



Numurkah Secondary College
8190

2007 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.

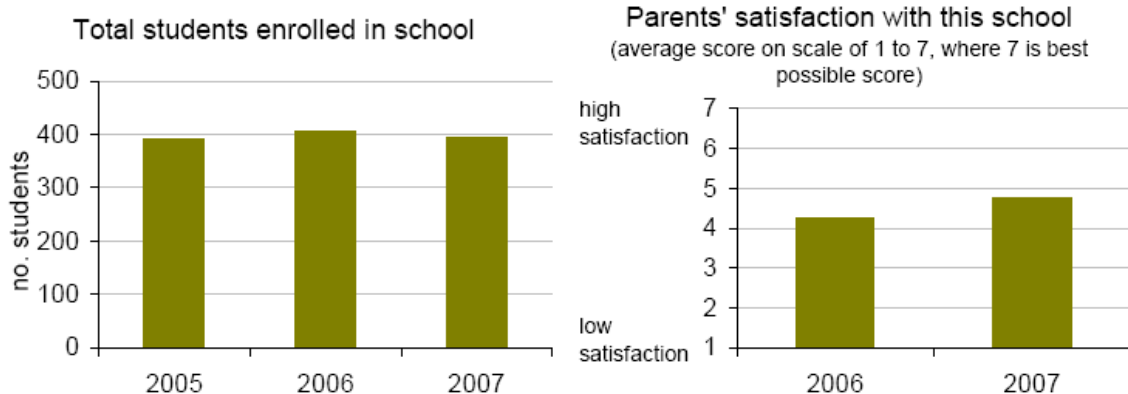
Our goals as outlined in our Strategic Plan 2005-2009 are as follows:-

- 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 was 390 students. The enrolment has remained steady for the past four or five years at around the 400 mark though 2008 has seen a significant drop to 360 students. There are a range of reasons for this, including population changes, drift to the Private sector and an increase in early leavers who take up apprenticeships and traineeships.

Demographics

General Information



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. An increase in overall parent satisfaction with the school is pleasing to see.

2007 was another very busy year for staff with the introduction of the new report writing process, working towards establishing processes for Performance & Development Accreditation, a 50 Year reunion, the first year of operation of our revised Vertical Program and continued work on student motivation. The workload has led to continued low staff morale in comparison to previous years. However, the average number of sick days per teacher was 4.72 which was well below the state average of 7.06. Of the 34 teaching service staff at June 2006 (including those on leave without pay), 28 or 82% were still at the school at June 2007. This figure across all Government schools was 87%.

All teaching staff participated in professional learning throughout the year on VELs, Assessment, student motivation, ICT, Induction / Mentoring for Beginning teachers 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

This year was the year of the reunion; fifty years of education on this site. The reunion weekend, 23rd to 25th March, was a tremendous success thanks to the organisation and tireless efforts of Faye Scadden and the Reunion Committee, chaired by Terry Brennan. Those who attended kept talking about it for weeks afterwards and were very complimentary about the weekend's activities, our students and the school facilities. A spin off benefit for Numurkah Secondary College has been the establishment of an Alumni which will enable past students to stay connected to the school through Alumni newsletters and to support the school through scholarships and bursaries if they so wish. Mr Leigh Robertson was the instigator of this idea and a process has now begun to foster a long and fruitful relationship between Numurkah Secondary College and its past students and staff.

2007 was our first year of incorporating Year 8 students into the Vertical Modular Grouping Program with Year 9 and 10 students. This has allowed students greater choice and the capacity to consolidate in some areas and fast track in others depending on their needs and interests.

We have continued to develop and expand the options available to our students. A new unit, Boys Education, was introduced this year for a select group of Year 9 and 10 boys, along with a Gorgeous Girls PE unit; a Maths Improvement Program was commenced at Year 7; spelling was a focus in English classes using the CHIMP process; planning is in place to run VET Beauty Services Certificate 111 at Numurkah Secondary College in 2008.

Over the past three years the staff at Numurkah Secondary College have participated in a range of activities, both professional and social as part of the Broken Creek Innovations and Excellence Cluster. This has enabled us to improve our links 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.



