

2023 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 \(VIT\)](#)
- 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 23 April 2024 at 05:28 PM by Tracey Mackin (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 30 April 2024 at 04:13 PM by Subhash Abhayawansa (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

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 an urban growth corridor on the grounds of Federation University's 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 the Victorian Curriculum and Assessment Authority (VCAA) and an independent testing company (ACER). It is worth noting that 2023 was the first year of the ACER contract with the Department of Education, and that changes to the testing regime may result in shifts in the student cohort which have future implications for curriculum planning, amongst other things.

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; 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. In 2023, a special measure was put in place by the then Education Minister to ensure gender parity in the two co-educational select entry schools. 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 (e.g. from Craigieburn, Deer Park, Mernda, Traralgon) and some families will move to the area once their child has secured a place at Nossal. A 4% cap on enrolments from any one "feeder" school is applied across the 4 selective schools to limit the impact on individual schools, unless the students are coming from a P-9 school, in which case the cap is 10%. A 10% equity quota is applied and testing fees are waived to encourage students from low Socioeconomic Status (SES) and Aboriginal and Torres Strait Islander (ATSI) families to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam. They are invited to submit an additional written application and attend an interview prior to selection. 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.

Nossal has a capped enrolment of 832 students and in 2023 a staffing profile of 52 Full Time Equivalent (FTE) teaching staff and 19.6 FTE Education Support staff. No staff or students have identified as indigenous and the school does not offer programs to overseas students.?

On most comparative performance measures Nossal achieves excellent results, and interpreting "traditional" improvement measures requires nuanced 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 goals relating to curriculum and pedagogy; assessment; student agency; 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. 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 and set very demanding expectations for themselves. 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-curricular 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. The focus of our curriculum and pedagogy is therefore 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In the first term of 2023, the school undertook a review and crafted a new School Strategic Plan to guide it through the next four years of its operation. The review was an opportunity to celebrate the school's positive impact on its learners, and to think critically about the needs of those learners and how best to answer them. The previous SSP had incorporated several "stretch goals" for the school; these goals served to delineate the key areas of work for the school, but set challenging targets for what constituted "success" in these areas. As a result, while progress was seen in almost all areas across the previous SSP, many targets were deemed to be "partially met" by the panel. Despite this, the panel recognised in their report that the school was providing a supportive learning environment with a focus on students.

In the domain of Learning, as was discussed in the 2022 Annual report, the school had been striving for improvement in two main areas - the provision of support to those students struggling to cope with certain core subject areas (English, Maths Methods, Chemistry), and an increase in the number of students scoring in the higher ranges (40+) for their VCE study scores (i.e. ensuring that we were meeting the needs of our highest achieving students, and providing them with opportunities for growth). Of these two focus areas, the school's greatest success was found in its pursuit of the goal of supporting students who were finding their chosen VCE subjects challenging. As has been noted in previous reports, these students' results often reflect the fact that their studies have been impacted by a range of wellbeing issues, and the work of supporting them is one shared by classroom teachers and the Wellbeing Team alike. The decision of the Wellbeing Team, over the course of the last strategic plan, to pursue the goal of maximising the time the students they are working with spend in class, is part of a broader policy (which will be pursued in the next strategic plan) of more explicitly identifying and documenting classroom adjustments being made in support of individual students. During 2023, the work of training staff in the more effective creation of Individual Education Plans was begun in earnest, and a range of effective documentation strategies explored. This work built directly on the systems of individualised support which had been established for students at risk of very low marks across the course of the previous strategic plan.

The goal of increasing the number of students scoring at the top end of the scale was not met across the course of the last strategic plan, although the median study score did increase slightly. This was certainly one of the "stretch" goals noted above, and the statistics in this area have (as has been noted previously) also been affected in difficult-to-interpret ways by the interruptions created throughout the pandemic-related lockdowns. It is worth being aware that to score a 40+, a student has to be achieving in the top 9% or better of all students doing that subject in the state. This is a challenge even for high achieving students such as those at Nossal, and so the school has consistently treated this target as a proxy for encouraging its teachers to reflect on how it provides its highest achieving students with opportunities for growth. In many cases, these students experience their greatest learning through the enrichment and extra-curricular activities in which they take part - learnings which may not translate directly into an improved study score, but which nevertheless allow them to achieve a higher level of maturity and expertise in their areas of passion, and which often also offer opportunities to develop other skills (including leadership and organisational skills) which will be vital to their success as adult learners. In 2023 the school saw some of its largest cohorts of debating students, participants in the school production and participants in challenging extra-curricular activities such as Model United Nations Competitions in English and in Japanese. Indeed, 2023 saw the birth of the school's first Model United Nations club, which is being led by some of the school's highest achieving students. It is difficult to find single metrics (such as a shift in a VCE statistic) to adequately track this type of learning, but there can be no doubt that the school will continue to pursue the goal of avoiding a false ceiling for its highest achievers and providing them with opportunities for growth as it moves into its next Strategic Plan. One of the key goals in that new plan is to create structures and approaches which increase the sense of agency our students have in relation to their learning both inside and outside the classroom. The work done during 2023 to pursue this goal will be discussed further in the "Engagement" section below.

