

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 March 2024 at 12:14 PM by Raffaella Galati-Brown (Principal)

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

Attested on 23 April 2024 at 11:04 AM by Susie Latham (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

The Northern College of the Arts & Technology (NCAT) is located in Preston, approximately 10km 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. It also hosts International students which have come mainly from countries such as Vietnam, China, Japan, Taiwan, Austria and Italy 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

As a Senior College, NCAT caters for Year 10, VCE and VCE Vocational Major students seeking a specialised education in the Visual Arts, Design, Media, Photography, Performing Arts or Trades & Technologies. The College is also a Registered Training organisation and as such runs Tertiary courses for post Year 12 and adult students.

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 or VCE Vocational Major (VM) & VET programs in their areas of specialisation or interest. In addition to the traditional VCE subjects and an extensive range of VCE and VCE VET Art and Music subjects, NCAT runs unique VCE VM programs including integrated VET/VCE VM in the Arts, Performing Arts and the Trades.

Entry to Music and Dance programs at all levels including VCE VM is via audition. Similarly, students wanting to do Visual Arts or the VCE VM Art Immersion program or any of the Tertiary Arts programs must present a folio of work. Because of the extensive range of specialist equipment and adult environment it provides, students seeking enrolment must have a record of excellent behaviour from their previous schools.

NCAT is also a nationally registered training organisation delivering 27 Vocational Education & Training (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 and in 2023 ran 13 VET programs for 670 external students from 75 other State, Catholic and Independent schools who came to the college one day per week.

As an RTO, NCAT runs a range of Tertiary programs including a Certificate IV in Visual Arts, Design, Photography & Digital imaging, Music and Sound Production. Students can also do the Certificate IV in Musical Instrument Making & Repair, the Diploma of Photography and Digital Imaging or 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. The NCAT College Council includes representatives from industry.

NCAT has extensive specialist facilities. In the performing arts, the college has a recently built dedicated music wing, including ten practice rooms, a large recital room, music technology rooms, industry-standard recording studio, sound booth and mixing room. It also has two dance studios, a theatre studies studio and an auditorium with retractable seating. In the visual arts the college has numerous Drawing, Art, Design & Fashion studios; a dedicated Photography centre with black & white and colour processing labs and four photographic studios as well as Mac labs and iPad & Multimedia suites.

The college is a recognized leader in Technology Education. Its VET programs are highly regarded for the quality and innovativeness of the delivery and the close links with industry. NCAT has unique, \$17 million trades and technology facilities including a \$12m Trade Training Centre. Facilities include extensive workshop for automotive, building & construction, engineering, electrotechnology, furniture/wood, integrated technologies including a being a CISCO Academy, 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. This is evidenced in the Student Attitudes to School Survey responses which year after year, are well above regional and state benchmarks with students very connected to the college, happy, engaged and motivated.

Similarly, the Parent Satisfaction survey results since the college's establishment have been well above that of the majority of other secondary schools. In 2023 the Parent Satisfaction positive endorsement response was 95.2% and in the top 5% in the State.

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 continue to be well above the average for all government secondary schools. Staff work as a team to support students and enhance their learning.

The improvement in its VCE results over the past few years led to NCAT receiving The Age newspaper's "2022 Schools That Excel Award." As well, the uniqueness and excellence of its integrated VCAL programs were recognised state-wide with the NCAT VCAL Learning Specialist, receiving the VCAA VCAL Teacher Achievement Award in the Integrated Program category in 2022.

In 2023 NCAT had 53.2 EFT staff: 2 Principal class, 39.2 teachers and 11.2 Education Support Staff. NCAT had 352 Years 10-12 students and 75 tertiary students enrolled through the college as an RTO.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2023 College's Annual Implementation Plan focused on implementation of the state-wide DET priority goal for Learning: that is, to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Teacher judgments of student achievement at Year 10 show that 99% of NCAT students are at or above the expected standard in English and 79% at or above standard in Maths. The results are well above similar school and state averages.

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 supported teachers being able to focus their teaching at students' point of need. The data also ensured that the Middle Years Literacy and Numeracy Support (MYLNS) program provided specialised, additional support to Yr 10 students identified as requiring this. As well, BKSB, (the Basic Key Skills Builder), an online skills review tool which provides students with an individualised learning plan, was used to support improved numeracy outcomes at both Year 10 and Year 11 VCE VM levels.

The college is proud of its VCE, VCE Vocational Major and VET results. The data shows 96.5% of students in 2023 successfully completed the Victorian Secondary Certificate which includes the VCE and VCE VM. 93% of students undertook at least one VET Unit of Competence with a 91% satisfactory completion rate. The VCE mean study score from all VCE subjects was 28. Top scores were 47 for Integrated Technologies, 46 for VET Engineering, 44 for Integrated and 43 for General Maths. Other scores of over 40 were in Screen & Media (Creative & Digital) Music and Visual Communications Design. Both the Integrated Technologies scores were the highest scores in the State with VET Engineering being the second highest. The two VET Integrated Studies students who scored the top marks in the state also had their work chosen for *Top Designs* which are on exhibit at the Melbourne Museum as part of the VCE Season of Excellence. One of the students developed a Driver Fatigue Detector, and the other a Neuro Variable Lighting System.

