

NOBLE PARK SECONDARY COLLEGE
01-8813

**2008 Annual Report to the
School Community**



The Heart of Noble Park

School Overview

Mission

Noble Park Secondary College's purpose is:

To provide a safe and stimulating learning environment where every individual is valued and encouraged to achieve their full potential - academically, socially and personally.

Vision

A school which promotes integrity, life long learning and the attainment of excellence.

The motto of Noble Park Secondary College is "Our Best Always"

The school believes its responsibility is to deliver the very best education possible to each individual student. In turn, the school expects the highest standards from students in terms of their attitude to study and their demeanour.

Values

The values, which form the basis of our actions, are:

Honesty – Trust – Respect – Positive Relationships – Learning – Professionalism – Cooperation – Self Esteem – Motivation

Context

Noble Park Secondary College is located within spacious and attractive grounds in an established and demographically stable South Eastern suburban residential area. Its position, close to the major railway arterial (20% of the student population comes from the Outer Eastern Suburbs), enhances the ability of the College to attract students from a variety of locations.

The demographic profile of the College 2008:

664 students

51% male

49% female

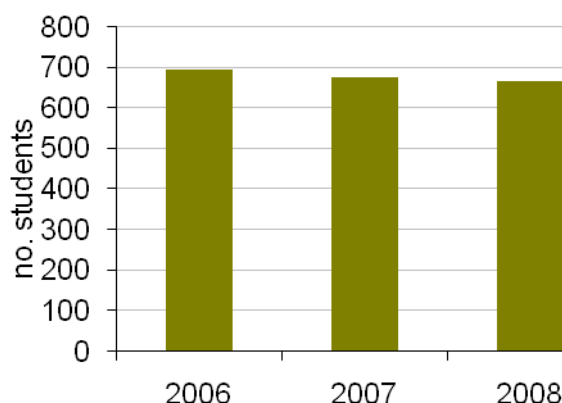
50% of students born overseas

60% of students possess a non-English speaking background

SFO Index = 0.77

62% of students benefit from the support of EMA or the youth allowance

Total students enrolled in school



The College is currently experiencing a stable enrolment and maintains a Year 7 intake of about 100 students. The Year 7 intake is supported each year by a continuing transition program, which is a major feature of the College program. The College has a high immigrant and refugee population. Through the 1990s and early 2000s, the main countries from which the refugee students came were Croatia, Serbia and Vietnam. Now, the main countries from which these students come are Sudan, Somalia and Afghanistan.

The College continues to develop and implement special structures which provide welfare support, safety and security and which ensure student attendance and punctuality. These include Sub School and Year Level Management teams, a Student Welfare Coordinator, Student Health Nurse, formal attendance checking each morning and afternoon, additional attendance checking each lesson, a late arrivals registration and detention structure and rapid follow up of student absences. The College sends an SMS message to parents of absent students each morning.

All students in Years 7 – 12 are required to wear the College uniform. The uniform enhances security in the College by enabling the immediate recognition of unwelcome visitors. It helps students to develop a sense of appropriate presentation and to represent the College in the community in a way that strengthens the community’s positive perception of the College.

The College curriculum structure is implemented within the framework of the Victorian Essential Learning Standards Domains: English, Mathematics, Science, the Arts, Health and Physical Education, Interpersonal Development, Personal Learning, the Humanities, Civic & Citizenship, Technology, Languages Other Than English (Japanese and German), Communication, Information & Communication Technology and Thinking. Mathematics classes at each year level are timetabled together to enable the classes to be structured according to student achievement levels.

Students in Years 7 and 8 study a core group of subjects representing each of the key learning areas. Students in Years 9 and 10 undertake a program of core and elective units while VCE/VET/VCAL students undertake units from the wide range available.

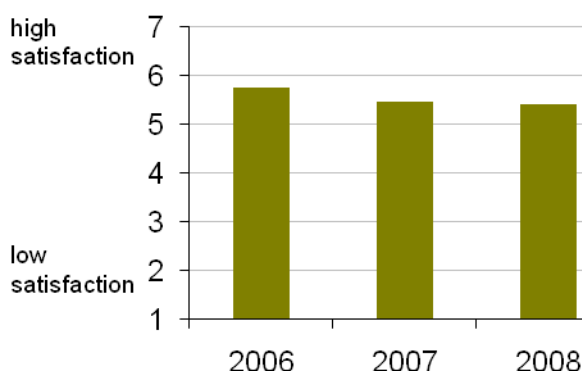
Underlying the delivery of the curriculum is the aim that students be assisted to maximise their learning outcomes. These include standards of achievement, qualities as learners and personal attributes (self-confidence, social skills, participation and leadership). To further enhance the curriculum, the College provides programs such as a Student Representative Council, Peer Support, Interschool Debating, Annual Musical Production and Annual College Debutante Ball. In addition, the College has in place a well established cultural exchange program with its sister school in Japan, Shinminato Senior High School, a comprehensive Year 7 transition program, an ESL program, a bridging program for students with little or disrupted schooling and a Program for Students with Disabilities.

