

2021 Annual Report to The School Community



School Name: Nossal High School (8865)



- 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.

«PrincipalSignDescription»

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
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About Our School

School context

Nossal High School was established in 2010 as the first co-educational fully academically selective Government school in Victoria. Along with the other three academically selective schools in Victoria (Melbourne High School, The Mac. Robertson Girls High School and Suzanne Cory High School) it forms the Victorian Select Entry Network of schools. Located in the urban growth corridor on the grounds of Federation University Berwick campus, the school draws enrolments from right across the Melbourne metropolitan area and into regional areas and offers programs for students in Years 9 - 12 only. Entry is competitive and via a common entry exam administered through VCAA and an independent testing company called "Edutest." Students in Year 8 or equivalent can apply to sit the exam for entry into Year 9 for the following year, and can preference up to three of the schools. Enrolments are capped at 208 per year level for a school total of 832. Retention rates are very high with very few students leaving the school prior to year 12 completion and nearly all students exit to University. The 208 students offered places for Year 9 annually come from between 60 and 98 different schools; generally around 50% from the non-government sector and a roughly 50:50 gender mix. There is no provision for gender based selection. Recent enrolment figures show slightly increased male enrolments and decreased enrolments from the non-government sector, although whether this is a trend is yet to be determined. In the years that the school has been operating there has been a shift in enrolment demographics with greater numbers of local students enrolling and a steady increase in the total number of applicants, Nossal first preferences, and an associated increase in entry scores. Some students travel long distances to attend (ie. from Craigieburn, Deer Park, Mernda, Traralgon etc.) and some families will move to the area once their child has secured a place at Nossal. A 5% cap on enrolments from any one "feeder" school is applied across the 4 selective schools to limit the impact on individual schools; a 10% equity quota is applied and testing fees are waived to encourage students from low SES families and ATSI to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam, and they are invited to submit an additional written application and attend an interview prior to selection. This is outside the 5% enrolment cap. There can be significant discomfort and dissatisfaction from other schools about the selective entry process as they can lose their highest performing students and are concerned about the impact this has on their results in the short and longer terms and the impact on their programs - particularly "SEAL" and similar high achievers programs. Some non-government schools respond quite aggressively to selective school place offers with counter offers of scholarships, demands to repay existing scholarships and in some cases threats of exclusion for siblings.

Nossal has a capped enrolment of 832 students and in 2021 a staffing profile of 51.7 FTE teaching staff and 19.3 FTE Education Support staff. No staff or students have identified as indigenous and the school does not offer programs to overseas students.

The retirements of the long term Business Manager and the Assistant Principal at the end of 2020 triggered a leadership restructure and some changes to responsibilities within the school leadership team. This restructure was reviewed and further refined at the end of 2021 with the removal of a Leading Teacher and the re-introduction of an Assistant Principal: Wellbeing & Student Agency, both from the start of 2022.

On most comparative performance measures Nossal achieves excellent results, and "traditional" improvement measures are more nuanced and incremental, requiring contextual understanding and challenging and longer term approaches to achieve cultural rather than transformative change.

The school leadership team has always sought to challenge the school community and has set broad big picture goals relating to curriculum and pedagogy; assessment; student voice; ICT; school culture and ethos. The school supports a number of innovative approaches and is at the forefront in the development and delivery of online curriculum, and has been exploring options to share this expertise more broadly, particularly in the light of the COVID 19 experience and potentially as an enhancement to the DET Victorian High Ability Program (VHAP) and/or in the context of the ongoing Senior Secondary Reforms which have followed the publication of the Firth Report. Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results. All aspire to

university entry. Many take on huge workloads, set very demanding expectations for themselves, and their academic focus results in a VCE curriculum that is narrower than mainstream schools.

Nossal students (and alumni) are very strongly connected to the school, very positive about their education and their relationship with their teachers and have significant and authentic voice and many leadership opportunities. The school culture is positive, supportive and generally very happy, with a comprehensive co-curricula program, and many whole school, House and team building events and activities. Where elements of the school culture require improvement, this work is approached proactively and collaboratively, with a strong focus on ensuring that student contributions are regular and meaningful.

The school achieves excellent academic results, particularly at VCE level, but is very conscious of the need to prepare students for successful transition into tertiary studies and the focus of our curriculum and pedagogy is much broader than just academic achievement and high scores. Feedback from the alumni and their performance in the tertiary sector indicates that this is an area where the school has been highly successful. When seeking measures of success, the school is more likely to look to measures of student connectedness and engagement than to its academic outcomes which, though excellent and not achieved without considerable commitment on the part of staff and students, are in part a natural consequence of its recruitment process.

School Vision Statement...

Nossal High School is committed to being an innovative, inclusive and dynamic educational environment. We challenge ourselves to be creative and critical thinkers with good communication skills and the resilience necessary to succeed in an ever-changing world. We build skills, self-confidence, leadership abilities and community spirit through a rigorous, rich and varied curricular and co-curricular program. We want our graduates to be ambitious, ethical and responsible citizens who conduct themselves with humility and compassion.

School Values....

Nossal is a school that.....

- Leads and develops leadership
- Creates and cultivates creativity
- Is respectful and fosters respectful citizenship
- Inspires and seeks inspiration
- Is ethical and develops ethical behaviours
- Pursues excellence and celebrates individual progress
- Develops resilience and independence and nurtures wellbeing
- Encourages a strong work ethic with an emphasis on personal growth

Framework for Improving Student Outcomes (FISO)

As noted in last year's Annual report, Nossal was well prepared for the COVID 19 lockdowns which continued throughout 2021. The movement between online, remote learning and on campus learning throughout the year was relatively smooth, and all students and staff were equipped and confident to be able to connect and participate fully. The rapid onset of the first lockdown of the year prompted the creation of various procedures specific to the case of a "snap lockdown" which stood the school in good stead later in the year. The logistical challenges affecting ES staff remained more marked whenever we were in lockdown, but systems established during 2020 supported their work throughout the lockdowns. As a result, the school was able to default to relying on only a skeleton presence onsite - typically one administrative staff member (Principal) and an IT technician presence - to provide oversight and assistance during much of the locked down period.

