

**2014 Annual Report to
the School Community**

Neerim District Secondary College

School Number: 8145



Name of School Principal:

Mrs. Vaya Cross

Name of School Council
President:

Mrs. Margaret Lockett

Date of Endorsement:

13 May 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

The staff, students and community of Neerim District Secondary College have implemented significant changes over the past five years. Most notably the College became a pilot school for the Positive School Wide Behaviours Program. The data in this document reflects that this program has been hugely successful in increasing student connectedness to school. Student academic achievement too is on the rise. 80% of students are at, or above the expected level in AusVELS. In Mathematics there has been a decrease between 2013 – 2014 of students performing below the expected level.

The school is a member of the Tarago Education Community (TEC), along with the local primary schools. The TEC was responsible for implementing a viable and ongoing Mandarin Language Program Prep to Year 12 and has assisted many students, parents, and teachers to visit China. Neerim District Secondary College continues to place a strong emphasis on its students becoming globally ready citizens through the Mandarin Program, hosting Chinese visitors, and taking up opportunities to learn in China.

The College has an active Student Leadership Action Group (STAG). This group is made up of students from all year levels. They regularly run assemblies, school events, and make decisions about uniform, daily organisation at the school, student rewards, and other relevant issues.

More information about Neerim District Secondary College can be found at: <http://www.ndsc.vic.edu.au/>

Achievement

Students at our College continue to enjoy the benefits of small class sizes: 1:1 support, timely feedback, quick intervention, and safe, orderly learning environments. Students in Years 7 – 9 Mathematics are pre-tested prior to each topic and then grouped based on ability. This allows teachers to provide learning at the exact stage of each individual student's mathematical development. All teachers at the College work together in small teams to develop curriculum which is challenging and engaging. Senior students have access to the Virtual Learning Network, which enables them to access the study of any VCE subject face-to-face through videoconferencing, teacher support, and independent access to teaching materials. The College, along with other local secondary schools, is a founding member of the Trade Training Alliance. Our students have access to state-of-the-art facilities at the Baw Baw Training Centre in the areas of building, plumbing, and automotive. The College is pioneering one-on-one programs for gifted students, which includes acceleration and access to the John Monash Science Centre via videoconferencing.

Engagement

The students at Neerim District Secondary College adhere to the principles they developed in the Positive Behaviours Matrix: show respect, be committed, and work together. Student Attitudes to School Survey data continues to show that the students at NDSC believe their school, and their behavior is in the top 25% of the State. The four year trend for Student Attendance is above the middle 60% of Victorian government schools, and Student Retention is higher than the median of all Victorian government schools.

Consequently, enrolments at the College continue to grow at all year levels.

The Student Action Group plays a vital role in giving students a voice. This group regularly undertake fundraising, run assemblies, promote awareness on issues, contribute to the smooth running of the school, purchase rewards, and change policies at the College, to name but a few of their activities.

Wellbeing

Student and staff wellbeing at the College is high, and the school is committed to seeing this continue. Our vertical home group structure (based on our house system) allows not only for student leadership, but also provides a daily forum where students can raise issues, receive support, and contribute to the daily life of the school. The STAG group is another avenue for students to express their views and opinions. Teachers regularly mentor individual students, and in 2015 the College is implementing the Check Out Program. Teachers will work with a group of up to four students to build relationships, celebrate success, and recognize individual strengths. The College operates a very strong Wellbeing Program with a Wellbeing Team Leader, School Nurse, Chaplain, and Integration Coordinator. The school is recognized as providing outstanding support to students with disabilities, and our small size allows us to be flexible in providing additional programs for both gifted students, and those with special needs.

Productivity

Neerim District Secondary College continues to commit resources towards small class sizes, specialist subjects, and towards developing opportunities for students. The school is part of the Baw Baw Trade Training Alliance and contributed a federal grant of \$1.3 million to increasing access to trade training for students. The College is a member of the Virtual Learning Network, which enhances students' access to a VCE education.

