

2015 Annual Report to the School Community

Nossal High School

School Number: 8865



Name of School Principal: Roger Page

Name of School Council
President: Kyle Hoppitt

Date of Endorsement: April 26 2016

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 2015.

About Our School

School Context

2015 was our 6th year with the third group of Year 12 students graduating. The school is fully academically selective and offers a broad curriculum to students in Years 9-12. Nossal students come from right across the metropolitan area and into Gippsland, with many travelling significant distances or families relocating to the area upon enrolment. Students traditionally come from over 97 different secondary schools, about half from the non-government sector. The gender mix is 50/50. Entry to the school is competitive, and occurs at Year 9 level following an entry exam in Year 8. Enrolments are capped at 208 per level. In 2015 the total school enrolment was 826; with 55 FTE teachers and 17 support staff. The school leadership structure consists of a Principal, 2 Assistant Principals, Business Manager and 6 Leading Teachers. The school undertook a comprehensive educational review in 2014 and implemented the new Strategic Plan in 2015 following considerable discussion and consultation within the school community. A significant building program (utilizing locally raised funds) was commenced in 2015 to address improvements to the open plan classrooms; add additional office and study spaces; construct a free standing weight room and table tennis/multi-purpose facility; and to complete the final stages of the oval construction and associated landscaping. The school continues to perform strongly with excellent results across all performance and opinion measures, and continues to innovate and explore improvements to pedagogy and curriculum to reflect evidence based best practice and to address current and future educational requirements for our high performing students.

Achievement

As expected Nossal students perform at high levels as evidenced by Naplan results and VCE scores. Individual students also performed at exceptional levels in various national competitions (Maths, Science and English) with three being selected to participate in Australian Maths and Science Olympiad teams. Numerous other awards and scholarships were received by Nossal students at all levels. 5 students received VCE Premiers Awards, and one achieved a Top All Round Achievement award (for achieving study scores of 46 and above in at least 5 subjects) 100% of the Year 12 graduating class completed VCE and achieved university entry (most to their 1st or 2nd preferences) 58% of the cohort achieved an ATAR of 90 or above – the highest being 99.85 and the median 91.7. Eleven students achieved an ATAR over 99 and fifteen achieved perfect study scores of 50 (three Year 11 students) 27% of all study scores were over 40 – showing considerable improvement over previous results. The median study score increased to 36, reflective of an overall improvement in academic results at all levels. The school achieved well above state means in all measures, although AUSVELs teacher judgement data indicates that there is some “normalization” of performance levels at Years 10 and 11. “Value add” testing takes place in Year 11 each year (measuring the value add between the Year 8 and Year 11 testing) and pleasingly there has been a steady improvement each year and consistent statistically significant value adding across all areas measured.

Engagement

As an academically selective school, Nossal students are generally very highly engaged with their studies, although many have a relatively narrow focus and the school aims to encourage them to experience and consider a broader range of subjects and pathways. Refinements have been made to the course selection processes to ensure more breadth for all students, and close engagement with the universities through a comprehensive careers education and counselling program has resulted in some broadening of pathways for recent graduates. The involvement of the Alumni in consultation, feedback and mentoring has been an effective initiative, and has provided useful insight about their successful positive transition and preparation for University studies. A more effective process to identify (early) students who are “underperforming” so individual learning plans and support processes can be put into place has been enacted through the House Leaders. A broader range of co-curricular activities and events have been offered; many student instigated and led; and the school is exploring ways to more formally accredit and encourage involvement in such programs. Substantial teacher professional learning and pedagogical changes as a result of a focus on assessment and reporting practices, and “Growth Mindsets” resulted in a significant change to the reporting format with more student input and self-assessment and removal of absolute numerical grades. A revised SRC (Student Representative Council) and student leadership program offers more involvement and leadership opportunities and authentic student voice in decision making and school structures and programs. In 2015 for the first time the entire Year 9 cohort undertook a comprehensive week long induction program at the beginning of the year where they explored the Nossal culture and ethos and were introduced to the theories and research behind our pedagogy and class structures. We believe this much better prepared them for their transition into Nossal and we now see and hear it reflected in their understanding, feedback and promotion of the school.

Wellbeing

Wellbeing is a key target area in the new Strategic Plan – recognizing that high levels of aspiration and expectation among our school community can sometimes also translate into high levels of stress and, potentially, issues with physical and mental health. As identified in student opinion surveys and through focus groups during the review, student learning confidence appears to fall significantly as the students move into senior studies, and while this does not appear to impact on final results it is indicative of the performance pressure they are under and can impact negatively if not managed. The school began to implement a “Whole School Approach to Wellbeing” program in 2015, and this actively identifies and aids in addressing a broad range of wellbeing issues both proactively (preventatively) and responsively. This program is embedded in the curriculum as part of the “Nossal Time” and pastoral programs; student wellbeing leaders have been appointed and specific wellbeing based events and activities highlight preventative, good health aspects for students and staff. The leadership team are actively seeking ways to reduce the (real and perceived) workload

of staff and students and have structured systems and procedures to enable more effective balance. A more comprehensive pastoral program has been developed around Nossal time and vertical tutorial groupings which allows for inbuilt mentoring and support within pastoral groups and houses. The employment of an additional student wellbeing counsellor and the redefinition of House Leader roles provides stronger supportive and reactive responses as required. The alumni also take an active role in supporting students directly as mentors and online through various school based and personal social media. As part of the staff performance and development process all staff actively seek student feedback to identify areas of concern or in need of improvement, and student, staff and parent focus groups analyse and determine responses to issues identified in the feedback loop and the opinion survey results. Student attendance and retention levels are well above state and comparative measures and the school will open an online attendance monitoring portal to parents through Compass in 2016. Teachers have a mandated attendance goal in their annual performance plans.

