

2022 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 of the previous calendar year 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 17 March 2023 at 05:03 PM by Cate Eddy (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2023 at 06:18 PM by Kathleen Newby (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Non nobis, sed omnibus: Not for one, but for all.

At Numurkah Secondary College our REAP values guide and influence all of the student-centred decisions, goals and ambitions of our College Community.

Respect : Show acceptance and kindness to every person.

Excellence: Always do your best.

Aspiration: Dream big! Work hard! Reach high!

Pride: Autograph your actions with honour.

Numurkah Secondary College is a Year Seven to Year Twelve co-educational school situated in the town of Numurkah, approximately 30km north of Shepparton, Victoria. Our students are drawn from Numurkah itself and from surrounding townships and farming districts including Waaia, Katunga, Katunga South, Strathmerton, Katamatite, Invergordon, Tallygaroopna and Wunghnu. Numurkah Secondary College is part of the North East Region of the Department of Education.

In 2022 we welcomed 52 Year 7 students to begin their Secondary School journey, and an overall enrolment numbers of 261 students.

With a commitment to an ongoing school program and without the risk of further lockdowns, we were able to support our students and families with a return to pre-covid education. Staff absence due to contracting covid was challenging but manageable and we were able to offer a full program for all year levels every day. Student absence due to covid was also an ongoing concern as we endeavored to rebuild full engagement for all our students.

The continued development of our curriculum and semester-based program supported vertical grouping for some units and increased student choice. Throughout 2022 our teaching and non-teaching staff remained committed to providing the highest quality wellbeing support for students and families within our community.

Our Wellbeing Team supported by our Assistant Principal (Engagement and Wellbeing), the Doctors in Schools Program, School Psychologist, School Nurse, School Chaplain, Year Level Leaders and Two Leading Teachers continued to work beside students and families with commitment and care for every individual.

Throughout 2022, dedication to academic and vocational achievements continued to go hand in hand with individual care for each student at our college. Working in partnership with parents, college staff continued to strive for an education climate conducive to each student achieving individual success.

In 2022 Numurkah Secondary College employed the equivalent full-time staff: 3 Principal Class, 1 Learning Specialist, 2 Leading Teachers, 19.2 Teachers, 4 Para Professionals (Teach for Australia Associates) and 16.5 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Numurkah Secondary College improvement initiatives in 2022 centred around:

Improving student performance across all curriculum areas – with a focus on Numeracy and continuing to establish a safe and positive climate for learning.

During 2022 NSC developed a program which continued to support a Year 7 to 10 learning program focused on Literacy and Numeracy across the whole curriculum. We have seen an increase in the number of Year 7 and 9 students in the top 3 bands in Reading and Numeracy.

We have introduced a semester structure for subject selection from Years 8 to 10 which provided increased student choice and subjects which included some vertical grouping. Project Ready was introduced at the Year 10 level for students who were potentially struggling to stay engaged in education and provided opportunity to achieve a Certificate II in Community Volunteering.

In response to concern over supporting the wellbeing of our students we developed and delivered a program specifically targeting student wellbeing and resilience through the introduction of Focus and the Resilience Project.

We have introduced a BYO device program to increased student access to IT in the classroom supporting students who are unable to fund this through ABCN and borrowing from the school where necessary.

We have continued to deliver a range of subjects to a small Year 12 VCE and VCAL cohort enabling students to progress towards achieving both VCE, VCAL, and VET certificates. Celebrating an increase in successful completion of VET over the last year and 100% of our VCE students achieving their certificate.

Numeracy work has included connected with the Numeracy COP Project 22 and working with the local primary school and region to observe class practices, share programs and data.

Our leadership team and staff teams continued to work together in the following areas:

Excellence in Teaching and Learning by ensuring all curriculum plans were on ATLAS and are executed with integrity.

Teachers have been supported to provide meaningful, differentiated tasks and feedback for students with live reporting across the semester.

Learning walks and talks in a SPRINT focused on developing clear learning intentions for each class.

We have ensured that providing structured mentoring and coaching to early career teachers with meaningful feedback.

We are continually reviewing strategies which have an impact on students' progress and developing teacher capacity to access and utilize student data in curriculum planning.

