

2023 Annual Report to the School Community

School Name: Northcote High School (8180)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 April 2024 at 12:31 PM by Christopher Jones (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 May 2024 at 08:05 PM by Gaby Chapman (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Northcote High School (NHS) prides itself on being an inclusive learning environment that provides diverse, quality learning and enrichment experiences to students, staff and the broader community. We learn and build upon a rich history and strong traditions through a culture of continuous improvement. We are a local neighbourhood school that is embedded within the local community and we recognise the importance of creating a point of connection and purpose for students, families and staff, and the support it provides to local businesses. 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 1,691 local students, and 102 international students enrolled in 2023 a comprehensive curriculum across Years 7 – 12; 45.1 percent of students identify as female, 54.6 percent identify as male and at least the remaining 0.3 percent identify as gender diverse. 7 percent of students had English as an Additional Language and a small percentage identify as Aboriginal or Torres Strait Islander. The school has a rich intellectual culture, with a record of consistently high student achievement and strong levels of participation in the extensive co-curricular program. Academic success is born out of an unerring focus on learning progress and agency – for both students and staff, who also see themselves as learners. The SFOE Index remains categorised as low and classifies the families within our community as having high socio-economic and educational profiles. The school has 168 equivalent full-time staff (6 Principal Class, 134.1 EFT Teaching staff and 33.9 EFT 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 Mathematics, 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 STEM based and design 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. Some of these enriching activities were either reduced or modified throughout 2020 to 2022 due to the COVID-19 pandemic. Course offerings in the middle school at Year 9 and 10 are diverse and allow for deep learning in our innovative Northcote Model, and at the senior years, we offer a diversity of course offerings in the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning and Vocational Education and Training (VET) pathways, NHS delivers excellent educational outcomes in a supportive learning environment where all students can achieve success. We have developed a Microsoft Teams environment for our Learning Management System and this year continued to support the professional learning of staff to develop class notebooks. 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 (ISP) and continued our excellent program for our International Students with our enrolments increasing throughout 2023 to 67 students enrolled mostly through the English Language Centre. The COVID-19 pandemic has had a significant negative impact on our international endeavours with international trips still not able to run, although we continued to find ways for young leaders to engage in international forums online such as the Young Leaders to China program. During 2022 our School Council developed the school's Master Plan. Funding from 2021 of an \$8 million dollar grant and a subsequent \$8 million dollar grant in 2023 enabled the first stage of the project (PP01) to commence. Two double storey relocatable buildings were installed in time for the start of the school year and the library was demolished to enable work on the Library STEM building to commence. The building will consist of a new library and student services center with 2 levels of STEM classrooms and Science Laboratories above. The school will continue to advocate for funding for further priority projects identified in the Masterplan, including the school gymnasium (PP02) which will continue the upgrading of facilities to support the school's progressive learning environment where students' curricular, developmental and personal and social needs are met, and match the vision for teaching and learning. In 2023 the Thrive Fund continued to provide significant benefit to our school community through voluntary contributions (both monetary and services). Each of the five branches of the Thrive Fund: Build, Inspire, Empower, Innovate and Contribute, have all brought significant benefit to our school community. Further details are found in the Financial Performance and Position section of this report.

Progress towards strategic goals, student outcomes and student engagement

Learning

During Term 1 of 2023, the school undertook its periodic School Review. Due to the timing of the review, the school continued to

use the previous Strategic Goals to determine the Key Improvement Strategies for 2023. The school's focus was on Maximising learning progress for all students, Building student agency and further Enhancing our connected community to ensure all students have a sense of wellbeing and belonging. These continued to be features of our work in 2023, however our attention also shifted to innovating our practice to deliver effective teaching and learning and community building through the Microsoft Teams and Office 365 platforms. One key strategy that was started in 2021, was the professional learning for developmental rubrics to be implemented by faculties. During 2022, all staff were involved in the professional learning through their faculty areas and incorporated the use of developmental rubrics into the subjects within their faculty. During 2023, the faculties further developed the rubrics that they utilise in their classes to assist in identifying the point of need for student learning. This assisted with our focus to identify any gaps in learning that students may be experiencing, and address those as quickly as possible. The Tutor Learning Initiative that was first implemented in 2021 to assist students that had fallen behind, disengaged, or needed study skills improvement was continued through to 2023 and the school improved its system for identifying students targeted for individual or classroom support. The Tutor Learning Initiative was combined with the resourcing for the Middle Years Literacy and Numeracy (MYLNs) initiative. These initiatives will again continue into 2024 although the program will run in a reduced capacity. Our Professional Learning Community (PLC) structure combined with targeted Professional Learning is once again well established to support teams in their own learning while focussing on student progress. Each PLC is led by a Learning Specialist who facilitates the identification of the improvement area and supports the team. In 2024, Northcote High School will remain a Link Leader for PLCs within our Region and share our work as an example of best practise for other schools.

