

# 2018 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 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 19 March 2019 at 08:51 AM by Pamela Dyson  
(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 04 April 2019 at 01:03 PM by shadia Haidar (School  
Council President)

## About Our School

### School context

Noble Park Secondary College is a co-educational 7-12 single campus.

In 2018, the SFO was .7732 indicating a diversity of cultures with 46 languages spoken. In 2018, the percentage of students with a background other than English was 88% (2017-82%) and the percentage of students who were EAL (English as an additional language) was 57% (2017 – 31%).

In 2018, our equivalent effective full time (EFT) Teaching staff were 38.1 (2017 – 34.9) and EFT Education Support staff were 27.33 (2017-18), two Assistant Principals who each had .2 teaching load and one Principal.

Our Annual Implementation Plan (AIP) focused upon:

- Decreasing the amount of students in the bottom 2 bands for reading and numeracy.
- Improving the accuracy of teacher judgements to be more closely aligned to NAPLAN data.
- To demonstrate an upward trend in the staff opinion variables in 'Guaranteed and Viable Curriculum' and 'Teacher Collaboration'.
- To demonstrate a 5% improvement in achieved VCE results against expected GAT results.

The College also started a process of consultation with teaching staff to develop an instructional teaching model.

In 2018, the College had completed stage 2 of the building project including the refurbishment of the Middle C (for Year 9 & 10 students) and the construction of a new Arts/Technology building.

The new exterior landscape was also designed and both staff and students were starting to use the new classrooms and become adjusted to the different layout, contributing to a more collaborative teaching environment.

The School Staff Opinion 2018 results also showed improved results, as 2017 results were slightly below the median of all Victorian Government Secondary Schools, with 2018 results being at the median.

### Framework for Improving Student Outcomes (FISO)

The College prioritised 'Framework for Improving Student Outcomes' (FISO) model with the dimension of 'Building Practice Excellence' in the following variables:

1. Focused on Student Outcomes – The focus was to decrease students on the bottom 2 bands of NAPLAN and increase in top 2 bands.
2. Collaboration, involving feedback and reflection – Teachers worked together in curriculum teams to plan and review their teaching and learning programs. Staff collaborated on instructional model.
3. Evidence based data driven to guide improvement and measure impact – Staff demonstrated their improvement in student learning through their data evidence of student assessment. Focus was on improved assessment rubric development.
4. Ongoing, supported and fully integrated into the School – The College completed a review of the 2017 A.I.P. in preparation for the 2018 A.I.P. The outcome was to continue to review, evaluate and develop ongoing assessment practices to be clear in understanding student achievement levels, so that students would continue to 'grow' in all subject areas.

### Achievement

Trend Growth/Learning Gain

	Reading			Writing			Spelling		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Year 5-7 % of students Medium to High gain	73%	53%	75%	50%	50%	82%	53%	79%	96%
Year 7-9 % of students Medium to High gain	79%	66%	84%	55%	64%	75%	60%	81%	84%

	Grammar/Punctuation			Numeracy		
	2016	2017	2018	2016	2017	2018
Year 5-7 % of students Medium to High gain	59%	61%	81%	65%	59%	94%
Year 7-9 % of students Medium to High gain	85%	79%	59%	73%	64%	91%

In 2018 the College showed an upward trend in all areas of NAPLAN growth in the medium to high growth areas except for Grammar & Punctuation.

The College placed priority in the areas of Reading and Numeracy during 2018 and this placed our College into the area of 'Influence'

'Influence' is described as performance is high or very high and the level of performance indicates a positive improvement trajectory with the school acting as an influencer and system leader.

2016	2017	2018	
% of student's who satisfactorily completed VCE	97%	93%	94%
% units of competence satisfactory completion VET	82%	72%	44%
% of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits.	92%	91%	89%
The mean study score from all VCE subjects has moved from similar to higher than other schools.			

## Engagement

Absence Days per full time students.							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Years 7-12
2016	16.44	22.83	27.22	26.30	15.46	22.34	20.94
2017	11.62	17.85	19.59	13.26	14.24	12.34	14.71
2018	11.17	14.86	22.11	14.41	13.01	10.03	14.61

As is demonstrated by figures above, the College has made huge improvements in monitoring and implementing an improvement in the amount of days students are absent from school.

The College has improved the percentage of Year 7 students who remain at the College through to year 10 (from 2017 results) placing the College school comparison data from 'lower' to 'similar' level.

The College continues to investigate strategies to keep students engaged through differentiated curriculum, as well as the introduction of 'Hands on Learning' program which focuses upon a specialised program for disengaged students.

The College also investigated introducing a specialised Year 10 program for 2019, allowing for Year 10 students to have a specialised 'Pathways Program'.

## Wellbeing

Our 2018 student survey results indicated a decline in results compares to 2017. The Leadership team have analysed these results and have planned to introduce a 'Connect' program in 2019, focusing upon areas with lower response rate.

