

2022 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 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 10 March 2023 at 08:09 AM by Daniel Robinson (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 24 April 2023 at 05:23 PM by Phil McKenna (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

The College's vision is to inspire passionate and successful learners and this is seen in every aspect of the learning journey starting with the relationships staff, students have with each other. The College Values underpin all our work. 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. Nathalia Secondary College is a single campus co-educational secondary college in the North-Eastern Victoria Region, approximately 230 kilometres north of Melbourne. Enrollment for 2022 were 111 students. Our students come to us from the rural townships of Nathalia, Picola, Barmah and Waaia as well as from local farms within these areas. 2022 staffing and structure consisted of: 10 Full time teachers and 10 Part time teachers, 5 Full time ES and 8 Part time ES. The leadership structure consisted of Principal, Lead Teacher, Learning Specialist & 3x Heads of House teachers. In all our dealings with students we aim to best prepare all our students for their individualised pathway that being further study or being work ready. In class we use data to identify point of need learning and ensure that all students have differentiated work that challenges and supports them to move to the next level of learning based on the Victorian Curriculum. We offer vertical homeroom (Yr 7 - 12) and vertical electives (Yr 7/8 and Yr 9/10) this allows for students to develop social connectedness within the College, it provides opportunities for peer support and mentoring. All programs are planned and delivered to develop the social, emotional and academic areas for the student. We do this in partnership with families and the community. As a school we have adopted the School Wide Positive Behaviour model and this, along with restorative conversations, is leading to improved classroom climate and safer learning environments. In 2022 the resilience project- diaries and curriculum were further embedded to support wellbeing. Engaging more with families supported wellbeing and assisted communication through periods of remote learning. In Year 7 and 8 we expose the students to many different disciplines while still focusing on Literacy and Numeracy as well as building skills core subjects English, Humanities, PE, Science and Mathematics. In 2022 we continued with elective blocks in Arts and Technology and Auslan must be selected for at least 1 semester. While 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. The elective program gives student choice in pursuing the learning the best suits them. In 2022 continued introduce Project Based Learning this is a two period unit where students from yr 7 -10 elected to do an project in an area of choice. Student wellbeing is a priority and our wellbeing team continues to develop programs to support individuals and groups, this often involves accessing outside agencies. To be successful at school you need to be at school and we have a very positive culture around attendance. Our classes focus on point of need learning and the culture is that every child needs to experience success at school. The small number of students who have large absences are followed up by the wellbeing team and parent meetings and referrals to relevant agencies made. 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 Angels. 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 delivered Certificate II Building & Construction.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school continued work on its strategic plan goal of maximising the learning and wellbeing for both those who need extra support and those who have thrived to continue to extend their learning.

Students in Years 7 through to 10 continue to improve in literacy in particularly English, with teacher judgements of student achievement indicating that 68.8% of our year 7 to 10 students are at or above expected level (similar school average was at 59.4%). We saw an increase on our four-year average of the percentage of year 9 students who were in the two three bands for reading, 31.3% which is above 6% higher than our four-year average. Progress has been somewhat slower than expected for numeracy for our year 7 cohort, however the numeracy results for our year 9 student maintain very close to our four-year average for number of students in the top three bands at 26.7%, which is a strong result on the back of a couple of years impacted by remote and flexible learning. In 2022 the school saw increased data in the number of students completing both their VCE and VCAL certificates with 84% of VCAL student achieving their VCAL certificate and 100% of our VCE cohort receiving their VCE certificate, which is a fantastic result.

We also saw a significant increase in the VCE cohorts mean study schools to an impressive 31.2. To have our senior students achieve such results is something the school is very proud of as those students have managed to remain resilient through the covid impacted years as well as the flood interruptions late in 2022.