As a member of the Tarago Education Community, students learn Mandarin from Prep to Year 12. The TEC employs two teachers of Mandarin, and each year host a Chinese Language Assistant. Students and staff of Neerim District Secondary College visit China every second year, and host Changshu Kuncheng Middle School on the alternate year.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 149 students were enrolled at this school in 2014, 70 female and 79 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

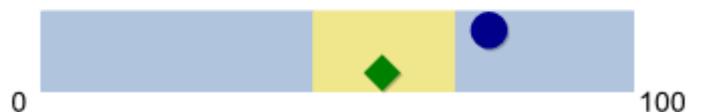
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 35% Medium: 50% High: 15%</p> <p>Numeracy Low: 30% Medium: 55% High: 15%</p> <p>Writing Low: 42% Medium: 37% High: 21%</p> <p>Spelling Low: 11% Medium: 47% High: 42%</p> <p>Grammar and Punctuation Low: 21% Medium: 47% High: 32%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 28% Medium: 44% High: 28%</p> <p>Numeracy Low: 21% Medium: 47% High: 32%</p> <p>Writing Low: 42% Medium: 32% High: 26%</p> <p>Spelling Low: 16% Medium: 58% High: 26%</p> <p>Grammar and Punctuation Low: 26% Medium: 47% High: 26%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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>Results: 2014 0 to 50 scale, school score is 50, state mean is 30.</p> <p>Results: 2011 - 2014 (4-year average) 0 to 50 scale, school score is 50, state mean is 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **33%**
 VET units of competence satisfactorily completed in 2014: **77%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **71%**

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>92 %</td> <td>91 %</td> <td>88 %</td> <td>89 %</td> <td>86 %</td> <td>85 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	88 %	89 %	86 %	85 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	88 %	89 %	86 %	85 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

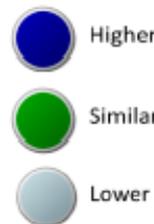
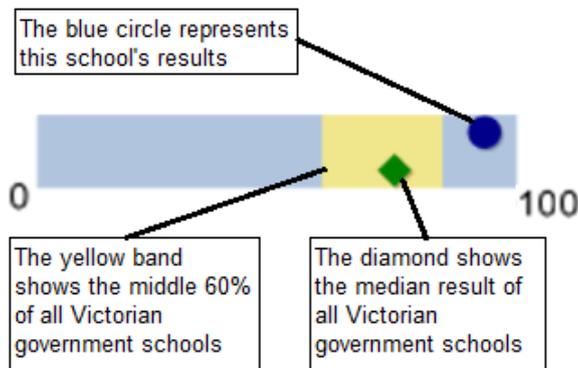
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

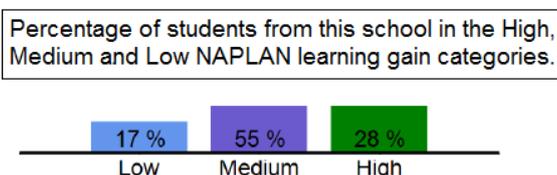
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,198,763
Government Provided DE&T Grants	\$331,038
Government Grants Commonwealth	\$424
Government Grants State	\$14,447
Revenue Other	\$55,392
Locally Raised Funds	\$223,382
Total Operating Revenue	\$2,823,446

Funds Available	Actual
High Yield Investment Account	\$253,544
Official Account	\$13,539
Other Accounts	\$48,755
Total Funds Available	\$315,837

Expenditure	
Student Resource Package	\$2,161,962
Books & Publications	\$7,276
Communication Costs	\$8,133
Consumables	\$42,962
Miscellaneous Expense	\$130,883
Professional Development	\$23,880
Property and Equipment Services	\$174,805
Salaries & Allowances	\$60,700
Trading & Fundraising	\$46,212
Travel & Subsistence	\$57,047
Utilities	\$30,481

Financial Commitments	
Operating Reserve	\$92,723
Asset/Equipment Replacement < 12 months	\$52,000
Capital - Buildings/Grounds incl SMS<12 months	\$24,500
Maintenance - Buildings/Grounds incl SMS<12 months	\$19,000
Beneficiary/Memorial Accounts	\$819
Revenue Receipted in Advance	\$6,518
School Based Programs	\$31,903
Region/Network/Cluster Funds	\$48,374
Asset/Equipment Replacement > 12 months	\$40,000
Total Financial Commitments	\$315,837

Total Operating Expenditure **\$2,744,340**

Net Operating Surplus/-Deficit **\$79,106**

Asset Acquisitions **\$43,780**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The school is mindful of the impact of current numbers on class arrangements. Due to current student numbers the school needs to split classes, with the resulting relatively low numbers of per class increasing salary expenditure and impacting on available discretionary expenditure. The school is also committed to resourcing wellbeing and mentoring programs, and global opportunities for students.