2016 Annual Report to the School Community

THE **EDUCATION STATE**

School Name: Northern College of the Arts and Technology

School Number: 7300

NCAT

NCAT

VICTORIA State Government | Education and Training

Name of School Principal:	Raffaela Galati-Brown
Name of School Council President:	David Redfearn
Date of Endorsement:	22 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

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

About Our School

School Context

The Northern College of the Arts and Technology (NCAT) caters for year 10, VCE, VCAL and post-secondary students seeking a specialised education in the performing arts, visual arts, design, media, photography & photoimaging, the trades or technologies. Entry to Year 10 as well as VCE Dance and Music is via audition whilst a folio of art works is preferred for entry to VCE art courses. In addition to the traditional VCE subjects and an extensive range of VCE Art and Music subjects, the college offers the broadest range of VET programs of any school in Victoria. These includes VCE VET programs as well as unique qualifications such as the Certificates III and IV in Musical Instrument Making & Repair for which NCAT is the sole provider in Australia, attracting students from interstate and from around Victoria. Many teachers are industry professionals. Teachers deliver innovative curriculum designs to meet current tertiary, TAFE and industry requirements. With state-of-the-art facilities and a highly successful track record, the College provides a mature study environment to foster individuality and personal growth

NCAT also provides education to external students from other State, Catholic and Independent schools. Over 400 students from 41 schools come to the College one day per week to access a number of our specialist programs and qualifications. NCAT boasts extensive specialist facilities enabling professional workplace simulation. This includes state of the art technology facilities including a $12 million trade training centre specialising in emerging industries as well as traditional trades; a Music recording studio, Music centre, 10 soundproofed Music practice rooms and digital audio workstations; Dance, Drama, Drawing, Art, Design & Fashion studios; a dedicated Photoimaging centre with black & white and colour processing labs and three photographic studios as well as Mac labs and iPad & Multimedia suites.

NCAT has 46.6 EFT staff: 2 Principal class, 35.4 teachers and 9.2 Education Support Staff and 383 students.

The Staff School Survey results on School Climate, which demonstrates the extent to which staff are positive, actively involved in school activities and promote a culture conducive to learning, show that morale and staff being positive about the school climate is well above the median for all government secondary schools. Staff work as a team to support students and enhance their learning. Similarly, the Parent Satisfaction survey once again is well above that of the majority of other schools. Parents are very happy with all aspects the college, 93% of parents were satisfied with the college overall. As per previous years, the Student Attitudes to School survey responses are again well above regional and state benchmarks with students very happy, engaged and motivated.

Framework for Improving Student Outcomes (FISO)

As part of its 2016 Annual Implementation Plan the College focused on improving student achievement through curriculum design and through continuing to build consistency in teacher practice using Powerful Learning as the overarching model.

Whole staff professional development was devoted to the adoption of common 'generic' instructional techniques and best practices that have a strong evidence base and which support the College's curriculum vision. This included techniques from *Teach Like a Champion,* embedding "Curiosity" to engage students and Dan Haesler's theory and research on Mindset, focusing on the importance of both teachers and students having a "growth" mindset. Staff met regularly in professional learning teams to review strategies, student feedback and data on student progress.   Teachers focused on On-Demand test data for Year 10 and VCAL students with the aim that all students would make a minimum of 9 months progress over the year. VCE teachers focused on previous year's data and met as a professional learning team to discuss and implement strategies for lifting student achievement. The VCE median study score lifted in 2016 and was similar to other Victorian government schools.

Priority was also given to teachers developing and documenting engaging and effective curriculum for new VET Certificates and VCE subjects being implemented in either 2016 or 2017 as well as the Victorian Curriculum being implemented in Year 10 in 2017.

Achievement

 Achievement has lifted every year with teachers having high expectations of students and using data, including student feedback, to review and improve teaching practice.

