

# 2017 Annual Report to the School Community



School Name: Northcote High School

School Number: 8180



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## About Our School

### School Context

Northcote High School (NHS) is a vibrant, modern learning environment built on a rich history with strong traditions. It is a school that is embedded within community and one that is a locus of community-building. While we draw and learn from the past, our focus is very much on educating for now and the future. We challenge minds and equip our young people with the skills and dispositions, and the knowledge and confidence, necessary to contribute as active, engaged citizens of their local and global context – to *follow the better path*. Our values of achievement, curiosity, humanity and fairness underpin our culture, ethos and practice and are lived daily by students, staff and our broader community.

NHS is a co-educational school offering the 1,732 students enrolled in 2017 a comprehensive curriculum across Years 7 – 12. The school has a rich intellectual culture, with a record of consistently high student achievement and strong levels of participation in the comprehensive co-curricular program. Academic success is born out of an unerring focus on progress and the development and use of *enterprise skills* – for both students and staff, who also see themselves as learners. The SFO Index of 0.2563 classifies the families within our community as having relatively high socio-economic and educational profiles. The school has 132.7 equivalent full-time staff (4.3 Principal Class, 109.8 Teaching staff and 18.6 Education Support Staff).

The size of Northcote High School supports diversity and excellence across the board, allowing all students the opportunity to work within an area of passion and aspiration. Highlights include a renowned music program, diverse sporting opportunities, vibrant performing and visual arts, alongside excellent public speaking and debating programs. Our students also feature in national and state forums/competitions ranging from Maths, Writing, Languages, Art and Engineering to Politics, Design, Coding and the Environment. NHS is also a leader in a range of discipline areas and has built a reputation as a strong Humanities school, which sits alongside a long-held commitment to excellence in Maths and Science programs. The school encourages active citizenship and aims to prepare young people for a fast-changing world through participation in challenging learning both in the classroom and through inquiry-based learning in a broader context of their local and global environments. 2017 saw us commence the Intermediate Victorian Certificate of Applied Learning (VCAL) for the first time. NHS delivers excellent educational outcomes in a supportive learning environment where all students can achieve success.

A feature of the school has been an outward facing perspective in regard to contemporary education trends. We understand the tangible benefits of internationalisation. We are a school of choice for the International Student Program. In 2017 we became the first Government school in Australia to partner with schools overseas to deliver the VCE Offshore in Baotou and Hengshui in China and we have Sister School relationships in China and offer curriculum-based international tours to Europe and beyond.

2017 saw the completion of significant and ongoing redevelopment of facilities in the Design Technology and Visual Arts areas. In the last quarter of 2017, the DET (in conjunction with NHS) funded a redevelopment of our Performing Arts facilities, and the demolition of the old facilities were completed in readiness for the building program to commence at the beginning of 2018. Located in the front southern corner of the grounds, this new building will be a significant asset to an already vibrant part of our school culture. Also in 2017, the DET (in conjunction with NHS) funded a Master Planning process for a whole-of-campus redevelopment. The continual upgrade of facilities supports a progressive learning environment where students' curricular, developmental and personal and social needs are met, and match the vision for teaching and learning.

### Framework for Improving Student Outcomes (FISO)

NHS focused on three areas of FISO:

- **Excellence in Teaching and Learning** – 1. Building Practice Excellence and 2. Curriculum Planning and Assessment
- **Positive Climate for Learning** – 3. Empowering Students and Building School Pride.

Our school data indicated that further work needed to be done to stretch all learners and provide engaging and stimulating curriculum and teaching practice. This was particularly relevant in Years 7-10.

In 2017 the FISO goals pertained to building the school's capacity to consistently deliver excellence in teaching and learning by further developing a common suite of instructional practice, and through the development and implementation of a curriculum, called the **Northcote Model** at Years 9 & 10. The Northcote Model incorporates the Foundation for Young Australian's '*enterprise skills*' and the Victorian Curriculum *capabilities*, whilst allowing for student choice and agency in their learning. This required significant redevelopment of school structures, staff collaboration in curriculum design, and documentation on the learning management system (LMS), to ensure a guaranteed and viable curriculum was ready for implementation from the beginning of 2018.