The College places special emphasis on the outcomes of students and strategies to improve these are included in the College Annual Implementation Plan. The College has a well developed Literacy program. A Literacy Coordinator oversees a Secondary Teacher Assistant in delivering a Literacy Intervention Program with assistance at Years 7 and 8 and Literacy Professional Development across the curriculum.

The College provides enhanced Information Technology resources for students.

In addition the management structure of the College is student-needs centred with an emphasis on Home Group teachers, Year Level Heads and Sub School Heads and a competitive ‘House’ system for sports and other events.

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Parent satisfaction with all aspects of the College is very high. The response rate to the parent Opinion Survey was nearly at the 75th percentile relative to other State Secondary schools.

The College has an Occupational Health and Safety (OHS) Policy ratified by College Council. There are procedures for Evacuation and Lockdown which are rehearsed. There is a formal OHS Committee that meets at least once per term. The Committee deals with hazard alerts, performs OHS walk throughs and other OHS issues.

The College has a Staff Welfare Policy which has been ratified by College Council. The average score for teacher satisfaction (morale) at this school was 39.4 on a scale from 0 to 100 where 100 is the best possible score. The average number of days absent per teacher was 11.7 days. Of the 66 teaching staff at Noble Park Secondary College at June 2007 (including those on leave without pay), 57 or 86% were still at the school at June 2008. This figure across all Government schools was 84%. All members of the teaching staff have participated in professional learning throughout the year, such as the Principles of Learning and Teaching program, the Success for Boys program, the Learning Disabilities Research Project, the Staff Peer Coaching program and the Induction / Mentoring for Beginning Teachers program for teachers new to the school.

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

This year could be well described as our “Year of Review”. The College underwent a review process in which an independent reviewer assessed our College performance in the areas of Students’ Learning Outcomes, Student Pathways and Transitions and Student Engagement and Wellbeing. Following the review a report was presented to the College Council and staff. The reviewer suggested directions and strategies to help improve our already impressive outcomes. A Strategic Plan was developed to direct the college over the next four years. We are proud of our achievements and know that our College provides the very best teaching and learning environment and educational outcomes for its students. Noble Park Secondary College is a place where we all live up to the College motto “Our Best Always”.



I continue to be most proud to take visitors through the corridors on a busy school day. They say they can sense the industrious nature of the classes and each and every one has commented on the well equipped, pleasant, clean and well maintained surroundings of the College. They are amazed at the paved front courtyard, with its shade sails and BBQ, the five computer rooms, the six computer pods, music room, the Year 12 Common Room, the indoor canteen, the beautiful carpeting and the way the corridors and classrooms are decorated with displays of student work, especially the proliferation of artwork. When I take them into the grounds at recess or lunchtime, they see hundreds of students playing basketball, cricket, downball, football, rugby, soccer and a myriad of other games. They see students sitting on benches in conversation or on the grass at the front of the school. Seeing our College community working and playing together, the visitors have all said that the school has a great tone.

I am delighted to see so many students involved in activities where students from across the year levels work together to achieve a goal. Some examples include: the College Choir; this year’s stunning stage production “Corpse Bride” which was directed by one of our students, Kirsten Kerr; the participants in the Kool Skools program who produced our College CD “Pictures for the Blind” at Studio 52; the students who perform or speak at assemblies and other College events; the students who participate in our House Sporting Carnivals; the students who ran our breakfast program throughout the winter and of course the students on the Student Representative Council.

Highlights of 2008 include: the Year 7 and Year 12 camps, the swimming and athletics carnivals, the Year 9 City Life Program, the Year 10 Work Experience program, the cultural exchange visit by students and the Principal from Shinminato Senior High School in Japan, the Year 11 Debutante Ball, the Kool Skools program, the debating competitions, the German Poetry Competition, the English and Mathematics Competitions, all of the special weeks, the Year 12 Farewell Assembly, the Valedictory Dinner, Speech Night and the College tour to Queensland and the Theme Parks.

