

**2014 Annual Report to  
the School Community**

North Geelong Secondary College

School Number: 7856



Name of School Principal:

Mr Nick Adamou

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Name of School Council President:

Ms Diane Lang

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Date of Endorsement:

17 March 2015

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2014.

## About Our School

### School Context

North Geelong Secondary College is a single campus, academic Year 7–12 College. It is a creative, caring and diverse College, where girls and boys grow into autonomous learners by engaging with our imaginative and intellectually rigorous programs. Our students develop into mature and independent individuals, fully prepared for a life of meaningful achievement and active participation in our local and global communities. “As parents, guardians and educators we all want our children to have the best opportunity in life”. The College provides a high quality education in a safe, supportive and challenging learning and teaching environment.

The school values "**R**espect, **E**xcellence, **A**chievement and **D**iversity" (**READ**) are the bedrock of all school activities and continuously promoted in the wider school community. The majority of the student enrolment is drawn from the northern and western suburbs of Geelong. However, in the last three years the school has experienced a large increase in numbers of students from the Golden Plains (Bannockburn, Lethbridge, Teesdale, Inverleigh, Shelford). The school provides for a culturally diverse community. The school has 60.2 (EFT) equivalent full-time teachers; 63 teachers, 3 Principal class and 27.49 EFT Education Support Staff; 34 Educational Support staff.

The current school enrolment is 732 students. The school has experienced a steady increase in student numbers in the last 3 years, in particular from the Golden Plains. The EAL enrolment is 26%, the LBOTE enrolment is 44% and the LBOTE students who are EAL and Refugee background is 22%. The Student Family Occupation (SFO) density is 0.7811.

North Geelong Secondary College provides a transition English as Additional Language (EAL) program which includes a VCAL/EAL program for mature students. There is also ongoing classroom support program (MEA - Multicultural Educational Assistants) provided to EAL and refugee background students. The College is a base for the Geelong English Language Centre (GELC). In 2014 the refugee enrolment was 10%. The school also houses the North Geelong Student Support Services Network Officers (12x SSSOs), who support the wellbeing teams of the North Schools Network (22 schools)

The school is in receipt of Smarter Schools National Partnerships funding which provides an enhanced focus on Teaching & Learning; in particular Literacy, Numeracy, integration of ICT across the curriculum, building Teacher and Leadership Capacity; Homework and Tutorial programs. This funding enables the school to implement programs such as: The **Strive To Achieve Results, (STAR)** Program which is an innovative Literacy and Numeracy program addressing Year 7 to 9 student individual literacy & numeracy gaps (point of need in literacy and numeracy, triangulated testing and identification of individual student needs, individualised intervention literacy and numeracy program); The introduction of **ACE (Achieving Core Education)** Literacy & Numeracy program for students in Years 7 and 8 performing way below expected levels (Stanine 1 & 2); Low class sizes in Years 7 to 9 program (average of 22 students per class); employment of Literacy and Numeracy consultants to work with Maths and English staff members to build teacher capacity.

In 2014, the school has consolidated on the following specialist programs; The iPad 7 to 12; The Select Entry Academic Achievers, the Scholarship Program (The Scholarship Program recognises the considerable achievements of children in our community and provides them with the opportunity to experience exciting curriculum opportunities at NGSC. Scholarships are available in the following areas: Academic Excellence, Student Leadership, Community (Good Citizenship) and Sporting Excellence, The Excellence in Sports (Soccer); The Year 12 After School Tutorial; (Mathematics and Physics), Homework Club and Student Leadership programs.

The College prides itself on addressing student individual needs and places the student in the centre of everything it does (Curriculum, Extracurricular activities, Engagement & Wellbeing, Values Education). It tailors educational programs to improve student outcomes and ensures that many opportunities are provided to students to achieve the pathways of their choice; Tertiary Education, Apprenticeships or Full Time Sustainable Employment.

### Achievement

North Geelong SC School Strategic Plan (SSP) and Annual Implementation Plan (AIP) are focused on improving teaching & learning and student outcomes. The teacher assessments against AusVELS in English are lower than expected levels. In Mathematics the teacher assessments are similar to the expected levels. The English and Maths KLAs will continue to focus on consistent ways to assess students against AusVELS. Also an assessment correlation is required between teacher judgments and NAPLAN, Literacy and Numeracy results. Professional Development continues to be provided to all Year 7 to 10 Teachers to enhance their assessment and reporting skills, re: AusVELS. The support by the Literacy and Numeracy consultants will produce improved outcomes. The school also introduced the ACE program in Literacy and Numeracy and together with the STAR program will enhance the teacher professional knowledge and practice and hence, improved student outcomes.

The average score achieved in the 2014 Year 9 NAPLAN Reading shows that the school has performed below expected levels, however, the 4-year average score indicates the schools has performed similar to other schools and also shows improvement.

The average score achieved in the 2014 Year 9 NAPLAN Numeracy shows that the school has performed within the expected levels and similar to other schools. The 4-year average score shows significant improvement.