Wellbeing concerns for students were heightened during this second year of extended remote learning, and as a result the Wellbeing Team were more proactive in inviting specific, vulnerable students onsite from time to time during 2021 to ensure that they were adequately supported in maintaining their mental health and pursuing their learning. These students were typically supervised by a member of the Wellbeing Team but continued to attend classes remotely with

their peers. All staff briefings and meetings continued as usual and were delivered through Microsoft Teams as the school preferred platform.

Trends established during extended lockdowns in 2020 continued to hold, with the Health and Wellbeing of staff and students reinforced as a school priority. The requirement that the school re-frame its Annual Implementation Plan around three Department-wide priority areas (Learning Catchup & Extension; Happy, active and healthy kids; Connected schools) was a useful support in this area. As was the case in 2020, some staff and students found benefit and advantage in the remote learning environment while others were greatly challenged by it. Comparatively Nossal fared well with limited negative impact on curriculum delivery, strong wellbeing and support structures, and regular monitoring and close communication with all members of the school community, though maintaining active student engagement was increasingly difficult as the lockdowns became more long term. The student leaders were once again an active source of support for both staff and their peers. They continued to provide morale boosting messages and activities, and staff and students continued to pursue a range of virtual co-curricular programs and events to ensure that the community was still connecting more broadly. Like all schools, we were very pleased to resume onsite, with a greater appreciation for face to face social, educational, and professional interactions.

The Learning Catchup and Extension priority was supported in 2021 by the institution of the Tutor Learning Initiative. Funding related to this program was utilised to provide a combination of in-class support and extraction workshops for students with specific skills deficits which had been either identified or exacerbated by their extended online experiences. Though students in multiple year levels in both Mathematics and English received support through this program, the most significant area of need identified in 2021 was in the area of writing and literacy skills in our Year 9 cohort. This group did their entry test very late, and were not required to produce any writing as part of the entry process. In addition, sustained reading and writing are both difficult skills to encourage and maintain during extended remote learning. As a result, there was a noticeable increase in the spread of skill levels in the school's 2021 NAPLAN results and this was confirmed by internal diagnostic data produced by the school's Year 9 English teachers. Since the same late and restricted testing regime was utilised at the end of 2021 to recruit the 2022 intake (and since this intake will consist of students who have had two years of disrupted learning), it is expected that the need for support in this area will be ongoing. Staff have begun forward planning for the impact this may have on teaching written responses in a VCE setting in 2023 and 2024.

This learning focus was supplemented by a series of activities in 2021 designed to support the Happy, Healthy Kids priority. An early camp for the 2021 Year 10 cohort - who missed their Year 9 induction camp - and a deferred Valedictory Dinner for the graduating class of 2020 were both held successfully early in the year, along with an extended induction program for the incoming Year 9 cohort. Once again, a large backlog of administrative work for the office staff were experienced late in 2021 due to the intake process being deferred until the test could be held in person in a COVID-safe way. The increasing concerns that there is no viable alternative to a single day in-person test as the method of entry to the Select Entry schools will form the basis of a reassessment of the selection criteria and processes by the DET's Select Entry High School Unit in 2022. At that time, two different programs of research (one into the measurement of creativity and one into the increasing gender disparity which the testing regime utilised in the last two years seems to have exacerbated) will also be carried out to provide better understanding of our students' abilities and needs.

As was the case in 2020, there appears to have been minimal negative impact on student outcomes and comparative results are exceptionally strong (as measured by VCE results for 2021). The school is continuing to monitor and assess the impact of the last two years of disrupted delivery both in terms of learning and wellbeing, and this will no doubt lead to an ongoing evolution in the school's response into 2022.

Achievement

In 2021 the AIP was modified to reflect three priority targets specified by the Department of Education and Training as being essential to all schools:

- Learning, catchup and extension
- Happy, active and healthy kids

- Connected schools

Various targets identified in the School's Strategic Plan were re-categorised under these headings, as outlined below. Not all of these targets were the focus of active development in 2021, since the focus was on responding to the needs created by the disruptions to learning both in 2020 and during 2021 itself.

Only Learning, Catchup and Extension targets will be addressed here. In the figures quoted below, 2021 targets were calculated prior to the onset of the pandemic, as a way of tracking school progress through its strategic plan. It's also worth noting that while an upward trend is generally apparent in results relating to student outcomes and attitudes, Staff Survey results peaked significantly in 2020 and seem to have settled back to something closer to the school's previous norms in 2021.