Wellbeing

In 2022 the school continued work on its strategic plan goal of effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult and at Nathalia Secondary College, we strive to ensure that all students and staff have a good day every day. In 2022, the school continued to promote a positive learning environment for all students through SWPBS and continued to invest in a high functioning & productive Wellbeing team including a school counsellor, Mental health practitioner, Chaplin, and school nurse. This has meant we can meet the wellbeing needs of our community. We see evidence of more resilient families and young adolescents being active participants in their learning journeys.

In 2022 the school's Student Attitude to School survey results indicated some of the progress that has been made through the year. 51.4% of all students at Nathalia Secondary College stated that felt a strong sense of connectedness to the school which is above both similar school and state school average. Also, 65.5% of all students at Nathalia Secondary College indicated positive endorsement of the management of bullying within the school, which is above 10 % higher than similar schools average and almost 17% higher than state schools' average. Parent opinion survey results also reflected the same results with 80% of parents surveyed positively endorsed the school's management of bullying, 12% higher than similar school's average.

Engagement

The student is at the centre of all our work. We believe with the right adult support we prepare students for a pathway and give them the tools to thrive in their communities. Students are engaged and connected to their teachers and peers we are proud of the programs we have in place that support students building resilience, engagement, and social capacity. We strive to live out the school vision by working in partnership with families, students, and staff to promote inclusion and point of need academic learning. Staff work collectively towards ensuring the environment is safe & engaging. We have instilled a culture of caring for one another and allowed all our students to excel in areas they are passionate about. We offer a diverse range of programs to cater for all students in 2022 we offered student leadership, fast-tracking, hands-on learning, SRC, cultural inclusion program for indigenous students, transition program, work experience, camps, excursions, art and music activities.

Students and their families receive feedback regularly on their learning through assessment feedback on SIMON and on work habits through the 6-week SPA report. Students are starting to use this data to set individual goals. Students provide feedback to staff through PIVOT surveys.

In 2022, the College continued to work with families to ensure students were attending school and learning. The college continued to send daily SMS messages to parents, requesting them to notify the school for reason of absences, sent out letters to parents to explain unexplained absences, made phone calls after extended periods of absences and connected with wellbeing and support services such as Navigator. The college works closely with support agencies and SSSO staff to support chronic absences and return to school processes During remote learning we had mixed levels of engagement however we continued to encourage engagement with pamper packs and fun activities and weekly phone calls home. We aim to continue to this connection with families. Student attendance presented some challenges for the school in 2022 with the schools' average number of days absence exceeding the schools' four-year average.

Our exit destinations from Year 10 to 12 going onto further studies or full - time work was at 88.2% which is 5% higher than both our four-year average and the similar school's average. Our students achieve their goals by either finding apprenticeships, full - time work or move onto further studies successfully.

Financial performance

Nathalia Secondary College maintained a very sound financial position throughout 2022. The 2020-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The college has managed its funds very well and we recorded a surplus for 2022. In 2022 the College implemented DET initiatives and supplemented some funding for extra programs to re engage cohorts of students. The college has continued to invest in ICT and have upgraded our laptops to ensure all students can access a machine at school.

School council has continued to upgrade facilities in 2022 - upgrade of PE facilities, maintenance and upgrade of a school purchased portable. School council contracts are - Cleaning, Chaplain and Canteen The College received funding through active schools and completed the development of new gym at the college. We had two teachers who have been employed through the TFI scheme and we have used this funding for PD and purchase of resources. Equity funding has been targeted to improve learning outcomes for those students who require extra support. Example: employment of student counselor, hearing impaired aid (interpreter) & PSD aides (above allocation provided), Koorie program's, Attendance officer, technology resources.

**For more detailed information regarding our school please visit our website at
<https://www.nathaliasc.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 111 students were enrolled at this school in 2022, 60 female and 51 male.

NDP percent of students had English as an additional language and 11 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).