Our KLA teams had opportunities to work as a PLC and unpack and analyse assessment data.

Our leadership team have a shared understanding of why and how AIP strategies and actions were implemented. This has led to leadership development to support YLLs and to continue to enhance growth in middle leadership.

This work includes planning for professional learning for leadership which is connected and built shared capacity and continuing to support all staff to clearly articulate the school's vision and values and to build a positive school culture.

Priorities for 2023 and beyond will see a focus on ensuring the ongoing professional learning of staff to support the effective delivery of social and personal development. Ongoing work in leading the ability to understand, articulate, and lead the school wide work with the resilience project.

We will continue to review and communicate school-based processes to support social-emotional health and wellbeing of students.

A key focus for 2023 will be to begin the process for the smooth introduction of the new disability inclusion to ensure we have documentation and understanding of this prior to this being introduced in 2024.

Wellbeing

The engagement and wellbeing team worked hard in 2022 to maintain strong relations with students and families, this support was well received and has often involved supporting families and students overcoming the challenges faced in reconnecting with school after the challenges of 2020-21. An increase to the time allowance of our school chaplain from 2 days to 4 has increased access to support for students and the capacity to provide programs supporting the wellbeing of our students.

The following work was prioritized by the Wellbeing Team:

Supporting a Positive Climate for Learning included proactively involving students in decision and discussions around subject selections, school concerns and suggestions. This took place individually with the wellbeing team and classroom teachers. Capacity to have restorative conversations with students was a key in giving students voice in this process.

In PLC meeting a focus was on ensuring teachers proactively responded to the learning needs of individuals and groups

Our students have been engaged in purposeful and meaningful learning to strengthen their health and wellbeing This has included the introduction of a session once a week for all year levels with a strong focus on the GEM program from the Resilience project. We have continued the work with the Live 4 Life program to provide students with the capacity to support their own mental health and lead others in recognizing the support which is available.

Our work to Support Community Engagement in Learning has included ensuring that inclusive school policies, programs and practices were monitored and evaluated. Actively participating in networked learning communities has provided staff with support around student wellbeing. Our team has continued to communicate and work closely with families to reengage students particularly coming out of COVID

Engagement

In 2022 the Wellbeing Team worked hard to build on recognizing positive behaviour, including attendance. This was encouraged through acknowledgements in daily in homeroom, weekly in year level meetings and weekly draws to emphasize the value we place on positive engagement in our school program.

The work to establishing strong processes to support student attendance continued in the knowledge that attendance plays a key role in setting students up for success. The following whole school processes supported this work included communicating and working closely with families to reengage students particularly coming out of COVID lockdowns. Classroom teacher's prioritized welcoming students, (especially those who have been away) and building positive relationship. Accurate attendance data was supported by consistency with roll marking with a daily Text to students who are absent, initiated through compass. The Wellbeing team ensured that they accessed support from Navigator to reengage students with their education.

Steps were taken to ensure the Year level Leader's prioritized the work of supporting student attendance by setting aside a time for weekly attendance check. Data was accessed by filtering year level data on compass to identify concerns and contacting home about unexplained absence (via phone/text or email). Discussion regarding concerns with parent/carer and offer support and reengagement options were held with a focus on achievable re-engagement steps identified. Across all year levels letters being sent home of the end of each term where attendance is 80% or lower.

Prioritizing VET innovation work through structured work place learning and SBAT programs has enabled students to stay connected with tertiary education while following pathways which will see a supported transition to the workforce.

The School Psychologist, Chaplin and School Nurse prioritised the work of supporting student attendance including:

- Receiving referrals for students that are displaying a consistent pattern of school non-attendance.
- Participating in the SSG to provide support to students in re-engagement
- Focusing on identifying barriers to participation.

Other highlights from the school year

The opportunity to return to a full camp program was embraced by our student population. Supported by the Advance funding and other grants we were able to ensure no student missed these opportunities due to financial challenges.