Additionally, the refinement and consolidation of the social and emotional learning curriculum and culture in the Connect Program was a further goal for the school, pertaining to Positive Climate for Learning.

## Achievement

The school maintains its strong reputation as one of Government School education's top performers, and this success ensures that places at the school highly sought after. Achievement is outstanding across all measures from Year 7 through to VCE.

The percentage of our students in the top three bands of achievement in NAPLAN is between 28 and 35% above the State median for both Reading and Numeracy at both Year 7 and Year 9 level, and the 2017 results are better than the results shown in the four-year trend data.

The 2017 VCE results continue to reflect a consistent positive trend over the past 8 years. Importantly, the percentage of students achieving above 70, 80 and 90 remains a positive feature and provides broad range of tertiary options for students. The two highest ATARs (Australian Tertiary Admission Rank) achieved were 99.70.

18.3% of students earned an ATAR of 90 or above – with 18 students achieving 95+, and 55.2% earned an ATAR of 70 or above. This places more than half of our students in the top 30% of results in Australia. Beyond the 90+ students' excellent results, the 2017 performance compares well with the average performance over the last decade. The median ATAR was 72.7. Our mean study score across all studies was 30.61, as compared to the State mean of 27.57. 19.2% of students achieved at least one study score of 40 or above, as compared to the State, with 14.2%. 8.9% of all study scores were above 40. 37 studies from across all faculties had students achieve study scores in the 40s. Further highlights also include three (3) perfect Study Scores of 50 – in Australian History and Global Politics and Italian. Three pieces of work were selected as representing the pinnacle of arts and design in the State with two pieces being selected for the Top Arts exhibition at the National Gallery of Victoria, and one piece at the Top Design awards at the Melbourne Museum.

The tertiary pathways data for the 2017 graduates is strong, with 95.3% of eligible students receiving first or second round offers. 74% of students were offered places at RMIT (27.8%), Latrobe University (19.6%), the University of Melbourne (18.8%), and Monash University (7.8%) with the remaining 26% shared between Swinburne University, Deakin University, Australian Catholic University and other institutions, including a number of placements at the Australian National University in Canberra.

2017 saw the further refinement of teacher practice through the action-research Teacher Inquiry process. Staff identified theories of action connected to the NHS Instructional Framework and collaborated with colleagues to develop and refine their practice in relation to their specific focus. Work continued on the development of a differentiated and challenging curriculum, and the documentation of it on our learning management system. Continuous reporting to parents and students was further embedded and refined and was provided in multiple forms through both Compass (GPAs and End of Semester) and myNorthcoteHigh (Common Assessment Tasks) and School Assessed Coursework (SACs).

## Engagement

Relationships are key to a thriving school community, and Northcote's community actively promotes positive relationships between students, between students and staff, and between the school and families. This three-way relationship is nurtured by all teachers, but is the particular focus of tutors, the Year Level Program Leaders and the Heads of School. Positive relationships are a feature of the teaching and learning program in all subjects, but social and emotional learning is the driving force within the Connect curriculum. 2017 saw further refinement and development of the Connect Program to support students' engagement with and value for the program.

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 programs. This is illustrated by the relatively low rate of absenteeism. In 2017 NHS students were absent for an average of 14.6 days, which is slightly less than 75% of the State median (20.7 days); our attendance data places us in the top 20% of all schools (high attendance / low absence). Our dedicated tutors, Year Level Program Leaders and Heads of School, follow up on student absences with students and parents, and provide supports and encouragement to ensure high levels of attendance. Parental access to attendance data and absence approval via Compass continued in 2017 with a relatively successful uptake; support and encouragement to increase the use of this tool will continue in 2018. High level support and structure for students requiring it is provided through regular monitoring of student data sets throughout the year.

