

2016 Annual Report to the School Community



School Name: Nossal High School

School Number: 8865



Name of School Principal:

Roger Page

Name of School Council President:

Bridget Wong

Date of Endorsement:

26/04/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Nossal High School (NHS) is a vibrant and positive learning community where all students (and staff) are encouraged and supported to develop as active, independent learners and community members. As a fully academically selective, co-educational school, NHS offers students a comprehensive curriculum for study in Years 9 – 12. Our school community comes from a vast geographic area, spanning the broader metropolitan area and extending into Gippsland. The student population is capped at 832, with 208 students at each year level, and comprises an even number of boys and girls. The SFO Index of 0.3260 classifies our community with a relatively high socio-economic profile. Students join us from approximately 90 different secondary schools with approximately equal numbers from the government and non-government sectors. Entry into the school is competitive, and occurs at Year 9 following an entry exam administered by eduTest in Year 8.

In 2016 we employed 53.2 FTE teachers and 17.4 support staff. The school leadership structure consists of a Principal, 2 Assistant Principals, a Business Manager and 6 Leading Teachers. Our staff and leadership team continued to develop, share and promote innovative and evidence-based pedagogies through publication, work with colleagues in other schools, subject associations and the Victorian Curriculum and Assessment Authority, and through presenting and running workshops at local, national and international conferences.

2016 was the second year of our four-year Strategic Plan and saw us make significant progress towards our goals as outlined in the FISO section below, and which are all underpinned by the development of a growth mindset culture (Dweck, 2006). We completed significant building improvement works (utilising local raised funds) in early months of 2016, fulfilling many of the productivity goals of the Strategic Plan.

Framework for Improving Student Outcomes (FISO)

NHS's Annual Implementation Plan for 2016 focused on Building Practice Excellence and Setting [high] Expectations and Promoting Inclusion. In 2016 we developed a Whole School Instructional Framework, implemented a Whole School Approach to Wellbeing, and developed an award, which has been named the Sir Gustav Nossal Medallion, to encourage and formally recognise student participation and contributions to leadership, co-curricular and community service activities.

Our next steps are to facilitate the use of data and student feedback to enhance teaching and learning, and to further develop our innovative curriculum structure to facilitate the implementation of our Instructional Framework, which is based on consistent use of high yield instructional strategies.

Achievement

The NAPLAN and VCE results of NHS students are, as expected, very strong. We make little comment about the Year 9 NAPLAN results within this report since our Year 9 students are only with us for 3 months prior to them sitting the NAPLAN tests in May, and therefore we do not make claims about the school's influence in relation to students' results in this domain.

100 % of students satisfactorily completed their VCE. The mean VCE study score of 35.15 is high, well above the median of 30, and consistent with the school's four-year average. 53.4% of students received an ATAR of 90 or above, the highest being 99.95, and the median being 90.95. Five students received an ATAR of 99 or above, and 8 students achieved a study score of 50. 22.7% of all study scores were 40 or above.

99.5% of students received a tertiary offer, most into their 1st or 2nd preference.

Four students received VCE Premier's Awards, including one student who achieved a Top All Round Achievement award (for achieving study scores of 46 and above in at least 5 subjects). Four of our students in Systems Engineering and one student in Visual Communication and Design were selected in the VCE Top Design Awards on display at the Melbourne Museum. Many students achieved outstanding results in national competitions (Maths, Science and English), numerous other awards and scholarships have recognized the achievements of Nossal students at all year levels. One of our Year 12 cohort was awarded the VCAA VCE Leadership Award in 2016.

When students are in Year 11, NHS conducts a similar but developmentally more challenging test than the one students sat for entry in Year 8, which is also administered by Edutest. These results confirm the strong performance of students, above what their original Edutest data predicts. Sixty six percent of the 2016 Year 11s achieved significantly better than predicted on one or more of the areas tested, thus demonstrating the positive impact the school has on student learning and outcomes.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student engagement at NHS is generally high, with students showing commitment and focus towards their study and the school events, such as the extensive co-curricular and House programs. This is illustrated by the relatively low rate of absenteeism. In 2016 Nossal students were absent for an average of 8.7 days, which is less than half of the State median for days absent. Our dedicated full-time attendance officer, together with the House and Wellbeing Staff Teams, follow up on student absences with students and parents, and provides supports and encouragement to ensure high levels of attendance. Parental access to attendance data and absence approval began in 2016, with moderately successful uptake; support and encouragement to increase the use of this tool will continue in 2017. The House and Wellbeing staff teams also provide high level support and structure for students identified as 'underperforming' in the examination of termly report data.

