

2021 Annual Report to The School Community



School Name: Northern College of the Arts and Technology (7300)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 April 2022 at 05:16 PM by Raffaella Galati-Brown (Principal)

- This 2021 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 29 April 2022 at 01:47 PM by David Redfearn (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

The Northern College of the Arts & Technology (NCAT) is located in Preston, approximately 10 kilometres north of the central business district of Melbourne. The college has a broad catchment area with students coming from across Melbourne because of its specialist programs and no zoning restrictions. It also hosts International students which have come mainly from countries such as Vietnam, Japan, Taiwan and China who are attracted by the specialist nature of NCAT's Year 10- 12 Arts offerings.

The college vision is to continue to be a leading provider of contemporary education that values both the conceptual and the practical with specialised high quality programs in the Arts and Technologies. NCAT aims to provide a dynamic learning environment that engages students, embraces diversity and empowers young people to excel and pursue their passions and pathways

The College Values reflect this vision and mission:

- Respect for each other and the environment
- Originality of thought and action
- Courage to embrace challenges
- Knowledge to seek, question and achieve
- Support through relationships and teamwork

NCAT caters for Year 10, VCE, VCAL and post Year 12 students seeking a specialised education in the Visual Arts, Design, Media, Digital & Interactive Media, Photography, Performing Arts or Trades & Technologies.

At Year 10 students choose either an Arts or a Technology stream, with students also choosing a Year 11 VCE VET program from either stream. Year 11-12 students can go on to VCE, VCAL & VET programs in their areas of interest.

In addition to the traditional VCE subjects and an extensive range of VCE Art and Music subjects, NCAT runs unique VCAL programs including integrated VET/VCALs in the Arts, Performing Arts and the Trades. Entry to Music and Dance programs at any level including VCAL is via audition. Similarly, students wanting to do Visual Arts or the VCAL Art Immersion program or any of the tertiary Visual Art, Design or Photography programs must present a folio of work. International students seeking enrolment in Year 10 or VCE Dance or Music must provide an audition tape or examples of artwork if seeking to enrol in Visual Arts areas.

NCAT is also a nationally registered training organisation delivering 25 VET programs from Certificate II to Diploma level. NCAT offers the broadest range of VET programs of any school in Victoria including 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 around Victoria.

In addition to its own full time students, NCAT is also a regional VET provider. In 2021 it ran twelve VET programs for over 550 external students from other 74 State, Catholic and Independent schools who came to the college one day per week. Post Year 12 students can choose from a range of programs including a Certificate IV in Visual Arts, Design, Photography & Photo Imaging, Music or Sound Production. They can also do the Certificate IV in Musical Instrument Making & Repair or the Diploma of Photography and Photo imaging and Diploma of Visual Arts.

The college has close ties with industry and tertiary institutions, and responds to regional training needs. Many of its programs have been established with the support of industry and in response to where industry is heading whether for the arts or technology. Swinburne University provides direct entry into a range of Diploma courses in Visual Arts, Design, Visual Merchandising, Interior Design & Decoration and the Certificate IV in Games Design for Certificate IV in Visual Arts and Design graduates from NCAT regardless of VCE or VCAL backgrounds.

NCAT has extensive specialist facilities. In the Arts, it has a dedicated Music wing which includes an industry level Music recording studio, Music technology rooms, recital room, 10 Music practice rooms and large auditorium. NCAT

also has two dance studios, a theatre studies studio, drawing, art, design & fashion studios; a dedicated photo imaging centre with black & white and colour processing labs and four photographic studios as well as Mac labs and iPad & Multimedia suites. NCAT has unique trades and technology facilities including a \$12m Trade Training Centre, with extensive sustainable and renewable energy areas for green-specific skill development. Facilities include extensive workshop for automotive, building & construction, engineering, electrotechnology, furniture/wood, integrated technologies/ robotics & telecommunications, musical instrument making & repair and plumbing.

Students are highly engaged and love coming to NCAT. They enjoy being in an adult environment with peers who have the same interests. They also enjoy the practical components of many of the courses which they missed during the lockdown and the move to online learning.

NCAT uses Moodle, an online Learning Management System (LMS) which is flexible, allows students to view lessons, download and upload work, watch videos and interact with the teacher. Most importantly Moodle allows direct access to the 550 external students enrolled in a VET program at NCAT without the added complexity of requiring a DET login. This was invaluable during the various remote learning periods.

On the students' return to face to face classes, the emphasis was on completion of practical outcomes. Music and Sound Production students ran a number of lunchtime performances, VCAL Art immersion held their annual market selling work they had completed during the year, Dance, Music and Theatre Studies students practised for their VCE performance exams and Technology students were delighted to be back in workshops. It was an excellent end to the year.

Parent Satisfaction with the school as measured by the annual Parent Opinion Survey results once again are well above that of the majority of other secondary schools with 85.5% of parents responding positively (agree or strongly agree) as opposed to the State average of 72.4%.

Staff morale is high and staff work as a team to support students and enhance their learning. This is evidenced by the results of the Staff Opinion Survey on School Climate, which reflects the extent to which staff feel positive, actively involved in school activities and promote a culture conducive to learning. Results continue to be well above the average for all government secondary schools with staff endorsement at 73.4% against the State average of 55.8%.