Student retention is also relatively high – 85.4% of students stay with us from Year 7 through to Year 12, as compared to 74.6% for the State. This too indicates that student and families' regard for the school, its learning environment and its culture, is high.

The school continues to focus on identification of strategies to improve engagement outcomes – particularly stimulating learning, teacher effectiveness and teacher empathy. In 2017 the development and launch of the Year 9 & 10 curriculum restructure known as the Northcote Model, which promotes student agency and choice, along with the development of enterprise skills and the capabilities within the Victorian Curriculum is a significant milestone. 2018 will see a review and refinement of the program with a view to the results informing further program redevelopment for Year 7 & 8.



2017 saw the successful launch of our Intermediate (Year 11) Victorian Certificate of Applied Learning (VCAL) program, which directly impacted on the engagement and success of the 10 young people enrolled, who explored pathways with a more practical and work-related emphasis. In 2018 we have both Intermediate and Senior (Year 12) VCAL programs in place.

Broad participation and contribution to the wider school community is promoted strongly. Participation in the broad and varied co-curricular program is outstanding, with the diversity of options ensuring there is something of interest for everyone. This rich and vibrant dimension of school life contributes to the development of the 'whole child', connects our students to our school community and beyond, provides leadership opportunities, and allows students to work with like-minded individuals in areas of interest and/or talent, not necessarily provided within the standard curriculum. The performance of our students in programs such as: sporting, musical, public speaking, community advocacy, coding, chess, and so much more, brings credit to the school and it's community, as well as to the individuals who participate and is something we are very proud of.

## Wellbeing

Students' connection to school and their peers, as measured in the annual DET Student Attitude to School Survey, is well above the State median, as are the results for students' perception of the school's management of bullying.

Throughout 2017 there was continued growth and development of the school's social and emotional learning curriculum, and the connection to peers, and a continuous caring relationship with a teacher, through the Connect Program. The school also became a lead school for the DET Respectful Relationships program. In 2017 staff undertook professional learning with the team from Polykala, ran workshops with students, and launched **Respect: It starts with me**, which explored the impact of gender inequality in workplaces and society, and enabled staff and students to develop and practise practical strategies and language skills to engage in difficult conversations. We completed an audit of school policies and processes to inform the framework/implementation of the Respectful Relationships program, and embed it across the school, to ensure we challenge and modify entrenched behaviours. This work will continue to embed and grow throughout 2018.

Our students are well monitored and supported by each of the three sub-schools. The Heads of Sub-School, the Year Level Program Leaders and the Tutors, regularly examine student achievement, learning behaviours and attendance data to support those who need it and to recognise students who are living the school values.

In 2017 we continued to extend our remit to find successful partnerships within and beyond school to enhance students' capacity to find their 'people' and their niche, and to develop strong networks of connections within and beyond the school. The size of Northcote ensures that there is a diversity of opportunity concomitant with a high degree of quality for students to experience. This diversity of experience, opportunity and networking includes such things as:

- a range of quality, school-led or student-led co-curricular opportunities
- a range of local and international tours with subject and special-interest emphases
- engagement with other educational providers such as Northern College of Arts and Technology (NCAT), universities, and other tertiary providers. 2017 saw the greatest number of students enrol in Vocational Education and Training (VET) both within Northcote High School and beyond.
- connections with community groups and services through social service, to build a sense of social justice and advocacy, and with the added intention of developing the our students' knowledge of the community resources available to them
- our wellbeing team build and maintain a strong network of support and resources within DET and beyond, within our community, to support the needs of students and families.

Both the data for engagement and wellbeing, shows that once students enter Northcote High School, they are by and large, supported to be connected, happy and successful.