The NAPLAN Learning gain of students from Years 7 to 9 in Literacy (Reading, Writing, Spelling, Grammar & Punctuation) is as follows: Reading: Great improvement in moving students from Low to Medium, Writing: Definitely needs attention (2015 Literacy strategies and focus on Writing), Spelling: Great improvement from Low to Medium and Grammar & Punctuation definitely needs improvement (2015 strategies; English courses from Years 7 to 9 to include as a focus Grammar and Punctuation, STAR and ACE Literacy programs).

The NAPLAN Learning gain of students from Years 7 to 9 in Numeracy; There is some improvement from Low to Medium groups. More work needs to be done with the high performing Mathematics students in differentiating and extending them (2015 strategies, STAR and ACE Numeracy programs, documented curriculum and consistent delivery of lessons using the Hattie visible learning instructional model; Learning Intentions, Success criteria, Meaningful Task and Feedback).

Although the school's VCE allstudy mean score is below the state mean, however, it is important to note that in 2014 it has improved significantly. It is within the expected levels in the last 4 years.

All Program for Students with a Disability (PSD) children have individual learning plans supported by SSGs and they all showed progress at satisfactory levels achieving their individual goals.

Smarter Schools National Partnerships funding enabled the College to introduce a tailored made Literacy & Numeracy Program (STAR Program) at a point of need for students in Years 7 to 9. It also allowed NGSC to build teacher capacity in teaching EAL/Refugee students through an appointed Leading Teacher and building teacher & leadership capacity through the employment of a Literacy, Numeracy and Leadership external consultants.

## Engagement

Overall student attendance is below the state average, however, in 2014 and in particular in the last 3 years it has improved immensely. It is within the expected levels and close to the state median. This is an area where the school has focussed and has invested significant resources in the last 2 years to ensure students and families are fully aware of the importance of attending school. An attendance officer has been in place and a more accurate electronic marking/parent SMS system has been in place. The attendance officer's role entails; contacting parents/guardians on a daily basis and liaising with Student Managers and Wellbeing staff.

The electronic marking system and parent/guardian SMS system has improved enormously the communication between the school the students and their families. Also the Sub-School Leaders, Student Managers, Year Level Coordinators and the Wellbeing Team are in continuous communication with the Parents/Guardians, in particular, the parents/guardians of students identified "at risk". The 2014 average attendance rate by year level has improved greatly; Year 7 – 89%, Year 8 – 89%, Year 9 – 86%, Year 10 - 86%, Year 11 – 88% and Year 12 – 90%.

The student retention Years 7 to 10 has improved in the last 3 years. In 2014 it was below expected levels, however similar to other schools. The 4-year student retention average has also improved and is above the predicted level.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment is at the state median and it has improved in the last 3 years. In 2014 there was an addition to the Careers/Pathways Team of a new staff member (SBAT Coordinator – works with industry and the school to find students school based apprenticeships). The Pathways counselling process implemented at the school in the last 2 years (student,

parents & careers counsellor attend a final meeting to ensure the right pathway has been chosen by the student) has been evaluated and has been improved enhancing the school's student pathways process. The 4-year average is below the state median, however, within expected levels.

All students who left the school from Year 10 to 12 have had a pathway to further studies, apprenticeships or sustainable employment.

## Wellbeing

The Student Attitude to School data derives from the student survey completed annually, and it measures the Connectedness to School factor of school students in Years 7 to 12. In 2014 the school is above the state median and performed above the expected levels. The 4-year average shows huge improvement and is at the state median.

The school employs a team of Wellbeing Professionals (2 x1.0 Psychologists/Social Worker, 0.4 x school nurse, SSSO support) to ensure the wellbeing needs of all students are addressed. In addition there is a 0.6 Catholic Care Counsellor working with the refugee students.

The wellbeing team works together with the well structured Student Management Teams (Year Level Coordinators, Home Group Teachers, Sub-School Leaders, Assistant Principals) and the families of students 'at risk'. This has improved student engagement and wellbeing at the school.

The school's clearly articulated and communicated high expectations, values education and accountability framework also supports student engagement and wellbeing.

In 2014 the school continued the full time breakfast program for approximately 140 to 160 students on a daily basis. Also a lunch program has been implemented for approximately 25 to 35 identified students. The breakfast club is a place where students gather together every morning and amongst friends, staff and volunteers enjoy breakfast in a very supportive and friendly atmosphere.

In 2014 the school's extra-curricular program has expanded. It included a variety of Sporting events, Swimming, Performing Arts: school production, singing competitions, chess club, soccer club, knitting club, student leadership forums. This has improved the student engagement and school connectedness of our students.

Our clearly articulated code of behaviour management, values education and student high expectations are focussed in a stimulating, safe and nurturing teaching and learning environment.