In 2021 NCAT had 53.4 EFT staff: 2.4 Principal class, 39.6 teachers and 11.4 Education Support Staff, one of whom one was Aboriginal. NCAT had 397 Years 10-12 students and 65 tertiary students enrolled through the college as an RTO.

Framework for Improving Student Outcomes (FISO)

The 2021 College's Annual Implementation Plan focused on implementation of the statewide DET priorities goals. These were:

1. Learning, catch-up and extension priority
2. Happy, active and healthy kids priority
3. Connected Schools Priority

Learning, catch-up and extension priority

As a Senior College all students are new at Year 10. It was evident from students' Year 9 reports that many Year 10 students enrolling at NCAT for 2021 had suffered from the 2020 lockdowns and remote learning particularly in Numeracy and that a number had disengaged from schooling. We were also aware that our Year 11 VCE students also suffered from remote learning and required support to do well in Year 12 VCE.

All Years 10s completed On Demand and BKSB testing in February which, combined with teacher judgements and other assessments, provided a benchmark for measuring growth and the basis for teachers to target their teaching at students' point of need. The 10T Numeracy program, along with Middle Years Literacy and Numeracy Support program focused on Year 10s, saw students make solid gains in their literacy and numeracy skills with some students making

two years gain in one year. Implementation of BKSB, the Basic Key Skills Builder, an online skills review tool, allowed for students to have an individual, targeted learning plan to follow to develop core numeracy and literacy skills. Teacher judgments of student achievement show that the majority of students are at or above expected standards and above State and Similar Schools average.

The Tutor in Schools program was very effective in supporting VCE students to catch up, develop and extend their skills and was evident in the strong Year 12 VCE English and Further Maths results. The VCE PLT team worked effectively on specific skills development common to all subject areas. This, combined with the Tutor in Schools support, saw the VCE mean study score rise to 28.3, above Similar Schools' average. The English mean rose to 28 and helped shift results so there were many more scores over 30.

In 2021 the college consolidated its use of Moodle as an effective online learning management system and to support a blended learning approach whether onsite or during remote learning. Moodle allowed teachers to put their week by week and term's work online, differentiate to meet students' need by including additional support/extension material, see exact times of when students were logged on and receive and correct students' work. It was a lot of work for teachers, particularly those delivering practical subjects, to try to make classes as interesting as possible and keep students engaged when students really wanted to be in workshops. During lockdowns, teachers also ran Zoom classes with break out areas and chat to ensure students were clear on what they needed to do.

Happy, active and healthy kids priority

The KIS associated with this priority focused on enhancing opportunities for student leadership, voice and agency in their own learning and including more project-based work at Year 10 Science and in the VCAL Personal Development Skills programs.

Some of the planned actions were completed while others such as the further implementation of the Teach the Teacher Program had to be deferred because of lockdowns. The move to remote learning impacted on Student Leadership meetings, consultation, and change management. The NCAT Moodle site did have a sections for student leadership & participation and Student Leadership meetings were conducted online, but due to time and workload constraints these were limited.

Because of the lockdown Year 10 Science whilst, project based, was mainly online and far less hands on than anticipated. Students were still engaged as evidenced by attendance on Moodle and completion of tasks.

Revamped VCAL Work Related Skills and Personal Development Skills programs led to some great student driven Preapp VCAL projects including working with Banyule Health on a project to create and publish children's books, building student seating, raising funds for charities and negotiated projects completed at home during lockdowns. Other VCAL programs ran a range of activities from organizing Year 12 jumpers to running the annual Couch Fest. They also engaged in a number of projects with outside organisations as detailed below.

Form teachers and Coordinators were very effective in supporting students and making regular contact with students and parents during remote learning. The Student Support Worker and Mental Health practitioners were vital in supporting students and referring them to specialist support when required.

Connected Schools Priority

The KIS associated with this priority were to maintain a high level of engagement with parents/carers; continue to work with the Inner Northern Local Learning & Employment Network (INLLEN)' Youth Enterprise Hub, the INLLEN Youth Employment Taskforce the Northern Melbourne VET Cluster (NMVC) and participate in the Professional Learning Communities initiative.

Parents/carers and students received regular email updates from the Principal. Students not on Zoom or Moodle were followed up with phone calls by form teachers and Coordinators who made regular check-ins with both parents and students during remote learning, holding online support meetings when required. Parents/Student/Teacher Conferences were held online both in Term one and Term three and were very successful. Parents felt very connected to the college as evidenced by the Parent Opinion Survey results. 86% of parents stated that "There is effective two-way communication between teachers and parents at this school," and 96% stated that "I feel comfortable approaching

this school with any concerns I might have."

The General VCAL students were involved in the New Economy course as part of the Youth Enterprise program with INLLEN and were supported by mentors to develop their projects. One initiative was the development of NCAT+, a student web-based app designed to provide a central location where students could access school information on upcoming social events such as band performances, lunch time activities, student leadership meeting times and wellbeing support. Another group worked on a project to reduce the amount of waste in the fast fashion industry by up-cycling old clothing.