Teacher assessments against AusVELS for Yr 10 show that students are performing above the median range for all Victorian government schools for English. The results for Mathematics are just below the median and within the middle range of government secondary schools. . Attracting students from a range of government and non-government schools as we do, we note from our On-Demand testing, that many capable Year 10 students score well in literacy but low in numeracy regardless of what school they come from. This lower score may be due to their experience with Mathematics at their previous schools. The NCAT Mathematics staff work hard to provide support for students with some students achieving three year's growth within one year as evidenced from the On Demand testing.

The college is proud of its VCE, VCAL and VET results. The data shows that 98% of students in 2016 successfully completed their VCE, 98% successfully completed the VCAL and 94% of VET units were satisfactorily completed by students. The number of students with a study score of 40 or above increased from 2015 and overall, students had higher study scores than in previous years across the majority of subjects. One of our students, Josh Redolfi, was one of only 285 students in Victoria awarded the Premier's VCE Award for having a study score aove 46. Mean study scores were similar to other secondary schools.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

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

Engagement

Positive relationships between staff and students and between students and students along with high expectations regarding behavior and learning are the bedrock of NCAT. Students and parents comment on the culture of acceptance and the friendliness of the college where students can be themselves, follow their passions and not have to worry about cliques.

Student attendance is excellent and well above the statewide median, with the college performing higher than other schools. This reflects both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their passions, be it the Arts or Technologies or a combination.

Parents can check their child's attendance in real time on COMPASS, our e-management system, which is accessible from any computer or mobile digital device. Form teachers and subschool leaders regularly monitor student attendance and call parents if they do not notify the college to explain the reason for any absences.

Year 10 Arts & Year 10 Trades & Technology streams provide a solid foundation for VCE or VCAL qualifications with all students embarking on a Year 11 VET subject whilst in Year 10. Year 11 and 12 students benefit from tailored individualised programs that integrate VET Arts or VET Trades/ Technology certificates within a VCE or VCAL program.

Post Year 12 students can complete the Folio Preparation program which includes a Certificate IV in Design or Visual Arts. As in 2015 100% of 2016 students completing this course gained entry to tertiary courses. Students can also complete a Certificate IV in Music, Musical Instrument Making & Repair , Photoimaging and the Diploma of Photoimaging. Over 30 of our Year 12 students in 2016 decided to continue a post secondary course with NCAT in 2017.

In terms of students exiting to further studies, apprenticeships and full time employment, the data in the performance summary relates to 2015 when 75 % of Year 10-12 exited to fulltime education, training or employment, 11% to part time work, 6% were looking for work and 8% were not seeking work. The figures for 2016, available from CASES reports, show a substantial improvement with 89% of Year 10-12 students exiting the college in 2016 going on to full time education, training or employment, 7.5% into part-time work, 2.9% looking for work and the rest were not seeking work or excluded for various reasons.

Students are supported to develop defined pathways to further education or employment. The college has strong partnerships with industry as well as tertiary institutions. Students completing Cert IV Arts programs can gain direct entry to second year courses with some of our partners. Maton Guitars employs a number of our guitar-making students.

Wellbeing

Student engagement and welbeing is a high priority for the college. Students are supported by form teachers, coordinators and a full time Student Support Officer. There are regular student wellbeing meetings where key staff discuss student needs and strategies to support them. As well, to support teachers in dealing with the issue of student anxiety, which seems to be becoming more and more prevalent in adolescents, the college invited Maria Roberto, the founder and director of Salutegenics Psychology, to provide insights into the issue and discuss strategies that teachers could use with students.

Our Student Attitudes to School survey responses are consistently well above the result for other secondary schools. Factors such as Student Morale, Student Safety, School Connecteness, Peer Connectedness, Stimulating Learning, Teacher Effectiveness and Teacher Empathy are all well above Region and State benchmarks. This indicates that students feel connected, safe and are motivated to learn, and this is evidence of the College's positive learning environment.

Almost two thirds of the school student population is new each year and the Student Attitude to School survey results clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and the College. NCAT performs higher than other secondary schools in this regard.

The College has a very strong student leadership program with students not only involved in college life but also highly active on the Victorian Student SRC. Student driven events include the college formal, the CouchFest Music and Arts Festival and other fundraising activities for charities as well as lunchtime activities.

