

# 2022 Annual Report to the School Community

School Name: Noble Park Secondary College (8813)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 27 April 2023 at 08:38 AM by Pamela Dyson (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 27 April 2023 at 08:41 AM by Rania Haidar (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
- 

## 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

At Noble Park Secondary College our purpose is to provide a nurturing, supportive and safe learning environment of all members of our community where:

### Every Teacher:

Knows their students and how they learn.  
Plans for and implements effectively Teaching and Learning Practices.  
Demonstrates individual student growth.

### Every Student:

Works co-operatively with their Teachers  
Is actively involved in their learning growth.

Noble Park Secondary College is a Year 7-12 co-educational College which embraces the traditional values of: Respect, Excellence, Teamwork, Responsibility, Integrity.

Our curriculum, focuses upon value added growth in all curriculum areas, with an emphasis upon understanding individual student achievement through a variety of assessment processes. The College offers VCE, VCAL and VET subjects for senior students and a strong careers/pathway. The College is proud of the connectedness of the students to the College which is enhanced through an extensive co-curriculum program and the strong relationship between staff and students.

Noble Park Secondary College is a co-educational 7-12 single campus situated in the South East Metropolitan area of Victoria, 25km from the Melbourne CBD.

In 2022, the SFO index was .7645 (2021- .7645) and the SFOE index was .7036 (2021- .6937) with 46 (2021 – 46) languages spoken. In 2022, the percentage of students with a background other than English was 80% (2021 – 86.6%) and the percentage of students who were English as an Additional Language (EAL) was 50.2% (2021 – 54.4%).

In 2022, our equivalent effective full time (EFT) Teaching Staff were 36.9 EFT (2021 – 36.6 EFT) and EFT Education Support Staff were 21.2 EFT (2021 – 23.59 EFT), two Assistant Principals who each had .2 teaching load and one Principal. NPSC embraces the traditional values of Respect, Excellence, Teamwork, Responsibility and Integrity.

Our curriculum focuses upon value added growth in all curriculum areas, with an emphasis upon understanding individual student achievement, through a variety of assessment processes.

The College is proud of the connectedness of the students, which is enhanced through an extensive co-curriculum program, and the strong relationship between staff and students.

In 2022, we had a decrease in the number of students in our International Program due to COVID 19 restrictions. However, the students within the International Program, who stayed in Australia in homestays or with relatives, continued to work remotely through WebEx sessions with local students. A smaller group of International students, who remained in their native country, were provided with online instruction through WebEx.

In 2022, 82% of parents reported positive endorsement of satisfaction based against the State average of 68.7%. For 2022, the percentage of positive endorsement by staff on school climate was 54.2% which was above the State average at 52%. Our figure of 54.2% was also above the percentage for similar schools of 47% and schools within our network at 48%.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 we continued to have very pleasing Senior school results with 100% of our students completing their VCE for the third year in a row. The State average for VCE completion in 2022, was 97.1%. Our College had 90% of students complete their VCAL, but it is important to note that only one student did not complete the VCAL course but this student did manage to gain an apprenticeship, which is a very positive result!

Our 2022 mean study score for VCE was 26.4, which was a slight decrease from 2021, but was only .1 difference from similar schools for 2022.

Our NAPLAN results indicated that only 27.5% of Year 7 students were in the top 3 bands in reading, which was well below similar school's average of 42.3%. Our staff completed pre and post testing each year, and it is clear that students entering our College at Year 7, from pre testing completed at the beginning of the year, are entering at a very low level. This is also evident in Year 7 numeracy, where only 28.2% were in the top 3 bands, compared to similar school average of 39.3%. This continues to be a major

focus for our teaching and learning with staff, as we identify students in the middle band, with further enrichment to move to the top 3 bands.

Our Year 9 NAPLAN 2022 results indicate above similar schools average in reading (33.6%) with our College scoring 38.5% of Year 9 students. Our Year 9 students scored 26.8% in top 3 bands for numeracy, which is below similar schools (31.1%). The Maths team continue to work towards identifying middle band achievement, with further enrichment activities.