A group of students from Art, Photography and Music worked with INLLEN on the Pathways to Creative Industry Project. Students conducted sixteen online interviews with working creative professionals to discuss their experiences and identify the kind of support that assists young people seeking to enter the industry. They also helped organise an online Think Tank in which over 120 people participated with a good mix of students, people from the industry, tertiary institutions, local governments, and Arts bodies. The interviews and event were filmed and are available online on the INLLEN website at <http://inllen.org.au/creative-industries/>

The College continued to support the NMVC gaining a DET grant to increase the Cluster Coordinator's time fraction to full time, to fund a range of videos using cluster host schools to promote VET in Schools and VET teaching as a career. The college increased its external VET enrolment and the number of schools sending students to NCAT for VET in Schools also increased.

The College participated in the Professional Learning Communities initiative with four other schools in the 2021 intake. As part of the program a Team of Leaders from NCAT participated in a series of professional learning and mentoring sessions throughout the year aimed at supporting the team to introduce the PLC model in 2022. The PLC Team used the inquiry cycle to identify an area for improvement, developed and implemented strategies to address it and evaluated outcomes. Their PLC journey and experience was presented to staff in anticipation of introducing the model in 2022.

Achievement

The college is proud of its VCE, VCAL and VET results. The data shows 97% of students in 2021 successfully completed their VCE, 93% successfully completed the VCAL and 84% of VET units were satisfactorily completed by students. The VCAL results are exceptional given the challenge of keeping students engaged during remote learning. Given the extended length of the lockdown and the little time available to complete practical outcomes, particularly in the trades and technology programs, it was not surprising that VET completion rates, whilst still very high, dropped slightly from 2020 results. The VCE median study score was 28.3, above Similar Schools' average and up from the 2020 score of 26.6. Two students gained a top score of 48 in their studies.

Twelve students who gained an A+ or A for their VCE or VET Dance solo performance were asked to audition for VCE Season of Excellence Top Class Dance with three students chosen to perform at the VCAA Top Class Dance 2022. Five Music students were chosen to audition for Top Class Sound and Music with one student chosen to perform at the Concert showcase in March.

One student was awarded a \$5000 University of Melbourne Scholarship to study Dance at the Victorian College of the Arts and we were delighted that almost all students were able to gain entry to their first or second preference for tertiary studies.

The number of students going on to apprenticeships at the end of Year 11 and 12 was extraordinary with almost two thirds of the hundred or so Year 11 and 12 Preapp VCAL students gaining apprenticeships at the end of the year. The percentage of students exiting to further studies or full time employment at 89.1% was higher than Similar Schools and close to the State average.

Year 10 students performed exceptionally well during remote learning. The majority stayed focused and engaged and

made good progress, particularly in Maths. Teacher judgements of student achievement against the Victorian Curriculum for Yr 10 show 85.5% of students were at or above the age expected standards in English. Performance in Maths was very high with 97% of students at or above expected standards.

The college received PSD funding for two students. They were supported by an aide and were very successful in completing their programs.

In 2022 the focus will be on further improving VCE results and raising further the college's median study score. Teachers will review previous years' student achievement data, share effective strategies and best practice. Tutoring support will be targeted to Year 12 VCE students to support them in improving their written skills and exam technique. Middle Year Literacy and Numeracy Support will be targeted at Year 10 students, with priority given to students not at the required standard.

Engagement

At NCAT there is a shared culture of respect and collaboration with positive and supportive relationships between students and staff and high expectations of students at the core. The college prides itself on providing a welcoming and inclusive environment in which students are treated and expected to behave as responsible young adults. Students and parents comment on the culture of acceptance and inclusion and the friendliness of the college where students can be themselves, feel safe, follow their passions and not have to worry about cliques.

NCAT values student leadership, voice and agency. Student agency in their learning is encouraged and is evident particularly in VCAL Personal Development Skills programs where students develop projects and take charge of activities. In 2021 VCAL students were involved in a number of student driven projects which were able to be conducted online including working with Banyule Health on health promotion, being involved in a Youth Enterprise Skills program with INLLEN, interviewing and videoing people working in the Creative Industry to inform students of pathways in the Arts and helping to organise an online forum.

Some of the Preapp VCAL students devised great practical projects to incorporate into their program whilst on remote learning including helping their parents with projects around the home. To ensure students could complete set work during lockdowns, art packs were mailed to Art students and students could pick up from school specialist materials they needed for their work. Work completed by them at home was exquisite and of a very high quality. As well, Electronic kits were mailed to Integrated Studies students for their Arduino project. Music performances were held and streamed on line. Dance students were able to book the dance studios for solo practice during the pandemic if they did not have a safe floor for practice at home.

Student attendance levels reflect both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their area of passion, be it the Arts or Technologies or a combination. Parents/Carers 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. During onsite learning parents receive an SMS for any absences and unexplained absences are followed up with parents/carers by form teachers or coordinators.

During the period of remote learning, attendance and engagement was measured by students' participation in Zoom classes and time spent on Moodle. Moodle provided the teacher with a log of the dates and times when students were online. Students were expected to follow their timetabled classes, log in to Moodle at the start of the class, click the Zoom link when the class would come together for at least the first half hour, after which they might work on Moodle but be able to chat or have one on one sessions with the teacher on Zoom. Then the class would come together on Zoom at the end to review what had been achieved.

Form teachers, subject teachers and Coordinators invested a lot of time contacting students who had not engaged with them through Moodle or Zoom and worked closely with parents to keep students on track. There was regular contact with students struggling because of mental health or other issues and modified work/ tasks organised for them. The college also offered them the option of coming to school each day and doing their remote learning at school if that was

easier for them in terms of establishing work routines. VET and VCAL students were encouraged to complete all written/theory work so when they returned to school, the remaining weeks could be spent totally on completing practical tasks. Parents and students really appreciated the regular communication and touch base from teachers and the college.

