

2015 Annual Report to the School Community

Nathalia Secondary College

School Number: 8140



Name of School Principal:

Helen Ginnivan

Name of School Council President:

Robin Trickey

Date of Endorsement:

12/4/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Our Vision: To develop a community of lifelong learners in a safe and supportive environment.

Our Mission: To best prepare all our students for their individualised pathway into further study or being work ready.

In support of our vision and mission statement we are a School Wide Positive Behavior school and we value: (C.L.E.A.R)

Caring: We are considerate and caring at all times.

Learning: We work together to create learning communities that develop confident, competent young people, who do their best.

Excellence: We aim to achieve high, realistic goals and strive to do the best we can in every way.

Accountability: We are challenged to be responsible to ourselves and our community for all our actions.

Respect: We treat each other with fairness and dignity, valuing difference and diversity.

We believe all our students are 'rich and powerful' and capable of almost anything with adult assistance.

Nathalia Secondary College is a single campus co-educational secondary college in the North-Eastern Victoria Region, approximately 230 kilometres north of Melbourne. Enrolments are currently 143 students. The college employs 11 fulltime teaching staff, 8 part time teaching staff and 8 support staff (some part time).

We strive to improve our Teaching & Learning and focus on the needs of the individual student. All programs are planned and delivered to develop the social, emotional and academic areas for the student in partnership with their parents and the community. We believe that students are capable of anything given the right support.

In 2015 students in Year 7 and 8 started each day with 25 minute Literacy and Numeracy focused class. Years 9 and 10 have a strong focus on developing their future pathways through activities which will lead them to a purposeful senior years program. (Work Experience, Senior Years orientation program, ADVANCE, Duke of Edinburgh, community programs). We do this by developing personal learning and setting goals. The homegroup teacher plays a significant role in this development. For further engagement at Year 9/10 in 2015 we introduced a 4 period intensive in semester 2. This allowed students to select an area of interest and spend 4 consecutive periods work on their project.

We have implemented a whole school approach to student non-attendance, through our Homegroup structures, caring relationships established with families and we have achieved 85% attendance average over the whole school.

A comprehensive range of alternative learning pathways are offered in VET and VCAL while maintaining a broad mainstream focus on VCE. A number of VCE studies operate in partnership with the adjacent Catholic secondary college St Mary of the Angles. In 2016 we are running 48 VCE Units and a VCAL program. Our Trade Training Centre facilities, which are a part of the 'Moirá Campaspe VET Alliance,' provides further engaging and learning opportunities for our students. On our site we run Hairdressing Certificate II and Building & Construction Certificate II.

Our Parent and Staff surveys show that we have satisfied parents and a staff who aspire to have a school climate conducive to high level teaching and learning whilst developing the social and emotional aspects of each student.

Achievement

In 2015 we introduced the student performance average (SPA) this identified student attendance and work habits. This tool has allowed for more frequent conversations with parents and teachers to discuss goals and performance. This, along with the introduction of PAM (parent access module) allows real time feedback about student performance. These changes have had a positive impact for a number of student's in regard to motivation.

Our Naplan data in reading is lower than in previous years. In numeracy data is similar to previous years. We believe, as we continue to embed the use of High Reliable Literacy Teaching Practices as a normal part of our teaching and learning our data should improve. Naplan learning gain is within strategic targets for Numeracy, Spelling, Grammar and Punctuation. In 2015 there has been a significant improvement in Reading.

We had a small cohort of VCE students with 100% completion with some excellent individual results. The school study mean for 2015 was slightly lower than previously.

Our VCAL completion rate was 76%, while VET completion was 80%

In 2016 we continue to strive for improvement in Literacy and Numeracy. This year we introduced 2 new subjects at year 7/8.

Discovery Maths and Science and Creativity English and Humanities. This will give the students more time to develop skills and apply content. In Maths students have a targeted individual program using Maths Pathways.

The VCAL program has been revamped with a focus on students meeting criteria through completing the Certificate 2 in Small Business and Innovation. This has allowed for more purposeful learning and accountability for students.

Our staff are continuing to complete Professional Development with targeted strategies to improve teaching and learning. This work will be strategic in improving learning outcomes for all students

We continue to work with the Nathalia Learning Community to improve literacy outcomes through developing staff capacity, student engagement and community links.

Engagement

Taking into account the characteristics of our students, our Engagement data is similar to like schools in all areas. We had key staff absent during 2015 and some key data was not entered. We entered this data February 2014 and again August 2015. This oversight has been corrected for this year.

In 2015 staff took on greater responsibility for the students in their homegroup. Two staff members were assigned to each group and this supported students with social and emotional wellbeing, leading to improved student engagement. As well as meeting each morning students have 1 lesson a week dedicated to homeroom and in this lesson the focus is on:

- understanding our school values of CLEAR(Caring, Learning, Accountability and Respect).
- how we live these values in our lives. This is backed up by our commitment to School Wide Positive Behaviours. Focus on recognizing positive behavior.
- How do I study and set goals
- Reflection on performance, in particular SPA data.