Our 2022 student survey indicated a positive endorsement of 60%, that teachers prepared for differentiated learning, which was above the state average of 56%. Students indicated a positive endorsement of 63%, believing that there is effective teaching time, against the state average of 61%. 56% of students also indicate that they experienced stimulated learning in their classes, against the state average of 51%. Although we are above state average, our College aims to further improve these results in the future. An explanation of why the VET units of competence satisfactory completion rate is 60%, is because some students are midway through their two year course.

## Wellbeing

In 2022, the College was thankfully back to on site learning. Our student survey results for all students, indicated a positive endorsement of 52%, feeling a sense of connectedness. This was a dip from previous years as a result of the effects from the pandemic. However, this compared favourably with the State average result of 48.1%.

Our College also gained above State average results in the management of bullying, 56.6%, against the State average of 48.6%. Only 46% of students indicated positive life satisfaction, which was concerning. Although this is slightly above the State average of 45%, it indicated the high need for wellbeing support for all students. Only 52% of students indicated they find it easy or very easy to seek help (State average of 49%). In contrast to this, 70% of all students indicated normal or high resilience (State average is 39%)

The above commentary indicates that although our College is gaining higher than State average figures in the area of wellbeing, we are conscious of the continual higher need of wellbeing support for our students.

The 2022 Staff Opinion survey indicated that 84% of staff gave positive endorsement that the school provides a safe and supportive environment (State 75%). Staff are encouraged to report staff health and well being concerns 75% (State 74%) and School Leaders care about staff health and safety 78% (State 76%).

## Engagement

The College absence data for 2022 was higher than previous years due to COVID effects. The school average number of absence days in 2022 was 23.6, compared with similar schools average equalling 28.7, against the State average of 27.7.

It was pleasing to note that Year 12 students had a 92% attendance rate in 2022.

The percentage of Year 7 2022 data indicates students who remained at the school through to Year 10 is 86% which is considerably higher than the State percentage of 73%.

The College has 87.6% of students in Year 10 retain to Year 11 (State average is 84.4%) and 80.7% of students in Year 11 retain to Year 12 (State average is 76.7%).

This data indicates the College is above State average for retaining students at all year levels.

The College proudly had 92.6% of students move to further studies or full-time employment in 2022. The State average was 90%.

2022 destination data indicated 48.5% students were successful in University placement, 11.3% TAFE, 1% apprenticeships, 9.3% full time employment, 3.1% part time employment.

---

## Financial performance

FINANCE POSITION REPORT AS AT 31 DECEMBER 2022

Figures displayed (pages 10 and 11) include credit and cash components.

In 2022 our College had a deficit of \$109,181. This relates to SRP credit revenue and expenditure. This figure is subject to change through the reconciliation process for 2022 which is currently underway so therefore may change.

Revenue relating to Overseas Fee-Paying Students was comparable to 2021, reflecting international student numbers not returning to pre-COVID levels.

The return to more traditional schooling following the past two years of COVID restrictions saw an increase in extra-curricular activities for students. Six camps, numerous excursions, a Valedictory Dinner, and Graduation event were held throughout the year. These generated a small profit, as is appropriate. The significant increase in Locally Raised Funds is largely attributed to these events.

We were successful in receiving Schools Plus and Active Schools Grants, which we used for the construction of an outdoor volleyball court, purchase of volleyball equipment and a series of coaching sessions for students with a professional volleyball coach.

A Safe Tree Program Grant was also approved, going towards removing, cabling, and trimming several potentially dangerous trees on the school grounds.

We continued to complete maintenance and capital works projects as identified by the VSBA and school in the Asset Information Management System (AIMS).

Property Services expenditure was largely due to building works to replace the roofs on both A and B Blocks. A Block, the Francis Ho Centre and the Instrumental Music classrooms (I Block) were also fully carpeted and painted internally.

Equity funding has been maintained with a strong focus on Literacy and Numeracy Intervention programs. Equity funding was also used to support the School Improvement Plan which supports students and teachers in their growth.

There was an increase in costs relating to Casual Relief Teachers, reflective of the staffing shortage throughout education nationally.

The Miscellaneous Expense was largely attributed to the transfer of funds to the Department of Education as part of funding reallocation between cash and credit funds. The corresponding revenue entry is included within the Student Resource Package revenue figure.

Overall, the College performed well financially. The staffing deficit from the prior year was decreased significantly and several major school capital upgrades were undertaken.