One of our students who gained entry the Bachelor of Music at the Victorian College of the Arts was awarded a scholarship from Melbourne University providing funded accommodation at Medley Hall for the duration of their course. Another student received a scholarship from Monash University to study Health Sciences.

The VCE PLC team worked effectively on specific skills development common to all subject area and used the VCAA data service to review student results, student responses and achievement to improve results. This targeted approach was successful in raising student study scores. The Tutor Learning Initiative program was very effective in supporting VCE students to catch up, develop and extend their skills and this was especially evident in the strong General Maths results.

2023 saw the implementation of the VCE Vocational Major (VM) in all schools. NCAT is unique in running seven different integrated VCE Vocational Major programs in which the Literacy and PDS/WRS subjects are customized to that particular industry area as well as a General VCE VM program. Work Related Skills and Personal Development Skills programs led to some great student driven projects. The implementation required a lot of work from the teachers to make the new VCE VM as relevant and engaging to students as the former VCAL.

Wellbeing

The college focused on the DET statewide priority goal for Wellbeing as part of its 2023 implementation plan: i.e. to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

At NCAT there is a shared culture of respect and collaboration with positive and supportive relationships between students and staff and high expectations regarding student behaviour and learning. 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.

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 percentage positive endorsement for Sense of Connectedness of 66.2% is well above Similar Schools and State averages of 43-45%. Similarly, the 60% percentage positive endorsement of Management of Bullying is well above that of similar and state school average of 45-46%. 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.

This is evident in the fact that every year since it opened, in addition to students' strong Sense of Connectedness to the school, the percentage positive responses for Respect for Diversity, and Student Voice and Agency factors in the annual Attitude to School Survey have always been above like schools and state-wide averages and the school has always been deemed to be excelling in these measures.

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 to discuss student needs and whole school strategies to support them. The team comprises the Year Level/ Program Leaders, Assistant Principal, Youth Support Worker, Inclusion Coordinator, Mental Health Practitioner as well as the Student Leadership Voice & Agency Coordinator to ensure that student voice and agency are a key consideration in student well-being.

The Student Support Worker with the Mental Health Practitioner implemented a triage approach in dealing with students requiring support which involved referral forms from staff and self-referral forms from students. This worked really well in ensuring that support was delivered effectively and targeted to students at highest need.

At Year 10, the one period per week ROCKS program focused on student wellbeing and brought the Arts and Technology students together at times to forge positive relationships between the two areas of the college. The VCE Coordinator met one-on-one with each VCE student each semester to discuss wellbeing, including what was going well and what challenges they were facing. Together, they came up with strategies for improvement. The VCE Coordinator then met with individual VCE teachers to discuss the students' feedback and strategies to enhance best practice for improved student outcomes and wellbeing. Further, wellbeing activities, such as affirmation videos and care packages, were strategically allocated throughout the year during high stress periods to remind the VCE students that they and their health are the most important things in their journey.

Similarly, VCE Vocational Major students were supported by the VCE VM Learning Leader and VCE VM Team especially through the Personal Development Skills units to develop and participate in a range of events, workshops and student projects particularly in the area of sustainability.

The College supports and values a strong student voice and student leadership with students being able to engage in a range of student leadership activities and student led events. The College has a very strong student leadership program. Students nominate for the Student Leadership Team and are chosen via voting by their peers. The Team meets fortnightly at open meetings. In 2023 they ran and led whole school assemblies each term on various themes such as Harmony Day, Disability and Inclusion, Sorry Day and R U OK Day and activities to promote these themes. Other student driven events included organising and being involved in the annual Couch Fest Music and Arts Festival, and enterprise/fundraising activities for charities as well as lunchtime activities. The student lunchtime activities program proved popular and fostered cross year level connections and a way for new students to get to know other students with similar interests. These programs were a means to engage students in their interests and to form positive relationships.

Student voice and agency also remain a core component of our teaching and learning program at NCAT and as part of this all teachers had students complete the PIVOT Feedback surveys for their classes at the end of each semester. These feedback surveys were important in informing staff of improvements and changes they could undertake to their teaching practice to enhance student engagement and learning.

As part of the Respectful Relationships initiative NCAT partnered with community and educational services such as the Victorian Police to deliver workshops on Cyber and Social Media Safety, Respectful Relationships within the School and Community, and the Law and Rights for Young People. Northern CASA delivered workshops on Consent and Sexuality to all Year 10 students. In addition, Mancave delivered programs on Emotional Resilience and Managing Emotions designed for young men to Year 10 Technology students and to Year 11 Pre-Apprenticeship Vocational Major students.