Students were very happy to return to onsite learning and engage in all the practical activities they had missed. Teachers provided students with additional time beyond their normal classes to complete projects in the workshop areas and students who were behind with work received additional support so they could complete the year successfully.

On their return to onsite learning, students organised and ran the annual Couch Arts Festival over two lunchtimes. This involved VCAL Art Immersion students selling items they had created during the year and lockdown and performances by Music students. The festival was a great success. Although only able to be attended by students and staff because of COVID restrictions, Art Immersion students sold over \$2400 of art works over the two lunchtimes. Art Immersion students held their annual Art exhibition and Photography students were able to hold an exhibition at "No Vacancy" in the CBD. The Preapp VCAL groups came together on their return to raise money for a range of charities through a series of lunchtime events. It was a very successful end to the year.

Wellbeing

Student engagement and wellbeing is a high priority for the college. NCAT has a strong and tiered approach to support student learning, well-being and inclusion. Students are supported by Form Teachers, Year Level/Program Coordinators, Careers Coordinator, a full time Youth Support Worker and part time Mental Health Practitioner. There are regular student wellbeing meetings where The Student Well Being team meets regularly to discuss student needs and strategies to support them. The team comprises the Year Level/ Program Leaders, AP, Youth Support Worker, Inclusion Coordinator as well as the Student Leadership Voice & Agency Coordinator to ensure that student voice and agency are a key consideration in student well-being.

Almost two thirds of the school student population is new each year, yet our Student Attitude to School survey results year after year clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and that they feel connected to the College. The annual Attitude to School Survey factors of Teacher Concern, Stimulating Learning, Motivation & Interest & all the factors for Social Engagement are all in top 20% when compared to other secondary schools. The percentage endorsement for sense of Connectedness of 72.8% is well above Similar Schools and State averages as is Management of Bullying. Students are happy to be at NCAT, feel safe, are strongly connected to the college, believe their teachers care about them and that they have a voice.

Student and staff health and well-being were prioritised during the remote learning period. Attendance data from participation on Zoom and/or Moodle was collated centrally to identify students who were at risk of disengaging through non-attendance. They and their parents would be contacted by form teachers or Coordinators and there was regular support and follow up. This might involve modified work tasks, small group support onsite or online and sessions with the Youth Support Worker.

The Youth Support Worker and the Mental Health Practitioner had a core list of students with whom they regularly touched base and were also available via mobile, text or email to students and/or parents. There were regular Student Well-being meetings and discussions with Coordinators on students' progress and well-being to identify which students required targeted support.

The Student Well-being section on Moodle was developed further by our Youth Support Worker and Mental Health Practitioner and featured a range of self-management strategies, ways to deal with anxiety and stress, mindfulness activities and videos, brain breaks, fun activities, video music parodies and activities such as daily stretching, or five minute yoga sessions. Students and their parents also received regular letters of encouragement and updates from the Principal.

Parent meetings and Parent/Teacher/Student conferences to provide reports to parents were conducted online via Zoom and worked very well.

The majority of students coped well with the return to classes at school, though there were a number of students who experienced anxiety and required support from the Student Well-being team to reintegrate into onsite learning. The 2021 Wellbeing Supplementary Report shows the college excelling in eight of the eleven wellbeing measures including Stimulating Learning, Sense of Confidence, Student Voice and Agency, Sense of Connectedness and Respect for Diversity.

Students and parents appreciated the communication and support provided by teachers and the college. This was evident in the 2021 Parent Opinion Survey results in which there was a 93% overall positive response for the School Support factors. As well, 96% of parents said that their child had been supported to adjust to their new year level. Parent Opinion Survey results were above those of other secondary schools with 17 of the 19 factors in the top percentile when compared with other secondary schools and most of them in the top 10-15% of schools.

Staff were supported through Zoom staff and PLT meetings, regular emails from the Principal class and regular contact between Coordinators and their teams to ensure staff felt supported. Staff could choose to work from school particularly if their internet connection was not stable, if they required technical ICT support or if they just needed to be with other people and not home alone. Groups of teachers also set up Zoom lunchtime meetings where they could have lunch together online. The results of the Staff Opinion Survey on teachers' experience during COVID demonstrate that staff felt supported. Staff response to the statement "School leaders care about staff health and safety" was 88% positive compared with the State average of 75%. Staff responses on 41 of the 43 measures on the Staff Opinion Survey were well above the results for all other secondary schools.

Finance performance and position

Equity funding to the college from DET continues to be reduced each year with a loss of almost \$100,000 from the previous year. This is because of the changing nature of the socio-economic profile of the college. However, students, regardless of background, still present with a variety of needs and it is challenging to lose the equivalent of a teacher salary each year for the past three years. The Equity funding we received was used to provide a Literacy Coordinator, Youth Support Worker and other support staff.