2021 Outcomes: Learning, Catchup and Extension

VCE Median Study Score 36 (2021 target: 36; 2018 starting point: 35)
 VCE Study Scores above 40 26.9 (2021 target 27.5; 2018 starting point: 26)

Decrease Percentage in Students with a Study Score Under 28 in

- Chemistry - 20% (2018 starting point: 23%)
- English - 1% (2018 starting point: 6%)
- Mathematical Methods - 17% (2018 starting point: 23%)

School Staff Survey: Teaching and Learning – Practice Improvement module

- Seek feedback to improve practice – 38% (2021 Target: 54%; 2018 starting point: 36.2%)
- Professional learning through peer observation – 32% (2021 Target: 44.9%; 2018 starting point: 17%)

School Staff Survey: School Leadership module

- Instructional leadership – 60% (2021 Target: 60% or above; 2018 starting point: 45.3%)
- Visibility – 47% (2021 Target: 60%; 2018 starting point: 33.6%)

School Staff Survey: Planning module

- Plan differentiated learning activities - 64% (2021 Target: 66.9%; 2018 starting point 57.4%)

Student Attitude to School Survey: Effective Teaching for Cognitive Engagement

- Differentiated learning challenge - 70% (2021 Target: 70.6%; 2018 starting point: 67%)

Student Attitude to School Survey: Learner Characteristics and Disposition

- Self-regulation and goal setting - 78% (2021 Target: 63.5%; 2018 starting point: 57.4%)

VCE Results Summary

ATARs of 90+ 60.2% (2020 Result: 55.7%)
 Median ATAR 93.7 (2020 Result: 92.35)
 ATARs over 99 22 (2020 Result: 16)
 Study Scores Mean 35.5 (2020 Result: 35.4)
 Study Scores 40+ 26.9% (2020 Result: 26%)
 No. of 50s (max possible) 16 (2020 Result: 17)

2021 Dux 99.9

It remains an open question whether the achievement data for 2020 and 2021 will prove to be comparable to the data for preceding (or subsequent!) years. In both cases, students were strongly motivated to take an independent approach to their VCE studies since they saw themselves as pursuing their goals in the midst of significant additional challenge, and it is likely that this commitment has led to enhanced outcomes overall. The evidence of long terms gains in the area of differentiated learning - both in terms of staff engagement in this practice and the student experience - is

promising since it suggests that the school is well positioned to respond to the increased spread which we expect to see in our incoming cohorts in the next few years due to their varied experiences of both online and on campus learning throughout the pandemic. The practical ability of staff to seek or receive feedback on their practice during a period where much of their work has been carried out online in isolation has naturally been curtailed, but it is hoped that the continued rollout of the QTR program (which provides a structured approach to peer observation and professional reflection) will lead to an improvement in these measures. A pilot group ran successfully in 2021 despite the various disruptions to the year, and the enthusiasm of this group of experienced teachers for the approach provides a promising basis for future work.

As was the case in 2020, significant PL time in 2021 was dedicated to activities and structures aimed at supporting staff wellbeing. It quickly became apparent that this was a significant need throughout each lockdown, especially for staff whose work-from-home circumstances did not support the professional demands they were facing (e.g. teachers with small children of their own to support). As a result, certain of the PL aims of the school were deferred to 2022 (though as will be explored below under "Wellbeing" this modification to the structure did not stop the school from making significant strides in some areas).

Structurally, the school further refined its dedicated online support systems to answer the technical needs and pedagogical needs of staff & students during remote and flexible learning. A working group of staff from different teaching areas conducted a survey to trial a range of online tools for formative assessment. This led to the school's decision to commit to the use of Formative as an adjunct platform to support staff assessment practices into the future, and some initial training in the use of this tool was carried out both within the school's ICT PLT ("Geeksquad") and in whole staff professional learning sessions.

Engagement

This section draws in part on the work towards the Happy, Healthy Kids priority and in part on our reflections on the Connected Schools Priority (which looks more broadly at the school's engagement with the community, rather than the issue of student engagement specifically).

As noted above, 2021 saw a continued improvement in various measures related to student engagement:

School Staff Survey: Planning module

- Plan differentiated learning activities - 64% (2021 Target: 66.9%; 2018 starting point 57.4%)

Student Attitude to School Survey: Effective Teaching for Cognitive Engagement

- Differentiated learning challenge - 70% (2021 Target: 70.6%; 2018 starting point: 67%)

Student Attitude to School Survey: Learner Characteristics and Disposition

- Self-regulation and goal setting - 78% (2021 Target: 63.5%; 2018 starting point: 57.4%)

In addition, the school reflected on some additional measures in this domain:

School Staff Survey: Practice Improvement Module

- Teacher collaboration - 64% (2021 Target: 65.5%; 2018 starting point: 52.2%)

Student Attitude to School Survey: Social Engagement

- Student voice and agency - 67% (2021 Target: 71%; 2018 starting point: 61%)

Perhaps inevitably, the fragmented nature of the student experience of school - and of their ability to fully participate in the activities and processes embedded in a normal school year - have impacted on the growth of various engagement measures. Despite this, the school can be proud of the level of engagement it has managed to achieve over the last two years. In addition, the work in this field was affected by an incident in which alumni from the school (and thus the

school itself) were brought into prominence within the media. This led to a public and focussed discussion about certain elements of the school's culture (including misogyny, racism, homophobia and transphobia) which have a negative impact on engagement and which will form the focus of work throughout 2022 and into the future.

Regardless of any specific incidents, the success of the restructuring of the Wellbeing Team (outlined in detail under "Wellbeing" below) has allowed the school to move its focus towards cultural issues with greater confidence. The appointment of an Assistant Principal: Wellbeing and Student Agency for 2022 signals the school's firm commitment to expanding and strengthening the level of student agency across the school, and significant steps have already been taken in this area. There is also considerable enthusiasm for ensuring that metacognition is brought to the fore as a teaching tool, since it is clear that a metacognitive learner is better able to see themselves as the agent in the learning process. As part of their portfolio, one Head of House has been working with two other staff members and with the Student Representative Council to improve the processes through which students exercise agency within formal school structures. In addition, a team of students have been working since 2020 to come to a better understanding of what agency means, and to conduct a student-led review of the extent to which students in the school have agency within the classroom specifically, and as part of their learning experiences at the school. Discussion of their findings was the focus of some professional learning in 2021 which set the terms for future work in this area in 2022.