In terms of Nossal's 2023 VCE results, the news was once again very good. The school achieved its highest percentage of 90+ ATARs (69.42%), and one of its top three mean ATARs (91.1) ever, and the mean study score (35.7) also equalled its previous highest level. Twelve students scored a 50 for one of their subjects and other statistics were typical of our historical results. As usual, however, a small number of students did struggle to achieve at a level that matched their aspirations in all of their subjects. Leaving aside those students whose results were impacted by significant wellbeing issues, these individuals seem (anecdotally) to be experiencing the consequences of ill-advised subject selections. The school will, as a normal part of its practice, reflect further on how best to encourage students to select subjects based on what they both like and are good at, rather than on a sense of obligation to take certain subjects because this is "normal" or expected.

Wellbeing

The work of supporting the wellbeing of both students and staff in the school remains a core element - in many ways THE core element - of the school's planning and operations. As for the school's goals in relation to Learning, the School Review Panel again found that while technically the goals and targets delineated in the 2018 - 2022 School Strategic Plan were only partially met, the school has "well-defined and effective structures and policies to promote a safe and supportive environment for all students."

The work of the Wellbeing Team in 2023 had two main foci, both of which will continue to be central to this aspect of the school's new Strategic Plan. The first of these was the development of a strong set of processes for identifying the needs of individual students and then documenting the classroom adjustments being made to support these students. The second was the expansion and strengthening of what are called "Tier 2 interventions" - targeted programs which are designed to meet the needs of specific cohorts within the school, and to enhance the school's culture and environment in specific areas of priority.

The school's ability to respond to the learning needs of individual students has always been important, but with the rollout of the Department of Education's Disability Inclusion policy over the last few years (starting with pilot schools in 2021) a more structured approach has become desirable. In 2023 the school built on the work done in 2022 by further expanding the number of Student Support Groups established to identify the learning goals and the adjustments needed by students with particular needs including diagnosed issues such as ADHD and ASD, as well as those needed by students with mental health issues and complex living environments. Simultaneously with this, significant training was undertaken by both wellbeing and nominated teaching staff in the creation and maintenance of Individual Education Plans of a standard appropriate to an application for a formal Disability Inclusion Profile (which is a mechanism for seeking funding support to further enhance the student's learning experience in the school). As an additional support, a member of the team also completed their Masters of Inclusive Education, and they will be tasked with bringing this expertise to the future work in this area. Finally, all teaching staff undertook professional learning to better understand the nature of the adjustments which can and should be made in classrooms to ensure that their teaching is as inclusive as possible.

Interestingly, this work confirmed the fact that many of our teachers are already making a large number of adjustments as a matter of course, viewing these as an ordinary part of good teaching practice - which of course they are.

While students with identified needs require a specific, focussed response, there are also a number of identified cohorts who experience challenges or encounter barriers that have more to do with societal norms and expectations than they do with particular learning needs. Previous reports have noted the school's work to combat the presence of misogyny and other anti-social attitudes that are sometimes evident within what is otherwise a positive school culture, and these types of attitudes can be particularly damaging to specific sub-groups within the school. With this in mind, and alongside the school's continuing work within the Respectful Relationships framework, the school continued to expand its Tier 2 offerings in 2023. Maintaining existing programs in Financial Literacy (Yr 12), Sexual Health (Yr 12) and privilege and consent (Yr 10 and 11), seminars in cyber-safety and sexual diversity were introduced (Yr 10 & 11) and the reflections on gender offered to our Year 9 and 10 cohorts were maintained. Small group programs were established to enhance previous work done on Healthy Masculinities, and included the addition of a male-identifying psychologist to the allied health experts who support Nossal's students on a semi-regular basis. Safe Schools training was undertaken by all staff across the course of the year, and groups like the QSA continued to receive support. Finally, research was undertaken to identify a support mechanism for the school's neurodiverse students, and a small group program planned for 2024 in support of this cohort.