I extend my thanks to the students and their families, the Student Representative Council, our dedicated and committed staff and College Council for making this year the vibrant and exciting year that it was.

Andy Stevenson
Principal

School Council President's Report

Hello to all from your College Council. To those who have recently sat final exams, I hope all went well and you fulfill your dreams.

As a follow up from my report last year, the new secondary school merger is in progress within our region and we await what effect this will have on our College. Our enrolments for 2009 are promising and we expect the Year 7 numbers to be about those of 2008.

College Council has been very active in recent months with our school review. Our reviewer gave us a first class assessment and I thank council members for their input. He has set us some challenges and we look forward to achieving all our goals and aspirations.



Recent facility upgrades of note have been the new fence around the school grounds to improve after hours security. The installation of the water tanks as a result of the government water grant will dramatically reduce our water consumption. We continue to keep our College grounds as best we can despite the drought and the catchment of our rain water will certainly help. The upcoming installation of our new electrical sub station will also help run certain infrastructure which we are unable to use currently.

The Debutante Ball this year was held in the College hall and Joan Carroll and I were delighted to receive the new debutantes and their partners. As usual Joy Bew and Susan Bollard had the debutantes trained to the minute and to them we extend our thanks.

Our sister school students and teachers from Shinminato were once again with us at mid-year. This is always a highlight on our school calendar. Unfortunately I was travelling overseas at the time and only had a brief chance of meeting them at the airport on my way out. This exchange program has been operating for some ten years or more and we look forward to sending our students to Japan next year. I hope that some among you will help in providing much needed funds to enable this program to continue.

To all who support our College in whatever way you can, we are extremely grateful. As I stated earlier, we are going through great changes in our region and we must all do what we can to ensure that Noble Park Secondary College continues to be a centre of excellence in education now and in the future.