Students from Numurkah Secondary College have again excelled themselves in the wider community through a range of activities. Our school captains worked with the RSL to plan and run another highly successful Anzac Day service, they also opened the Numurkah Show; the local Primary Schools used our students to assist in the running of interschool sports days; a group of girls in Years 9 and 10 helped prepared and serve food and refreshments at the senior citizens' gala day. People involved in these programs were highly complimentary of our students with respect to their behaviour, cooperation and good manners.

The Pirate Queen, another highly successful school production, was performed in August; many camps and excursions were conducted, including a History incursion and our biennial Central Australia trip; numerous House and interschool sports events were conducted in what was again a very busy but productive year.

I would like to take this opportunity to thank all the staff for their hard work and tireless efforts throughout the year in providing excellent educational opportunities for the students at Numurkah Secondary College. Our SSO staff also need a special mention as they ensure that the office, library, science laboratory, food technology, careers, integration programs and

computer systems work well, some also work in classes providing individual and small group assistance to students. Thanks are also extended to the School Councillors for their assistance and support.

year 7 camp



Student Progress & Achievements

Student Learning

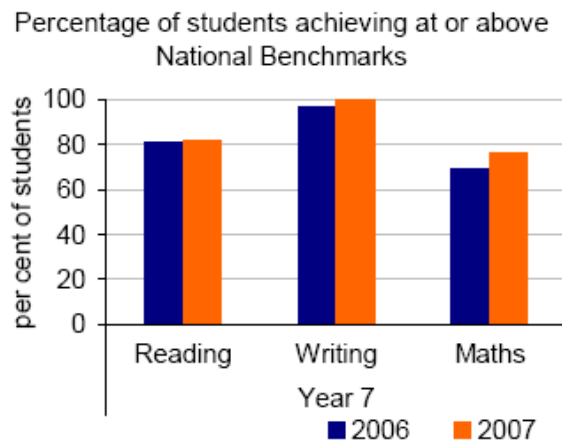
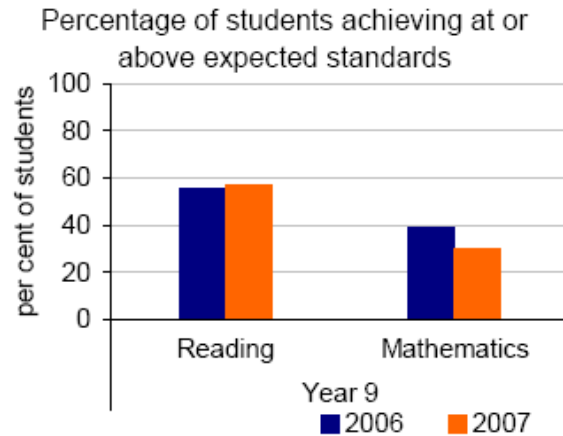
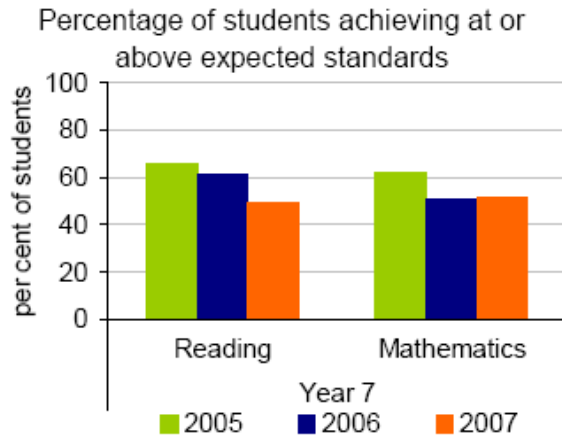
Goals	Improved student achievement in each key learning area, particularly English and Mathematics in Years 7-10.
Targets	<ul style="list-style-type: none"> • By 2008 scores for curriculum related variables of the Parent Opinion Survey will be within the middle 50% of schools across the state. • Monitoring 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:

- Draft Literacy & Numeracy Plan developed
- Increased support provided in Maths and English classes at Year 7
- Pre and post testing has continued to be used, particularly in maths
- Basic Skills Maths program ran at Year 7 to enable individualisation of maths instruction
- Spelling program introduced for Years 7 - 10
- 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 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
- Other Professional Development that staff have been involved in include:
 - PoLT
 - Delivery of curriculum to boys through Success for Boys Program
 - Administration & interpretation of common cluster assessment tasks/tests
 - ICT capabilities survey undertaken
- Literacy and ICT activities undertaken with all students as an outcome of the Success for Boys Program
- Appointment of Leading Teachers to coordinate Maths & English areas from 2008 onwards



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 new cluster arrangements 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 college and the cluster. We fairly consistently hold an average result in both reading and maths with minor variations in cohorts. The spelling program is being reviewed in 2008. The Year 7 program for 2008 has a dedicated literacy and numeracy block and with the review of our vertical program we will be looking at options to include dedicated literacy and numeracy time for Years 8-10.

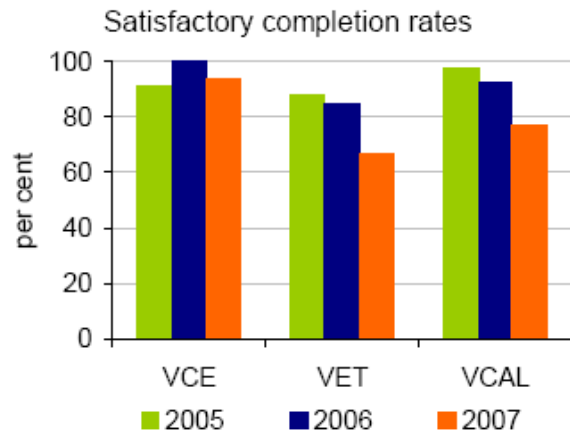
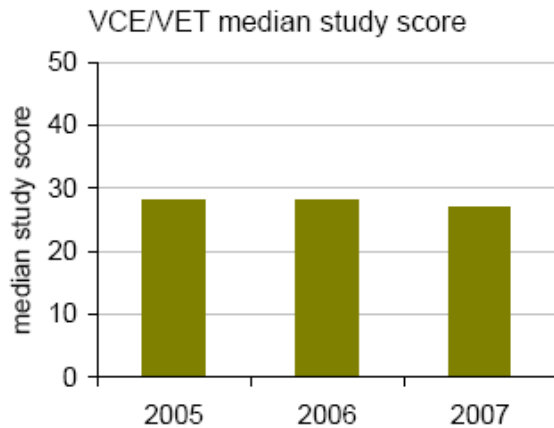
The Year 9 AIM testing indicates that significant work needs to be done in the area of Mathematics. The test results indicate that we have not been able to close the gap between our school results and the Like School Group however, the gap has not widened. Numeracy will be a key focus of the cluster for 2008.



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



Attention will be given to building reading strategies and use of the Language Support Program Newsletters to increase staff skills and understanding. Voluntary Maths tuition classes have been established for 2008.



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 trends in VCE Maths results, both Further and Methods, are a concern. 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. Design and Technology results also show a downward trend, but the inclusion of VCAL students in the classes in the last two years could account for this.

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.

Completion rates are excellent for VCE but have fallen for VET and VCAL. 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. In 2008 we have a VET course operating at the local school level and as the students have more connection at this level we anticipate a higher completion rate for VET in 2008.