Wellbeing

During 2023 we have implemented the department's FISO 2.0 model which highlights the focus on the wellbeing of both staff and students to enhance student learning. We continued to support our students in their learning and re-establishing classroom norms and expectations. Students' sense of connectedness to school and their peers, as measured in the annual DET Student Attitude to School Survey, is identical to the State median, whereas in the previous year it was slightly below the State Median. Our 4 year average of 52.5% still remains above the State median. From the Attitudes to School Survey, the incidence of "not experiencing" bullying at Northcote High (89%) is equivalent to our similar schools, a better result than the State (86%), and has been consistently so over the past five years, the results for students' perception of the school's management of bullying remains significantly below the similar school and State endorsement (5.8% and 3.1% respectively) but less than in the previous year. Our students are well monitored and supported by each of the three sub-schools. The Heads of 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. All staff, and in particular, our Student Services team support the development of help seeking behaviours in mental health, wellbeing, careers and pathways advice. In 2023 our work focused on strengthening community connections by supporting re-engagement in co-curricular pursuits, continuing to build support for, and engagement with House activities and reconnecting with our local community to enrich the curriculum experiences of students. During 2023 our updated Learning Behaviours reports were implemented with students reflecting on a rubric based Learning Behaviours that include, help seeking and proactive wellbeing skill development.

In 2023, the school received funding from the Departments Mental Health Fund Initiative. This enabled the school to employ additional Mental Health support and student counselling as well as run more activities and programs to support our students' wellbeing and mental health.

Engagement

Relationships are key to a thriving school community, and Northcote's community actively promotes positive relationships among 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. 2023 continued to see a significant adaptation of our Connect Program to support students' engagement and wellbeing while continuing to adjust to the return to school and any emerging social issues. 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 lower rate of absenteeism although the average attendance rate for 2023 remains impacted by the isolation requirements for students that were affected by COVID-19. We saw the average number of days absent in 2023 increase to 24.4, which although is a significant increase from the 4 year average of 19.3 compares favourably with the State average of 28.4 days (also increasing with a four year average of 23.8). 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. This was a challenge due to the implementation of COVIDSafe measures that required students that were unwell to remain at home. High level support and structure for students requiring it is provided through regular monitoring of student data sets throughout the year, and intervention through the teaching and learning teams, sub-schools and student services. Student retention also remained relatively high with 85.8 percent of students staying with us from Year 7 through to Year 10, as compared to 72.6 percent for the State, and this is consistent with the four-year trend data. This too indicates that student and families' regard for the school, its learning environment and its culture, is very high. Our students feel confident and are well supported when they leave the school, with 97.6 percent of Year 10-12 students going on to complete tertiary study or enter into full time employment. This compares favourably to the same percentage of 94.1 percent of students in similar schools and 89.5 percent of students across the State.

Other highlights from the school year

The school maintains its strong reputation as one of government school education's top performers, and this success ensures that places at the school are highly sought after. Achievement is one of our school values, and is accordingly outstanding across all measures from Year 7 through to VCE. The NAPLAN was undertaken online in 2023 by our Year 7 and 9. In 2023 we continue to have a very high percentage of our Year 7 students in the top 2 bands in both Reading and Numeracy, between 5% to 10% above our similar schools and well above the state average. In Year 9, our percentage of students in the top 2 bands for Reading was still higher than our similar schools by 7%, in Numeracy our percentage of students in the top 2 bands remained well above the state average and 4% higher than our similar schools. With Year 7 students not completing NAPLAN it is difficult to track growth to Year 9 in 2022 although our NAPLAN data shows that our Year 9s had higher percentages of students remaining in the top 2 bands compared to our similar schools. The achievement of students in Years 7-10 is measured by the teacher judgements against the Victorian Curriculum achievement standards. 97 percent of students in Year 7-10 English are at or above the expected level of achievement, which compares favourably to the 92 percent of students in socioeconomically similar schools and 76 percent of students in the State. The same trend exists for achievement in Year 7-10 mathematics: 95.0 percent of Northcote High School students are at or above the expected level, as compared to the 86 average percentage in similar schools and 67 percent in the State. The 2023 VCE results continue to reflect a consistent positive trend over the past 9 years. Excitingly, the percentage of students achieving an ATAR above 70, 80, 90 and 95 remains a positive feature and provides broad range of tertiary options for students. The highest ATAR (Australian Tertiary Admission Rank) achieved was 99.15, 8 percent of students earned an ATAR of 95 or above, 20 percent of students earned an ATAR of 90 or above, 42 percent earned an ATAR of 80 or above, and 60 percent of students achieved an ATAR of 70 or above. The median ATAR was 75.9. Our mean study score across all studies was 30.3, as compared to the State mean of 28.9. Our median study score was again a consistent 31. 6.1 percent of students achieved at least one study score of 40 or above. 21 studies from across all faculties had students achieve study scores in the 40s. Further highlights also include two Study Scores of 49 – in Global Politics, and 6 students selected to be part of the VCAA Seasons of Excellence exhibitions; Top Designs, Top Arts and Top Screens. Our VCE VM results in 2023 were relatively strong, with 89 percent of students who enrolled in the program at the beginning of the year completing their senior certificate. The tertiary pathways data for the 2023 graduates remains incredibly strong with 90 percent of students applying for tertiary offers and only 5 students not being offered a place. Students were offered places at RMIT (30%), University of Melbourne (21%), Latrobe University (19%), Monash University (5%), and Swinburne University (7%) with the remaining 13% shared between Deakin University, Australian Catholic University and other institutions, including a number of placements at the Australian National University in Canberra. Our future work is focused on further differentiation of learning for all students to ensure maximum learning progress particularly in numeracy.