The sense of connectedness as judged from student survey results place the College as 'similar' in the school comparison category, but the College is striving to be in the 'higher' category.

## Financial performance and position

In 2018 our College had a deficit of \$567,528.

This is the net effect of many changes to our financial position as detailed below, however the main contributing factor would be the repayment of 2017 SRP deficit of \$618K.

2018 saw an increase in Government provided funds due to:  
Increased SRP cash funding of \$236,284 (in comparison to 2017)  
Increased overseas students funding of \$108,418  
Government provided funds for furniture and equipment related to the \$5M project. These funds were overpaid by DET and subsequently repaid to DET in December 2018  
A Government grant from the Railway Removal Authority (\$62,889) – Basketball Court Refurbishment  
Donations from: Schools Plus (\$18,720) – Arts Tech Project, Greyhound fundraising (\$10,000), Book Borrowing program (\$2,000), Kick starter fundraising (\$4,545)  
Other locally raised funds had a dramatic increase due to DET requirement to show admin costs relating to Overseas Students be shown under this code.  
Equity funding has been maintained, with an increased focus on Literacy and Numeracy Intervention Programs, Hands on Learning Program which has involved a strong focus on identifying students in need of support and in building staff capacity for our AIP priority areas.  
Miscellaneous expenditure has increased as this incorporated the repayment to DET of the 2017 deficit (\$618K) and increase in the number and cost of excursions, an increase in bank charges, an increase in external VET placement fees and other service provider expenses such as the Asset Stocktake.  
Travel and subsistence costs have increased due to the running costs of a second bus and an increase in overseas travel costs.  
Property and equipment services have increased due to the purchase of new furniture including lockers, for our new buildings which reopened in 2018. We have also provided air conditioning and blinds into these spaces. We have also resurfaced and re-fenced our basketball court area and landscaped our new courtyard area. We were also able to purchase a second bus.

**For more detailed information regarding our school please visit our website at**




**<https://www.noble.park.sc.vic.edu.au>**

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

#### Enrolment Profile

A total of 444 students were enrolled at this school in 2018, 211 female and 233 male.

52 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






#### School Staff Survey

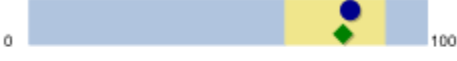



Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.








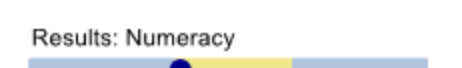

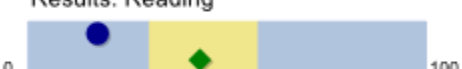
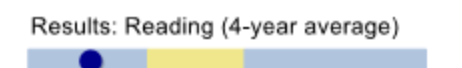

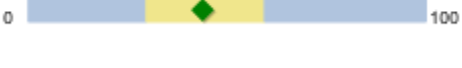




## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

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

## Performance Summary













Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p><span style="color: blue;">●</span> Higher</p> <p><span style="color: green;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>93%</b>        Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>31%</b>        VET units of competence satisfactorily completed in 2018: <b>44%</b>        Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>89%</b></p>		



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>89 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	93 %	89 %	93 %	93 %	95 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	93 %	89 %	93 %	93 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Higher</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,685,853	High Yield Investment Account	\$1,479,373
Government Provided DET Grants	\$2,450,565	Official Account	\$24,063
Government Grants State	\$77,032	Other Accounts	\$516,363
Revenue Other	\$87,564	<b>Total Funds Available</b>	<b>\$2,019,800</b>
Locally Raised Funds	\$484,312		
<b>Total Operating Revenue</b>	<b>\$7,785,327</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$929,480		
Equity (Catch Up)	\$47,600		
<b>Equity Total</b>	<b>\$977,080</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,638,751	Operating Reserve	\$391,156
Books & Publications	\$3,645	School Based Programs	\$23,895
Communication Costs	\$20,118	Repayable to the Department	\$947,000
Consumables	\$163,045	Capital - Buildings/Grounds < 12 months	\$700,000
Miscellaneous Expense <sup>3</sup>	\$1,030,362	<b>Total Financial Commitments</b>	<b>\$2,062,051</b>
Professional Development	\$24,128		
Property and Equipment Services	\$879,174		
Salaries & Allowances <sup>4</sup>	\$460,596		
Trading & Fundraising	\$9,561		
Travel & Subsistence	\$54,986		
Utilities	\$68,490		
<b>Total Operating Expenditure</b>	<b>\$8,352,855</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$567,528)</b>		
<b>Asset Acquisitions</b>	<b>\$140,590</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 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
- 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)
- 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).

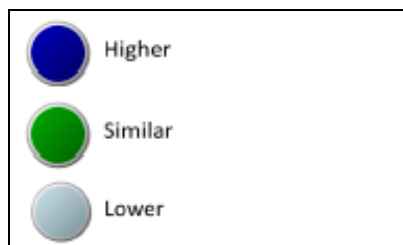


## What does *School Comparison* refer to?

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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' 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 their first 11 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').