

2019 Annual Report to The School Community



School Name: Neerim District Secondary College (8145)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 March 2020 at 04:02 PM by Steve Panozzo (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

NDSC is a small, rural school of approximately 206 students and 30 staff. Because of its size, the school attracts a higher than average number of funded students and students with additional learning needs. The community of Neerim South is aspirational and a large number of students leave the area to attend private schools in Warragul. This creates a strong impetus for NDSC to be competitive and provide a high quality education for all students as well as enhancing the opportunities for our top students.

Students came to us from a large number of schools and their abilities range from Prep to Year 10 level on entry. Consequently, the school is faced with a number of challenges.

Neerim District Secondary College staff have had limited exposure to a wide range of data and are not practiced in the analysis of student learning data to inform teaching. They have until recently had little exposure to instructional models and this will inform the work over the next 4-years.

The College has experienced a steady decline in student attendance. Students with chronic absence have increased and this is evidenced in the ATSS with 'Attitudes to attendance' being by far the lowest ranking item on the survey. There has been a lack of success in improving VCE outcomes over time. A lack of rigour around course selection, task completion and submission of work have been identified as challenges.

Our vision is to provide a point of need education for all students, maximising their ability to achieve the best possible outcomes. We see our school as a community that cares for and respects one another. We pride ourselves on staff working as a cohesive unit to support students and families to achieve their goals. We have high expectations for our students and believe that all students can achieve excellence in their educational pursuits.

NDSC is a Positive School Wide Behaviors school. The values developed by students, staff and the community include:

Community - We have a strong sense of belonging to the school community and welcome everyone.

Respect - We have due regard for the feelings, wishes and/or rights of others.

Perseverance - We admire and encourage others to continue to persevere in spite of barriers.

Leadership -

Fundamental to these values is a belief that everyone has something to contribute, hence tolerance and understanding are core to the way students and staff operate at NDSC

Framework for Improving Student Outcomes (FISO)

Specifically we are trying to improve student outcomes in literacy and numeracy with a particular focus on building consistent improvement at VCE English and Further Mathematics. Results have been inconsistent over the previous four years and some rigor around course selection, task completion and task submission will be developed through new and improved processes. A strong focus on use of assessment data to inform teaching will be a major focus over the course of the plan. An assessment schedule that is well communicated will be a starting point, as will building staff capacity to become more data literate. The school will undertake PLC training to build collaborative processes, including data and assessment analysis to inform teaching.

We will have a strong focus on building rigour and high expectations for students in learning. We will focus very heavily on improving attendance rates for students, particularly those that are chronic absentees.

Achievement

The College had excellent growth in Year 9 NAPLAN Literacy and Numeracy top two bands. The percentage of students in the top two bands for reading grew from zero to 25 %. Similar results were achieved in numeracy. Furthermore, benchmark growth in all measures were above state and national levels. Overall there was improvement in VCE results, although this has tended to be inconsistent over the past few years and will be a focus in 2020 and beyond. The College will continue to focus on improving students reading across all year levels and there will be a strong professional learning plan to enhance teachers skills to teach reading across the curriculum. We will also continue to focus on building the instructional capacity of all teachers through the implementation of our agreed instructional framework. This was work started in 2019 and will continue throughout the life of the current strategic plan.

Engagement

Student engagement continues to be a strength of the College, and student voice in particular is well developed. In 2019 the College underwent a review of its School Wide Positive Behaviors values matrix. This process included an exhaustive feedback process for students and staff.

Results in the Attitudes to School Survey were lower than previous years but still places us well above state levels for secondary schools. We believe that part of this was a different delivery method and this will be reviewed in 2020.

Attendance continues to be a concern for our College with continued decline in the data. We have put a wide range of interventions in place but continued increases in chronic absenteeism remains a problem. A new communication strategy is being implemented to improve the attendance of tier 1 and 2 students and the continued employment of an attendance officer will continue.

Wellbeing

Student well-being remains a strong focus of the College and this is evidenced through Attitudes to School Data. Our results for having an advocate at school are very high and students connectedness to school remains some 10 points above state levels. The college has a strong pastoral program and our morning home groups provides a sense of belonging. The learning coach program provides students with a sense that they have someone who cares about their learning progress.