## Productivity

In 2014 the school had a net operating surplus which has been committed to the following programs;

- School improvement buildings and grounds
- School Based programs (WANNIK, Chaplaincy, Advance HPV program, Taste of Success program, fundraising money)
- National Partnerships (STAR and ACE Literacy and Numeracy programs, Literacy and Numeracy Consultants, Building Leadership capacity consultant)
- Geelong North Network SSSO
- Geelong German Network funds

Currently the school is in a healthy financial position.

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

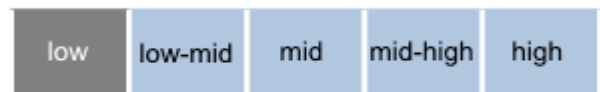
### School Profile

#### School Enrolments

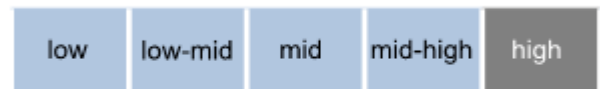
A total of 665 students were enrolled at this school in 2014, 288 female and 377 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> <li>English</li> <li>Mathematics</li> </ul> <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> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary







Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government 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 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><b>Reading</b> Low: 38%, Medium: 42%, High: 20%</p> <p><b>Numeracy</b> Low: 41%, Medium: 43%, High: 16%</p> <p><b>Writing</b> Low: 45%, Medium: 40%, High: 15%</p> <p><b>Spelling</b> Low: 23%, Medium: 47%, High: 30%</p> <p><b>Grammar and Punctuation</b> Low: 38%, Medium: 47%, High: 16%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 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 years prior). If the current year result is in the top 25%, their gain level is categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 25%, Medium: 58%, High: 17%</p> <p><b>Numeracy</b> Low: 39%, Medium: 48%, High: 13%</p> <p><b>Writing</b> Low: 45%, Medium: 47%, High: 8%</p> <p><b>Spelling</b> Low: 15%, Medium: 65%, High: 20%</p> <p><b>Grammar and Punctuation</b> Low: 49%, Medium: 38%, High: 12%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **93%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **42%**  
 VET units of competence satisfactorily completed in 2014: **65%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **64%**




## Performance Summary


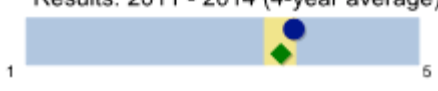


Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</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. 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 918"> <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>89 %</td> <td>89 %</td> <td>86 %</td> <td>86 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	86 %	86 %	88 %	90 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	86 %	86 %	88 %	90 %									
<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: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>												



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

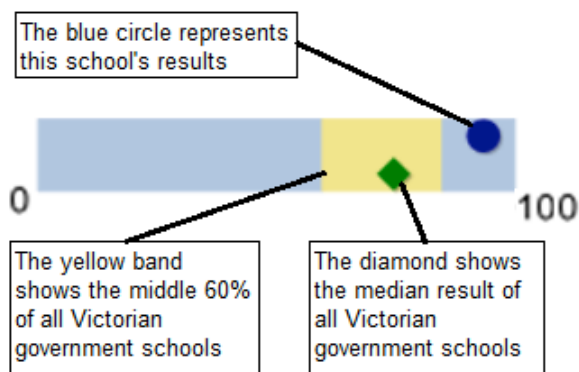
## What are student outcomes?

*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.



## 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 Indigenous 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.

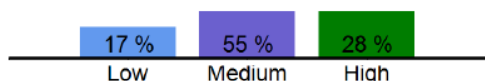
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$7,044,019
Government Provided DE&T Grants	\$1,457,764
Government Grants Commonwealth	\$20,985
Government Grants State	\$1,900
Revenue Other	\$124,302
Locally Raised Funds	\$525,936
<b>Total Operating Revenue</b>	<b>\$9,174,906</b>

Funds Available	Actual
High Yield Investment Account	\$3,795
Official Account	\$416,473
Other Accounts	\$510,145
<b>Total Funds Available</b>	<b>\$930,412</b>

Expenditure	
Student Resource Package	\$6,614,427
Books & Publications	\$32,126
Communication Costs	\$34,672
Consumables	\$175,343
Miscellaneous Expense	\$476,748
Professional Development	\$64,158
Property and Equipment Services	\$716,008
Salaries & Allowances	\$361,155
Trading & Fundraising	\$74,682
Travel & Subsistence	\$401
Utilities	\$67,538
<b>Total Operating Expenditure</b>	<b>\$8,617,258</b>

Financial Commitments	
Operating Reserve	\$192,733
Asset/Equipment Replacement < 12 months	\$138,155
Maintenance - Buildings/Grounds incl SMS<12 months	\$77,333
School Based Programs	\$462,886
Region/Network/Cluster Funds	\$57,607
Other recurrent expenditure	\$1,699
<b>Total Financial Commitments</b>	<b>\$930,412</b>

**Net Operating Surplus/-Deficit** **\$557,649**

**Asset Acquisitions** **\$114,165**

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.

### Financial performance and position commentary

[Insert financial commentary here]