For more detailed information regarding our school please visit our website at <http://www.nhs.vic.edu.au/>

## Performance Summary

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

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

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

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 1732 students were enrolled at this school in 2017, 819 female and 912 male.</p> <p>9 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

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

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## Performance Summary

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

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

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>41%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>54%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	44%	32%	Numeracy	16%	49%	35%	Writing	23%	41%	36%	Spelling	23%	49%	29%	Grammar and Punctuation	15%	54%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>99%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>3%</b>          VET units of competence satisfactorily completed in 2017: <b>85%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>78%</b></p>																										

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="565 954 1024 1048"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	92 %	92 %	93 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	92 %	92 %	93 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												



## Performance Summary

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

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

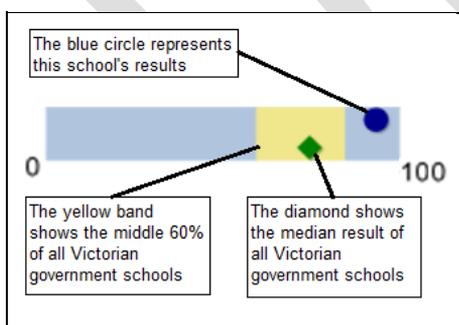
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

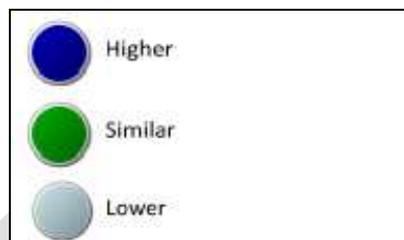


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

Northcote High School aims to utilise resources in order that expenditure best meets the needs of students. The financial data below indicates that the school was holding a surplus over \$1,699,563 at 31 December 2017. This surplus principally reflects capital held for future payments related to current and future building projects including: the redevelopment of the Performing Arts Hub (~ \$800 000), redevelopment of the student services hub, locker bay development, information technology server upgrades, accumulated funds to replace the school bus, upgrades to the school hall and the front of school, etc, all of which will improve the service and amenity for students. These surplus funds are drawn primarily from revenue raised locally.

State Government Grants to the value of \$98,129 are primarily related to the school's support of school maintenance and relocatable furniture grants related to the additional relocatable classrooms that the school required due to increasing student numbers.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$12,731,093	High Yield Investment Account	\$1,465,875
Government Provided DET Grants	\$3,049,571	Official Account	\$135,792
Government Grants State	\$98,129	Other Accounts	\$1,521,112
Revenue Other	\$101,701	<b>Total Funds Available</b>	<b>\$3,122,778</b>
Locally Raised Funds	\$2,762,538		
<b>Total Operating Revenue</b>	<b>\$18,743,032</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$54,230		
Equity (Catch Up)	\$31,121		
<b>Equity Total</b>	<b>\$85,351</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$12,586,844	Operating Reserve	\$704,490
Books & Publications	\$14,452	Asset/Equipment Replacement < 12 months	\$50,000
Communication Costs	\$49,462	Capital - Buildings/Grounds incl SMS<12 months	\$1,040,233
Consumables	\$416,002	Maintenance - Buildings/Grounds incl SMS<12 months	\$265,000
Miscellaneous Expense <sup>3</sup>	\$1,796,617	Beneficiary/Memorial Accounts	\$98,545
Professional Development	\$279,331	Revenue Received in Advance	\$736,447
Property and Equipment Services	\$947,306	Asset/Equipment Replacement > 12 months	\$86,702
Salaries & Allowances <sup>4</sup>	\$657,142	Capital - Buildings/Grounds incl SMS>12 months	\$141,361
Trading & Fundraising	\$22,244	<b>Total Financial Commitments</b>	<b>\$3,122,778</b>
Travel & Subsistence	\$178,486		
Utilities	\$95,583		
<b>Total Operating Expenditure</b>	<b>\$17,043,469</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,699,563</b>		
<b>Asset Acquisitions</b>	<b>\$1,206,097</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 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.*

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