Northcote has an extensive extra-curricular program including a large range of camps for students to participate in. In 2023 that school organised camps for the Year 7 and 8 cohorts that had a very high participation rate. During Year 9 and 10 students can participate in the Year 9 Duke of Edinburgh program that has an extended camp at the end of the year. The school also runs a very popular 9-day Northern Territory experience for students in Year 10. In the Senior school, there are 2 classes of VCE Outdoor Education that participate in 3 camps across the year, that includes, hiking, paddling and a snow camp. There are also camps that run within the extra-curricular program. Our Music students had the opportunity to participate in 3 camps across the year; the Music Camp, an interstate Jazz competition: Generations in Jazz, and the Newcastle national Band Championships. Our sports team also had similar opportunities with an end of year Queensland trip to attend the National Championships and a number of students chose to participate in the annual Bicycle Victoria, Great Victorian Bike Ride.

One of the largest extra-curricular events is the School's annual Production. In 2023, close to 300 students participated in the 8 performances of the Ben Elton musical, We Will Rock You.

A team of staff working with the School Student Leaders and Community members undertook to develop a Reconciliation Action

Plan. During 2023, this was approved by Reconciliation Australia as it outlines how the Northcote community will work towards reconciliation. The team presented an overview of the RAP to the School Council who supported the actions that were outlined which will be implemented over the coming years and involve the students in their development.

During 2022, the school established an additional Sister School relationship with a school in Italy, Rome: Francesca Vivona. This was established for an Italian language and cultural exchange to occur for groups of approximately 10 students studying Italian at the Year 10 level. In 2023, and our first group travelled to Italy for a very successful 4 week exchange program. The exchange was reciprocated with the Italian students then attending NHS and participating in our School elective program and assisting with our language studies classes. We look forward to this program continuing in 2024 to consolidate it as part of the school experience.

Financial performance

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 of \$1,749,031 at 31 December 2023. This surplus principally reflects capital held for future payments related to current and future building projects and outstanding 2023 committed funds (~\$430,000) for approved equipment upgrades across faculty areas (non capital and capital items) including the IT and AV infrastructure, new furniture, shade sail and equipment for different faculties all of which will improve the grounds, facilities and learning programs for our students including the co contribution of \$550,000 for our STEM building as part of the Master Plan project.

The 2023 surplus will also largely contribute to supporting the 2024 cash budget due to incomplete or carried over projects and initiatives as well as ongoing rebuilding of International Student Program and loss of enrolments due the impacts of the pandemic.

These surplus funds are drawn primarily from revenue raised locally, and whilst it seems like a large sum the school actually needs more to do the work required to provide 21st Century learning spaces across the board. We need to contribute funds towards our Masterplan projects, increase the number of and upgrade existing science labs and sporting facilities to a standard that our community deserves. \$4.8 million is kept in reserve to contribute to redevelopment of the school according to the Masterplan priorities.

Equity funding was used to provide professional learning to staff to equip them to better our Connect Program and provide additional support and resourcing to our VCE VM Program to improve learning for all students in the areas of Numeracy and Literacy. Government Grants to the value of \$47,480 are primarily related to funding received for:

- VCE exam supervisor payments supporting the workforce for running VCE exams (\$25,000)
- VCE Exam hire secondary location subsidy (\$3,000)
- Sporting Schools Grant related to equipment upgrades and targeted sporting initiatives (\$5,000)
- Student teacher supervision payments (\$14,480) for staff who supported and supervised a student teacher in 2023.