The camp program this year included:

- Year 7 Alexandra Camp
- Year 8 group Camp Wilkin in Anglesea,
- Year 9 had great leadership opportunities with the Gnurad-Gundidj leadership camp
- Year 9 future leaders camp program.
- Year 10 Urban camp
- Year 11 Melbourne retreat

The Live4Life program focused on supporting mental health and provided students with peer led programs across the shire schools. Our student engagement in this program will be ongoing as we continue to provide them with the skills to build their resilience when faced with challenges and provide support to their peers.

Financial performance

In 2022 Numurkah Secondary College focused on ensuring we had a full program to offer our students across all year levels. This created budget challenges with very small senior classes run to provide pathways and opportunities for our cohort. Careful management and planning of additional funding have enabled us to address these concerns. In 2022 our equity funding was used to support literacy and numeracy for students not meeting learning benchmarks as outlined in our AIP. The VET innovation funding has

enabled us to employ a staff member who is working in the VET and careers space supporting students and the senior leadership team. We will continue to aim to work within the constraints of our school resource package but acknowledge this becomes increasingly challenging with the employment of more experienced staff. The other factors we need to consider are the new agreement which has seen a reduction to face to face teaching time and a commitment to providing time in lieu. As we move forward our subjects will continue to plan costing to manage the increase prices of materials and adapt programs to work within our budget constraints while still offering a vibrant and engaging program.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 261 students were enrolled at this school in 2022, 128 female and 133 male.

NDP percent of students had English as an additional language and 7 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

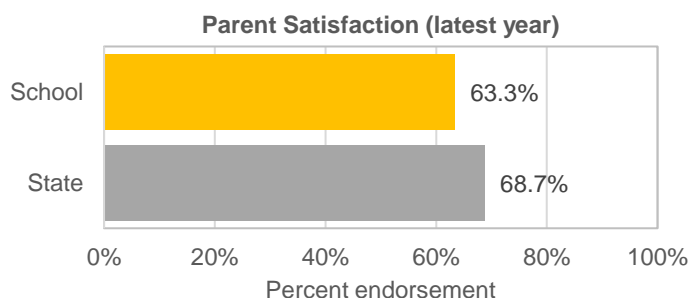
This school's SFOE band value is: High

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	Latest year (2022)
School percent endorsement:	63.3%
State average (secondary schools):	68.7%



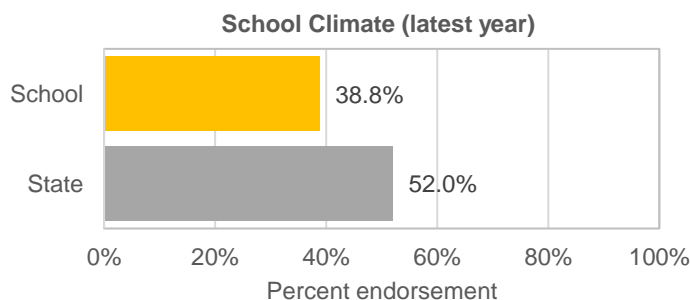
School Staff Survey

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	Latest year (2022)
School percent endorsement:	38.8%
State average (secondary schools):	52.0%



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

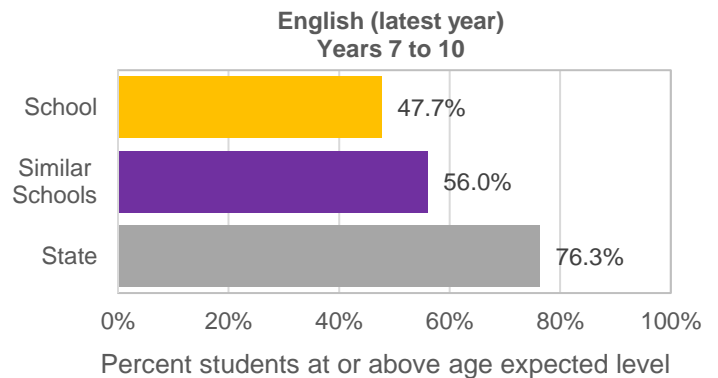
47.7%

Similar Schools average:

56.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

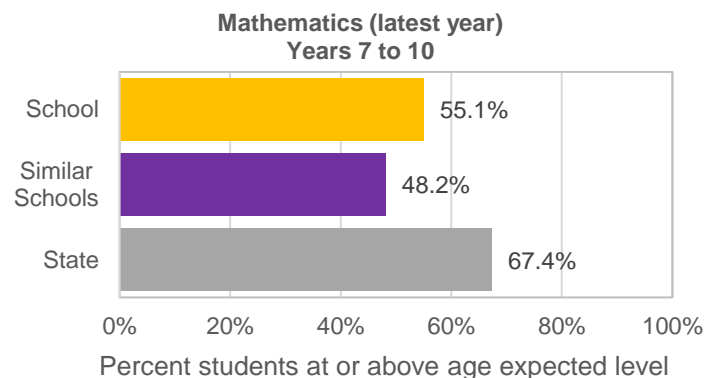
55.1%

Similar Schools average:

48.2%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

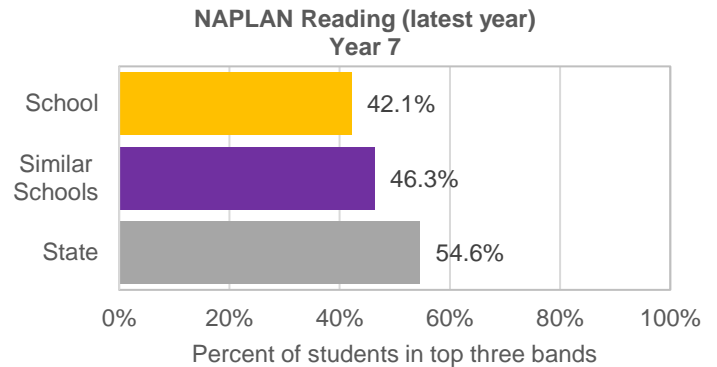
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

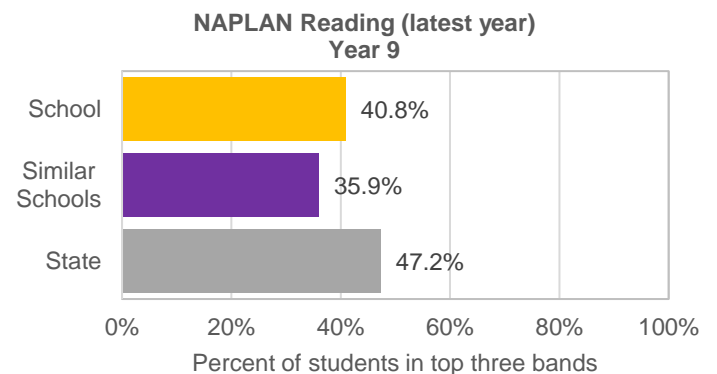
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	38.6%
Similar Schools average:	46.3%	46.8%
State average:	54.6%	55.3%



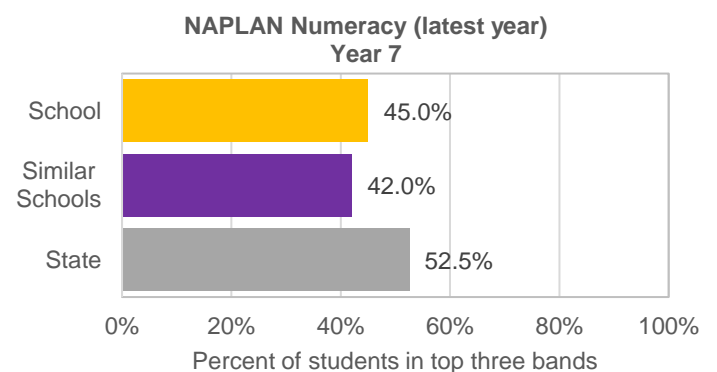
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.8%	35.7%
Similar Schools average:	35.9%	37.8%
State average:	47.2%	46.0%



