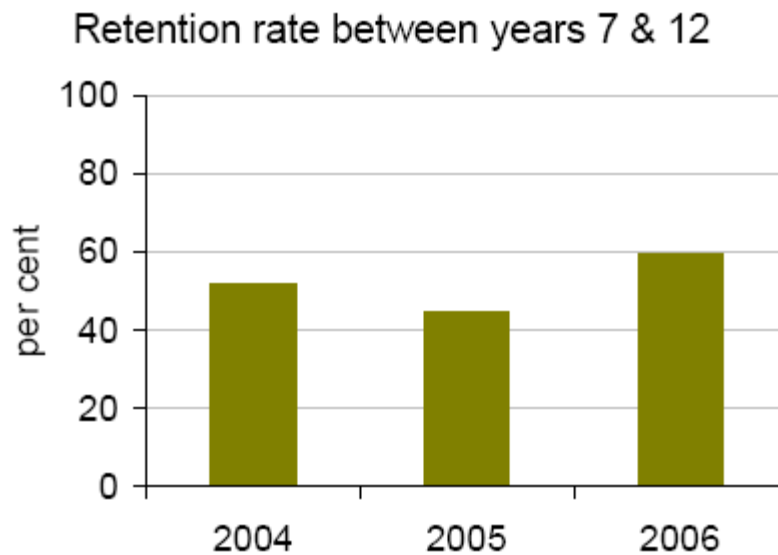
What happened to Year 12 students on leaving school?



This data has been sourced from the On Track survey of Year 12 completers conducted in April and May of the year after they completed school and excludes students with international addresses. Note that, for example, the 2005 On Track survey which followed up completers in 2004 appears in this report as 2004 data. Also note that as this report is

produced in March, and the On Track data is published in May/June, there is a time lag of over 12 months on the data in this report.

Students at Numurkah Secondary College are well catered for across a range of career options. In 2006 we again topped the state for the highest percentage of students obtaining Apprenticeships or Traineeships but we were still able to cater for students with University aspirations.



Retention refers to the number of year 12 full-time equivalent students enrolled in August expressed as a percentage of year 7 enrolments in February five years earlier.

Retention rates have traditionally been low, however students leave for valid reasons and invariably remain in some form of education and training or gain employment.

The 2006 data shows an improvement due to the impact of VCAL. Over time, there could also be an improvement with the restructure which hopefully will increase engagement at Year 9 and 10 and thus lead to improved retention rates.

Student Engagement and Wellbeing

Student Engagement and Wellbeing	
Goals	To nurture socially competent and healthy students.
Targets	<ul style="list-style-type: none"> • Total college absences will be held at 13 days per student or less. • By 2008, scores for the school climate and behaviour variables of the Parent Opinion Survey will be within the middle 50% of schools in the state. • Attitude to School survey will show improvement in connectedness to school • The number of suspensions will decrease

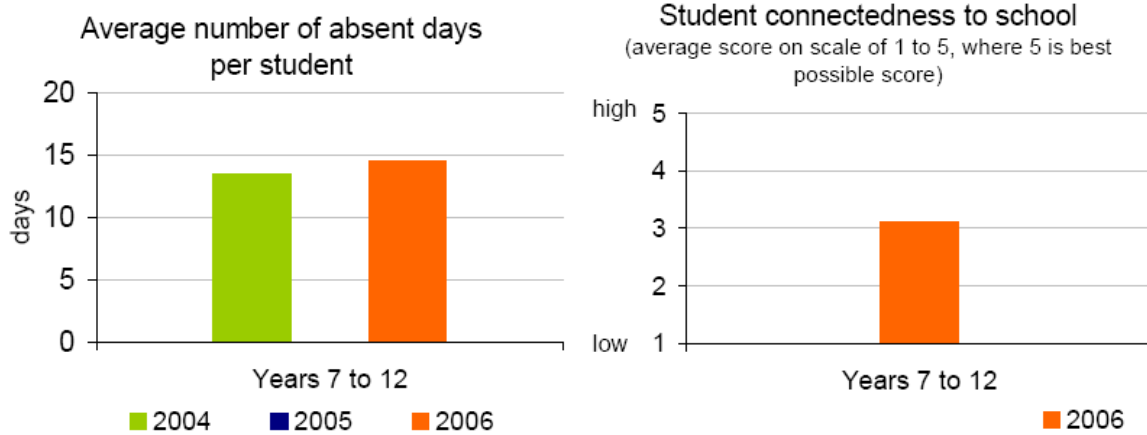
Key Improvement Strategies:

- Review the social skills and pastoral care programs, particularly the home group structure. Provision of professional development for staff on student management and the delivery of pastoral care and social skills programs.

Achievements:

- Discussion of goal setting has begun with students through the home group program and it is envisaged that students will be able to write personal goals for the new report formats in 2007
- A School Production was successfully conducted in Term 3
- A canteen subcommittee has been established to review services and healthier options are being introduced
- A periodic lunchtime activities program was conducted
- Some sessions on social skills and course counselling were run with staff to facilitate their role with students in home groups
- Processes for Risk Management & a range of OH&S policies have been developed as we work towards compliance as per Noel Arnold report





Year 7 to 12 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. The survey changed in 2006 and is not comparable to the pre-2006 survey. Pre-2006 data is therefore not shown.