Warmest Regards
Barry Aitken
School Council President

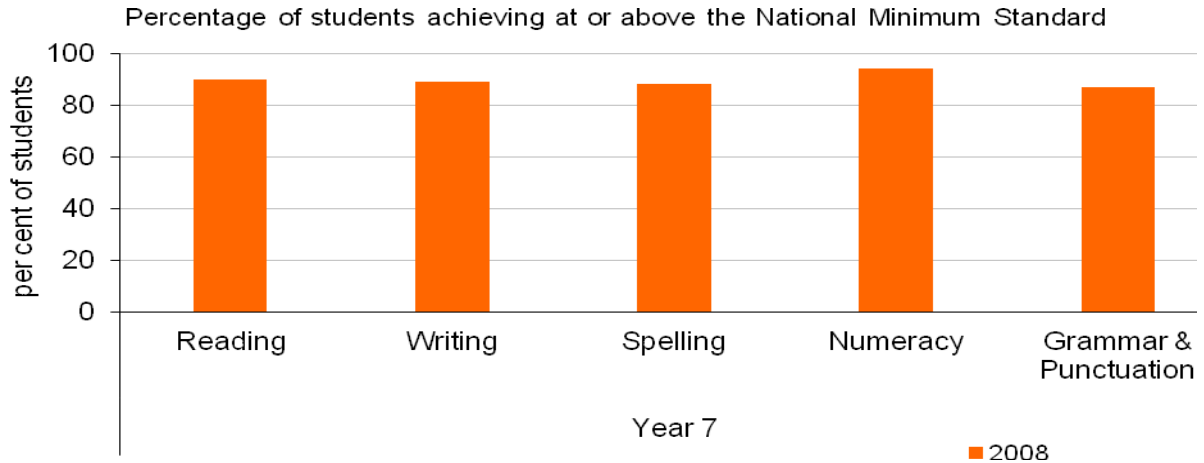
Student Progress & Achievements

Student Learning

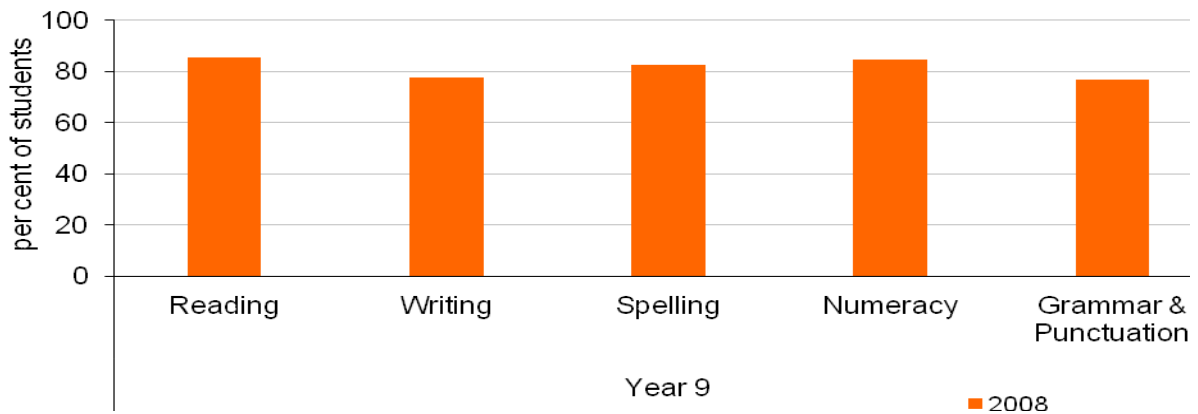
In 2008 a Leading Teacher was in charge of Curriculum Coordination and another Leading Teacher was in charge of Teaching and Learning.

The key improvement strategy in this area was to Enhance Teaching and Learning across the College. This is to be accomplished by:

- Developing whole school principles of teaching and learning and a shared view of what good teaching looks like
- Continuing to develop the Teaching & Learning Centre
- Implementaion of VELs
- Developing a thinking orientated curriculum approach to teaching and learning
- Continuing links with local Cluster primary schools to encourage and foster shared teaching and learning strategies

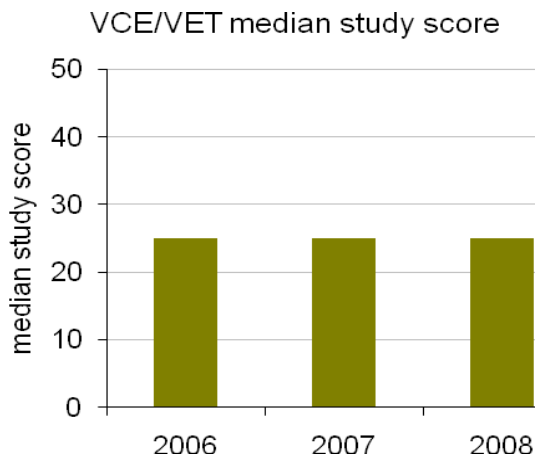


NAPLAN results for Year 7 show that, in 2008, a significant percentage of students performed at or above the National Minimum Standard in both Literacy and Numeracy.



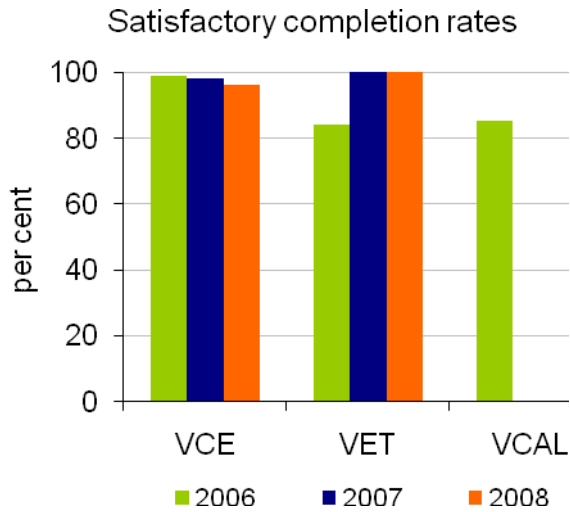
NAPLAN results for Year 9 show that, in 2008, a significant percentage of students performed at or above the National Minimum Standard in both Literacy and Numeracy.

VCE/VET median study score –



The VCE/VET median study score has remained constant across the three years.