Broad participation and contribution to the wider school community is promoted strongly. In 2016 the ground work to establish the structure and process for awarding recognition for this, through consultation with the school community and research of existing models in other schools, was completed so that in 2017 implementation of the award, named *The Sir Gustav Nossal Medallion* could begin.

Further evidence of our students' high level engagement is shown through many outstanding individual, team and school achievements. In 2016 NHS was awarded the School Sport Victoria (SSV) Award for 'Outstanding School Community Partnership' award for our high level of participation and success in SSV Division and Regional competitions; one student placed third at the SSV State Championships in Hurdles. Our own Student Representative Council moved from strength to strength after the restructure in the year before, and our students achieved success in the VicSRC awards with a team of young women leaders who formed and led *Formation*, a female empowerment group placing second in the group awards, and a Year 12 student, who was a member of the VicSRC Executive team, coming third in his category for Youth Leadership.

Student-led cocurricular groups, music ensembles, sporting teams, the musical production, *The Wiz*, and various types of House competitions, form the basis of a busy before-school, lunch time and after-school program. In 2016 *The Wiz* had two casts and performed over 3 nights. The Big Band attended the Generations in Jazz Festival in Mount Gambier for the first time, and performed at our first Jazz Night. Five Year 9 students attended the Snowy River Campus of the Alpine School for five weeks for the first time. The Year 9 iWeek program continued and refined the student's transition to Nossal High School, and was supplemented by a Leadership Week program for all Year 9s in October. Our Year 9, D Grade team were runner's up in the Debating Association of Victoria grand final; there were 526 debating teams eliminated in the previous rounds.

Work on encouraging students to study a breadth of subjects in areas of their own interest and strength continues, as does the work with the Alumni to support students in their transition to Tertiary studies. The university placements of students graduating in 2016 showed the greatest diversity of any graduating cohort previously, which is an encouraging sign that our Pathways Program is having traction. Three students were successful in gaining overseas university placements (2 x USA and 1 x Sri Lanka).

Wellbeing

The Student Attitudes to School Survey average score for the '*connectedness to school*' variable (3.87 out of 5) is significantly higher than the State median (3.58) and shows a slight increase on the school's four-year average (3.83). Similarly, the '*student perception of safety*' variable (4.63 out of 5) is significantly higher than the State median (4.31) and shows a slight increase on the school's four-year average (4.60). These measures show promising evidence that our Whole School Approach to Wellbeing is having a positive impact on student resilience, one of the Education State targets, and a key plank of our Strategic and Annual Implementation Plans. Our vertical pastoral program, mentoring, and assembly program continue to be refined through the whole staff professional learning program. Our student Wellbeing Leaders and staff Wellbeing team run regular programs focused on maintaining a balanced life, including Wellbeing Week, and year level and House wellbeing activities. Student use of the newly opened fitness centre, before school, at lunchtime and afterschool has been a positive contribution to student wellbeing.

Inherent in the nature of highly able and highly aspirational learners is their tendency to underestimate their capacity, and this can be further accentuated in our school environment, where students are surrounded by other highly able peers. As such we maintain a focus on enhancing student 'learning confidence' which paradoxically, our students in Years 10-12 rate as low, in only the 29th percentile. Our focus on developing a 'growth mindset' culture, that directs attention to the progress students make, rather than how well they perform compared to others has continued. Staff are using descriptive



and formative assessment more frequently, and providing structures for them to track their progress. Our reporting process shows progress over time and demands student self-assessment. We regularly show students their results in comparison to normative data, and we run parent information sessions to assist them to focus on progress rather than performance. Staff are increasingly seeking feedback from students about their own teaching and the impact it is having on learning, which is systematising and normalising the feedback process.