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. 2023 was the sixth year of the Northcote Thrive Fund, which consists of four purpose-directed funds, three of which are tax deductible. Donations allow us to fund innovative programs, improve school spaces and resources and provide our students, including those in need, with opportunities that would not otherwise be possible.

Below is a brief snapshot of our achievements in 2023, possible only through the generous donations received from our community:

BUILD

Improves and repairs learning and social spaces for our students (Build fund - tax deductible)

In 2023, we generously received \$60,425 in donations to the Build Fund. In 2020, \$30,000 was committed from the Build Fund for a shades sail over the outdoor area in Performing Art Centre. These funds have been redistributed to a new project outside the C Block courtyard area for completion in 2024. The PAC shade sail was completed in 2023 using funds from a subsequent grant application. The 2021 committed project was \$80,000 for an all weather Gym shade structure, providing an outdoor fitness area and classroom for our PE and Health programs as well as storage facilities proximal to Merri Park. The shade sail was completed over the Term 1 holidays in 2023 and the storage will be completed in 2024.

INSPIRE

Funds library resources and space and student clubs / activities (Inspire fund - tax deductible)

In 2023, we received \$57,747 in donations to the Inspire Fund. All funds donated have continued to fund the library upgrade as part of our Masterplan. All funds raised to date continue to be directed towards this project, enhancing the learning environment for our students and compliment the needs of the new Library upgrade. In 2023, Thrive committee approved the allocation of \$125,000 to the upgrading of the collection with this to be paid in \$25,000 annual instalments. For 2023, \$50,000 was allocated to kickstart the upgrade which has been a successful initiative.

The Thrive Committee of Management will meet in Term 1 2024 to discuss the 2024 commitments and priorities in line with the needs of the new Library.

EMPOWER

Assist with the purchase of essential items such as uniforms, books and travel cards for students in need. (Necessitous Circumstances Fund: Empower - tax deductible)

In 2023, through the generosity of our community, \$56,619 was to assist those members of our community who need it most; through the purchase of devices, books, uniforms, myki cards, and other essential items. We are truly fortunate to have this service for our community. Since the beginning of the Empower Fund, a total of 119 students and families have been supported.

INNOVATE

Donations support innovative ideas and projects for/by students and staff, via a grant process. (Not tax deductible)

In 2023, \$19,835 was kindly donated by our community to support future year grants. In 2023 there will were a total of 4 grants for students and staff projects to apply for to Inspire enterprise skills and community building. The total grant amount was \$4,000. Over the years the Innovate Fund has granted the following student projects: Art Club House Mural, Robotics kits for the STEM Club, Indigenous wall art mural in the Middle Year's Centre, student newspaper "The Spiel", female and male plaster cast forms, setting up a student-led aerospace engineering club and guest speakers.

CONTRIBUTE

Volunteering Services to Assist the School Community

2023 was the first year that our Friends of Northcote Committee were able to run a full gamete of activities and reestablish our key community events. It was with great success that the Committee were able to hold 3 community events; Movie Night, Talkfest and the much enjoyed Comedy Night. The Movie Night held at the Westgarth Cinema was the first event of the year and with a great turnout, raised \$500. The Talkfest event was held onsite at NHS in the Theatre and was hosted by Ruth Clare, raising \$170. The Comedy Night was again a successful evening with a great turnout, raising \$6,700.50. All funds raised will be allocated to support the landscaping project and/or furniture costs of the new STEM building as part of our Master Plan Project that is currently underway.

We look forward to 2024 being another great year for the Friends of Northcote to provide our school community with opportunities to connect with each other while raising funds for our school and students. None of these projects, or support to families, would be possible without the generosity of our community. We would also like to acknowledge the continued support and generous donations made to the different Thrive Funds during a time where many families have been impacted financially.

We are extremely grateful. Our various School Council and Sub-committee members bring expertise and insight into the work that we do, including: assisting with the advocating for and consulting on the new Master Plan, Emergency Management and Risk mitigation, financial, policy and organisational expertise. We thank you all for this expertise and the time that you make available to the school.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 1763 students were enrolled at this school in 2023, 795 female and 963 male.