Satisfactory completion rates –



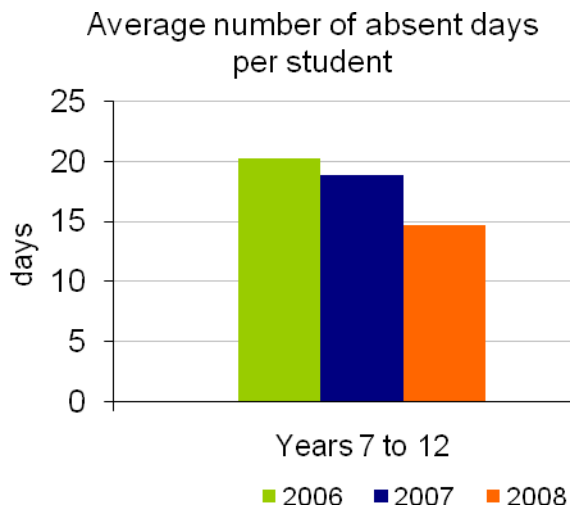
Each year, an extremely high percentage of students satisfactorily complete VCE. VET satisfactory completion rates have risen to 100%. A VCAL program did not run in 2007 and 2008. The Leadership Team continues to monitor student pathways provision.

Student Engagement and Wellbeing

The key improvement strategy in this area was to re-evaluate the current practices and approaches to student safety and wellbeing. This was to be accomplished by:

- Investigating alternative approaches to student safety and wellbeing
- Implementing MGM Wireless text messaging of student absence to parents.

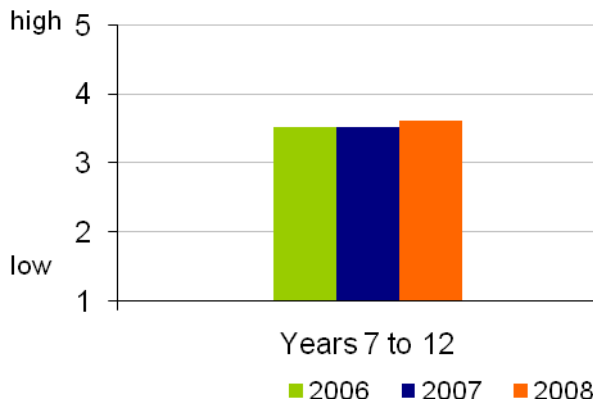
Average number of absent days per student –



A Student Wellbeing Leadership Team was responsible for all aspects of student wellbeing in 2008. The team comprised: an Assistant Principal, the Junior & Senior Subschool Heads, the Year Level Heads, the Student Welfare Coordinator, the Guidance Officer and the Student Health Nurse. The Team met fortnightly. The Welfare and Discipline Policy was reviewed. The policy was reaffirmed but a focus group of interested staff was created to continue the review. Subschools focused on reducing absenteeism through the implementation of MGM wireless text messaging of student absence to parents daily. Electronic roll marking of class rolls was implemented. The graph above attests to the resounding success of these initiatives. On average, in 2008, students were at school 5 days (one whole school week) more than compared with the absence rate for 2006.

Students' school connectedness –

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



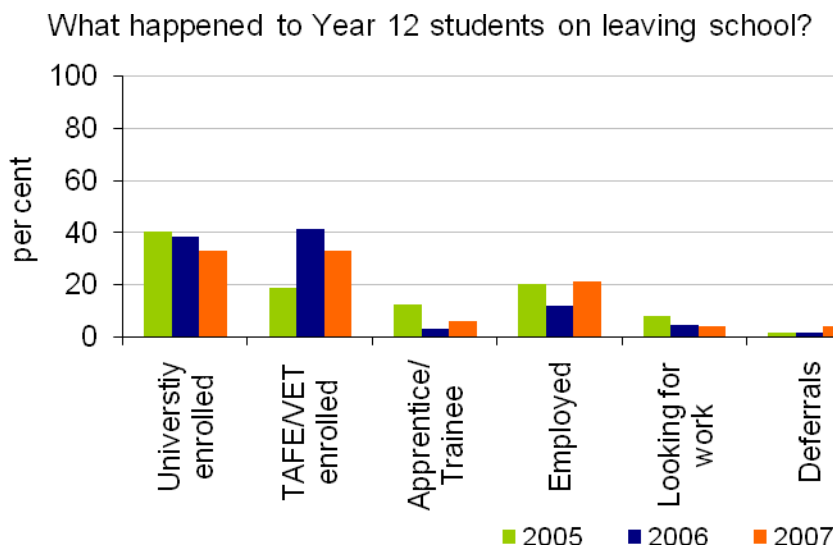
Students in Years 7 to Year 12 were asked to what extent they agree with each of five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The average score being 3.5 would indicate that student feel connected to Noble Park Secondary College. The score is consistently strong and slightly increased in 2008.

