

2018 Annual Report to The School Community



School Name: Numurkah Secondary College (8190)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2019 at 10:54 AM by Paul Tozer
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2019 at 10:32 PM by Roger Jones (School Council President)

About Our School

School context

Numurkah Secondary College, part of the North East Region, prides itself on developing successful, responsible and adaptable 21st Century citizens. Our outstanding educational programs provided to 250 students are supported by 25 teachers, 13 Education Support Staff, an Assistant Principal and College Principal, enable students from surrounding towns of Waaia, Katunga, Katunga South, Strathmerton, Katamatite, Invergordon and Wunghnu to also access a quality education close to home.

Our college is committed to maximizing the educational opportunities of each and every one of our students, and we place a high emphasis on all students achieving personal excellence. Our School Wide Positive Behaviour Framework (SWPB), and core values of Respect, Excellence, Aspiration and Pride ensures that all members of our college community are productive, valued, respectful and accountable. Regular feedback is sought from our students and parents, with collected data forming the basis of our ongoing review and improvement initiatives. We offer a comprehensive curriculum. Students in Years 7 & 8 study a broad range of subjects within each key learning area as well as our signature 'Learning to Learn' Program, which ensures all students are taught the metacognitive skills required to be inquiring and critical learners across all areas of study. Year 9 students engage in traditional curriculum during the first semester, and in second semester participate in the Project-Based Learning Program 'Numurkah 9'. This program incorporates a partnership with the 15 Mile Creek Outdoor Educational College, with our students spending 15 days at the Greta Campus. Year 10 students choose from a variety of electives, and can fast track VET and VCE subjects. A comprehensive range of VCE subjects are offered, alongside the VCAL Program.

A Key priority for the college is to ensure our highly skilled teaching team has access to professional learning that is focused on continual improvement of student learning outcomes. As a University of Melbourne Network of Schools (UMNOS) member, we prioritise identification and implementation of the most effective pedagogical practices, and use high-quality feedback mechanisms. The introduction of our 'LEARN' instructional model has been a focus of our work.

Our teaching and learning is further supported and enriched by a strong focus on student wellbeing. This includes an experienced and dedicated team of Year Level Leaders, a Wellbeing Coordinator, Integration Coordinator, Adolescent Health Nurse, KESO, and SSSO's. Each term brings a new wellbeing theme which is linked to inclusions, resilience and cultural diversity. Student voice is a key priority, and our Student Leadership Council is responsible for leading lunchtime activities and organising whole-school events. We are particularly proud of the achievement of our students in sport, the arts, debating, fundraising and community support.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning to assist schools focus on key areas that are known to have the greatest impact on school improvement. FISO contains the key areas of; excellence in teaching and learning; student achievement, engagement and wellbeing; professional leadership; community engagement in learning; and a positive climate for learning. Our improvement initiatives pertaining to this are to:

- Improve student performance across all curriculum areas – through building practice excellence.
- Continue to establish a safe and positive climate for learning, and increase student voice.

Our focus for building practice excellence was the establishment and implementation of our 'LEARN' Instructional Model, which has now been adopted by a number of schools around the state. Teachers have been developing proficiency and consistency with their use of the model, and will continue to do so in 2018. A strong literacy focus, derived from our involvement in the UMNOS Group, is to develop all of our teachers as teachers of literacy. Our focus for establishing a safe and supportive learning environment has been in the continued expansion of our SWPB Framework, with particular emphasis on active supervision, the student reward system, and ways to increase student voice.

Achievement

The bulk of our data sets point to sustained learning growth in all areas of the college. Improving VCE results has been a focus over 2018 and this has led to an impressive improvement in the median study score. The median score improved by four, making Numurkah Secondary College one of only four secondary schools in the state to achieve this level of improvement.

While improvements in literacy and numeracy were evident to a strong level as evident through multiple data collection points, the relative growth for students in literacy and numeracy assessed in the NAPLAN testing was poor. NSC has identified a number of contributing factors and has been working to address them to ensure that the NAPLAN results are reliably reflective of student achievement.

Levels of literacy and numeracy of Numurkah Secondary College students remain at levels below the national average, ensuring that improvement in this area will continue to be a focus in 2019.

Engagement

Attendance rates dropped slightly from the 2017 totals, with 21 days average absence. Several long term absences will have impacted on the total, however the college will prioritise improving the results for 2019. The schools strategies to improve attendance have been to ensure better awareness of the benefits of high attendance for parents, increased follow-up of absences, and personal contact with families through Year Level Leaders, Wellbeing Coordinator and KESO, and utilising the Navigator Program to support students with less than 30% attendance.