In addition, the school's focus on Respectful Relationships (RR) became an imperative this year thanks to an upsurge in calls for justice in the field of gender equity which was triggered by the specific online incident referenced above. This incident and the community response to it has confirmed the importance of RR in the school's curriculum and has also allowed the school to identify some gaps in its approach. One of these is a need to revisit and revitalise the school's commitment to working within a Restorative framework, and to educate both staff and students in the philosophy and strategies which are central to such an approach. This, along with a review of the way in which wellbeing incidents (particularly around harassment) are dealt with (and especially of the communication processes and longer term follow-up strategies), will be a focus moving into 2022. In this arena, student agency is likely to be of importance once again. Empowering students to stand up and be counted when their peers are behaving inappropriately is a most necessary step in ensuring that they are well prepared to enter the world after secondary school and is likely to be a focus of discussion with staff and students as the school moves forward.

A complementary response to the issue came from the alumni, who have taken steps to restructure and more actively involve themselves in directly supporting the school in addressing issues of culture and wellbeing. This continues (and indeed is the fruit of) the work of previous years; 2021 involved the school in significant work with the alumni to establish more effective links and programs rather than relying on ad hoc opportunities for alumni involvement. Specifically, work has been done to formalise the structure of the Old Nossalians Association (ONA) with an eye to future incorporation. The role of the staff member acting as alumni liaison has been clarified, and a central communication platform between the school and the ONA Executive has been established via MSTeams. Proposals for establishing more formal programs (initially a workshop program for Yr 10 students and a mentoring structure for more senior students) are being created, with the aim of implementing this in 2022.

The Nossal PFA continued to meet throughout 2021 but (like many community organisations) struggled somewhat to maintain interest and numbers without the ability to gather together face to face or to be directly involved in events and school support activities. Despite this, they were very active in the latter part of 2021, re-instituting traditional events such as the Second Hand Book & Uniform Sale with great success. Expanding their range of activities beyond fundraising into information sharing, parent forums and support sessions has been trialed with some success and will be further developed in 2022 and beyond.

Work has also been done at the Principal level to consider how select entry schools in general, and Nossal HS in the particular, should be positioned in the context of the Firth secondary schooling reforms. The school remains interested in contributing meaningfully here, as it does to the Victorian High Achievers Program (VHAP), but a lack of continuity in the DET staff (especially those working directly with the select entry schools) has presented challenges in this space. Finally, it is worth noting that there have been some changes in the leadership of other schools in the Select Entry Network, which it is hoped will lead to a reinvigoration of that Community of Practice. This year has already seen increased discussion about the selection processes employed by the network, and the impact these have on the cohorts accepted and on the pedagogies required to accommodate them.

There is also considerable enthusiasm at the student level to move beyond the constraints of the last two years and to increase the opportunities students in different select entry schools have to work together. In 2021, for example, an online forum was held exploring the issue of sexism and how this impacts the students at all four select entry schools, and there is an intention to continue this conversation into 2022 and beyond.

Wellbeing

With the continuation of extended periods of remote and flexible learning in 2021, wellbeing of both staff and students remained a priority area for the school in 2021. The school's goals and targets in this area fall mostly under the Happy, Healthy Kids priority for the year's AIP. The work of supporting the wellbeing of both staff and students was also affected by an incident in which alumni of the school (and thus the school itself) were brought into prominence within the media. As noted in Engagement (above) this incident threw light on some less praiseworthy elements of the school's culture, particularly in the areas of misogyny, racism, homophobia and transphobia. The school's response to this event is mainly integrated into the reflections on Student Agency (above).

The school's goals were to:

1. Enhance the whole school approach to social & emotional learning, with particular emphasis on the integration of Respectful Relationships curriculum

The upskilling of staff and the delivery of materials from the Respectful Relationships (RR) curriculum was an area of priority throughout 2021, despite disruptions caused by extended remote learning (which problematises the discussion of key concepts underlying this curriculum) and by a significant event within the school community which focussed staff and student attention specifically on matters of gender equity and mutual respect. Regular RR sessions were run during Nossal Time, supported by regular professional learning around Social and Emotional Learning (SEL) in general and RR in particular. A curriculum day was held which had an explicit focus on wellbeing, incorporating workshops on areas of specific need (i.e. the prevalence of eating disorders in high achieving students) alongside staff wellbeing activities.

2. Review & revise wellbeing team roles to incorporate the work of a new Mental Health Practitioner (appointed in late 2020)

Wellbeing Team roles were reviewed and the MHP is embedded and carrying a significant case load, as well as supporting the development of other members of the counselling team. The systems for triaging of cases, and for the targeted referral of cases to external agencies, is now more centralised and effective. Specifically, the counsellor booking system has been modified and optimised for improved student impact. In addition, the integration of external agencies to manage complex wellbeing cases has increased.

Systems for remote consultation of counsellors and Heads of House by students have been developed and refined over the last two years, and these are now operating with a high degree of success. As part of this, relevant staff have undertaken professional learning in remote counselling. An increase in the number of referrals to internal and external support agencies indicates that the Wellbeing Team's aim of proactively identifying at-risk students is being met, and daily wellbeing check-ins by tutorial teachers and early identification of students of concern enabled timely proactive intervention via the Heads of House and wellbeing team.

Finally, increased self-referrals and "Report a Concern" notifications as a result of negative media attention triggered significant revision of the school response process and highlighted the need to revisit and re-emphasise processes and procedures in 2022.

3. Maintain existing focus on staff wellbeing through the provision of regular wellbeing activities

Policies and procedures established in 2020 underwent further refinement in order to optimise staff wellbeing, and

certain additional protocols were put in place with an aim to decreasing staff anxiety in the face of uncertainty (e.g. a documented protocol to be followed in the case of a snap lockdown). These procedures are now quite robust, as evidenced by the fact that there have been significantly fewer staff in crisis this year compared to the rate throughout 2020. To support this, staff meetings and briefings were reduced either in number or length where possible to give staff additional time to respond to the demands of long-term online delivery, and the whole staff professional learning calendar was re-designed to increase the amount of time dedicated to collaborative and independent staff work.