6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

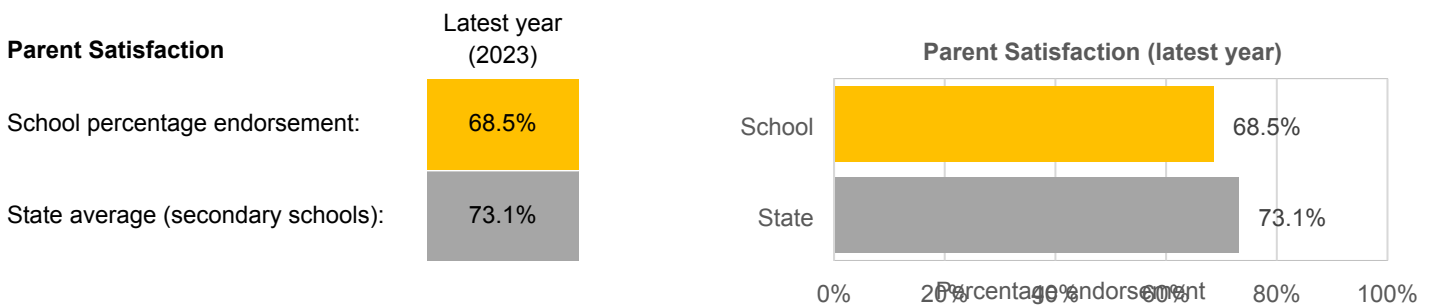
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

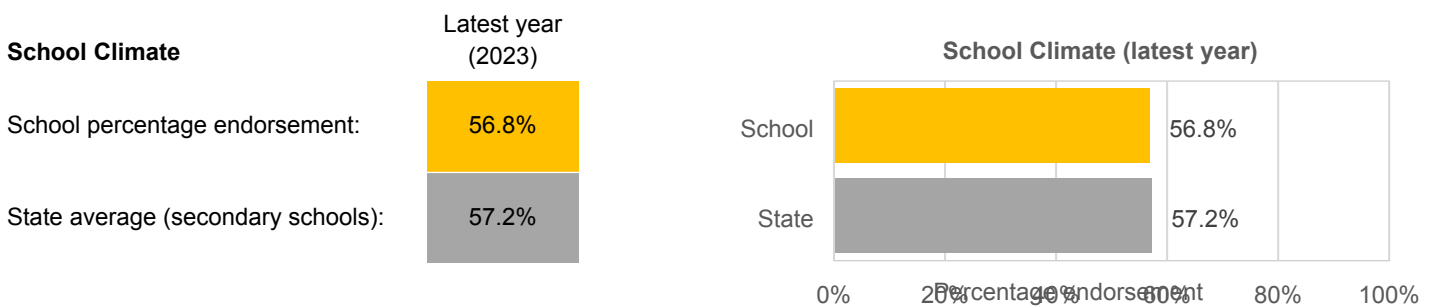


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

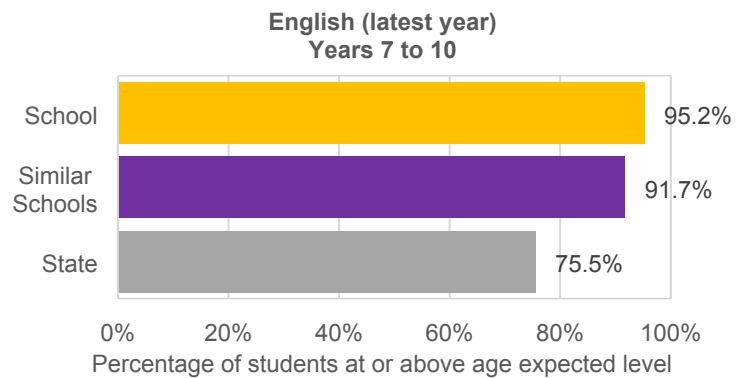
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

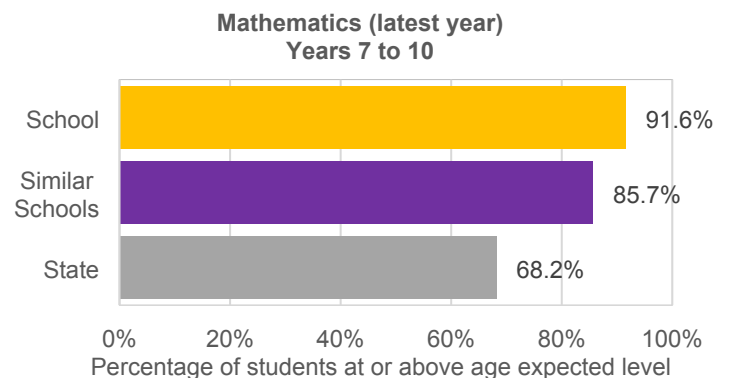
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 95.2% |
| Similar Schools average: | 91.7% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 91.6% |
| Similar Schools average: | 85.7% |
| State average: | 68.2% |



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

88.6%

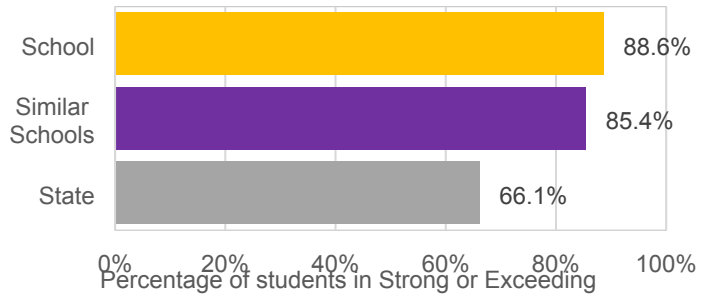
Similar Schools average:

85.4%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

86.5%

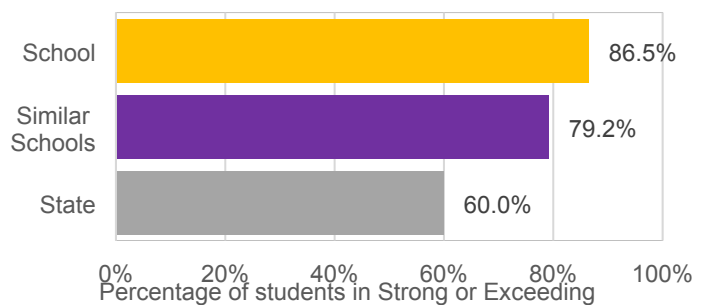
Similar Schools average:

79.2%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.1%

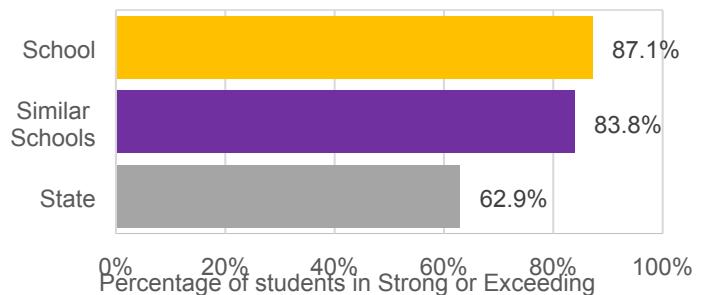
Similar Schools average:

83.8%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.0%

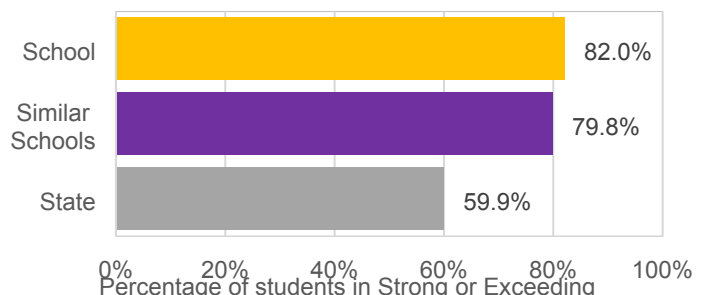
Similar Schools average:

79.8%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

83.4%

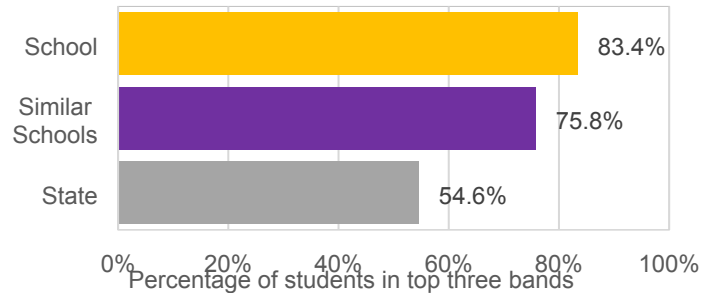
Similar Schools average:

75.8%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

72.6%

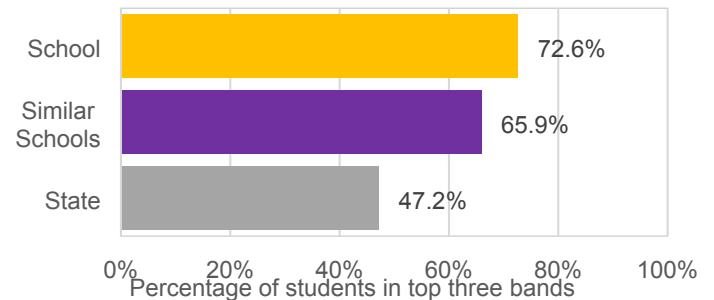
Similar Schools average:

65.9%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

81.1%

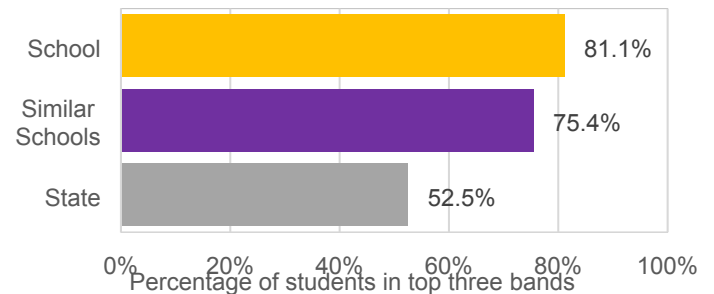
Similar Schools average:

75.4%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

68.7%

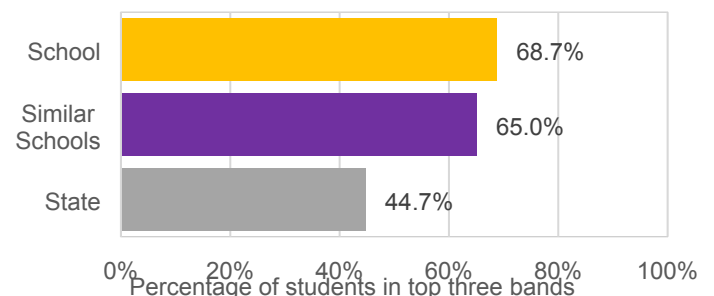
Similar Schools average:

65.0%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Victorian Senior Secondary Certificate

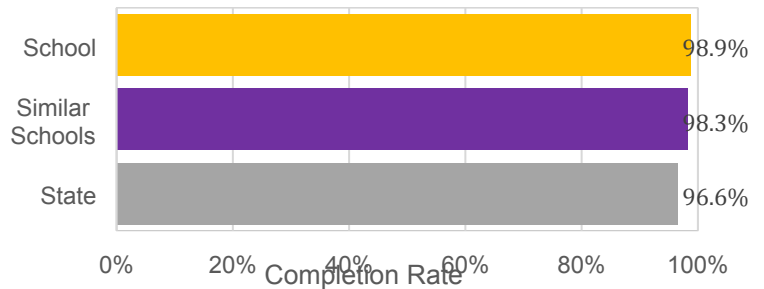
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

| | Latest year (2023) | 4-year average |
|----------------------------------|--------------------|----------------|
| School completion rate: | 98.9% | 98.3% |
| Similar Schools completion rate: | 98.3% | 98.1% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.3

Number of students awarded the VCE Vocational Major

8

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

11%

Percentage VET units of competence satisfactorily completed in 2023:

97%

WELLBEING

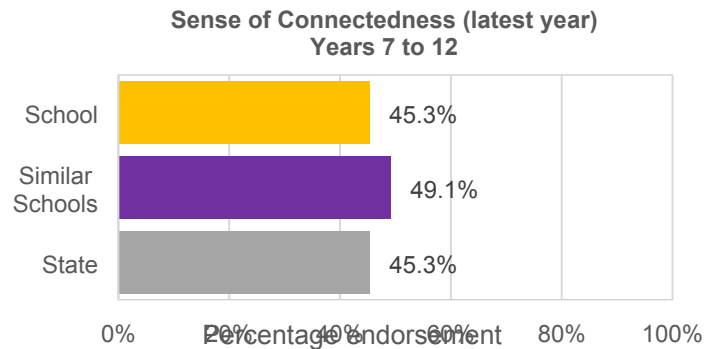
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 45.3% | 51.8% |
| Similar Schools average: | 49.1% | 53.3% |
| State average: | 45.3% | 49.9% |

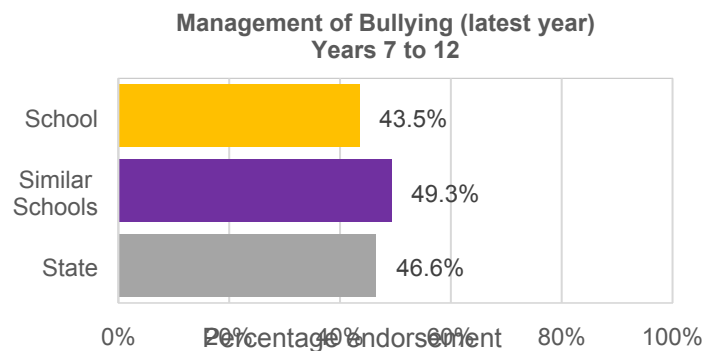


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 43.5% | 49.7% |
| Similar Schools average: | 49.3% | 53.6% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

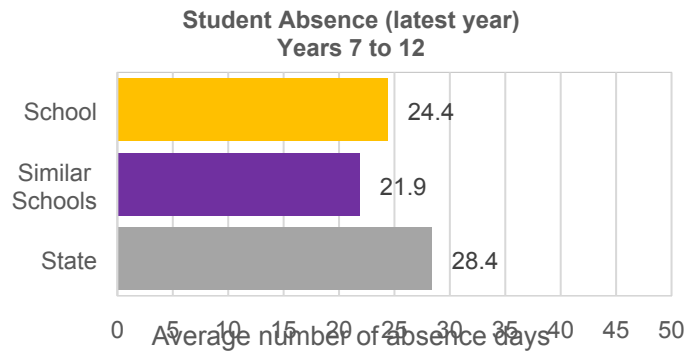
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 24.4 | 19.3 |
| Similar Schools average: | 21.9 | 17.7 |
| State average: | 28.4 | 23.8 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