Engagement

Once again, Nossal's absence and retention data remain very strong. Nossal's students and their families both value their time in the classroom, and attendance rates for 2023 remained amongst the highest in the region. This year saw an increase in the number of students seeking extended absences to accommodate overseas holidays to visit family members with whom they have been unable to spend time due to the various travel restrictions in place in the last few years, but these students were typically proactive in ensuring that they either kept up to date with their work while away or caught up quickly when they returned.

Student engagement in co- and extra-curricular areas remained strong in 2023, with a noticeable increase in the number and visibility of certain clubs and societies. These clubs reflected, as usual, the diversity of our students' interests and enthusiasm, and in 2023 spanned everything from Motor Sport to a Model United Nations club which had, by the end of the year, expanded its focus from simply participating in a range of competitions to working to improve the quality of student engagement with current affairs in general and world affairs in particular through the proposal of a fortnightly news digest to be published in 2024. Bridging these extremes were groups like the Powerpoint Club which ran a popular series of lunchtime gatherings in which fun topics were used as a vehicle for students to hone their presentation skills.

In response to the reflections which had been carried out late in 2022 on student connectedness and teacher concern, 2023 saw the relaunch by the school's Wellbeing Team of a what had before the pandemic been a fairly regular data gathering exercise aimed at identifying students who lacked a sense of connection with a trusted adult in the school. Staff were asked to identify specific students with whom they felt a sense of connection, and so were students. The extent to which this data matched was heartening,

and spoke to the efforts staff both within and outside the Wellbeing Team make to know their students, but the small group of students for whom there was a mismatch (e.g. where staff felt that they had a connection while students did not, or vice versa) was also illuminating. These students were often already known to the team - again, a testament to the work of that group to identify and connect with vulnerable students - and the additional insight into their sense of themselves within the school was very helpful. The primary recommendation from the School Review in Term 1 of 2023 was related to the goal of increasing each student's sense of agency (and thus engagement) inside their classrooms. The school has always had strong mechanisms to ensure student agency outside the classroom, and the ongoing work of the Student Representative Council, our Student Representatives on School Council and the contributions of students involved with official elements of the school's structures like our Teacher Selection panels has once again been a testament to this fact. Similarly, strong school programs like the Debating Program and the Nossal Environment and Sustainability Team, alongside a host of leadership opportunities which exist within the school's Sport and House programs, continue to provide opportunities for students to pursue their passions and develop their skills in collaboration, organisation and decision-making. This strong focus on student voice and choice outside the classroom has always, however, been somewhat undercut by the sense that the constraints of the VCE both in terms of available time and curriculum focus restrict the ability of our senior teachers to empower their students inside the classroom. Work in the Year 9 and 10 teaching programs which focusses on differentiated teaching with a strong focus on student reflection and decision-making in relation to their learning has attempted to mitigate this, as does the creation of a timetable with a strong proportion of independent (i.e. student-driven) study sessions, but a heavy reliance on teacher-centered practices in the senior years is not unusual.

With this in mind, the leadership team began work in 2023 on a Nossal Learning Model which aims to place the notion of the agentic student in the centre of all classrooms, and to provide a tool to encourage our students to approach their learning with an event greater sense of ownership and empowerment than they currently possess. The starting point for this model will be the creation of a reflective tool to help students think about the actions they can and should be taking to increase their levels of reflection, participation and the efficacy of their study habits (all elements of their once-a-term reports), but the longer term aim is to link this model with a raft of preferred pedagogies which staff can draw on to ensure that our students are as engaged with the process of learning as possible.

One additional element of the learning environment which had an important impact on both staff and students in 2023 was the eruption of Generative Artificial Intelligence into the mainstream. Students at Nossal High School were making use of ChatGPT within the first three weeks of the year, and the school was holding professional learning activities from the first day. Over the course of the first semester, a group of staff began to participate in a pilot model under the leadership of the school's Director of Digital Development and Innovation, Mr Stuart Fankhauser, which was trailing a framework aimed at educating students on the appropriate (and inappropriate) uses of this technology, and helping them to understand its potential impact on their learning. This development makes the work to create and successfully embed a Nossal Learning Model which foregrounds metacognitive skills and helps students to understand how their decisions and actions impact their learning all the more essential to our students' future success.