In addition to the funding provided by DET through the Student Resource package (SRP), the college employs additional staff necessary to run programs either paying for them directly through the local payroll, or running a budget deficit in the area of staffing in the SRP. In 2021, NCAT repaid DET \$835,752 for the employment of additional staff on the central payroll. Local, school level expenditure on staffing is reflected in Salaries and Allowances under the Expenditure section. That is, staff paid for directly by the college from locally raised funds and fee for service charges to other schools for external VET students. The college spent \$1,160,100 on specialist VET teachers, support staff, and Music/ Instrumental Music staff. In 2022 the college will have to repay DET an even larger amount from its locally raised funds for being in deficit for staffing costs for centrally paid staff as the funding through the SRP is inadequate to run the college's program. The rest of the funds collected were used on consumables and equipment.

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

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 397 students were enrolled at this school in 2021, 174 female and 223 male.

3 percent of students had English as an additional language and 2 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).

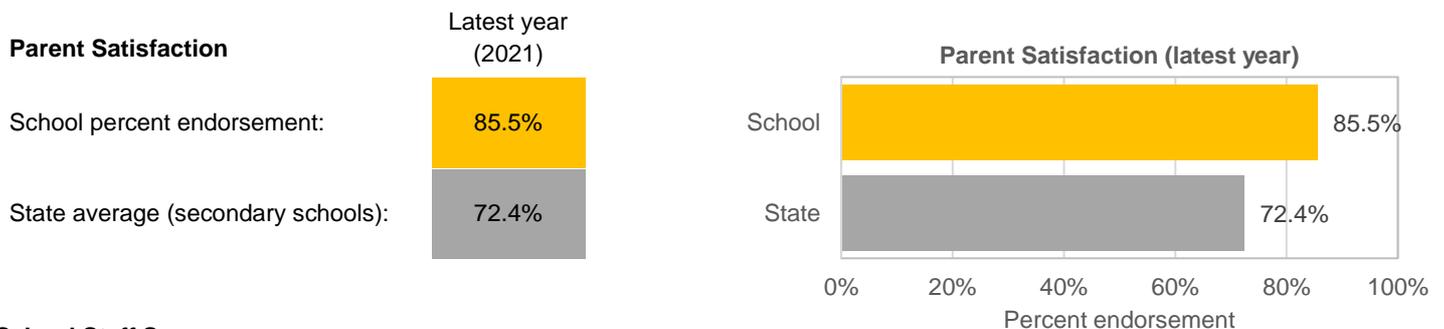
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

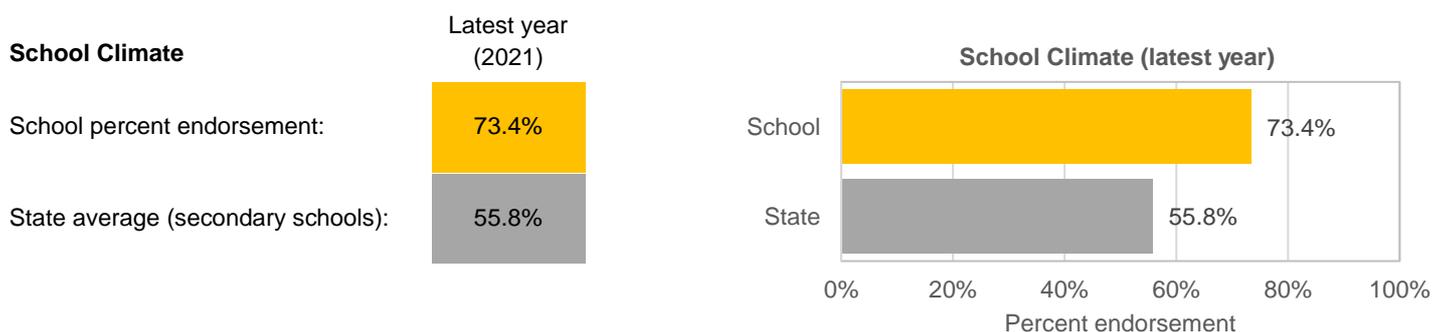


School Staff Survey

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

Percent 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.



ACHIEVEMENT

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

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

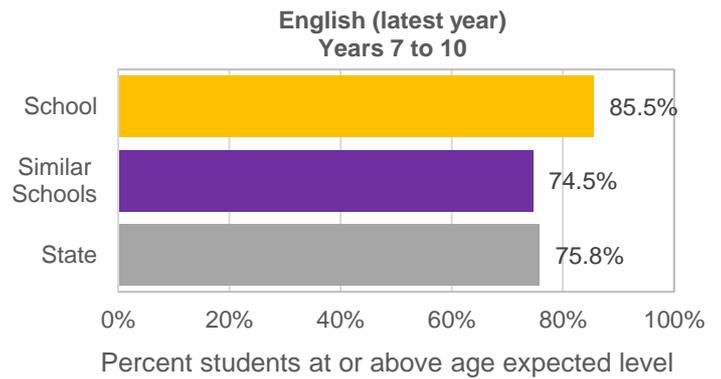
85.5%

Similar Schools average:

74.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

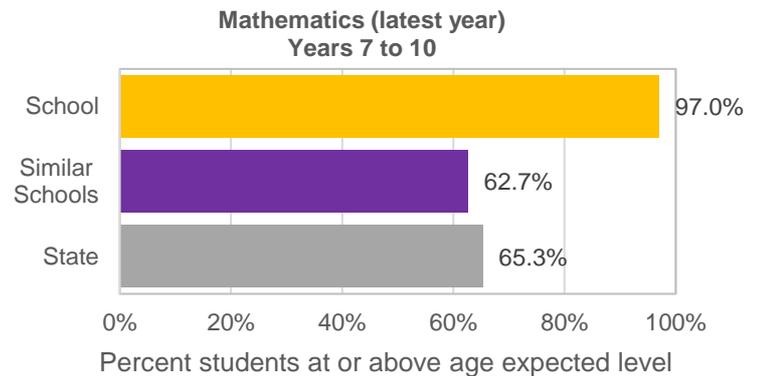
97.0%

Similar Schools average:

62.7%

State average:

65.3%



ACHIEVEMENT (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.