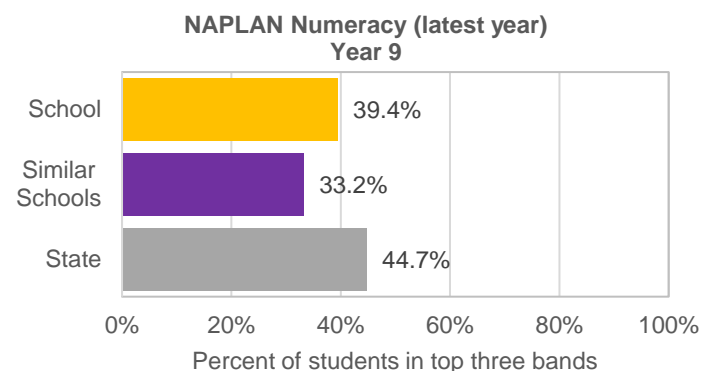
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	35.7%
Similar Schools average:	42.0%	46.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.4%	33.7%
Similar Schools average:	33.2%	37.2%
State average:	44.7%	45.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

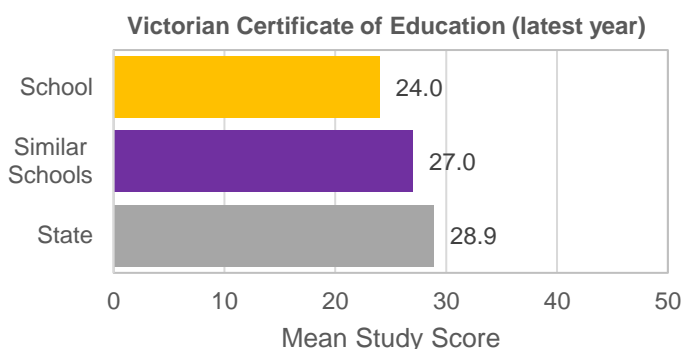
Victorian Certificate of Education (VCE)

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

	Latest year (2022)	4-year average
School mean study score	24.0	23.8
Similar Schools average:	27.0	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

45%

VET units of competence satisfactorily completed in 2022:

70%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

84%

WELLBEING

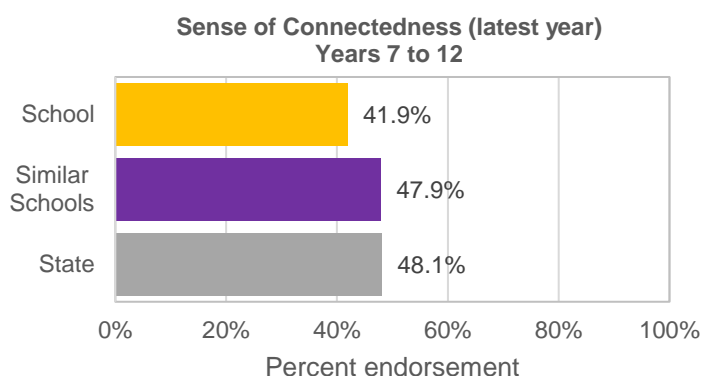
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	41.9%	43.2%
Similar Schools average:	47.9%	50.7%
State average:	48.1%	52.5%

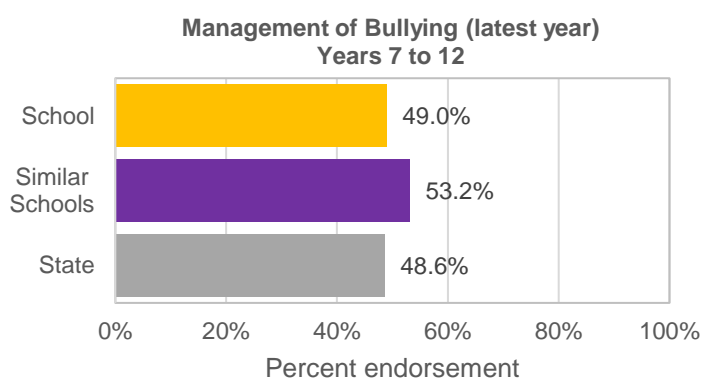


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	49.0%	50.7%
Similar Schools average:	53.2%	56.6%
State average:	48.6%	54.0%