Student Pathways and Transitions

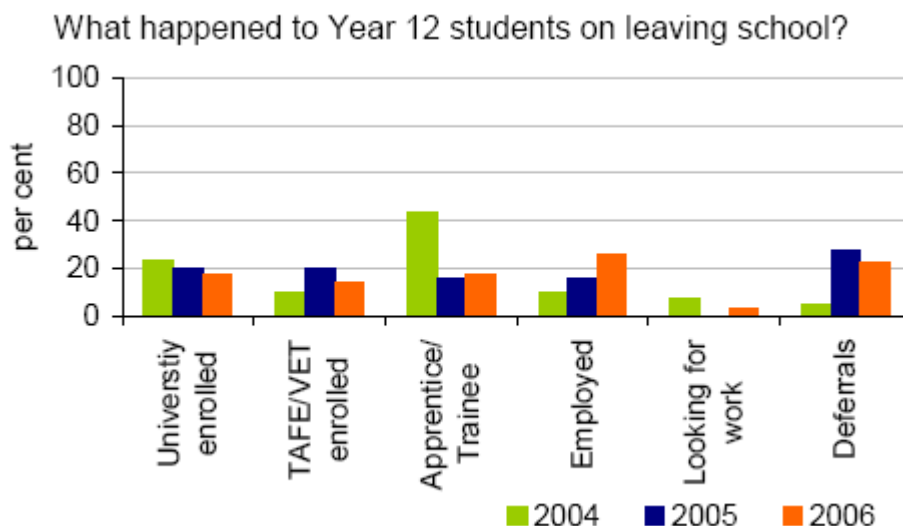
Student Pathways and Transitions	
Goals	To provide a broad range of pathways that meet the needs of all students.
Targets	<ul style="list-style-type: none"> By 2008, retention rates for the intervals Years 10-11 and Years 11-12 will be within the middle 50% of schools in the state. 100% of Year 10-12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

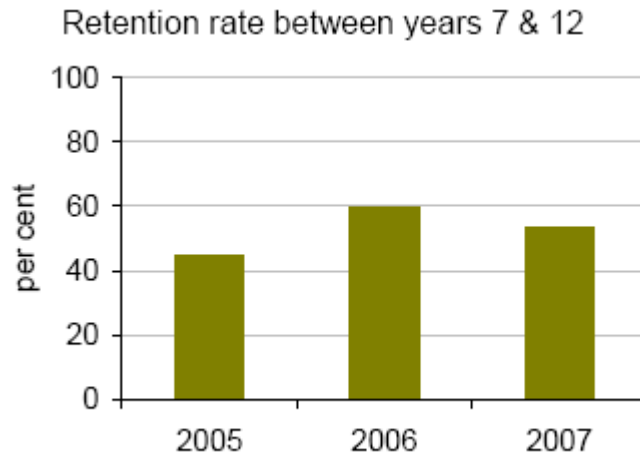
Achievements:

- Year 6-7 transition program running effectively
- Introduction of Boys Ed Program
- ILPS developed for all Koori students
- The alignment of Year 10 choices with VCE/VCAL choices enabling 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
- Outside providers used to counsel students at risk of dropping out
- VET Beauty Services established as a curriculum option at the College for 2008
- Effective participation of students in a work experience program



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. The large number of deferrals is probably a reflection of the impact of drought on our rural families.



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. This dropped back a little in 2007 however the majority of students who left before completion went into apprenticeships, traineeships or work.



Student Engagement and Wellbeing

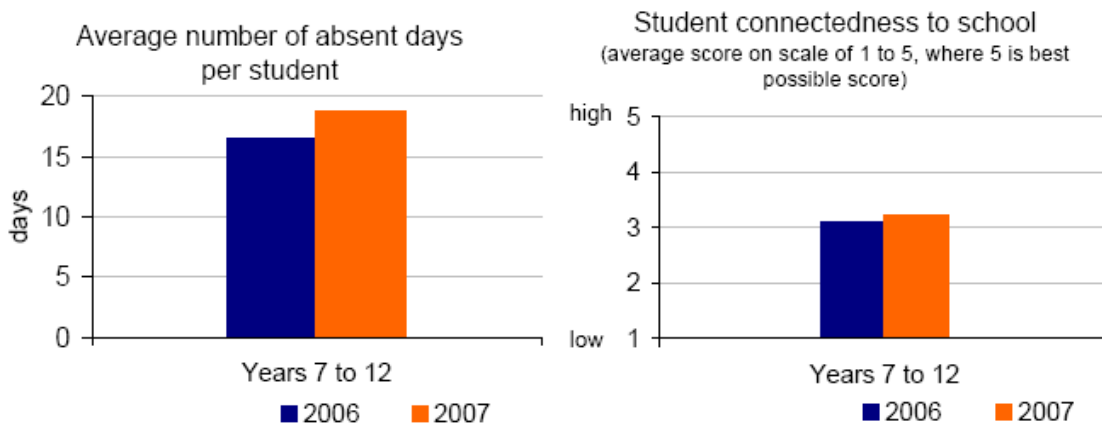
Student Engagement and Wellbeing	
Goals	To nurture socially competent and healthy students.
Targets	<ul style="list-style-type: none"> Total college absences will be held at 13 days per student or less. By 2008, scores for the school climate and behaviour variables of the Parent Opinion Survey will be 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:

- Regular focus through staff meetings and weekly Teaching and Learning handouts, on student motivation
- Goal setting activities undertaken in home groups
- Anti Bullying and Social skills programs conducted for Year 7 students
- School Compliance Checklist completed as required
- Introduction of Restorative Practices strategies for staff to use with students. There will be further follow up on this in 2008
- Successful School Production
- Gardening Club established
- Some lunchtime activities conducted in the Gym
- Chess club started



Average number of absent days per student

There has been an increase in the number of days absent across all year levels. The trend is towards an increasing number of absences with the biggest increase at Year 7 level.

In 2006, Years 7, 8, 9 and 12 had fewer absences than the state mean. Only Year 10 and Year 11 had more absences than the state mean however with the increase in the number of absent days, overall from 16.5 in 2006 to 18.7 in 2007, it could be predicted that we will perform worse than the state mean in 2007.

Consequently, there is work to be done at all year levels, particularly at Year 7. Also, as Year 9 and 10 have the highest rate of absenteeism, strategies will be directed there. There is a relatively small number of students who have excessive absences and this inflates the overall figure.

Possible Future Directions

- Continue with messages in the newsletter to parents regarding the adverse effects of absences upon student's learning.
- Send letters to parents (of students with a high number of absences) regularly, once a month, detailing their child's absences for the last month.
- Prompt follow up of long term absentees.
- Integrated program at Year 7 is aimed at increasing student motivation and connectedness to school.

Students' School Connectedness

There is a slight improvement between the results for student connectedness in 2006 and 2007. However as the score sits around 3 on a scale of 1 to 5, where 5 is the best score, there is clearly work to be done. Students indicate that they feel safe at school but they have issues with motivation and connectedness to staff.

The areas for work are: improved teaching and learning skills of staff to increase student engagement, restorative practices, home groups (one of our pastoral programs), other pastoral programs and extra curricular activities which hopefully will increase connectedness to the college.

Restorative practices: We have commenced the work of in-servicing staff on Restorative Practices. Late last year, 3 staff attended a workshop in Melbourne, returned to the College and provided a preliminary in-service for all staff on the use of the practices. Additionally, a trained facilitator from the region is booked for the first week of Term 2 to train all staff in the philosophy and strategies of restorative justice. All teaching staff have set a goal in their Individual Teacher Development Plan for 2008 to learn about and trial restorative practices with a selection of their students.

Home groups: Last year there were changes to Home groups which caused some dissatisfaction amongst students who felt that the loss of activities in Home groups took the fun away from school. A review of Home groups in late 2007, with changes being implemented in 2008, will provide a balance of activities and skills to be learnt, which hopefully will help to increase connectedness in 2008.

Other pastoral programs: A decline in the number of bullying incidents would also help improve connectedness. With the full implementation of the Bully Buster program in 2008 we are hopeful of achieving this outcome. Additionally, the Youth Worker and School Nurse will be running a Social Skills program which was trialled for the first time in term 4, 2007.

Extra curricular activities: The College offers an extensive range of camps and excursions for students at all year levels. Students have opportunities to attend camps, excursions and to be involved in sports days at the school level, interschool level and higher, if performance warrants it. There is also an active SRC with representatives from all year levels and some students are represented on the local Junior Council. In 2008 we have increased the numbers of students who can attain leadership roles by creating a Student leadership team which has an additional 5 senior students on it as well as the School Captains and Vice Captains. One area where we could seek improvement is in the frequency and range of lunchtime activities. The new student leadership team is being asked to work in this area in order to find out what activities student would like offered.



Student Motivation was a key focus for staff in 2007 and is continuing as the focus in 2008. Significant work was undertaken, looking at a range of teaching and learning strategies to improve motivation. In 2008 staff are making students aware of the purpose behind their learning activities in class. Staff are continuing to use the Principles of Learning and Teaching to improve student outcomes.