The Student Attitude to School Survey has good outcomes in Years 7, 11 and 12. In the middle years the scores are very low and this pulls down the average. A variety of actions have been put in place for 2007 and beyond as outlined throughout this report and they are designed to improve student engagement and connectedness to school. Students indicate that they feel safe at school and that they are connected to their peers but they have issues with motivation and connectedness to staff.

Absences are still an area of concern with a few students. Parents are regularly reminded that absences from school effect education. There are a relatively small number of students who have excessive absences and this inflates the overall figure. The 2006 state average number of students absence days was 16.2, so at 14.5 days for our students, we are in a reasonable position, however there is room for improvement.

Future Directions

Proposed areas to focus on in 2007

Student Learning

- Raise staff awareness of literacy needs and develop skills to improve literacy in all students
- Conduct regular moderation sessions within the cluster for Maths & English teachers
- Maths Faculty trial Basic Skills Maths program
- Continue to develop Maths and English units based on VELS & PoLT, incorporating a range of assessments and the use of Rich Tasks
- Continued use of pre and post testing
- Strategies for a consistent spelling improvement program developed
- Increased support for literacy at Year 7
- Participation in the Success for Boys Program
- PLTs to continue working towards requirements for Performance & Development accreditation
- Continued involvement in and commitment to the Broken Creek Cluster I&E program
- Build staff skills in the development of integrated units
- Commence formal involvement of staff in PoLT
- PD for staff in the following areas:
 - PoLT
 - Delivery of curriculum to boys
 - Delivery of social skills program
 - ILPs for Koorie students
 - Motivating students
 - Assessment –of/as/for learning
 - Management of student goal setting through homegroup program

Student Pathways and Transitions

- Continue to run VCAL to Year 12
- Identify pre VCAL pathways
- Investigate VET programs that can be delivered locally
- Work preparation program incorporated into compulsory commerce unit
- Work experience preparation program to be run over 2-3 days at the end of the year for all Year 9 students
- 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
- Run Boys Ed Unit and/or other units to enhance motivation and build personal and social skills

Student Engagement and Wellbeing

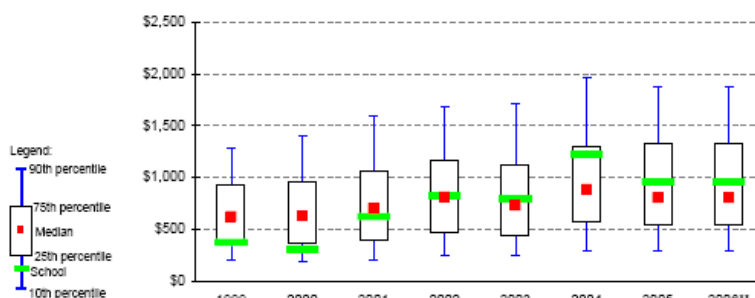
- A School Production in 2007
- Ongoing improvement to canteen services
- Development of restorative practice and other relevant strategies to enhance student connectedness to staff
- Run a structured lunchtime activities program and improve availability of courts in the yard
- Effective delivery of study skills and course counselling through home groups
- Continue to work towards OH&S compliance

Financial Performance

Financial Performance for the year ending 31st December, 2006		Financial Position as at 31st December, 2006	
Revenue	2006 Actual	Funds Available	2006 Actual
DE&T Grants	545,816	High Yield Investment Account	374,231.71
Commonwealth Government Grants	141,763	Official Account	2,548.76
State Government Grants	900	Other Bank Accounts(listed individually)	
Other	69,556	(insert)	
Locally Raised Funds	359,615	(insert)	
Total Operating Revenue	1,117,650	(insert)	
		Total Funds Available	376,780.47
Expenditure		Financial Commitments	2006 Actual
Salaries and Allowances	117,904	Accounts Payable Control	11,618.04
Bank Charges	1,008	Camps/Excursions	10,000.00
Consumables	147,429	Building/Grounds including SMS	103,332.00
Books and Publications	14,117	Special Programs inc Student Services	4,263.00
Communication Costs	27,791	Region /Clusters Funds	81,341.68
Furniture and Equipment	58,447	Professional Development	
Utilities	47,494	Assets(including leases)	25,000.00
Property Services	217,458	Parents Club	26,084.00
Travel and Subsistence	29,286	Co-op Loan	15,000.00
Motor Vehicle Expenses	1,056	School Operating Reserve	100,141.75
Administration	36,245	Total Financial Commitments	376,780.47
Health and Personal Development	575		
Professional Development	67,290		
Trading and Fundraising	116,546		
Support/Service	18,383		
Miscellaneous	113,531		
Total Operating Expenditure	1,014,561		
Net Operating Surplus/-Deficit	103,089		
Capital Expenditure (Cases 21 Finance Only)	76,259		
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			

The school continues to hold a strong financial position. Our success in gaining extra funds such as the Commonwealth Government's Investing in School Program and the Success for Boys program, has allowed us to continue to improve the school facilities, provide good curriculum resources and source effective professional development for staff.

School account balances per student enrolled in August census plotted on state Secondary benchmarks*, 1999 to 2006



School Contact Information

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<i>Web site:</i>	http://www.numurkahsc.vic.edu.au/

NOTE:

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact:-

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