Student Pathways and Transitions

The key improvement strategy in this area was to broaden curriculum options to meet student needs. This is to be accomplished by:

- Identify inadequacies in existing provision and develop options to address needs
- Review MIPPS planning to ensure all students from Year 9 to 12 are serviced
- Implement a bridging (transition support) program for recently arrived migrant students with disrupted schooling

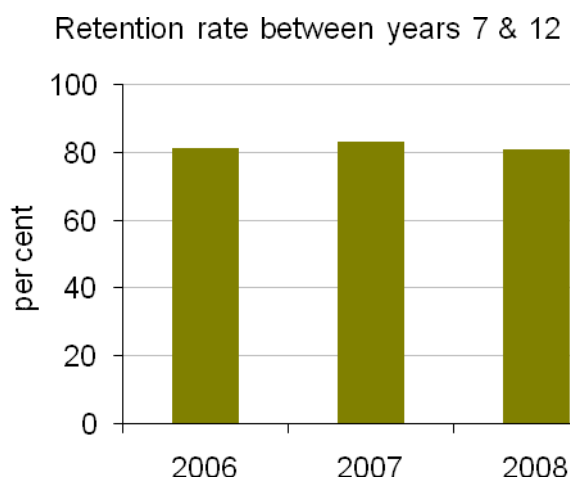
Student destination data



“What happened to Year 12 students on leaving school?” data is sourced from the On Track survey of Year 12 completers conducted in April and May of the year after they completed school. On Track data excludes students with international addresses. Note that, for example, the 2008 On Track survey which followed up completers in 2007 appears in this report as 2007 data. Also note that as this report is produced in March, and the On Track data is published in May/June, there is a time lag of over 12 months on the data in this report.

The destinations of students leaving the College have, in almost all cases, been positive. That is, most students continue in education or training. Those students who do not continue in education or training have found employment. The College has a record of having no student with an unknown destination. Most students, 72% were continuing education or training. The trend in the College over the three years is a considerable interest in students enrolling in University and TAFE. Others choose an Apprenticeship or Training as their path and a number take up employment. Almost all students have what would be considered a positive outcome.

Retention rate between Years 7 & 12



Student retention rates at Noble Park Secondary College are high compared to the state benchmarks as shown in the graph above.

Future Directions

The College undertook a School Review in 2008 and a Strategic Plan has been developed for 2009-2012.

STUDENT LEARNING

The strategic intent in the area of Student Learning is: To improve student learning outcomes in literacy and numeracy across the College. This is to be accomplished by:

- Collaboratively redefining a **vision** for the school underpinned by shared values and a common approach to pedagogy.
- Embedding a Performance and Development Culture with an increasing focus on data, professional collaboration, feedback and peer coaching.
- Embedding a 'whole school' focus on literacy and numeracy.
- Enhancing the range of teaching and learning strategies for all teachers to meet the needs of ESL students and embed the use of ICT and POLT in the classroom.
- Implementing improvements in assessment for, of, and as learning.
- Building leadership capacity across the school around student learning.

STUDENT ENGAGEMENT AND WELLBEING

The strategic intent in the area of Student Engagement and Wellbeing is: To improve student engagement and wellbeing with a focus on enhancing student relationships. This is to be accomplished by:

- Reviewing, developing and embedding an effective and consistent 'whole-school' student management and wellbeing program that is understood and accepted in the community.
- Building leadership capacity across the school.

STUDENT PATHWAYS AND TRANSITIONS

The strategic intent in the area of Student Pathways and Transitions is: To improve student pathway outcomes in the senior years and To improve learning transitions from Years 6 to 7 and between years. This is to be accomplished by:

- Increasing the capacity of teachers to track and respond to student performance over time.
- Building leadership capacity across the school around student pathways and transitions.

MAJOR PROJECTS FOR 2009

STUDENT LEARNING

- Year 9 Learning Community Integrated Studies Program Pilot (\$75,000 State Funded)
- Library Conversion for Year 9 Learning Space (\$35,000)
- Purchase of 2 Class Sets of Laptop Computers & Trolleys (\$70,000 Federally Funded)
- Interactive Whiteboard Team Implementation & 5 days Professional Development for 11 teachers (\$10,000)
- Upgrade of Chemistry Classroom (C18) & Chemical Storeroom (\$80,000)

STUDENT ENGAGEMENT AND WELLBEING

- Refurbishment of the Garden Quadrangle – resurfacing and furnishing (\$80,000)

STUDENT PATHWAYS AND TRANSITIONS

- Implementation of a VCAL Program – mainstream and refugee (\$75,000 State Funded)
- Implementation of a Refugee Transition Support Program – Years 8 to 10 (\$70,000 State Funded)

Financial Performance and Position

The Finance Subcommittee of College Council meets regularly and monitors the financial situation of the College. The College put in place extensive internal control systems on its cash flow. A computerised system of payment for internet credit, printing credit and photocopying credit was introduced. The use of student and staff ID cards enabled monitoring of expenditure. Payment for top up credit is available to students through an automated system in the library. All forms of petty cash have been removed from operation.