Other highlights from the school year

It is perhaps appropriate to begin this reflection on the other highlights of 2023 with a brief overview of the "School and Community Highlights" which were identified as part of the Term 1 review. These included the school's focus on embedding a rich program of peer observation into its calendar through the ongoing use of Quality Teaching Rounds for its staff, the strong social and emotional learning program which has been developed over recent years (with a particular focus on Respectful Relationships and Proactive Programs of benefit to our culture as well as individual students), the way in which the school's Wellbeing Team - and indeed the whole staff - mobilised to provide outstanding wellbeing support for students and staff alike throughout the challenging years during and immediately following the pandemic, and the extended support which the school was able to provide to other schools during that time in the field of digital pedagogy (as well as enhancing our own VCE results through excellent online practice).

In 2023 itself the school once again enjoyed a full program which was full of the joy of learning - and of learning with others - for staff and students alike. The school's production of *Legally Blonde* was a particular highlight of the year. Participant numbers were at a record high, and the production included members of various clubs (e.g. the Bollywood Dance Club) alongside teams of students responsible for excellent performances both on stage and off. Two acts from the production were performed at the 2023 performance of *Schools on Stage* and the cast was awarded a prize for one of the musical numbers.

The Debating Program was once again one of the strongest in the school, with the coordinator seeking permission to include an additional team to make space for the student demand. The students worked together in teams, supporting each other and learning a raft of important skills throughout the competition. This program is in some ways emblematic of the work in other areas of the school (e.g. in our sports program, which also experienced significant success in 2023) in that it relies heavily on our committed senior students (and at times our alumni) who take seriously their role as mentors for students new to the school.

The school's Camps & Pathways program was once again a highlight of the early part of the year in 2023. Of particular note was the increased range of local volunteering options which were made available to our students thanks to the tireless work of the event

organisers. This meant that our students were able to contribute to local community groups by spending the day cooking and knitting, as well as learning a host of skills relevant to their future work-readiness.

The work of staff to ensure that Nossal is a school that foregrounds physical as well as mental health was also recognised in 2023, with the award of a prize for the Healthiest School in the Secondary School Category of this year's AIA Healthiest Schools Challenge. The award brought with it a prize that included access to the Resilience Project, and vouchers at Bunnings which our Food Studies teacher (and the architect of the school's entry into the competition), Ms Parul Bhola used to source a selection of native herbs to add to our vegetable garden.

This brief survey can only touch on a few of the many rewarding activities to which our students and staff contribute throughout the year. Our calendar remains a full one, and one which does full credit to the many areas of passion and ability visible in our school community.

Financial performance

The school's financial position remains stable and incorporates a managed deficit which should be expected to remain a feature of the budget unless some significant change in the funding model for schools occurs (and which is at odds with the figures quoted in the *School Performance* section of this report). The deficit from 2023 according to our records was \$38 455 - a figure significantly lower than we had projected, thanks in part to the work of the school's Business Manager to ensure that all sources of both revenue and expenditure were rigorously accounted for (e.g. ensuring that the Acting Principal's wage was not counted as part of the school's expenses). For 2024 the projected deficit will be in the range of \$250 000 to \$300, 000, and this is the level of deficit which is likely to be the school's norm for some time to come. The reasons for this have been outlined in some detail in previous annual reports (see for example the *Financial Performance* section of the 2022 Annual report) and are unlikely to change. Some additional pressures continued to exist during 2023 as the school was led by an Acting Principal (whose substantive role - along with various other internal positions - was filled through the addition of a small number of short term contracts and staff working at higher duties). At the time of writing, this remains the status quo, but it is assumed that a substantive principal is likely to be appointed in 2024. As usual, the school's equity funding remains low at \$29,215, and was used to part-fund an additional youth worker who contributes to the wellbeing team. As has also been the case for some years, the school's bank accounts are also quite healthy at present, but again the figure invested is somewhat inflated by the presences of funds being held in trust for the Old Nossalians Association (the school's alumni organisation). The school's financial position was also mitigated by a relatively strong rate of parent contributions. The budget assumes that this will be made at a rate of 60%, but in 2023 the figure was closer to 70%, further helping to bring down the projected deficit for that year. Additional strategies for improving this figure (within the constraints of the relevant policy) will be explored in 2024.