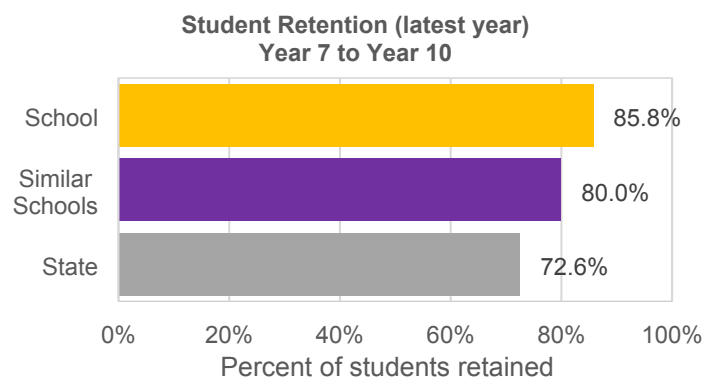
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 90% | 88% | 87% | 87% | 88% | 84% |

Student Retention

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

Student Retention Year 7 to Year 10

| | Latest year (2023) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 85.8% | 88.0% |
| Similar Schools average: | 80.0% | 81.5% |
| State average: | 72.6% | 73.8% |



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

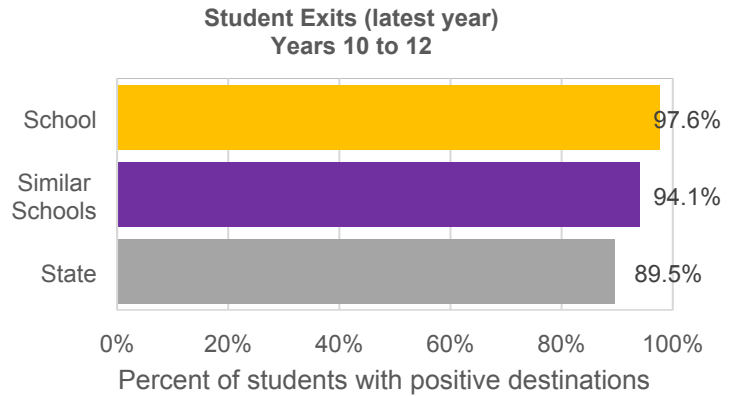
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 97.6% | 97.9% |
| Similar Schools average: | 94.1% | 95.5% |
| State average: | 89.5% | 89.5% |



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$17,814,565 |
| Government Provided DET Grants | \$2,902,600 |
| Government Grants Commonwealth | \$19,452 |
| Government Grants State | \$25,227 |
| Revenue Other | \$459,498 |
| Locally Raised Funds | \$2,438,140 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$23,659,482 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$40,942 |
| Equity (Catch Up) | \$44,622 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$85,565 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$17,863,225 |
| Adjustments | \$0 |
| Books & Publications | \$50,364 |
| Camps/Excursions/Activities | \$786,171 |
| Communication Costs | \$21,809 |
| Consumables | \$309,850 |
| Miscellaneous Expense ³ | \$677,126 |
| Professional Development | \$333,589 |
| Equipment/Maintenance/Hire | \$262,995 |
| Property Services | \$243,703 |
| Salaries & Allowances ⁴ | \$926,359 |
| Support Services | \$240,213 |
| Trading & Fundraising | \$58,682 |
| Motor Vehicle Expenses | \$5,332 |
| Travel & Subsistence | \$20,731 |
| Utilities | \$110,303 |
| Total Operating Expenditure | \$21,910,451 |
| Net Operating Surplus/-Deficit | \$1,749,031 |
| Asset Acquisitions | \$556,419 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
|-------------------------------|---------------------|
| High Yield Investment Account | \$10,212,112 |
| Official Account | \$271,894 |
| Other Accounts | \$1,108,075 |
| Total Funds Available | \$11,592,082 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$652,389 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$895,000 |
| School Based Programs | \$68,522 |
| Beneficiary/Memorial Accounts | \$20,454 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$1,161,655 |
| Repayable to the Department | \$300,000 |
| Asset/Equipment Replacement < 12 months | \$575,000 |
| Capital - Buildings/Grounds < 12 months | \$700,000 |
| Maintenance - Buildings/Grounds < 12 months | \$500,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$5,000,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$9,873,020 |

All funds received from the Department of Education, 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.