Specific professional learning sessions were implemented to help staff adapt to likely future lockdowns (e.g. a "future proofing" session where staff were encouraged to modify tasks ahead of a likely future lockdown so that they were not trying to modify everything in real time when such an event occurred), and regular wellbeing check-ins were conducted by PDP reviewers to provide all staff with small group opportunities to provide feedback to the school's leadership team about how they were coping, particularly during the extended lockdown. Online structures were also utilised to foster staff (and student) reflections on opportunities to experience and express gratitude and joy.

School Staff Survey - School Climate Module

- Staff trust in colleagues - 79% (2021 Target: 73.5%; 2018 starting point: 69.1%)

School Staff Survey - Staff Safety & Wellbeing Module

- Overall rating - 66% (2021 Target: NA; 2018 starting point: 55.6%)

Student Attitudes to School Survey - Learner Characteristics and Disposition

- Resilience - 71% (2021 Target: 73%; 2018 starting point: 67%)

It is worth noting here that the 2021 Student Attitudes to School Survey included a raft of wellbeing related data which has not been previously available, and is likely to form the basis of future work in the school. Overall, the school's data as it relates to student connectedness and safety remain very strong, and maintaining and enhancing this strength will be a focus of future work.

Finance performance and position

As was reported in 2020, the meeting between the Principal and Business Manager with DET experts to determine the best way to manage the inevitable SRP deficit without significantly reducing staffing levels or compromising educational programs and Strategic Plan priorities did not yield any simple solutions. This reality, coupled with the the impact of COVID-19 on the financial stability of many of our families, means that the school continued to move into the predicted deficit position during 2021.

Attempts to mitigate the staffing limitations caused by the inadequacy of the SRP as staff move up the incremental scale were made in 2021, but with limited success. These included inviting staff to volunteer for time-fraction reductions, and the elimination of an AP position. The former strategy led to a very significant limiting of the timetable structure for 2021 and a corresponding increase in workload for other staff which, though challenging, is being pursued into 2022. The elimination of the AP position proved detrimental to the school's programs overall and this, coupled with the need for strong and focussed leadership in the areas of Wellbeing and Student Agency, led to the decision to re-instate this position in 2022. Instead, a Leading Teacher position was eliminated, with a significant portion of the workload from that position re-allocated to a new educational support staff member whose role will begin in 2022 and will embrace a significant amount of work related to compliance and facilities management. This appointment is part of a broader re-structuring of the Educational Support Staff team to achieve greater efficiencies without requiring additional staff in that area.

As has already been noted, future solutions involving further staff reduction are undesirable and potentially unsustainable, and the removal of "small" class options at VCE level would further limit student choice and curriculum breadth in the short and long term. The school continues to limit external advertising of some leadership positions due to concerns about potential staffing imbalance caused by the need to appoint staff able to competently teach specific

subject areas at VCE level. We have accumulated substantial locally raised funds to undertake some longer term larger scale building and grounds development works, many of which were once again delayed in 2021 due to challenges in the sourcing of materials and/or access to contractors during lockdowns.

The relatively small Equity funding the school attracts is fully expended on the partial employment of an additional student well-being counselor and in providing additional time release for House Leaders. The school also holds significant funds paid in advance for the Nossal Alumni membership which we expect to be transferred to the ONA once they have achieved incorporation early in 2022.

2021 also saw the introduction of significant changes to the Parent Payments Policy, which led to significant work in restructuring and re-articulating the parent contributions which the school requests annually in support of its programs. There is considerable uncertainty associated with the likely impact of this on the future rate of voluntary contributions we can expect from our parents. The parent community have generally been very supportive and many have been willing to make voluntary contributions to the Building and Library Funds in the past, however the impact of COVID associated job loss or uncertainty on collection rates is being felt and parent funds were rolled forward or refunded due to non expenditure caused by the cancellation of programs and events in 2020 and, to a lesser extent, 2021. It will be some time (probably at least 12 months) before the school has a strong sense of its position in this area. Despite this, the continuing challenges in sourcing certain significant resources (e.g. the 200 or so laptops typically required by our incoming Year 9 students) have forced the modification of certain processes in the school's financial management (e.g. pre-ordering laptops instead of allowing parents to order directly as they enrol). This approach has so far proven sound, but will require regular review as the financial landscape continues to evolve.

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

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').

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 831 students were enrolled at this school in 2021, 379 female and 452 male.

62 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

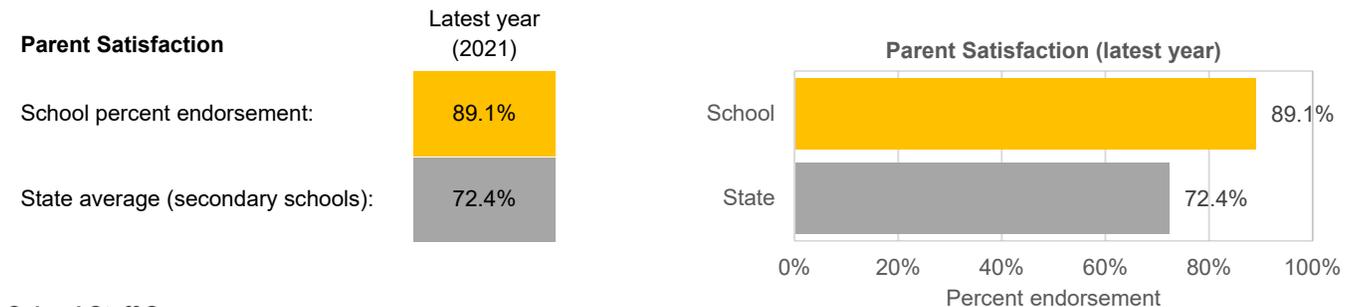
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

