

2018 Annual Report to The School Community



School Name: Nathalia Secondary College (8140)



- 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 23 April 2019 at 03:07 PM by John Sciacca
(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 24 April 2019 at 10:43 AM by Robyn Trickey
(School Council President)

About Our School

School context

Our Vision is to develop a community of lifelong learners in a safe & supportive environment. Our Mission is to best prepare all our students for their individualised pathway into further study or being work ready. Our Values have been co-constructed with all stakeholders of our college. Our values are C.L.E.A.R. Caring - We are considerate & 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 & strive to do the best we can in every way. Accountability - We are challenged to be responsible to ourselves & our community for all our actions. Respect - We treat each other with fairness & dignity, valuing difference & diversity.

Within our budget we employ 17 teachers & 11 Educational support staff. Staff may have varying time fractions & work roles all aimed at achieving our strategic goals. We are located 42km north of Shepparton and our enrolment range from 130 to 150 students. We cater for the local families with our catchment area within a 20km radius of Nathalia. Our students either reside in Nathalia or live in a rural farming setting. We have a Nathalia Learning Community (N.L.C) which is a partnership between Nathalia Secondary College, Nathalia Primary School & the 2 catholic schools (St Francis Primary School & St Mary's of the Angels College). Our purpose is to maximise student educational opportunities through our partnership. Our Senior school shares resources with St Mary's of the Angels College, we have a common timetable and we arrange VCE provision based on student subject choice. Together we are able to offer an excellent VCE program. This is one highlight of our N.L.C partnership.

Framework for Improving Student Outcomes (FISO)

In 2018 we have focused on Excellence in teaching & learning (Building practice excellence & Curriculum planning & assessment), Professional Leadership (Building leadership teams), Positive climate for learning (Empowering students & building school pride and Setting expectations & promoting inclusion), Community engagement in learning (Building communities). In particular we had a focus on Literacy (reading comprehension) where we initiated the "Illuminate" initiative where all staff were trained to be teachers of reading comprehension. The first 15 minutes of every school day is prioritised as a reading session with conferences occurring between teacher & student in every session & recorded. We have seen improvements in NAPLAN learning gain Year 7 - 9. Our Student attitude to school survey results in "Sense of connectedness" & "Management of Bullying" has increased due to the focus on restorative practices conversations & creating a high functioning and effective wellbeing team.

Achievement

Our VCE mean study scores were lower than the previous year and we did achieve a 100% satisfactory completion of VCE by our students. Our NAPLAN learning gain Year 7 - 9 in Spelling, Grammar & Punctuation were good, but our future focus will be on Writing and Numeracy Learning gain improvement strategies in 2019. We will source training through Bastow institute (Victorian teacher's learning centre) with a focus on "Leading Literacy course". Learning will be brought back and a change in teacher classroom activities though our tweaking of our teaching Instructional model will mark the changes required for student Literacy improvements. We aim to use the 6 - Traits of writing and have all staff be trained in teachers of writing across the college. Our Numeracy strategy for improvement has been to recruit Mathematical specialised teachers who will then lead the new curriculum and classroom activities.

Engagement

We have all worked very hard in this area. Using C.L.E.A.R as the basis of all we do at the college has meant that all stakeholder are collectively working towards the safe & engaging environment our college has developed. We have instilled a culture of caring for one another and allowed all our students to excel in areas they are

passionately engaged in Student retention from Year 7 - 10 is higher. Our exit destinations from Year 10 to 12 going onto further studies or full - time work is similar to previous years. Our students achieve their goals by either finding full - time work or move onto further studies successfully. Parent opinion data reflects this student Exit destination satisfaction. Attendance data still needs attention, this will be another of our priorities in 2019.

Wellbeing

This area has been our greatest success in 2018. We genuinely have a culture of student, staff, Parents & carers all buying into our C.L.E.A.R values. Our staff opinion survey results have improved & are significantly higher. Parent are satisfied with what opportunities we off their child. We have many students attending our school outside our catchment area which indicates we have a point of difference in educational opportunities that we offer. The establishment and investment in a high functioning & productive Wellbeing team has meant we can met the needs of our community in terms of emotional & organisational support. We see evidence of more resilient families and young adolescents taking positive responsibility for their own pathways & behaviours. Serving our Mission to best prepare all our students for their individualised pathway into further study or being work ready.