**For more detailed information regarding our school please visit our website at  
[noble.park.sc@education.vic.gov.au](mailto:noble.park.sc@education.vic.gov.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 431 students were enrolled at this school in 2022, 207 female and 224 male.

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

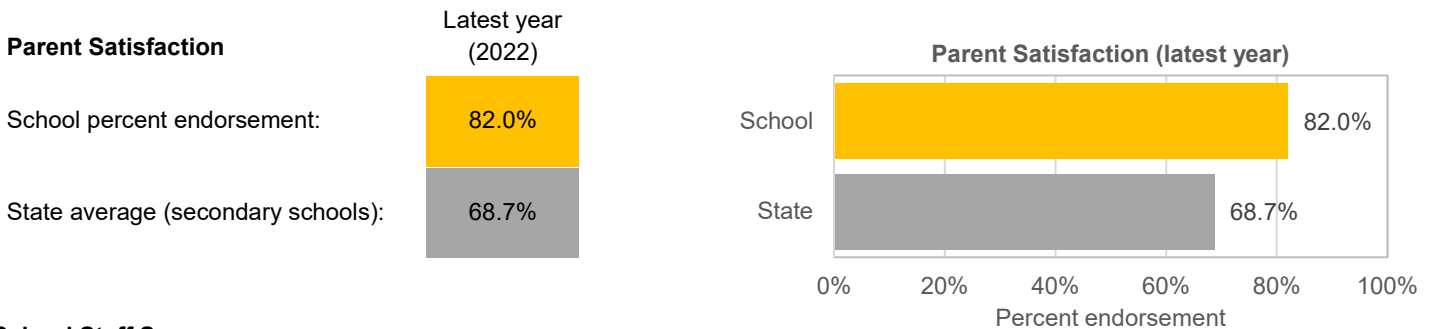
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

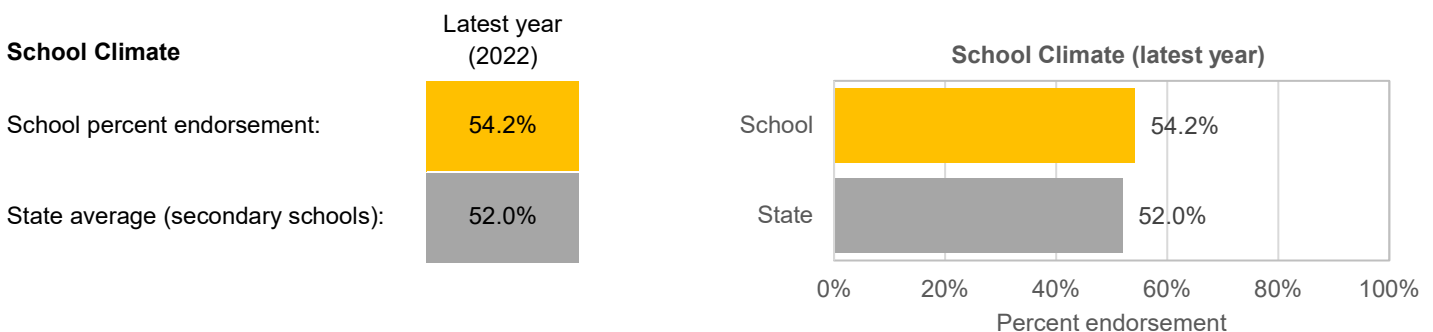


### School Staff Survey

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:

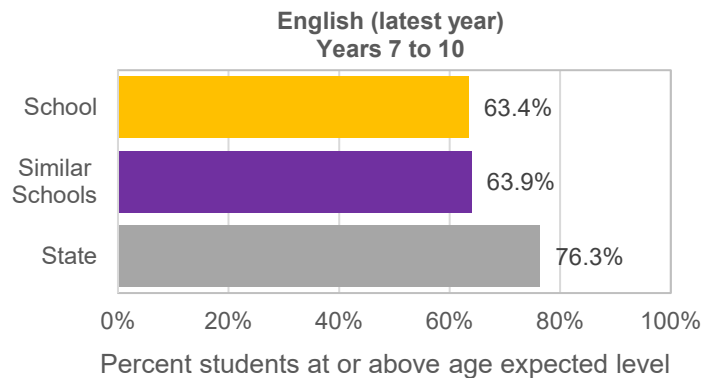
63.4%

Similar Schools average:

63.9%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

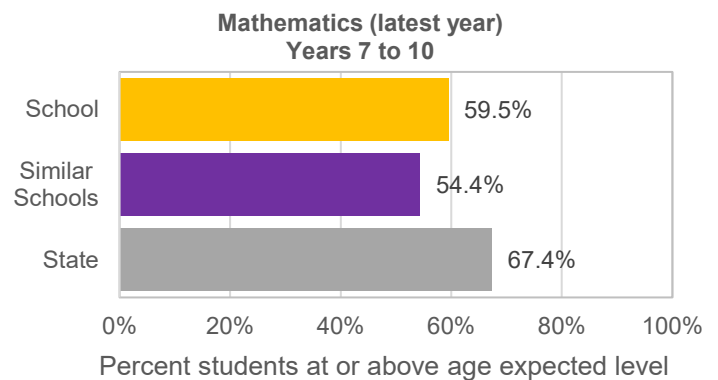
59.5%

Similar Schools average:

54.4%

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.

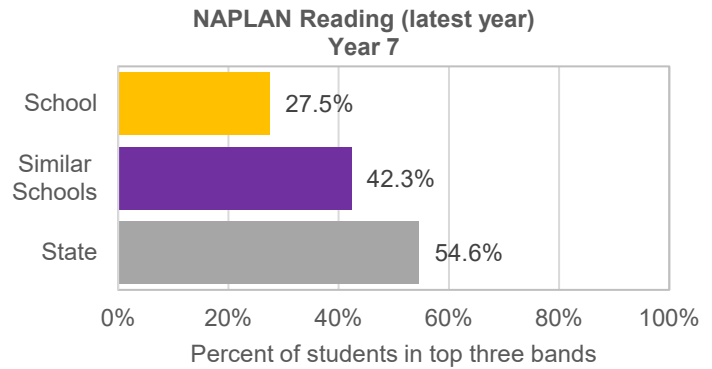
### NAPLAN

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.

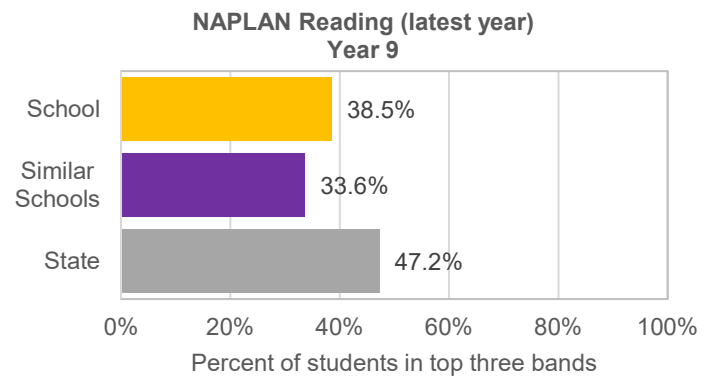
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.5%	34.1%
Similar Schools average:	42.3%	41.9%
State average:	54.6%	55.3%



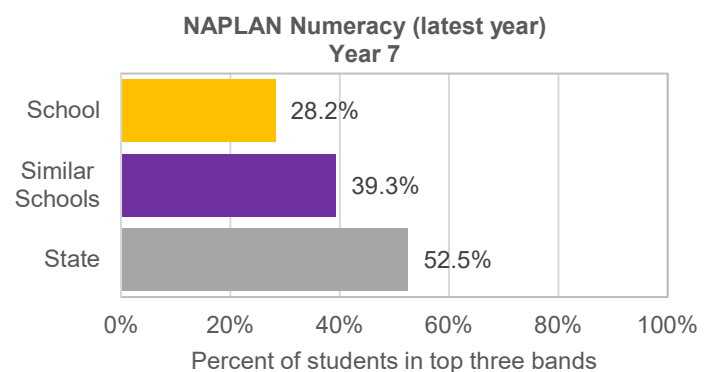
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.5%	32.9%
Similar Schools average:	33.6%	32.5%
State average:	47.2%	46.0%