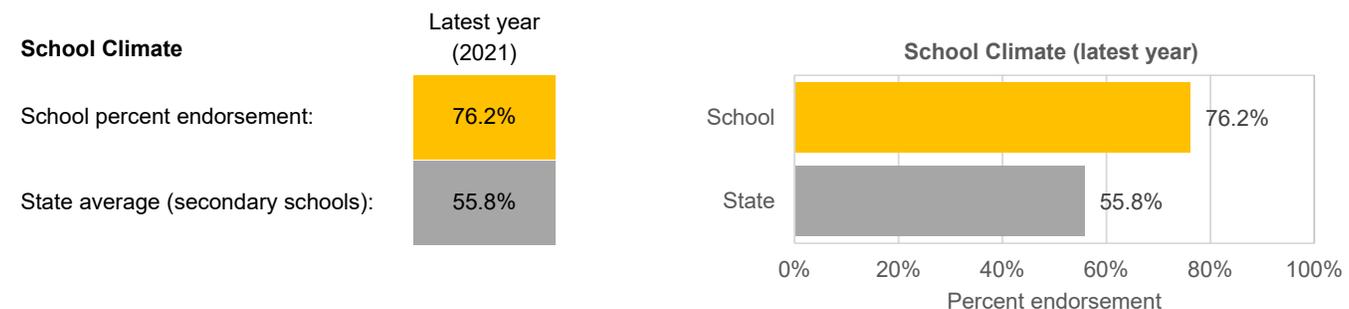


School Staff Survey

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:

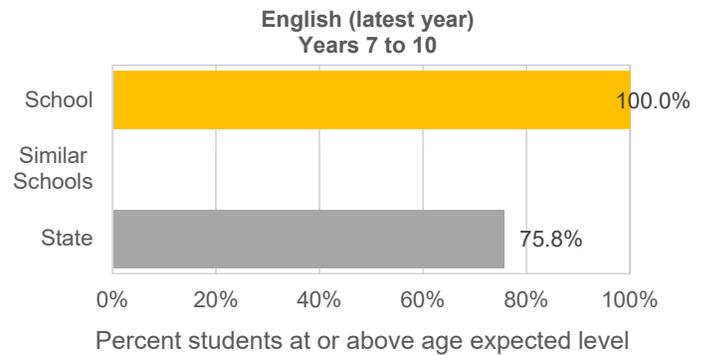
100.0%

Similar Schools average:

NDA

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

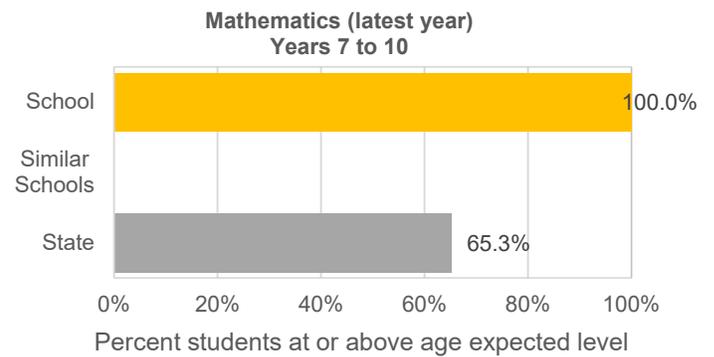
100.0%

Similar Schools average:

NDA

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.

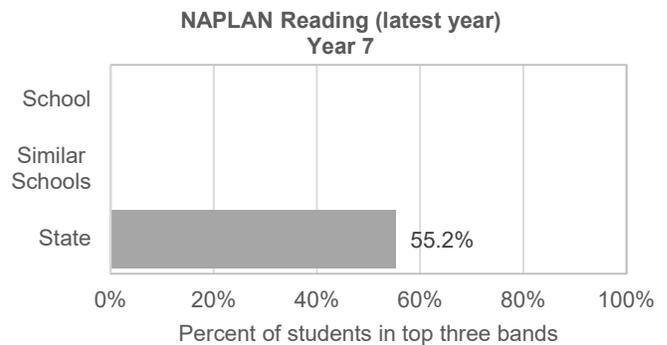
NAPLAN

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.

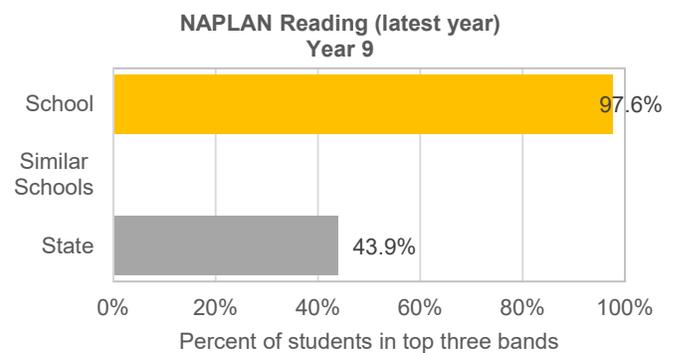
Reading Year 7

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



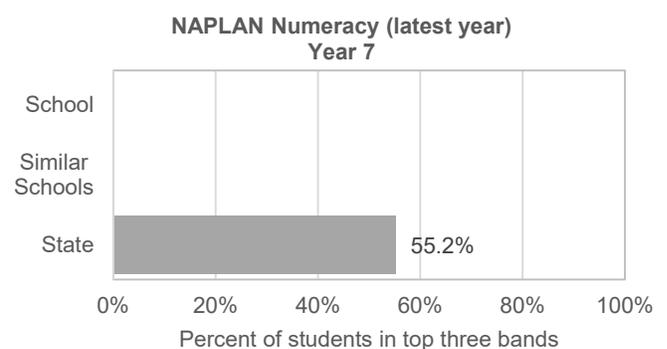
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	97.6%	97.6%
Similar Schools average:	NDA	NDA
State average:	43.9%	45.9%