Financial performance and position

The college has managed its funds very well and we recorded a surplus for 2018. This occurred with school council approval of committing funds to delivering guaranteed & viable curriculum to all our students. Making sure we transitioned from a staff profile which was highly experienced to a staff profile which has a balance of new teachers and experienced teachers. This strategic planning has meant we have been able to make saving within our staffing budgets. These savings have been redistributed with school council approved into targeted infrastructure improvements. Examples: Upgrade of library books, training for staff (Literacy), new portable buildings, new IT structures (laptops/projectors/TV screens), Literacy resources & improvements to buildings & grounds, employment of a specialist librarian. Equity funding has been targeted to improve learning outcomes for those students who require extra support. Example: employment of student welfare officer, hearing impaired aid (interpreter) & PSD aides (above allocation provided)

For more detailed information regarding our school please visit our website at
<https://www.nathaliasc.vic.gov.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 145 students were enrolled at this school in 2018, 80 female and 65 male.

np 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) 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)	72.0	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)	59.2	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	46.7	79.1	64.9	89.9	Lower
Mathematics	44.7	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)	38.9	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	15.0	50.8	37.5	66.7	
Year 9	Reading (latest year)	29.4	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	35.3	44.4	30.4	59.9	Lower

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)	31.2	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	27.5	51.4	38.1	66.0	
Year 9	Reading (4 year average)	25.3	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	37.0	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	35.3	52.9	11.8
Year 5 to 7	Numeracy	57.9	31.6	10.5
Year 5 to 7	Writing	26.3	47.4	26.3
Year 5 to 7	Spelling	31.6	47.4	21.1
Year 5 to 7	Grammar and Punctuation	57.9	31.6	10.5
Year 7 to 9	Reading	23.1	61.5	15.4
Year 7 to 9	Numeracy	50.0	42.9	7.1
Year 7 to 9	Writing	46.2	38.5	15.4
Year 7 to 9	Spelling	8.3	75.0	16.7
Year 7 to 9	Grammar and Punctuation	25.0	50.0	25.0

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)	23.1	27.1	25.3	29.7	Lower
Mean Study Score (4 year average)	25.0	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **63 percent**.

VET units of competence satisfactorily completed in 2018: **76 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **93 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)	26.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	23.7	20.2	16.0	24.5	Similar

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)	87	85	85	87	87	90

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)	81.0	75.0	66.7	81.7	Higher
Retention (4 year average)	77.2	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)	92.3	91.7	83.1	99.3	Similar
Student Exits (4 year average)	84.1	91.6	83.5	97.7	Similar

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)	61.5	53.1	43.3	63.2	Higher
Percent endorsement (2 year average)	47.1	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)	64.4	56.7	47.0	68.0	Higher
Percent endorsement (2 year average)	50.9	56.0	47.5	66.4	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,304,140
Government Provided DET Grants	\$686,902
Government Grants Commonwealth	\$10,485
Government Grants State	\$2,000
Revenue Other	\$44,475
Locally Raised Funds	\$106,918
Total Operating Revenue	\$3,154,920

Equity ¹	Actual
Equity (Social Disadvantage)	\$152,814
Equity (Catch Up)	\$0
Transition Funding	\$24,013
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$176,826

Expenditure	Actual
Student Resource Package ²	\$2,111,448
Adjustments	\$0
Books & Publications	\$15,399
Communication Costs	\$5,178
Consumables	\$93,962
Miscellaneous Expense ³	\$93,320
Professional Development	\$58,428
Property and Equipment Services	\$221,666
Salaries & Allowances ⁴	\$84,052
Trading & Fundraising	\$10,881
Travel & Subsistence	\$0
Utilities	\$30,417
Total Operating Expenditure	\$2,724,751
Net Operating Surplus/-Deficit	\$430,169
Asset Acquisitions	\$59,800

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$309,547
Official Account	\$39,769
Other Accounts	\$117,936
Total Funds Available	\$467,252

Financial Commitments	Actual
Operating Reserve	\$85,702
Other Recurrent Expenditure	(\$738)
Provision Accounts	\$0
Funds Received in Advance	\$3,000
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$48,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$281,288
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$467,252

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').