2023 saw the first step in a two stage process to reduce the number of face to face teaching hours for teaching staff (in line with the current Victorian Government Schools Agreement). As predicted, this put additional pressure on the school's finances in that it reduced the number of periods which staff were available to take replacement or extra classes to cover absences. The flow-on effect was an expected increase in the Casual Relief Teaching budget, a trend which is expected to continue into 2024. Thankfully, despite nation-wide teacher shortages, the school was able to fill almost all staffing positions across the course of the year. The exception was a family leave position in Health and PE, and the lack of potential candidates for this role eventually led to a minor rearrangement in the timetable and the cancellation of a small Year 9 elective in dance which allowed the rest of the subjects in the timetable to be taught by existing staff.

The other most significant change in the school in 2023 was that a full review of the school's education support (ES) staff roles was undertaken and what amounted to a "spill and fill" took place about half-way through the year with many roles being refined or expanded to meet the school's current needs. All ES staff were given an opportunity to express interest in any of the roles, providing them with an opportunity to challenge and extend themselves or to signal a desire to pursue new professional directions. All positions were finalised in the second half of the year, and one or two new roles were advertised both to fill gaps which had been identified as part of the review and to ensure appropriate succession planning given the likely retirement of the schools long-term bursar at the end of 2024.

In terms of the school's facilities, while a program of ongoing renovation and renew continued to be a focus of the facilities team, the school also had to content with some significant flood damage to Building B in the second half of the year. This led to a fairly major project to ensure that there was neither structure damage nor any moisture related hygiene issues (e.g. mould etc), and elements of Building B (change rooms & toilets) were not available for use in the latter part of the year. The repair of these areas will be a project for 2024, and may need to be either part or fully funded from the school's building fund depending on an assessment by the Victorian Schools Building Authority.

On a positive note, the end of 2023 brought with it the news that an application for a Minor Capital Works Grant of \$500,000 to repair the roof of Building A (which has been subject to intermittent leaks for some years) was successful. This work will be going ahead in 2024.

For more detailed information regarding our school please visit our website at
<http://www.nossalhs.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 830 students were enrolled at this school in 2023, 355 female and 473 male.

58 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 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.

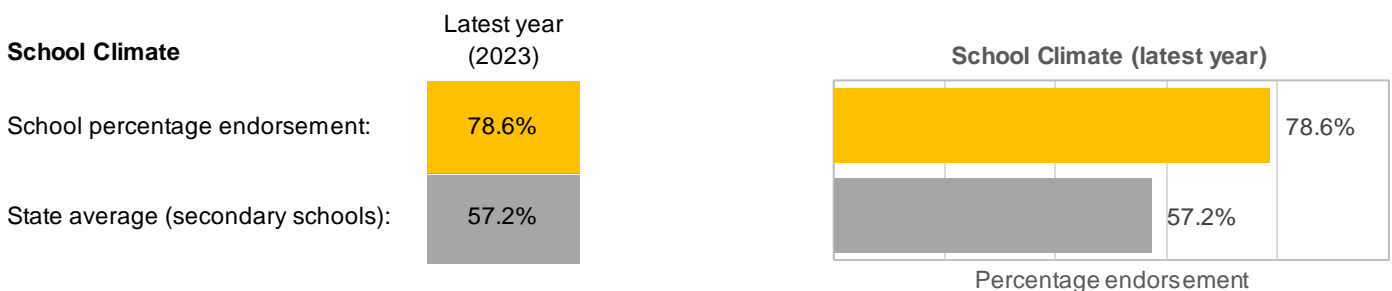


School Staff Survey

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

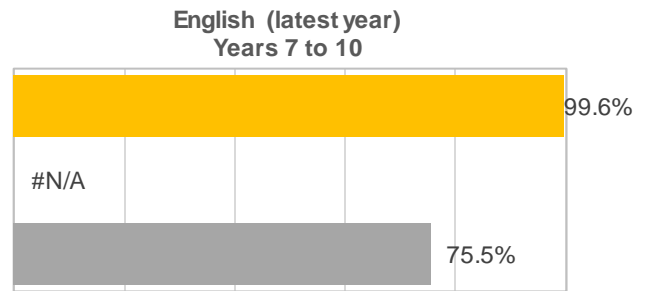
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