Future Directions

Proposed areas to focus on in 2008

Student Learning

- Raise staff awareness of literacy needs and develop skills to improve literacy in all students and develop a whole school literacy improvement plan
- Continued use of the Basic Skills Maths program
- Continue to develop Maths and English units based on VELS & PoLT, incorporating a range of assessments and the use of Authentic Assessment Tasks Continued
- Continued implementation of the spelling improvement program. Implement strategies to improve students wider reading
- Investigate programs to improve student writing skills
- Improved integrated program for Year 7, including timetabling
- PLTs to continue working towards requirements for Performance & Development accreditation
- Conduct PoLT interviews for all staff
- PD for staff in the following areas:
 - Restorative Practice
 - Motivating students through Curriculum
 - Authentic assessment
 - ICT skills in preparation for the Ultranet eg Blogs, podcasting, whiteboards, datalogging
- Review Middle School structure, timetabling and new programs eg Boys Ed
- Involvement in Dalton and Anderson Pedagogy Project
- PD Understanding Poverty
- Continued work to build leadership capacity
- Undertake Performance & Development accreditation
- Continued use of Focus Meetings to discuss and share T&L strategies
- Year 7 teachers to build skills in the development of integrated units

Student Pathways and Transitions

- 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 & wider area as per the MOU
- Continue to improve and develop Boys Ed Unit & 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 Koori students
- Develop support for VCE teachers

Student Engagement and Wellbeing

- Introduce a senior student leadership group
- Student Behaviour Management & Modification Plans introduced
- Management of student goal setting through homegroup program
- Social Skills program run for Year 7-9
- School Production
- 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
- Improve parent input

Financial Performance

The recommended word length for this section is approximately 400 words.

In this section, the school should reflect on their financial performance and how this supported their plans for improvement.

Financial Performance for the year ending 31st December, 2007		Financial Position as at 31st December, 2007	
Revenue	2007 Actual	Funds Available	2007 Actual
DE&T Grants	\$622,476	High Yield Investment Account	\$149,533.36
Commonwealth Government Grants	\$77,586	Official Account	\$2,608.75
State Government Grants	\$12,390	Other Bank Accounts(listed individually)	
Other	\$75,193		
Locally Raised Funds	\$349,798		
Total Operating Revenue	\$1,137,442		
		Total Funds Available	\$152,142.11
Expenditure		Financial Commitments	2007 Actual
Salaries and Allowances	\$199,590	Accounts Payable Control	
Bank Charges	\$1,074	Camps/Excursions	
Consumables	\$132,277	Building/Grounds including SMS	
Books and Publications	\$15,211	Special Programs inc Student Services	
Communication Costs	\$30,782	Region /Clusters Funds	\$47,415.32
Furniture and Equipment	\$64,132	Professional Development	
Utilities	\$42,736	Parents Club	\$8,015.29
Property Services	\$352,760	School Operating Reserve	\$96,711.50
Travel and Subsistence	\$26,447	Total Financial Commitments	\$152,142.11
Motor Vehicle Expenses	\$1,210		
Administration	\$39,100		
Health and Personal Development	\$715		
Professional Development	\$53,626		
Trading and Fundraising	\$130,591		
Support/Service	\$20,488		
Miscellaneous	\$226,565		
Total Operating Expenditure	\$1,337,301		
Net Operating Surplus/- Deficit	-\$199,859		
Capital Expenditure (Cases 21 Finance Only)	\$59,947		
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 figures would appear to indicate that we spent more than we collected; however, our opening balance for 2007 was \$376,781. This included funds to expend on the ground improvements (Investing in Schools) and the remainder of the Broken Creek Cluster funds held in trust. When these are taken into account we are operating within budget and we still have a healthy bank balance.

School Contact Information

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<i>School Council President:</i>	Paul Newton
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<i>Email:</i>	Numurkah.sc@edumail.vic.gov.au
<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:-

Kathryn Atkin
PO Box 229,
Numurkah, 3636
Phone: (03) 58621088