The College migrated to the DEECD, CASES 21 finance computer software at the end of Term 1, 2006. An Accounts Receivable SSO was appointed to operate the new systems. A more safe and secure method of banking was put into effect using Armaguard.

Funds are allocated to curriculum and other programs through a process including budget submission, Finance Committee review and approval by College Council. Program Heads are responsible for the management of their budget.

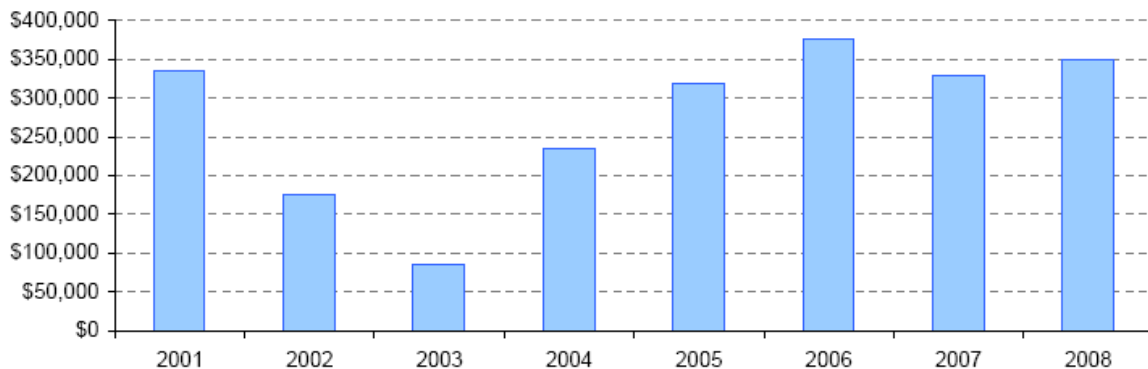
Implementation of MGM Wireless SMS messaging service and First Class A+ roll marking software (\$11,000) took place in 2008.

College bank account balances continue to improve.

Account Balances (Official plus Investment Accounts)

2001	\$336,205	2005	\$318,989
2002	\$175,937	2006	\$377,168
2003	\$84,945	2007	\$329,082
2004	\$234,954	2008	\$349,854

Account Balances



Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$336,312.98
Official Account	\$13,541.24
Other Bank Accounts(listed individually)	
(insert)	
(insert)	
Total Funds Available	\$349,854.22
Financial Commitments	2008 Actual
School Operating Reserve	
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	\$132,145.99
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	\$132,145.99

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$1,009,093
Commonwealth Government Grants	\$50,389
State Government Grants	\$12,825
Other	\$143,125
Locally Raised Funds	\$438,669
Total Operating Revenue	\$1,654,102
Expenditure	
Salaries and Allowances	\$226,353
Bank Charges	\$1,700
Consumables	\$150,663
Books and Publications	\$13,830
Communication Costs	\$37,454
Furniture and Equipment	\$107,654
Utilities	\$48,613
Property Services	\$344,246
Travel and Subsistence	\$15,041
Motor Vehicle Expenses	\$13,589
Administration	\$73,398
Health and Personal Development	\$2,530
Professional Development	\$24,595
Trading and Fundraising	\$117,080
Support/Service	\$106,709
Miscellaneous	\$219,946
Total Operating Expenditure	\$1,503,401
Net Operating Surplus/- Deficit	\$150,701
Capital Expenditure	\$126,067
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

School Contact Information

Address:	3 Callaghan Street NOBLE PARK VIC 3174
Principal:	Mr Andy Stevenson
School Council President:	Mr Barry Aitken
Telephone:	03 9546 9066
Email:	noble.park.sc@edumail.vic.gov.au
Web site:	www.nobleparksc.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the General Office, Noble Park Secondary College.