Our core work is the development of every student in academic, social and emotional development, in both classes and homegroup, staff work with students to teach how to study, manage learning and self.

Staff are continually working to improve and build operational and educational capacity and in 2016 will be implementing the agreed Teaching and Learning Framework.

Student attitude to school data is analysed by Student body including school leaders.

In 2016 we have identified a staff member to co-ordinate all the student groups and this is called Student Voice.(SRC, Junior council, YMEP, school Leaders)

Attendance is at 85% down a little on last year. We have transient students who are hard to track.

Student engagement is our core work in 2016 with a focus on differentiation in the classroom and student feedback we are doing this through strategic Teacher Professional Development.

Wellbeing

Attitude to school survey indicates our students are connected and resources put into student wellbeing have been strategic and successful.

Caring is our first value pillar and as a school community we see it as a priority. We take pride in communication with parents on how their students are progressing academically, socially and emotionally. We believe strongly in working as a team- family, school and students working together. The new communication tool implemented in 2015 has given students, parents and staff online access to all facets of school life, this includes assessment and reporting feedback. Feedback from all has been very positive and allowed more timely interventions.

The College has engaged a number of external providers to support student wellbeing.

Grade 6 to Year 7 transition begins early with the local primary schools, this promotes strong student wellbeing and development of relationships with their peers and teachers. In 2016 we will be extending the student sport coaching roles.

Wellbeing is a real strength of our College and we will continue to work hard to provide support for every family to maximize educational outcomes for each student.

Productivity

Our College has allocated resources to maximize student outcomes academically, socially and emotionally. We invest in developing staff capacity to deal with the challenging pressures our youth face in a rural setting. Our daily focus is to provide a positive learning environment that allows all students to grow into good citizens who are work ready and or capable of further study. We have allocated our resources in line with this philosophy, hence meeting community expectations.

Through the Nathalia Learning Community (NLC) partnership we have with the other 4 schools in the town we are able to make savings through strategic allocation of resources. Last year we worked together to provide common PD with Glen Pearsall. We continue to work with St Mary of the Angels Secondary College (SMOTA) to provision senior school education. This allows for greater breath of subject choices and minimizes doubling up of classes across the two schools. Together we offer 50 VCE units, VCAL and VET.

For more detailed information regarding our school please visit our website at
<http://www.nathaliasc.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 139 students were enrolled at this school in 2015, 71 female and 68 male. There were 0% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

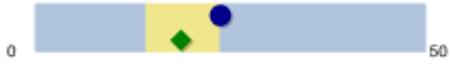
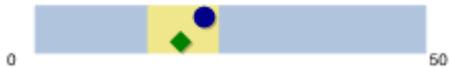
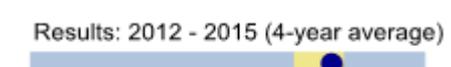
Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 40% Medium: 45% High: 15%</p> <p>Numeracy Low: 21% Medium: 63% High: 16%</p> <p>Writing Low: 44% Medium: 44% High: 11%</p> <p>Spelling Low: 17% Medium: 83%</p> <p>Grammar and Punctuation Low: 17% Medium: 56% High: 26%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 44% Medium: 53% High: 3%</p> <p>Numeracy Low: 21% Medium: 55% High: 24%</p> <p>Writing Low: 47% Medium: 50% High: 3%</p> <p>Spelling Low: 23% Medium: 60% High: 17%</p> <p>Grammar and Punctuation Low: 27% Medium: 53% High: 20%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **31%**
 VET units of competence satisfactorily completed in 2015: **80%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **76%**

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1029 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>86 %</td> <td>88 %</td> <td>90 %</td> <td>84 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	86 %	88 %	90 %	84 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	86 %	88 %	90 %	84 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

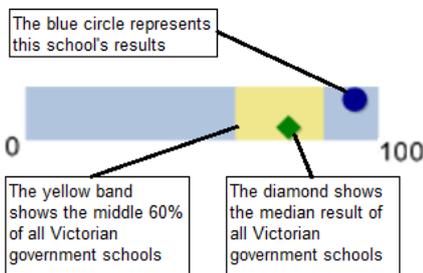
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

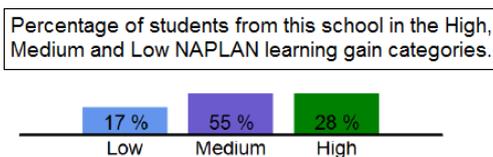
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

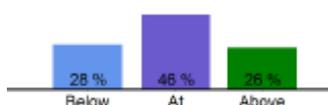
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