Feedback from the students was positive with students engaged in these workshops. As a result, in 2024, the College will run Mancave workshops for young men, Flourish Girls workshops for young women as well as exploring other programs such as the Resilience Project.

Engagement

Positive staff student relationships and student engagement in their learning are high priorities for the College. The success of its approach is evident in that year after year, the percentage positive responses for “Stimulated Learning” has been above like school and state averages and increased a further 2% in 2023.

The College continued to engage with a range of tertiary, industry, community and local government organisations to enrich the curriculum and provide real world experience and pathways for young people. 2023 saw the implementation of the VCE Vocational Major in all schools. NCAT is unique in running seven different integrated VCE Vocational Major programs in which the Literacy and Personal Development and Work Related Skills subjects are customized to that particular industry area as well as a General VCE VM program. The implementation required a lot of work from the teachers to make the new VCE VM as relevant and engaging to students as the former VCAL and saw some great student driven projects.

General VCE VM students were involved in the New Economy course as part of the Youth Enterprise program with Inner Northern Learning and Employment Network (INLLEN) and were supported by industry speakers and tours to develop their own community projects to help raise money for their chosen charities in the areas of homelessness, men’s mental health and food insecurity. They ran a Talent Quest, bake sale, food drive and a basketball tournament.

Pre-app VCE VM students also worked on a range of projects including painting areas of the school, running BBQ and car washes, a Halloween fundraiser and other activities to raise money for their chosen charities including the world’s greatest shave which was the most successful single fundraiser event ever.

Pre-App and General VCE VM students volunteered at FareShare. Working with FareShare allowed them to contribute to a great cause and gave them a deeper understanding of the importance of community, food security, and waste reduction. As well, all VCE VM students were involved in the annual Couch Fest Arts Festival which is one of the highlights of the year.

At the end of term 2 over 180 Year 10 and VCE VM students participated in the Work Experience and Structured Work Placement Program. Students had the opportunity to step outside the classroom and immerse themselves in real-world work environments, gaining invaluable skills and insights. A number of the students were offered apprenticeships and part time work.

As well, over 120 students across all the VCE VM programs participated in the Real Industry Job Interview Program organised by the INLLEN and delivered by the school as part of the Jobs for Youth Campaign across Darebin, Moreland.

In the area of student attendance, even though attendance was impacted by a large number of students absent because of COVID or other illness, the college still performed better than other schools with the average number of student absence days below those of both similar schools and state averages. 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 area of passion, be it the Arts or Technologies or a combination. Parents receive SMS for any absences and 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 year level Coordinators regularly monitor student attendance and call parents if they do not notify the college to explain the reason for any absences.

The college structure and subject/program, choice enhance student engagement as students can follow their passion. Year 10 Arts & Year 10 Trades & Technology streams provide a solid foundation for VCE or VCE VM qualifications with all students embarking on a Year 11 VCE VET subject in their area of interest 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 VM program. Post Year 12, students can complete the Tertiary Folio Preparation program which includes a Certificate IV in Design or Visual Arts.

Students can also complete a Certificate IV in Music, Sound Production, Musical Instrument Making & Repair, or Photography & Photoimaging or the Diploma of Photography & Photoimaging. These courses are also open to new tertiary students who can apply directly or via VTAC.

Of the 2022 Year 12 student cohort, seventeen decided to continue a tertiary course with NCAT in 2023. In terms of students exiting to further study, apprenticeships and full-time employment, the figures for 2022 Year shows that of the 208 students exiting, 78.5% of students went into full time education training or employment; 7.3% were employed part time, 6.3% were looking for work and 7.9% were not seeking work.

Of the students going to university, 51% chose RMIT; Swinburne University was next with 19% with the rest spread at University of Melbourne/ VCA, La Trobe and Monash. In terms of tertiary entry, 74% of students gained their first preference with a further 14% their second preference, making it a total of 88% gaining their first or second preference. Of the students choosing TAFE, students went to Melbourne Polytechnic, RMIT, Box Hill TAFE and a range of private tertiary providers. It was very pleasing to note that 49 students gained apprenticeships demonstrating the success of our Year 11 and 12 Preapp VCE VM programs and the high regard in which they are held by industry.

Other highlights from the school year

The school formal held in May at Manor On High was a huge success with 280 Years 10-12 students and staff attending. Everyone really enjoyed the night and the venue staff commented on how polite and lovely our students were.

One of the great highlights each year is the annual Couch Fest – NCAT's Arts Festival held in September. The VCE VM Performance students, as the event management team, led, managed and participated in many bands and choirs, supported by the backstage sound production crews. Over 30 bands, solo acts, dance and theatre performances wowed the 700 strong audience across multiple stages.