The trend for students engagement, according to the student opinion survey is positive, with the majority of factors for Years 7-9 ranking in the forth quartile. The senior school also reports strongly on the student opinion survey with the majority of student engagement indicators above the state average response.

Wellbeing

The college strengthened the Wellbeing Team further this year with the addition of a qualified psychologist. Key indicators for student wellbeing are very positive, with resilience being in the 88th percentile and sense of confidence at the 91st percentile for our students in Years 7-9.

Complimenting the daily processes to promote student wellbeing, the college conducted a number of major activities across the year to support students. This included the annual YOLO day, Mental Health Week and Reconciliation Day. During these events, experts in areas of wellbeing for adolescents were in attendance and were able to present a range of informative wellbeing sessions to students and staff.

Financial performance and position

The college maintained a surplus in 2018, largely due to a tight staffing profile. The college advertised for a number of staffing positions, but were unable to secure staff with the required capacity for some positions. This has generated the ability to staff well for 2019 and the high capacity staff that was sought was able to be secured, laying the foundation for the additional support required for our students with equity funding attached to them. The college also had a number of long term illnesses, which were covered internally, again contributing to the surplus.

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

Performance Summary

The Government School Performance Summary 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.

Enrolment Profile

A total of 251 students were enrolled at this school in 2018, 125 female and 126 male.

np percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	61.3	72.4	64.8	78.4

School Staff Survey

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

Percent 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	64.6	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	82.6	79.1	64.9	89.9	Higher
Mathematics	66.0	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent
Year 7	Reading (latest year)	35.7	50.0	37.7	64.5
Year 7	Numeracy (latest year)	38.5	50.8	37.5	66.7
Year 9	Reading (latest year)	26.8	43.7	31.2	58.4
Year 9	Numeracy (latest year)	27.0	44.4	30.4	59.9
					Similar

NAPLAN top 3 bands (4 year average)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent
Year 7	Reading (4 year average)	30.6	48.2	36.7	60.3
Year 7	Numeracy (4 year average)	33.7	51.4	38.1	66.0
Year 9	Reading (4 year average)	23.6	41.9	30.8	54.9
Year 9	Numeracy (4 year average)	21.6	41.8	30.1	59.1
					Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	32.4	47.1	20.6
Year 5 to 7	Numeracy	28.1	50.0	21.9
Year 5 to 7	Writing	36.4	54.5	9.1
Year 5 to 7	Spelling	27.3	57.6	15.2
Year 5 to 7	Grammar and Punctuation	42.4	48.5	9.1
Year 7 to 9	Reading	66.7	25.0	8.3
Year 7 to 9	Numeracy	48.4	35.5	16.1
Year 7 to 9	Writing	35.9	51.3	12.8
Year 7 to 9	Spelling	33.3	56.4	10.3
Year 7 to 9	Grammar and Punctuation	33.3	51.3	15.4

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	27.4	27.1	25.3	29.7	Higher
Mean Study Score (4 year average)	25.8	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **94 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **62 percent**.

VET units of competence satisfactorily completed in 2018: **73 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **95 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	21.7	20.6	15.9	25.1	Higher
Average number of absence days (4 year average)	21.8	20.2	16.0	24.5	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	88	86	91	90	92

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	69.5	75.0	66.7	81.7	Similar
Retention (4 year average)	77.6	75.0	66.2	80.4	Similar

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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	69.8	91.7	83.1	99.3	Lower
Student Exits (4 year average)	77.9	91.6	83.5	97.7	Lower

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	53.0	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	52.7	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	61.6	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	62.0	56.0	47.5	66.4	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,787,017
Government Provided DET Grants	\$753,530
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$36,294
Locally Raised Funds	\$348,574
Total Operating Revenue	\$4,925,415
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Equity ¹	Actual
Equity (Social Disadvantage)	\$402,583
Equity (Catch Up)	\$0
Transition Funding	\$46,537
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$449,120
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Expenditure	Actual
Student Resource Package ²	\$3,121,225
Adjustments	\$0
Books & Publications	\$8,879
Communication Costs	\$13,362
Consumables	\$142,796
Miscellaneous Expense ³	\$257,732
Professional Development	\$23,793
Property and Equipment Services	\$165,175
Salaries & Allowances ⁴	\$222,143
Trading & Fundraising	\$91,308
Travel & Subsistence	\$2,951
Utilities	\$82,511
Total Operating Expenditure	\$4,131,874
Net Operating Surplus/-Deficit	\$793,541
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$189,023
Official Account	\$42,203
Other Accounts	\$0
Total Funds Available	\$231,226

Financial Commitments	Actual
Operating Reserve	\$163,431
Other Recurrent Expenditure	\$6,112
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$41,682
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	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$231,225

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').