Our reputation as a supportive environment, particularly for those students with disabilities, has seen an increase in enrollments for students requiring extra assistance. The school employs a Chaplain, a Welfare/Attendance Officer and a strong well-being team, lead by a Well-being Leading Teacher. We also have a Doctor in School and access to a school nurse. We remain committed to ensuring we have the best supports in place for our students and in 2020 we are undertaking professional learning through the Be You program and the Berry Street Trauma Informed training.

Financial performance and position

NSDC ended the year in a strong financial position. Total Operating Expenditure was \$3,771,337 and the Net Operating Surplus was \$67,805. NDSC administered \$22,480 on behalf of the West Gippsland Principals Network. MYLANS (Middle Years Literacy and Numeracy Support) funding of \$14,000 was received and has been used to provide a teacher to deliver this program during 2019. Parents and Friends continued with their fund raising activities throughout the year. Unfortunately the biannual Deb Ball managed to only break even which was a disappointing result given the amount of effort that was put in by a number of people. DET's asbestos removal program allow for the pebble mix external tiles replaced with Colourbond sheeting on the majority of the west end of main building. The 2019/20 State Government Budget made an allocation of just over \$4 million for a partial rebuild of the college for 2020. This would see the replacement of the eastern half of the main school building. As a result a number of maintenance items were postponed, consequently some maintenance funding was not spent and has rollover. This will be used to facilitate some re-modelling of existing rooms at the completion of the rebuild.

For more detailed information regarding our school please visit our website at www.ndsc.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 174 students were enrolled at this school in 2019, 84 female and 90 male.

np percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.8	73.0	64.9	79.3

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.1	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	78.4	78.4	63.3	90.2	Above
Mathematics	86.2	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	48.6	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	48.6	53.9	40.0	67.6	-
Year 9	Reading (latest year)	66.7	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	48.0	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	49.0	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	45.8	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	52.5	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	38.5	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	21.2	54.5	24.2
Year 5 to 7	Numeracy	25.7	60.0	14.3
Year 5 to 7	Writing	37.5	34.4	28.1
Year 5 to 7	Spelling	21.2	48.5	30.3
Year 5 to 7	Grammar and Punctuation	21.2	51.5	27.3
Year 7 to 9	Reading	4.5	63.6	31.8
Year 7 to 9	Numeracy	16.7	50.0	33.3
Year 7 to 9	Writing	10.5	63.2	26.3
Year 7 to 9	Spelling		57.1	42.9
Year 7 to 9	Grammar and Punctuation	4.8	71.4	23.8

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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	27.3	27.3	25.5	29.7	Similar
Mean Study Score (4 year average)	27.0	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **100 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **36 percent.**

VET units of competence satisfactorily completed in 2019: **94 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **83 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	26.5	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	23.5	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	84	86	86	86	87

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	81.5	75.6	66.7	82.1	Above
Retention (4 year average)	76.2	75.3	67.1	80.8	-

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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	100.0	90.1	81.8	98.6	Above
Student Exits (4 year average)	95.0	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	64.4	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	70.5	52.3	44.5	62.0	-

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	70.2	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	75.8	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,135,940
Government Provided DET Grants	\$412,766
Government Grants Commonwealth	\$0
Government Grants State	\$9,725
Revenue Other	\$78,221
Locally Raised Funds	\$202,491
Capital Grants	\$0
Total Operating Revenue	\$3,839,142
Equity ¹	Actual
Equity (Social Disadvantage)	\$104,826
Transition Funding	\$0
Equity (Catch Up)	\$21,224
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$126,050
Expenditure	Actual
Student Resource Package ²	\$3,158,177
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$8,199
Consumables	\$69,780
Miscellaneous Expense ³	\$109,124
Professional Development	\$9,244
Property and Equipment Services	\$189,630
Salaries & Allowances ⁴	\$92,106
Trading & Fundraising	\$90,589
Travel & Subsistence	\$8,481
Utilities	\$36,007
Total Operating Expenditure	\$3,771,337
Net Operating Surplus/-Deficit	\$67,805
Asset Acquisitions	\$7,160

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$244,630
Official Account	\$19,329
Other Accounts	\$0
Total Funds Available	\$263,959

Financial Commitments	Actual
Operating Reserve	\$92,139
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$46,834
School Based Programs	\$26,716
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$34,278
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,605
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$246,572

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 26 Feb 2020 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').