The Art Immersion VCE VM students worked in collaboration with Banyule Nillumbik Tech School (BNTS) and its entrepreneurship program to develop their business model and products to sell at their stall, inspired by an environmental or social cause of their choice with part of the profits going to their chosen charity. They sold over \$6600 of products they had produced over the semester. <https://www.youtube.com/watch?v=DVYrg7imiag&t=11s>

The VCE VM General students also worked in collaboration with BNTS. As part of the entrepreneurship program, students set up a number of stalls including the very successful eco café, as well as a clothing and entertainment exchange and jar stall, that aimed at re-purposing and reusing resources. Their focus was sustainability with the \$2600 raised going to their selected charities. <https://www.banyulenillumbiktechschool.vic.edu.au/learning-experiences/future-entrepreneurs/>

NCAT and the creative arts students and staff in conjunction with the INNLEN were excited and proud to host a Creative Arts Industry event on August 9th which was the culmination of three years' work. Over the past 3 years, NCAT Creative Arts students have been participating in the Pathways to Creative Industries Project, a partnership between the Inner Northern LLEN and NCAT, funded by the Northern Metropolitan Partnership. The aim of the project was to unpack advice to help young people entering the creative industry sector for the first time. Students enrolled in Visual Arts & Design, Photography and Music courses asked over 50 industry professionals in online interviews about their pathways to work which are featured on the INNLEN website at <http://inllen.org.au/creative-industries/>.

At the Creative Arts Industry Day event, after an opening speech from the Member for Preston, Nathan Lambert, NCAT students detailed their findings after which a range of industry professionals spoke about their experience and gave students advice on how to break into and succeed in the industry. The day was very successful and attended by over 300 students and members of a variety of organisation.

On 10 October the Treasurer, the Hon. Tim Pallas and the Member for Preston, Nathan Lambert, visited NCAT. The Treasurer, in his capacity as the Minister for Industrial Relations, had earlier in 2023 signed off on an initial 12-month funding for the *Bring It On!* Project Worker. The Project supports the NCAT Young Women in Trades and Technology Committee (YWTTTC) who are working with local Colleges, companies, unions, and employer groups to encourage other young school-age women to consider studies and employment in Trades and Technology. *Bring It On!* is the only school-based project of this nature in Victoria.

The Minister and the NCAT Principal co-signed and presented a Certificate of Appreciation to the Industry members of the YWTTTC which includes New Plumbing Solutions, QA Electrical, Hutchinsons Builders, A&A Cabinet Impressions, Civil Infrastructure Group, the CFMEU, Women in Plumbing Vic and Northern Workwear and Safety. The Minister also witnessed the sign off on a Code of Respectful Conduct developed by Industry team members. <https://www.timpallas.com.au/media-releases/supporting-young-women-to-work-in-trades-and-tech>

Four students were selected for the 2023 State School Spectacular which showcases talented and creative students from across schools performing both on stage and behind the scenes. The matinee and main performance occurred on the 9th September and was broadcast in December on Channel 7. Hope Zorbas was one of the principal vocalists and sang in numerous songs throughout the show. Eva Luna Sowerby and Joanna Stavrakis did an amazing job as backing singers throughout the three-hour show. Mason Fewster was one of the key sound production crew behind the scenes. <https://www.vic.gov.au/victorian-state-schools-spectacular-souvenir-program-2023>.

In addition to the numerous Music recitals and performances throughout the year, Music students performed at one of the North East Melbourne Principals Forum as well as providing a 45-minute concert at the Victorian Association of State Secondary Principals seminar on August 21st.

Tertiary Photography held a number of exhibitions. They raised over \$2000 for the charity *Loom Arts and Management* at a silent charity auction of their silver gelatin prints held at Schoolhouse Studios. They also held their annual exhibition at *No Vacancy Gallery* in the CBD in November.

Art Immersion VCE VM students held their Year 12 exhibition at Schoolhouse Studio as well as in house in NCAT's exhibition space Other in-house exhibitions included Yr 11 VCE VM Art Immersion, VET Visual Arts Exhibition, VCE Art, Design & Fashion Exhibition and the Diploma of Visual Arts Exhibition. Students' work was of exceptional quality.

Financial performance

Equity funding to the college from DET continues to be reduced and diminish each year with a loss of a further \$46,460 in 2023 making a total reduction of \$209,460 since 2021. 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 have lost the equivalent of two teacher salaries in the past three years alone. The Equity funding we did receive was used to provide a 0.4 Literacy Coordinator and contributed to the cost of employing a Youth Support Worker.

In addition to the funding provided by DET through the Student Resource Package (SRP), the college employed additional staff necessary to run programs either paying for them directly through the local payroll or running a budget deficit for staffing in the SRP. Local, school level expenditure on staffing is reflected in Salaries and Allowances under the Expenditure section. The college spent \$1,182,972 on specialist VET teachers, support staff, and Music/Instrumental Music staff using locally raised funds and fee for service charges to other schools for external VET students.

In 2024 the college will have to repay \$1.7 million 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 352 students were enrolled at this school in 2023, 168 female and 163 male.

2 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).