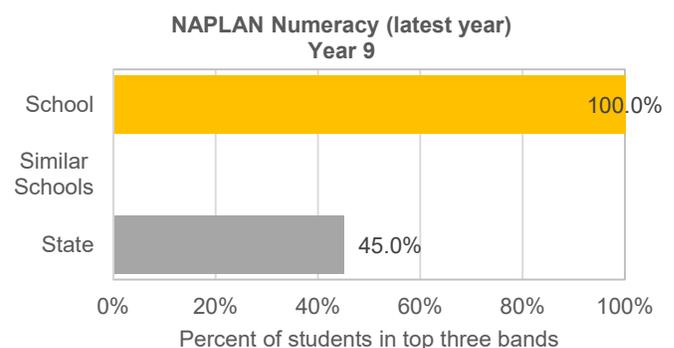
Numeracy Year 7

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



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	99.8%
Similar Schools average:	NDA	NDA
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

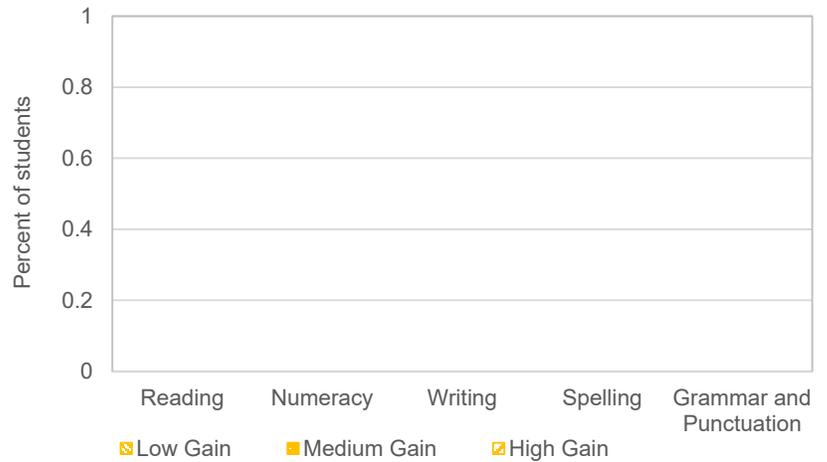
NAPLAN Learning Gain

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	NDA
Numeracy:	NDA	NDA	NDA	NDA
Writing:	NDA	NDA	NDA	NDA
Spelling:	NDA	NDA	NDA	NDA
Grammar and Punctuation:	NDA	NDA	NDA	NDA

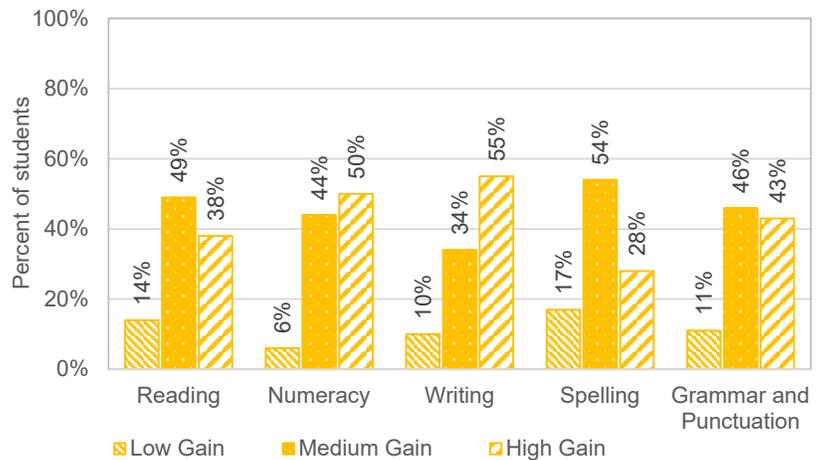
NAPLAN Learning Gain (latest year)
Year 5 - Year 7



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	14%	49%	38%	NDA
Numeracy:	6%	44%	50%	NDA
Writing:	10%	34%	55%	NDA
Spelling:	17%	54%	28%	NDA
Grammar and Punctuation:	11%	46%	43%	NDA

NAPLAN Learning Gain (latest year)
Year 7 - Year 9



ACHIEVEMENT (continued)

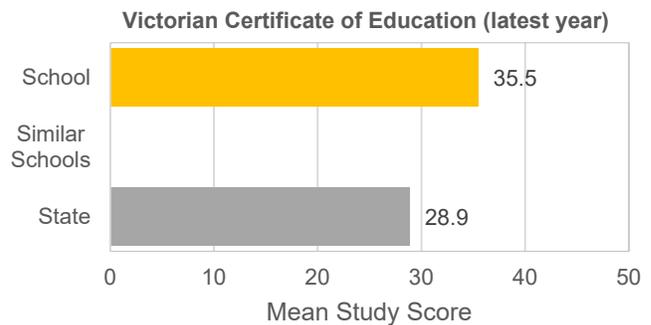
Victorian Certificate of Education (VCE)

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	35.5	35.2
Similar Schools average:	NDA	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

NDA

VET units of competence satisfactorily completed in 2021*:

NDA

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

NDA

* 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

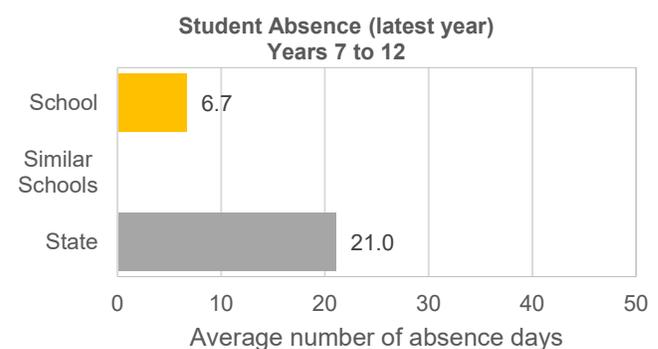
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	6.7	9.1
Similar Schools average:	NDA	NDA
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

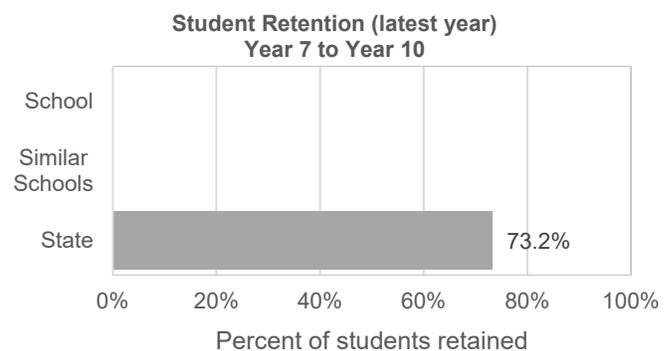
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	98%	97%	95%	95%

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:	NDA	NDA
State average:	73.2%	72.9%



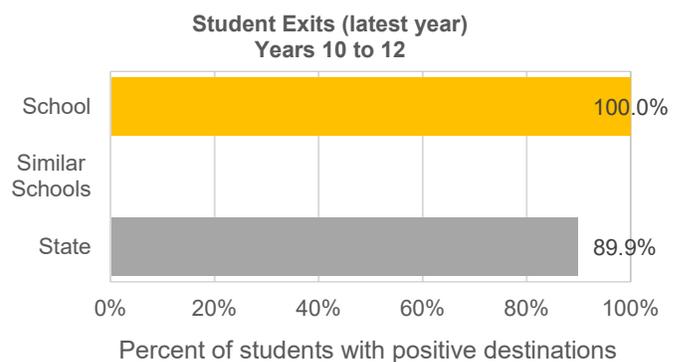
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	NDA	NDA
State average:	89.9%	89.2%



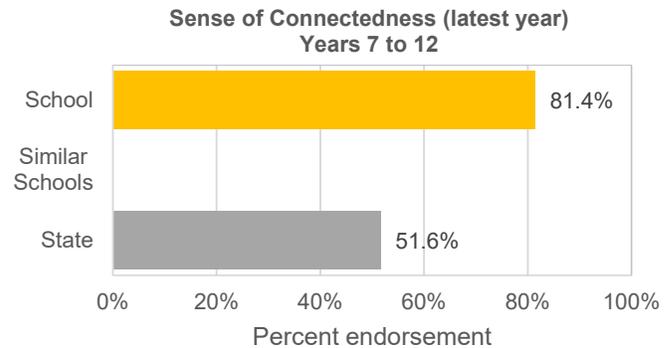
WELLBEING

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:	81.4%	79.3%
Similar Schools average:	NDA	NDA
State average:	51.6%	54.5%

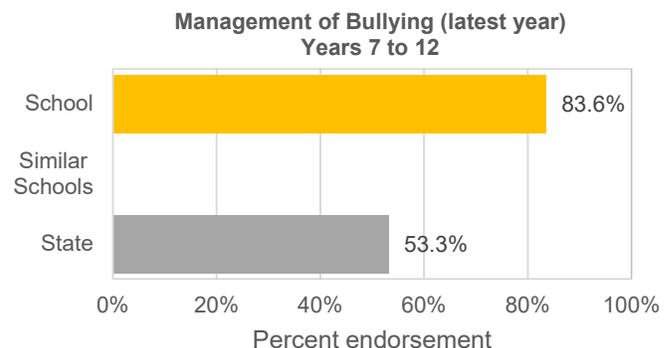


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.6%	80.2%
Similar Schools average:	NDA	NDA
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	\$8,162,343
Government Provided DET Grants	\$642,994
Government Grants Commonwealth	\$13,210
Government Grants State	\$41,920
Revenue Other	\$154,588
Locally Raised Funds	\$1,590,190
Capital Grants	\$0
Total Operating Revenue	\$10,605,245

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,780
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,780

Expenditure	Actual
Student Resource Package ²	\$8,224,787
Adjustments	\$0
Books & Publications	\$7,573
Camps/Excursions/Activities	\$446,121
Communication Costs	\$63,378
Consumables	\$357,147
Miscellaneous Expense ³	\$83,947
Professional Development	\$34,808
Equipment/Maintenance/Hire	\$147,900
Property Services	\$242,959
Salaries & Allowances ⁴	\$318,677
Support Services	\$137,721
Trading & Fundraising	\$435,806
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$22
Utilities	\$146,032
Total Operating Expenditure	\$10,646,877
Net Operating Surplus/-Deficit	(\$41,632)
Asset Acquisitions	\$166,549

- (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	\$1,194,550
Official Account	\$124,353
Other Accounts	\$674,521
Total Funds Available	\$1,993,423

Financial Commitments	Actual
Operating Reserve	\$383,063
Other Recurrent Expenditure	\$660
Provision Accounts	\$0
Funds Received in Advance	\$425,854
School Based Programs	\$393,462
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$262,412
Repayable to the Department	\$110,000
Asset/Equipment Replacement < 12 months	\$130,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,015,452

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.