ENGAGEMENT

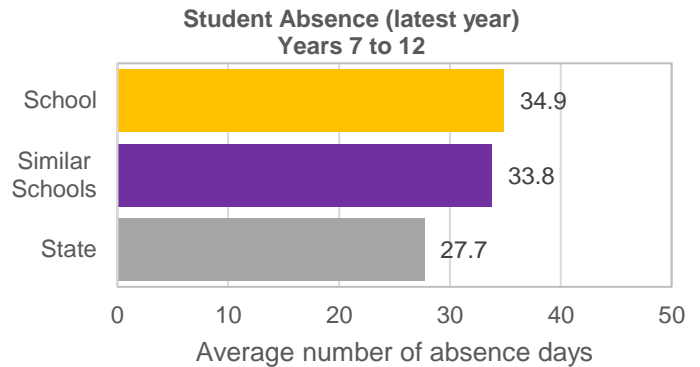
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.9	29.3
Similar Schools average:	33.8	26.7
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

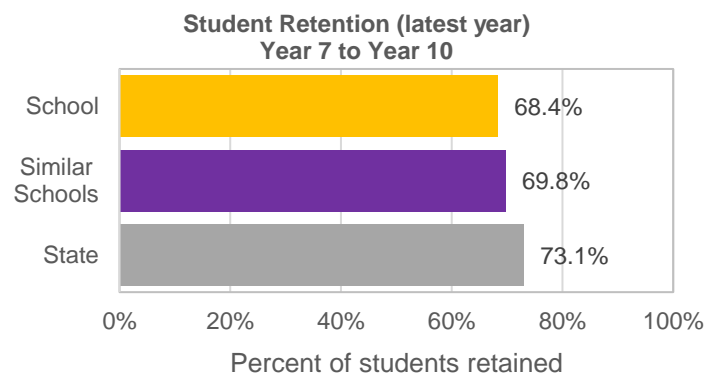
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	80%	83%	84%	83%	84%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	68.4%	66.7%
Similar Schools average:	69.8%	69.8%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

Latest year
(2021) 4-year
average

School percent of students to further
studies or full-time employment:

84.7%

81.8%

Similar Schools average:

86.0%

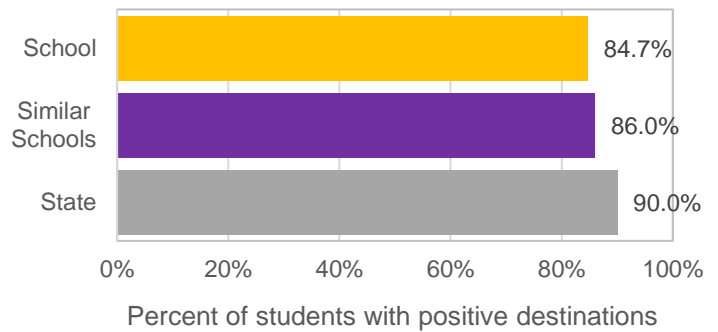
85.3%

State average:

90.0%

89.3%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$4,242,973
Government Provided DET Grants	\$574,843
Government Grants Commonwealth	\$0
Government Grants State	\$12,810
Revenue Other	\$85,062
Locally Raised Funds	\$164,860
Capital Grants	\$0
Total Operating Revenue	\$5,080,549

Equity ¹	Actual
Equity (Social Disadvantage)	\$373,657
Equity (Catch Up)	\$29,803
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$403,460

Expenditure	Actual
Student Resource Package ²	\$4,582,322
Adjustments	\$0
Books & Publications	\$4,129
Camps/Excursions/Activities	\$71,106
Communication Costs	\$10,709
Consumables	\$87,933
Miscellaneous Expense ³	\$25,982
Professional Development	\$10,032
Equipment/Maintenance/Hire	\$81,716
Property Services	\$113,547
Salaries & Allowances ⁴	\$151,493
Support Services	\$216,172
Trading & Fundraising	\$69,941
Motor Vehicle Expenses	\$3,851
Travel & Subsistence	\$1,195
Utilities	\$63,908
Total Operating Expenditure	\$5,494,036
Net Operating Surplus/-Deficit	(\$413,487)
Asset Acquisitions	\$27,074

- (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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$683,575
Official Account	\$5,460
Other Accounts	\$0
Total Funds Available	\$689,035

Financial Commitments	Actual
Operating Reserve	\$149,540
Other Recurrent Expenditure	\$20,758
Provision Accounts	\$24,000
Funds Received in Advance	\$61,928
School Based Programs	\$39,199
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$310,425

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.