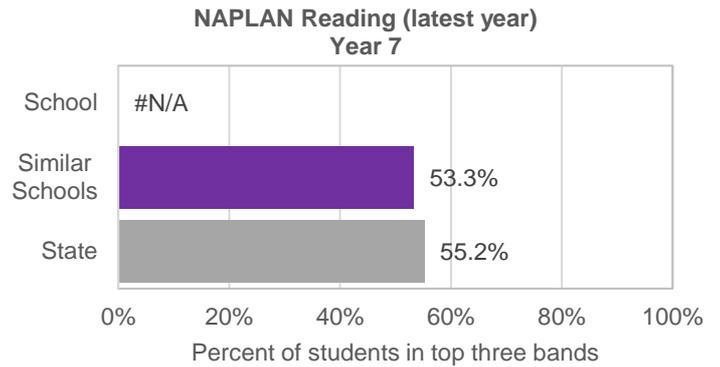
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

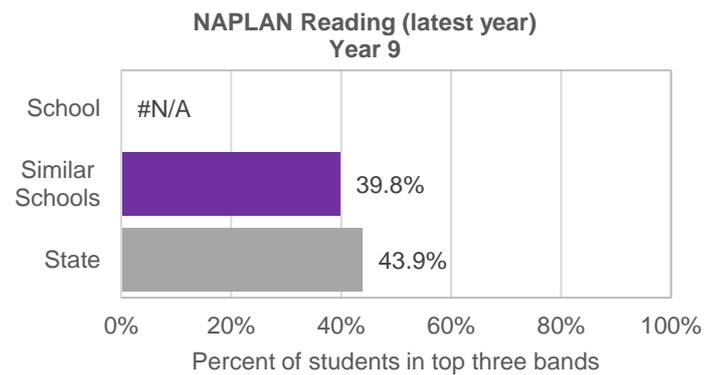
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	53.3%	53.0%
State average:	55.2%	54.8%



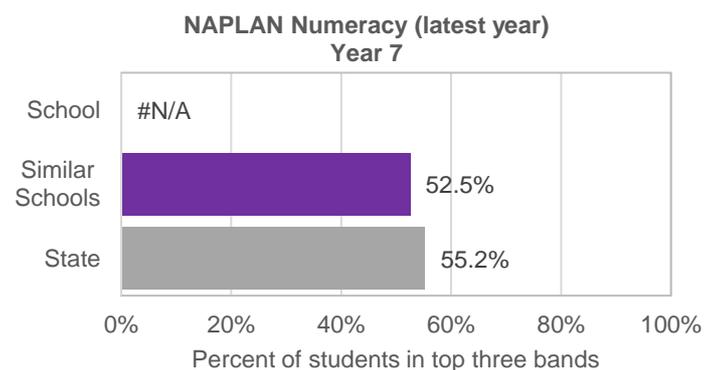
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	39.8%	42.9%
State average:	43.9%	45.9%



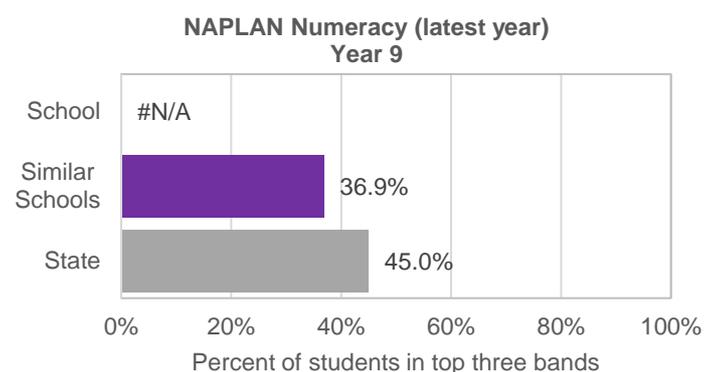
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	52.5%	52.2%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	36.9%	41.0%
State average:	45.0%	46.8%



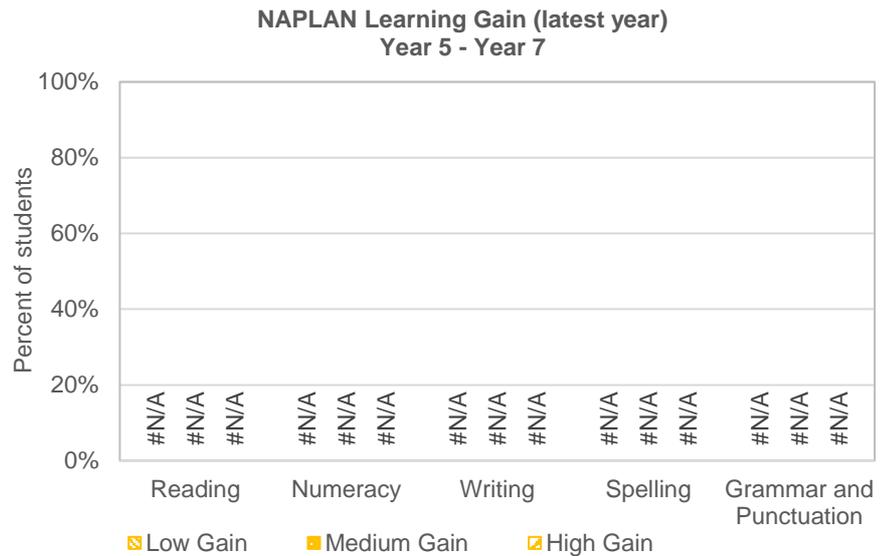
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