Productivity

Funding has been allocated to appropriately resource the target areas in the Strategic Plan and the school leadership team roles have been aligned to these targets. The SRP funding formula provides limited scope for a school like Nossal so few small classes are offered, and some limits are placed on curriculum offerings as a result, although the school is able to offer 42 VCE studies as a result of the high retention rates and acceleration of students at VCE level.

Substantial funds were expended in 2015 on the buildings and grounds works to enhance the pedagogy, address some original design limitations and provide more versatile and useful spaces. As a result, the VCE and wellbeing/careers precincts will be much more functional, the timetabling of classes more flexible and the sporting facilities greatly expanded and enhanced. All locally raised funds will have been expended and further grounds and building developments will be on hold until appropriate funding can be raised or secured elsewhere. The school is exploring the hiring of facilities as an additional revenue stream and service to the community and has several organisations and individuals involved currently. School Council have been developing a sponsorship and fundraising committee and have been planning for a significant annual community event in conjunction with Berwick Rotary Club. The Parents and Friends Association and the Community Raffle continue to provide additional and much appreciated fundraising for specific school resources.

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

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

Enrolment Profile

A total of 826 students were enrolled at this school in 2015, 398 female and 429 male. There were 2% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

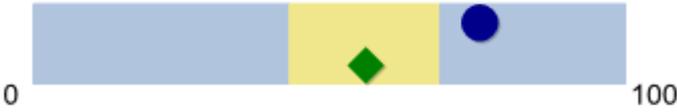
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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 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 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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Performance Summary

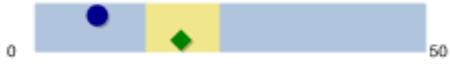
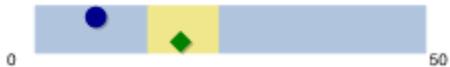
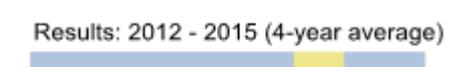
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</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 style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">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 Data (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>11%</td> <td>48%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>38%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>41%</td> <td>49%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>56%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>52%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	48%	41%	Numeracy	18%	38%	44%	Writing	10%	41%	49%	Spelling	14%	56%	29%	Grammar and Punctuation	9%	52%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	9%	52%	39%																							
<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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>																								

Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **4%**
 VET units of competence satisfactorily completed in 2015: **99%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</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: 2014</p>  <p>Results: 2011 - 2014 (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: 

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (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

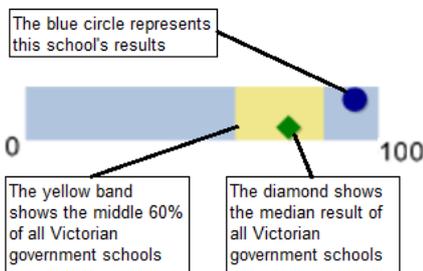
What are student outcomes?

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 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.

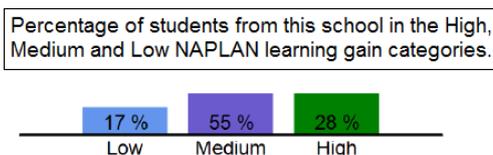
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

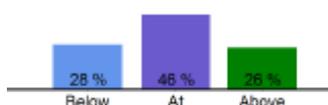


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,004,007	High Yield Investment Account	\$15,840
Government Provided DET Grants	\$697,822	Official Account	\$338,418
Government Grants State	\$16,477	Other Accounts	\$1,363,405
Revenue Other	\$120,915	Total Funds Available	\$1,717,663
Locally Raised Funds	\$2,127,746		
Total Operating Revenue	\$9,966,966		
Expenditure		Financial Commitments	
Student Resource Package	\$6,711,257	Operating Reserve	\$200,000
Books & Publications	\$54,703	Asset/Equipment Replacement < 12 months	\$30,528
Communication Costs	\$37,600	Capital - Buildings/Grounds incl SMS<12 months	\$653,271
Consumables	\$225,738	Revenue Received in Advance	\$602,640
Miscellaneous Expense	\$825,703	School Based Programs	\$176,879
Professional Development	\$113,215	Region Coordination	\$28,641
Property and Equipment Services	\$830,640	Other recurrent expenditure	\$25,704
Salaries & Allowances	\$137,360	Total Financial Commitments	\$1,717,663
Trading & Fundraising	\$408,285		
Travel & Subsistence	\$63,184		
Utilities	\$114,371		
Total Operating Expenditure	\$9,522,057		
Net Operating Surplus/-Deficit	\$444,909		
Asset Acquisitions	\$1,376,966		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

During the latter part of 2015 and early 2016 the school expended significant funds on the capital works program to complete building modifications and improvements and additional sporting facilities and the oval. This will provide overdue sporting spaces onsite, and the potential for revenue raising through community usage and facilities hire out of hours. The process for the coordination of the regional professional development centre is currently under negotiation and the school hopes to take charge of the facility to improve service and efficiencies in 2016. 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 and some substantial savings were made in 2015 through the non-replacement of several staff (including an AP) Surplus funds were also rolled forward from 2014.

Replacement teacher costs were less than estimated and comparatively fewer CRTs were employed. The renewal and updating of ICT equipment and licences to maintain a “high tech” and innovative environment required by high performing students and staff is a significant and increasing drain on resources, and more locally raised or alternate funds will have to be sourced to maintain currency and credibility for the future. The planned community festival did not go ahead due to illness of one of the key organisers, but it is hoped that this event will provide substantial additional locally raised funds annually in the future.