Student voice is also extremely important. All teachers, as part of their Professional Development Plan, are required to obtain formal student feedback for their subjects twice a year through the online Student Feedback Survey and demonstrate that they act on this feedback.

For more detailed information regarding our school please visit our website at www.ncat.vic.edu.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 383 students were enrolled at this school in 2016, 190 female and 193 male.
There were 6% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English Results: Mathematics	No Data Available No Data Available

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	No Data Available No Data Available No Data Available No Data Available	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	No Data Available No Data Available No Data Available No Data Available	No Data Available No Data Available No Data Available No Data Available

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.	Results: 2016 0 — 50 Results: 2013 - 2016 (4-year average) 0 — 50	● Similar ● Similar

Students in 2016 who satisfactorily completed their VCE: 98%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 97%
VET units of competence satisfactorily completed in 2016: 94%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 98%

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences 	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
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NA	NA	NA	93 %	92 %	92 %		No Data Available ● Higher
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available No Data Available
Students exiting to further studies and full-time employment Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year.	Results: 2016 Results: 2013 - 2016 (4-year average)	No Data Available ● Lower

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	No Data Available ● Higher
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	No Data Available ● Higher

# How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
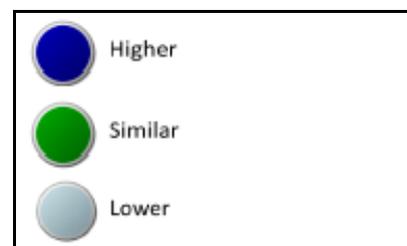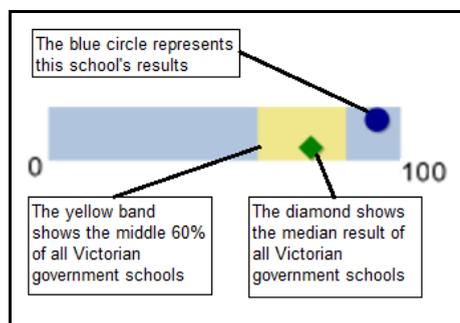
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
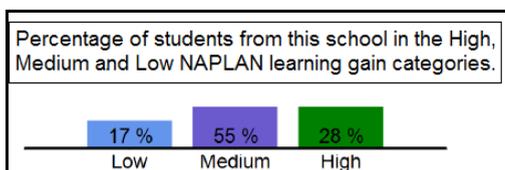
What are the changes in student achievement?

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

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

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

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

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Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the <u>2016 Annual Report Guidelines</u> for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	$3,609,982
Government Provided DET Grants	$921,326
Government Grants State	$9,725
Revenue Other	$35,544
Locally Raised Funds	$1,163,514
Total Operating Revenue	**$5,740,091**

Expenditure	
Student Resource Package	$3,736,396
Communication Costs	$17,357
Consumables	$308,542
Miscellaneous Expense	$305,203
Professional Development	$14,082
Property and Equipment Services	$464,537
Salaries & Allowances	$1,024,412
Trading & Fundraising	$8,064
Travel & Subsistence	$7,101
Utilities	$109,214

Total Operating Expenditure	**$5,994,907**

Net Operating Surplus/-Deficit	**($254,817)**

Asset Acquisitions	**$14,000**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$471,688
Official Account	$242,922
Other Accounts	$233,176
Total Funds Available	**$947,786**

Financial Commitments	
Operating Reserve	$366,744
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds incl SMS<12 months	$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	$45,000
School Based Programs	$185,000
Repayable to DET	$126,000
Other recurrent expenditure	$70,042
Asset/Equipment Replacement > 12 months	$35,000
Total Financial Commitments	**$947,786**

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Locally raised funds include fee for service charges to other schools for external VET students as well as material charges to NCAT students and funds raised by the college. The college repaid DET $126,000 as the SRP did not cover all centrally paid staff. The college spent $1,024,412 of locally raised funds on specialist VET teaching and support staff, and Music/ Instrumental Music staff.

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.