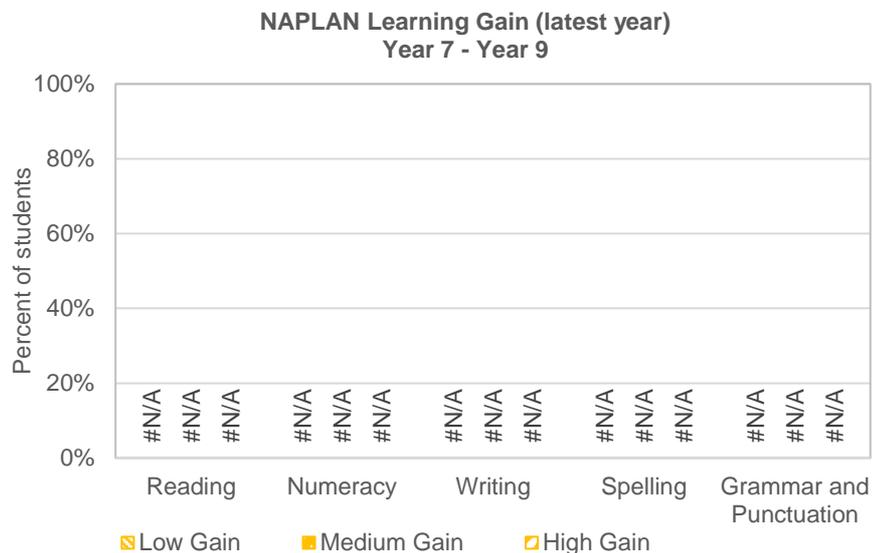
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDA	NDA	NDA	19%
Numeracy:	NDA	NDA	NDA	20%
Writing:	NDA	NDA	NDA	21%
Spelling:	NDA	NDA	NDA	21%
Grammar and Punctuation:	NDA	NDA	NDA	18%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDA	NDA	NDA	22%
Numeracy:	NDA	NDA	NDA	22%
Writing:	NDA	NDA	NDA	18%
Spelling:	NDA	NDA	NDA	19%
Grammar and Punctuation:	NDA	NDA	NDA	21%



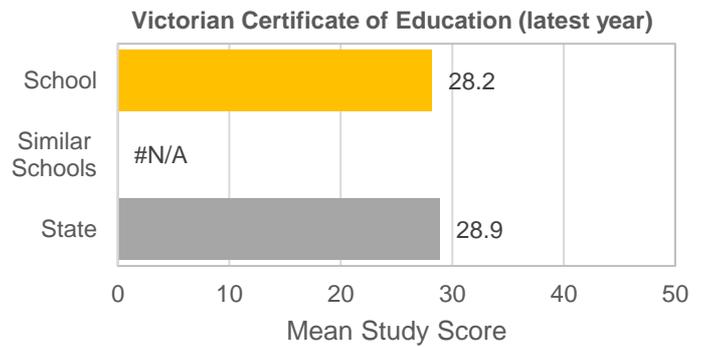
ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.2	27.3
Similar Schools average:	27.2	N/A
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

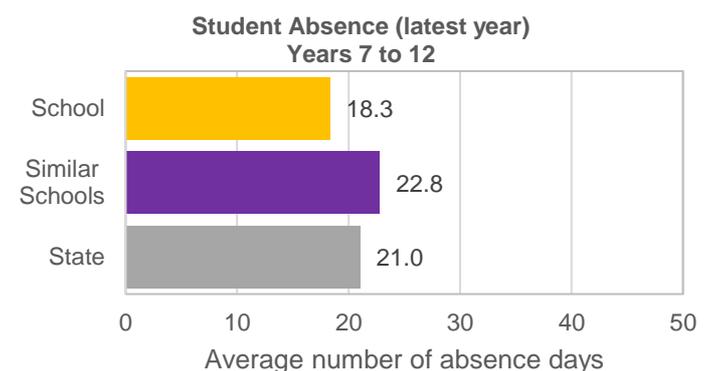
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	18.3	13.8
Similar Schools average:	22.8	20.2
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

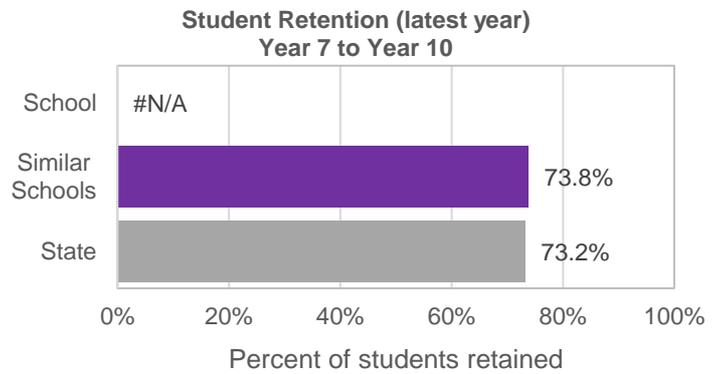
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	92%	90%	91%