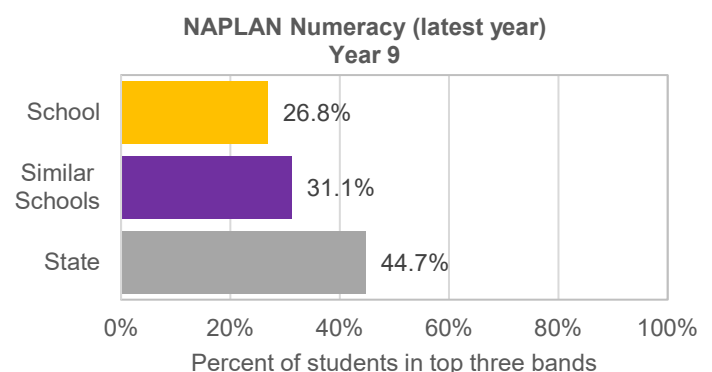
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.2%	31.5%
Similar Schools average:	39.3%	41.3%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.8%	29.7%
Similar Schools average:	31.1%	31.1%
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.*

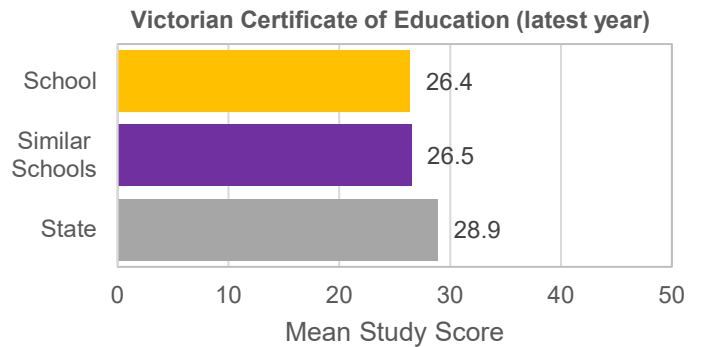
### Victorian Certificate of Education (VCE)

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	26.4	26.2
Similar Schools average:	26.5	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

30%

VET units of competence satisfactorily completed in 2022:

60%

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

90%

## WELLBEING

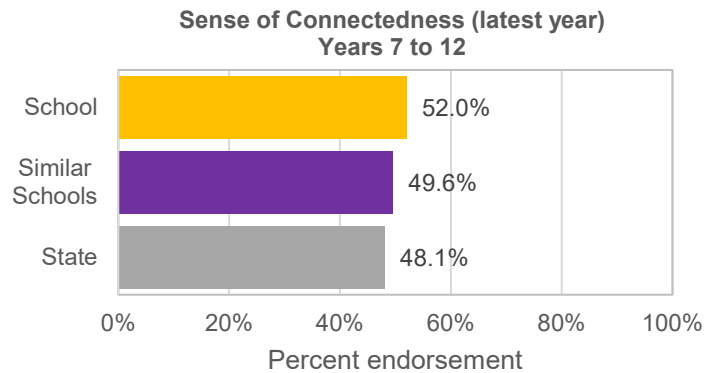
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	52.0%	62.7%
Similar Schools average:	49.6%	53.8%
State average:	48.1%	52.5%

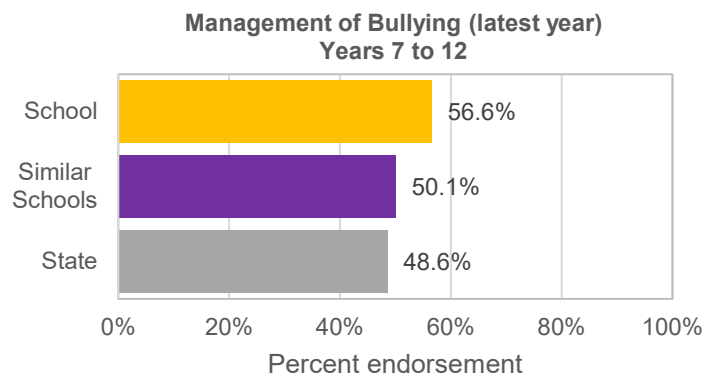


### Student Attitudes to School – Management of Bullying

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:	56.6%	68.1%
Similar Schools average:	50.1%	54.8%
State average:	48.6%	54.0%