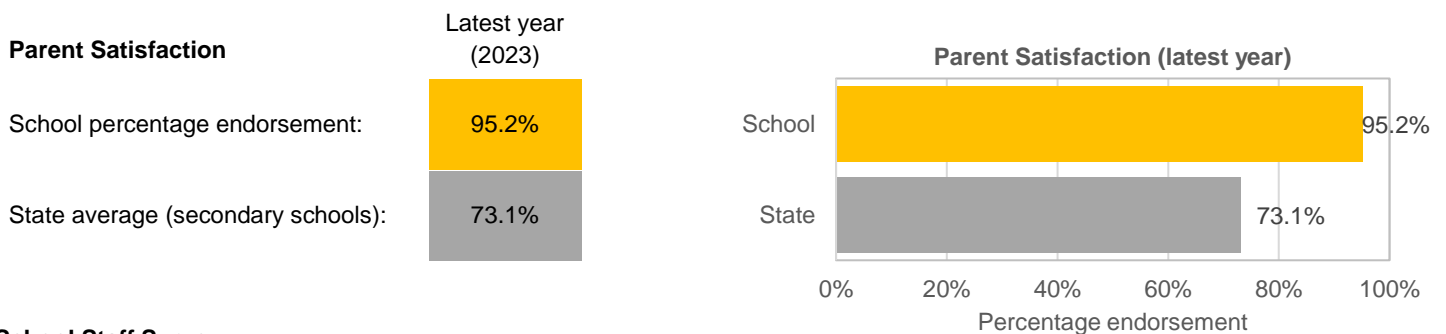
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

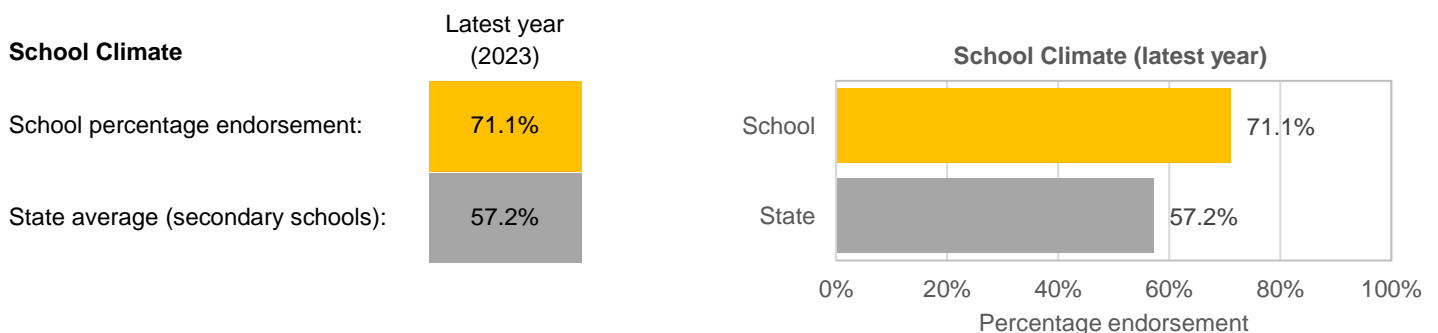


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

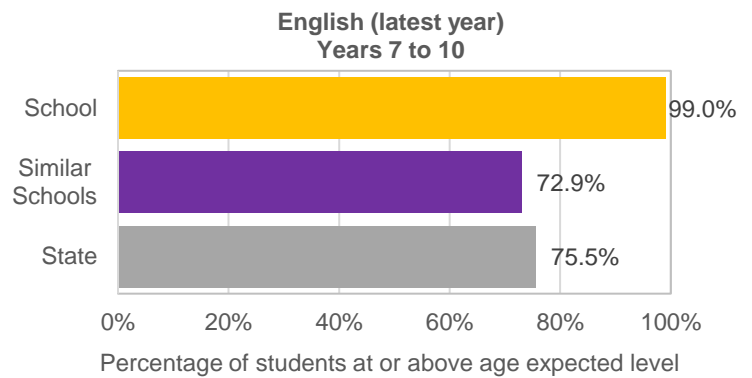
99.0%

Similar Schools average:

72.9%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

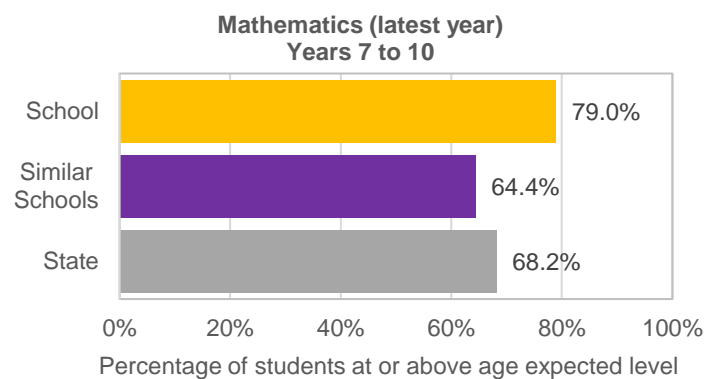
79.0%

Similar Schools average:

64.4%

State average:

68.2%



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

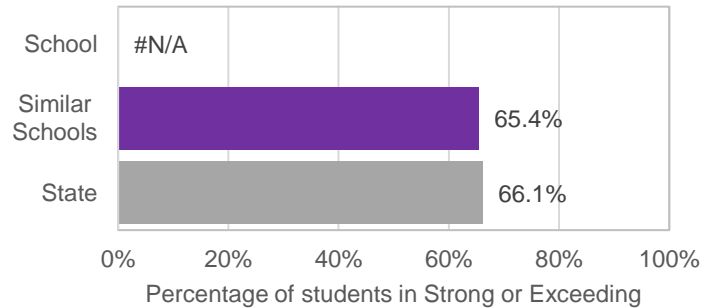
Similar Schools average:

65.4%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

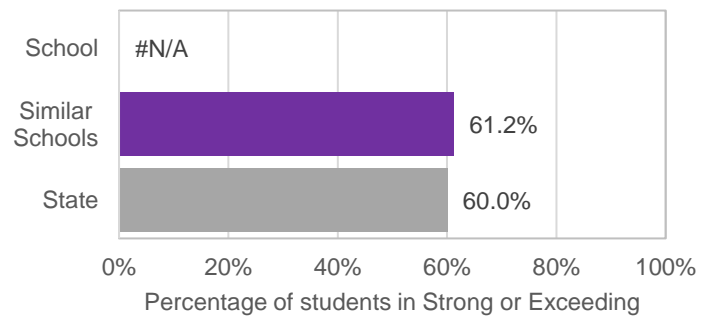
Similar Schools average:

61.2%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

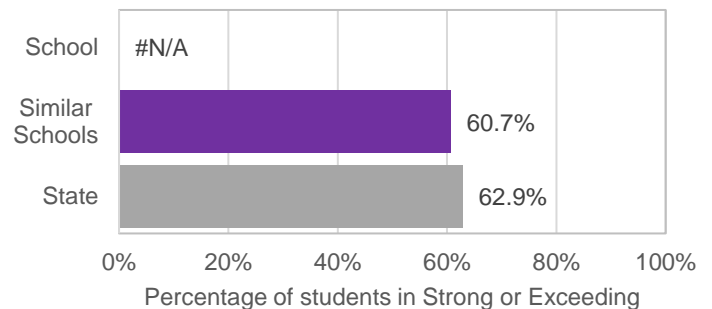
Similar Schools average:

60.7%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

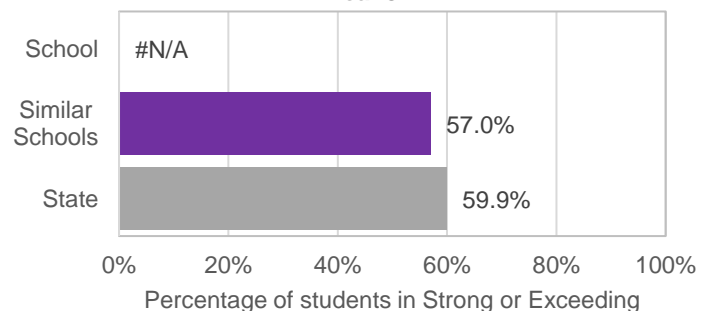
Similar Schools average:

57.0%

State average:

59.9%

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



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

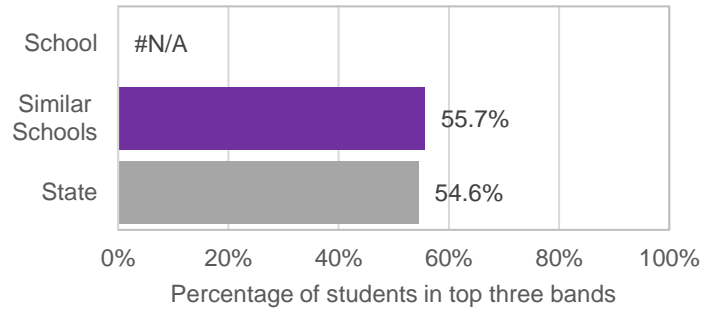
Similar Schools average:

55.7%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

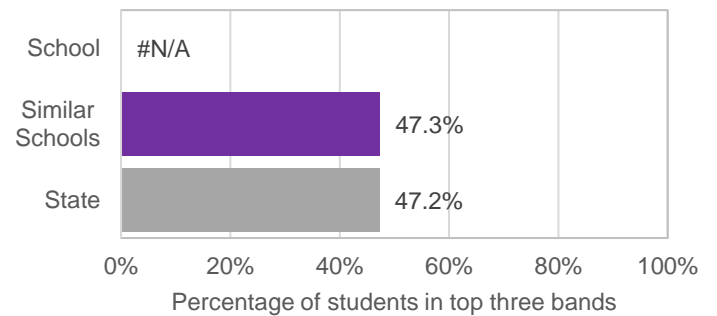
Similar Schools average:

47.3%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

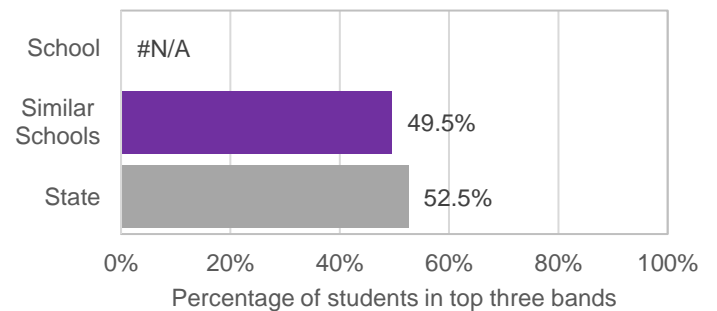
Similar Schools average:

49.5%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

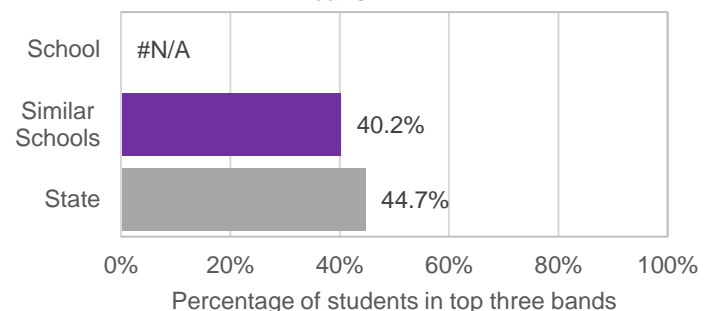
Similar Schools average:

40.2%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

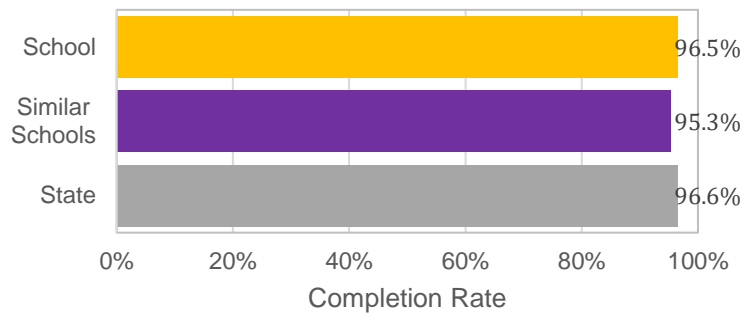
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	96.5%	96.4%
Similar Schools completion rate:	95.3%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.0

Number of students awarded the VCE Vocational Major

64

Number of students awarded the Victorian Pathways Certificate

NDP

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

93%

Percentage VET units of competence satisfactorily completed in 2023:

91%

WELLBEING

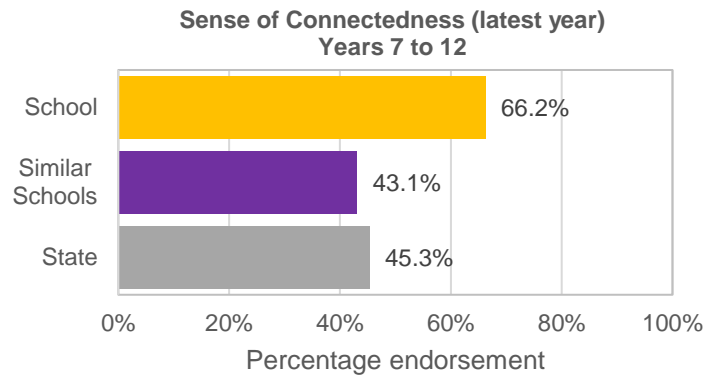
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	66.2%	68.4%
Similar Schools average:	43.1%	48.4%
State average:	45.3%	49.9%

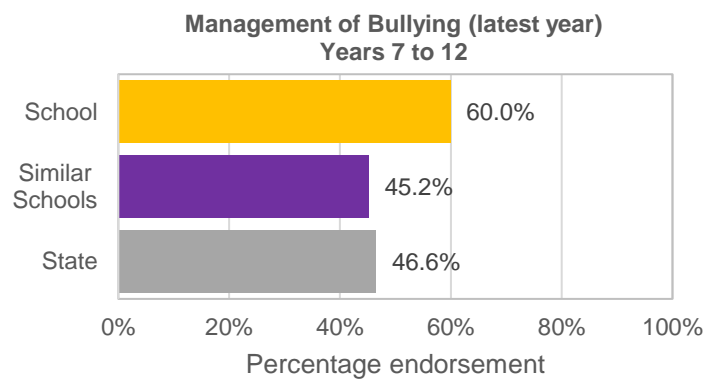


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	60.0%	61.5%
Similar Schools average:	45.2%	50.4%
State average:	46.6%	51.0%