For more detailed information regarding our school please visit our website at
<http://nossalhs.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 832 students were enrolled at this school in 2016, 408 female and 424 male. There were 55% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>No Data Available.</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>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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Performance Summary

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

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 No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>42%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>49%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>46%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	52%	27%	Numeracy	13%	42%	45%	Writing	7%	49%	44%	Spelling	12%	46%	42%	Grammar and Punctuation	13%	47%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	21%	52%	27%																							
Numeracy	13%	42%	45%																							
Writing	7%	49%	44%																							
Spelling	12%	46%	42%																							
Grammar and Punctuation	13%	47%	40%																							
<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 2% VET units of competence satisfactorily completed in 2016: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</p>																										

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="580 826 1034 922"> <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>NA</td> <td>NA</td> <td>96 %</td> <td>96 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	96 %	96 %	95 %	95 %	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	96 %	96 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

How to read the Performance Summary

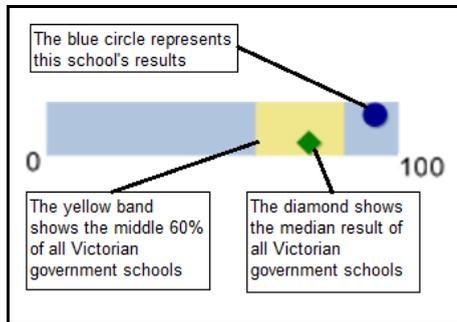
What are student outcomes?

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, P-12 and specialist schools, 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.

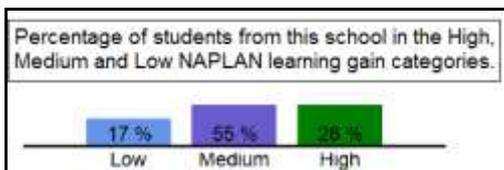
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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.

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 and position commentary

The staffing budget is fully committed and allows little flexibility for small classes or additional specialist staff, putting some additional pressure on teachers with large classes and limited time allowances for positions of responsibility. The staffing profile has been kept conservative to avoid future deficit and potential staffing excess. Staff numbers are now stable and annual incremental progression will put further pressure on a tight staffing allocation. Some substantial savings were made in 2016 through non-replacement of several staff, and surplus funds were rolled over from 2015. Completion of the capital works, including building modifications and sporting facilities has reduced the overall financial position of the school. ICT demands continue to provide significant financial challenges with the need to provision more than the low specification DET supplied laptops for staff adding a large additional cost. The school commenced hiring out its facilities in 2016 to raise additional funds, but has had no success in negotiating a satisfactory resolution for the operation of the Jean Russell Centre with the region. In a competitive market place the school will be increasingly reliant on locally raised funds to enable us to offer a broad range of educational experience, programs and quality facilities. The planned "South East Feast" initiative in conjunction with the Berwick Rotary Club is a key plank of the long term strategy to create an effective source of additional funds. The current strong financial position is a reflection of the ongoing support of our School Council and parent community.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,164,658	High Yield Investment Account	\$288,775
Government Provided DET Grants	\$724,752	Official Account	\$121,686
Government Grants State	\$30,741	Other Accounts	\$736,849
Revenue Other	\$88,723	Total Funds Available	\$1,147,310
Locally Raised Funds	\$2,582,748		
Total Operating Revenue	\$10,591,622		
Expenditure		Financial Commitments	
Student Resource Package	\$6,931,942	Operating Reserve	\$200,003
Books & Publications	\$26,641	Capital - Buildings/Grounds incl SMS<12 months	\$131,074
Communication Costs	\$32,724	Maintenance - Buildings/Grounds incl SMS<12 months	\$28,434
Consumables	\$327,113	Revenue Received in Advance	\$338,984
Miscellaneous Expense	\$1,042,460	School Based Programs	\$142,550
Professional Development	\$77,286	Provision Accounts	\$230,451
Property and Equipment Services	\$757,123	Other recurrent expenditure	\$75,814
Salaries & Allowances	\$157,764	Total Financial Commitments	\$1,147,310
Trading & Fundraising	\$543,207		
Travel & Subsistence	\$9,640		
Utilities	\$103,838		
Total Operating Expenditure	\$10,009,739		
Net Operating Surplus/-Deficit	\$581,883		
Asset Acquisitions	\$847,906		



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

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.