## ENGAGEMENT

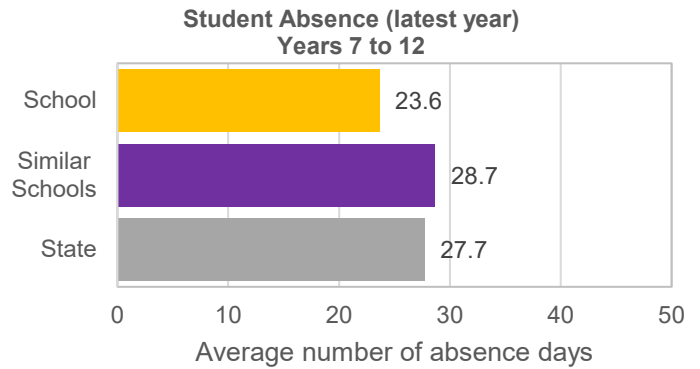
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.6	13.7
Similar Schools average:	28.7	23.1
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.

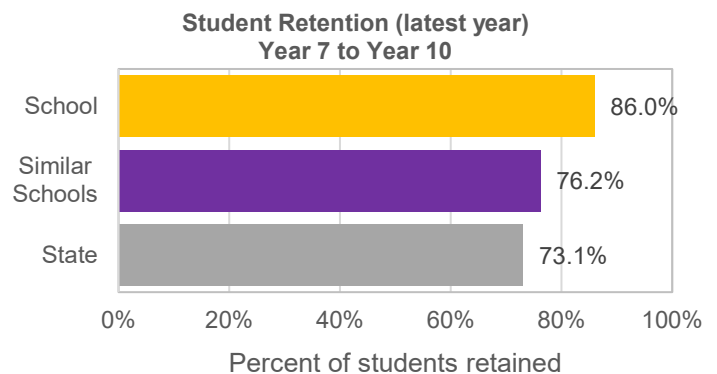
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	87%	85%	88%	90%	92%

### 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:	86.0%	73.7%
Similar Schools average:	76.2%	74.2%
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.

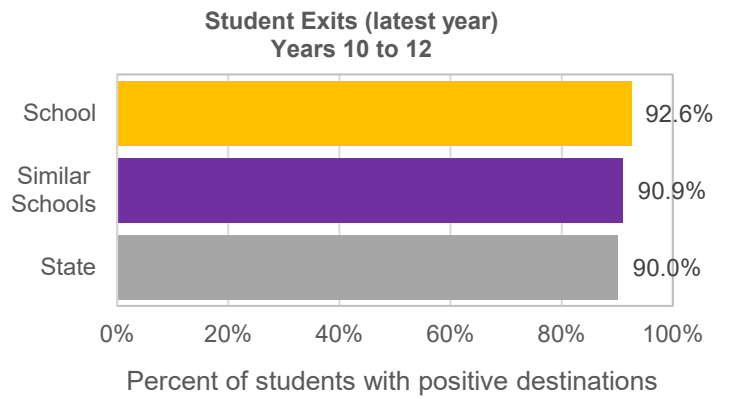
### Students exiting to further studies or full-time employment

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:	92.6%	96.0%
Similar Schools average:	90.9%	90.9%
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	\$6,442,044
Government Provided DET Grants	\$1,943,524
Government Grants Commonwealth	\$2,273
Government Grants State	\$10,213
Revenue Other	\$62,572
Locally Raised Funds	\$217,916
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,678,542</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,082,846
Equity (Catch Up)	\$42,408
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,125,254</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,550,720
Adjustments	\$0
Books & Publications	\$736
Camps/Excursions/Activities	\$178,312
Communication Costs	\$20,054
Consumables	\$157,620
Miscellaneous Expense <sup>3</sup>	\$640,516
Professional Development	\$33,835
Equipment/Maintenance/Hire	\$96,560
Property Services	\$199,797
Salaries & Allowances <sup>4</sup>	\$221,622
Support Services	\$207,435
Trading & Fundraising	\$23,936
Motor Vehicle Expenses	\$33,355
Travel & Subsistence	\$125
Utilities	\$66,394
<b>Total Operating Expenditure</b>	<b>\$8,431,017</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$247,525</b>
<b>Asset Acquisitions</b>	<b>\$102,868</b>

- (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 25 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,483,273
Official Account	\$35,694
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,518,966</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$283,365
Other Recurrent Expenditure	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$283,365</b>

*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.*