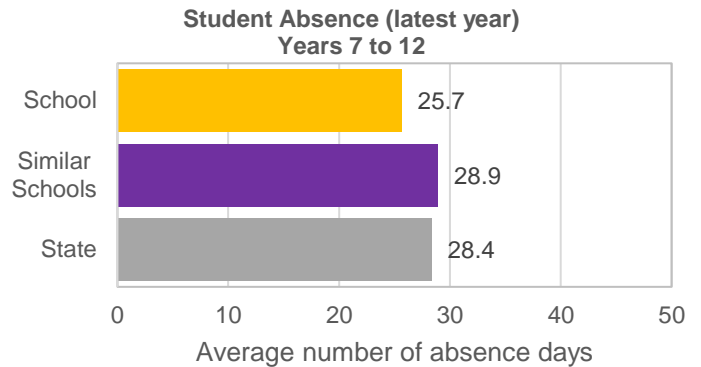
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	25.7	18.1
Similar Schools average:	28.9	23.9
State average:	28.4	23.8



Attendance Rate (latest year)

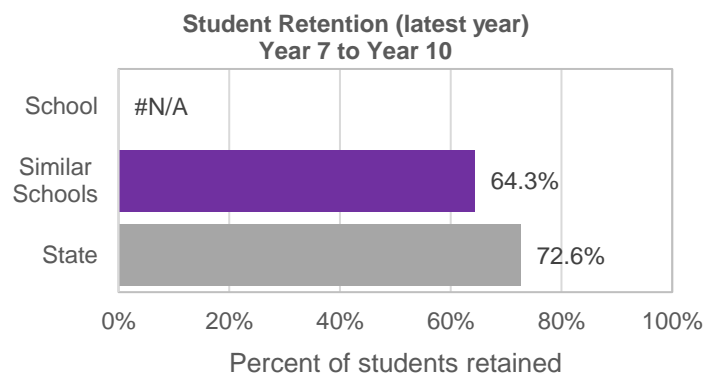
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	NDA	NDA	NDA	87%	87%	87%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	64.3%	65.0%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

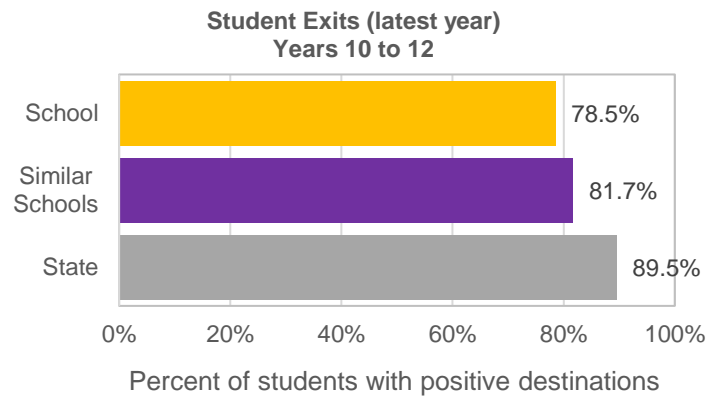
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	78.5%	84.7%
Similar Schools average:	81.7%	81.8%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,621,732
Government Provided DET Grants	\$1,083,432
Government Grants Commonwealth	\$42,094
Government Grants State	\$2,784
Revenue Other	\$1,940,587
Locally Raised Funds	\$404,810
Capital Grants	\$0
Total Operating Revenue	\$8,095,440

Equity ¹	Actual
Equity (Social Disadvantage)	\$84,294
Equity (Catch Up)	\$14,874
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$99,167

Expenditure	Actual
Student Resource Package ²	\$6,093,563
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$65,011
Communication Costs	\$10,998
Consumables	\$368,287
Miscellaneous Expense ³	\$409,788
Professional Development	\$19,544
Equipment/Maintenance/Hire	\$505,319
Property Services	\$140,282
Salaries & Allowances ⁴	\$1,182,972
Support Services	\$210,544
Trading & Fundraising	\$8,079
Motor Vehicle Expenses	\$4,449
Travel & Subsistence	\$371
Utilities	\$150,833
Total Operating Expenditure	\$9,170,041
Net Operating Surplus/-Deficit	(\$1,074,601)
Asset Acquisitions	\$91,866

- (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 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$3,686,473
Official Account	\$74,967
Other Accounts	\$1,952
Total Funds Available	\$3,763,392

Financial Commitments	Actual
Operating Reserve	\$493,727
Other Recurrent Expenditure	\$25
Provision Accounts	\$46,000
Funds Received in Advance	\$123,559
School Based Programs	\$270,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,493,261
Asset/Equipment Replacement < 12 months	\$113,000
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,569,573

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.