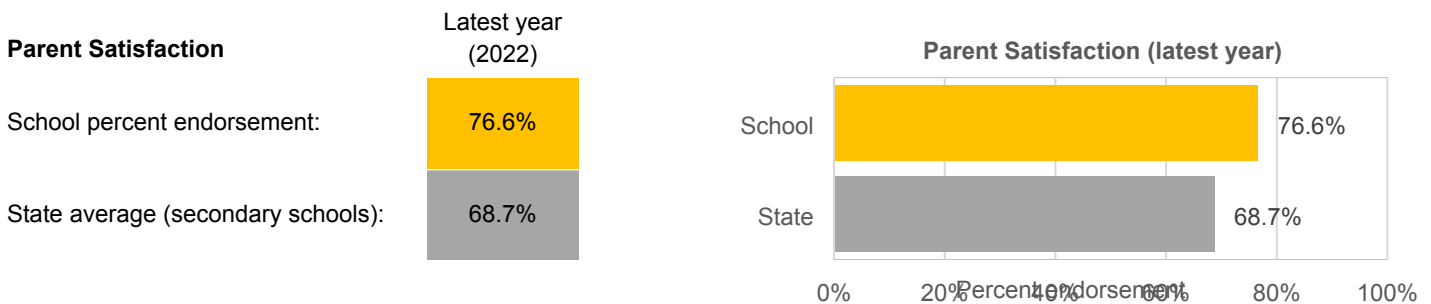
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

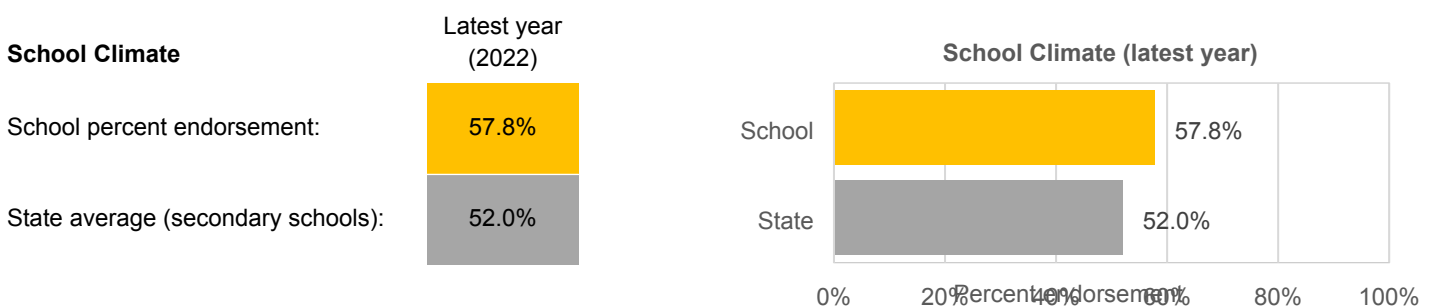


School Staff Survey

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.



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:

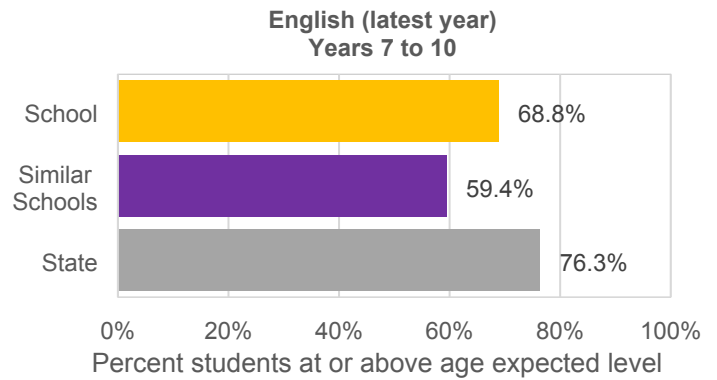
68.8%

Similar Schools average:

59.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

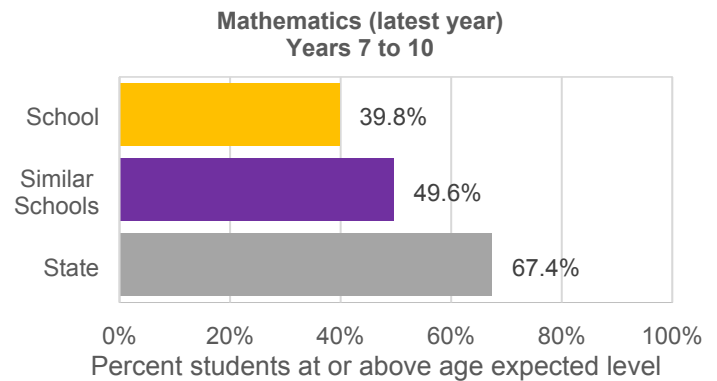
39.8%

Similar Schools average:

49.6%

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.

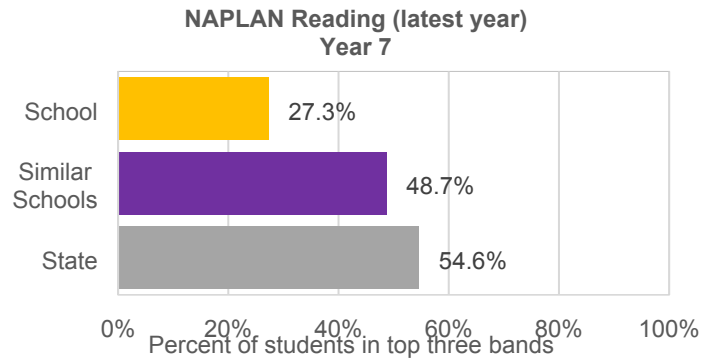
NAPLAN

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.

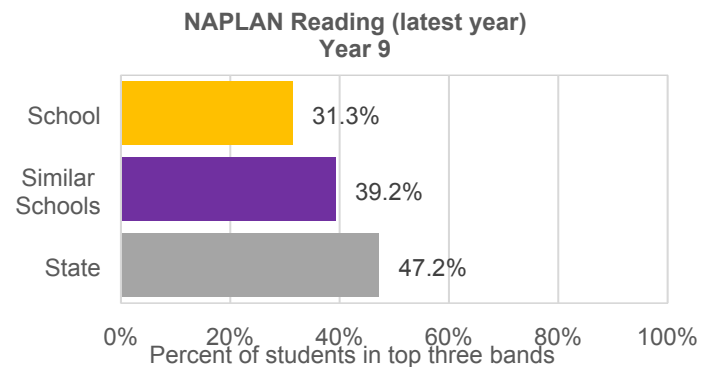
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	31.9%
Similar Schools average:	48.7%	47.5%
State average:	54.6%	55.3%



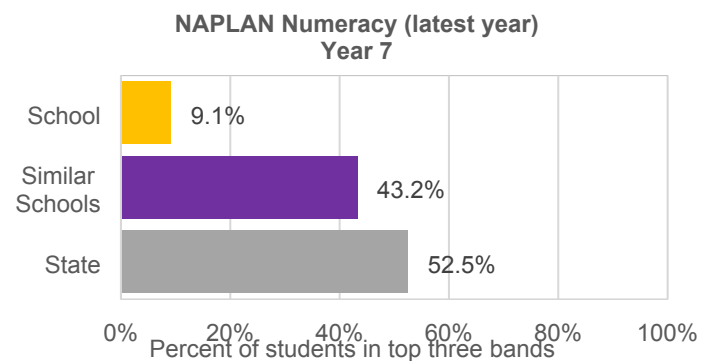
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.3%	25.5%
Similar Schools average:	39.2%	39.0%
State average:	47.2%	46.0%