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 (2021)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	73.8%	72.4%
State average:	73.2%	72.9%



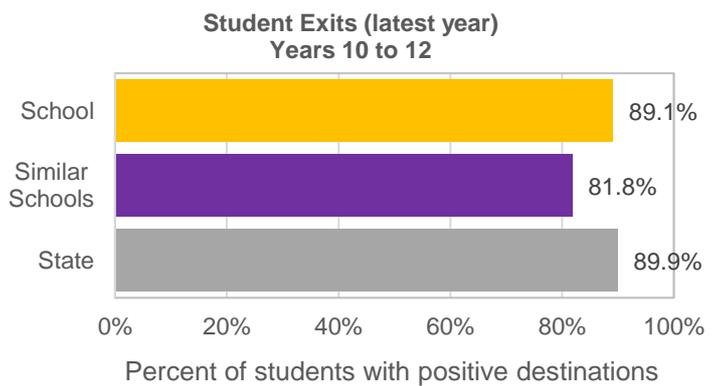
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	89.1%	85.1%
Similar Schools average:	81.8%	81.7%
State average:	89.9%	89.2%



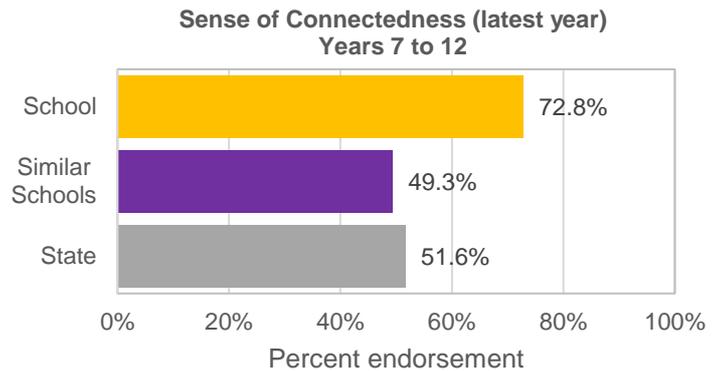
WELLBEING

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 percent 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 (2021)	4-year average
School percent endorsement:	72.8%	74.2%
Similar Schools average:	49.3%	52.5%
State average:	51.6%	54.5%

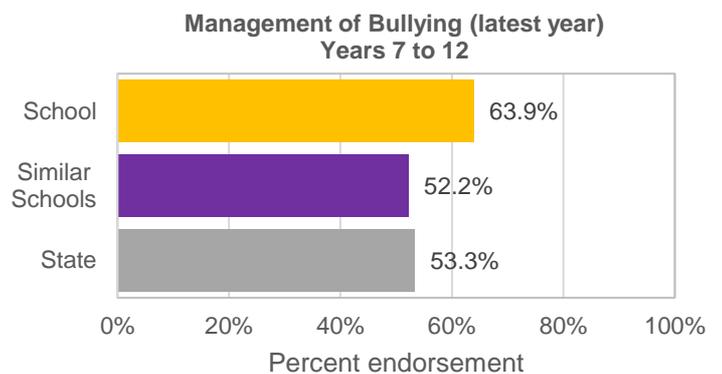


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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 (2021)	4-year average
School percent endorsement:	63.9%	70.5%
Similar Schools average:	52.2%	56.4%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,541,046
Government Provided DET Grants	\$1,273,325
Government Grants Commonwealth	\$73,452
Government Grants State	\$10,618
Revenue Other	\$1,211,068
Locally Raised Funds	\$629,321
Capital Grants	\$0
Total Operating Revenue	\$7,738,830

Equity ¹	Actual
Equity (Social Disadvantage)	\$170,775
Equity (Catch Up)	\$39,108
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$209,882

Expenditure	Actual
Student Resource Package ²	\$5,376,799
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$19,042
Communication Costs	\$22,190
Consumables	\$275,503
Miscellaneous Expense ³	\$215,699
Professional Development	\$20,714
Equipment/Maintenance/Hire	\$293,860
Property Services	\$74,927
Salaries & Allowances ⁴	\$1,160,100
Support Services	\$169,829
Trading & Fundraising	\$402
Motor Vehicle Expenses	\$12,326
Travel & Subsistence	\$14
Utilities	\$133,353
Total Operating Expenditure	\$7,774,756
Net Operating Surplus/-Deficit	(\$35,926)
Asset Acquisitions	\$0

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$3,142,748
Official Account	\$220,614
Other Accounts	\$1,952
Total Funds Available	\$3,365,314

Financial Commitments	Actual
Operating Reserve	\$392,337
Other Recurrent Expenditure	\$7,531
Provision Accounts	\$46,000
Funds Received in Advance	\$64,717
School Based Programs	\$500,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$92,000
Repayable to the Department	\$1,400,000
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$240,000
Maintenance - Buildings/Grounds < 12 months	\$172,974
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,955,559

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.