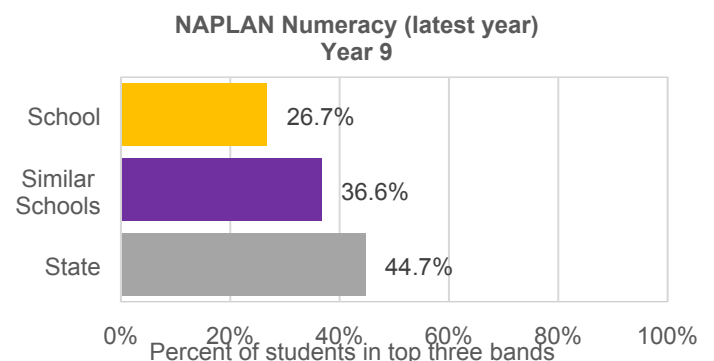
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	9.1%	26.1%
Similar Schools average:	43.2%	47.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.7%	27.7%
Similar Schools average:	36.6%	38.2%
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)

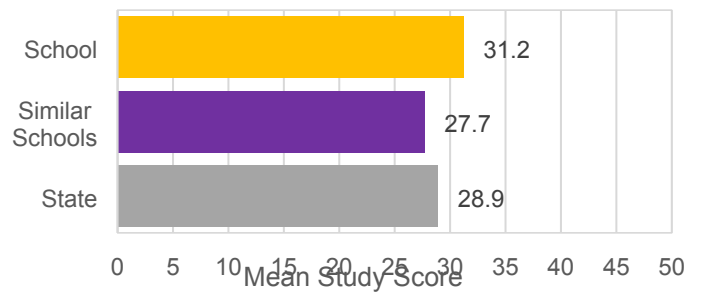
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	31.2	25.6
Similar Schools average:	27.7	27.8
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



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:

62%

VET units of competence satisfactorily completed in 2022:

73%

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

84%

WELLBEING

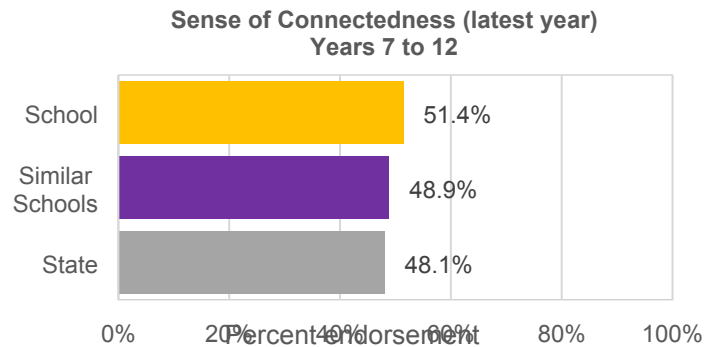
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	51.4%	61.8%
Similar Schools average:	48.9%	53.1%
State average:	48.1%	52.5%

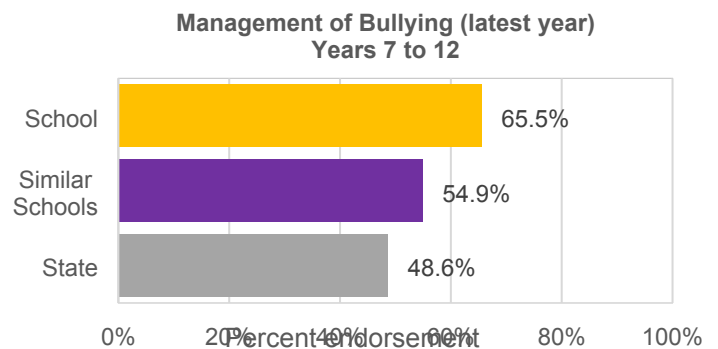


Student Attitudes to School – Management of Bullying

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:	65.5%	66.2%
Similar Schools average:	54.9%	59.2%
State average:	48.6%	54.0%



ENGAGEMENT

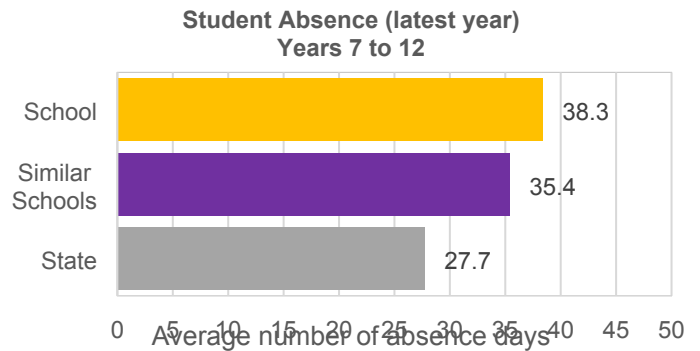
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	38.3	32.2
Similar Schools average:	35.4	30.2
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.

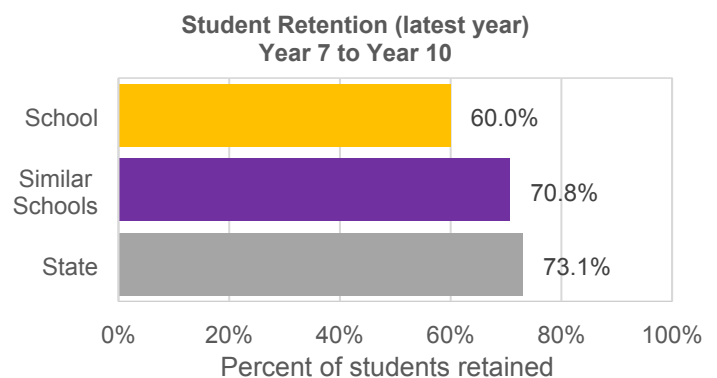
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	79%	81%	82%	79%	82%

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:	60.0%	65.2%
Similar Schools average:	70.8%	70.1%
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.

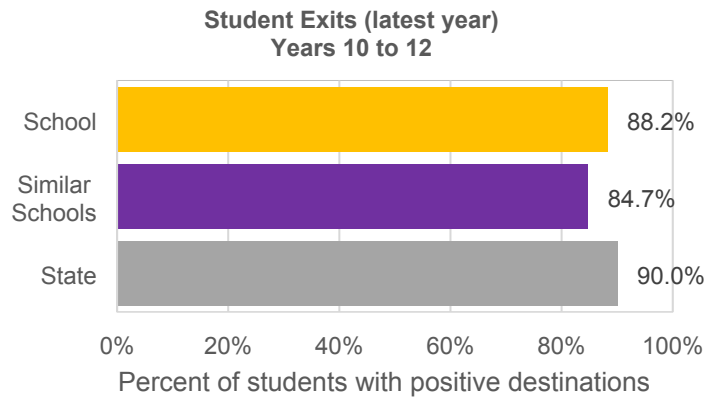
Students exiting to further studies or full-time employment

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:	88.2%	83.9%
Similar Schools average:	84.7%	84.6%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,965,620
Government Provided DET Grants	\$658,071
Government Grants Commonwealth	\$12,300
Government Grants State	\$0
Revenue Other	\$49,654
Locally Raised Funds	\$69,494
Capital Grants	\$13,175
Total Operating Revenue	\$3,768,314

Equity ¹	Actual
Equity (Social Disadvantage)	\$120,056
Equity (Catch Up)	\$14,843
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$134,899

Expenditure	Actual
Student Resource Package ²	\$2,503,045
Adjustments	\$0
Books & Publications	\$4,634
Camps/Excursions/Activities	\$38,280
Communication Costs	\$7,647
Consumables	\$95,194
Miscellaneous Expense ³	\$88,109
Professional Development	\$31,086
Equipment/Maintenance/Hire	\$85,524
Property Services	\$84,756
Salaries & Allowances ⁴	\$118,744
Support Services	\$88,839
Trading & Fundraising	\$4,694
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$4,095
Utilities	\$29,109
Total Operating Expenditure	\$3,183,819
Net Operating Surplus/-Deficit	\$571,319
Asset Acquisitions	\$84,872

- (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	\$687,599
Official Account	\$68,246
Other Accounts	\$0
Total Funds Available	\$755,844

Financial Commitments	Actual
Operating Reserve	\$109,327
Other Recurrent Expenditure	(\$60)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$60
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$109,327

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.