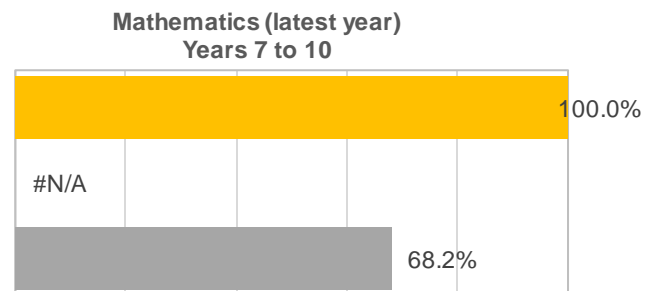
	Latest year (2023)
School percentage of students at or above age expected standards:	99.6%
Similar Schools average:	NDA
State average:	75.5%



Percentage of students at or above age expected level

Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	100.0%
Similar Schools average:	NDA
State average:	68.2%



Percentage of students at or above age expected level

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

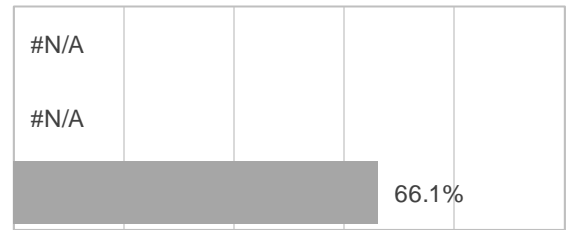
Similar Schools average:

NDA

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Percentage of students in Strong or Exceeding

Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

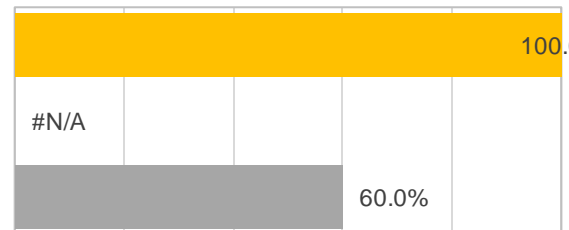
Similar Schools average:

NDA

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Percentage of students in Strong or Exceeding

Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

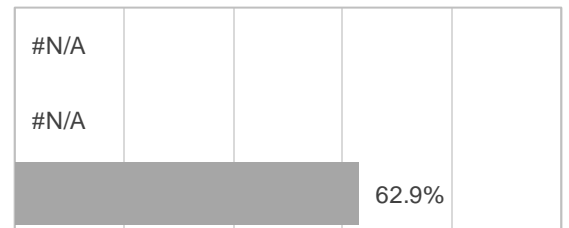
Similar Schools average:

NDA

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Percentage of students in Strong or Exceeding

Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

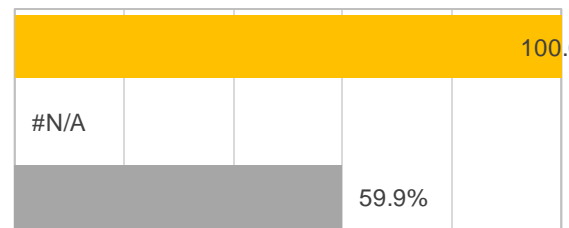
Similar Schools average:

NDA

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



Percentage of students in Strong or Exceeding

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

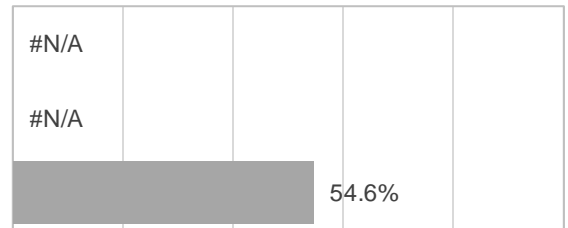
Similar Schools average:

NDA

State average:

54.6%

NAPLAN Reading (2022) Year 7



Percentage of students in top three bands

Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

97.5%

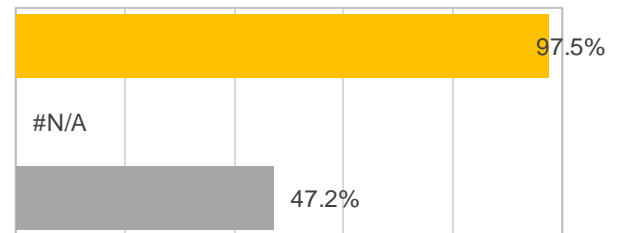
Similar Schools average:

NDA

State average:

47.2%

NAPLAN Reading (2022) Year 9



Percentage of students in top three bands

Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

NDA

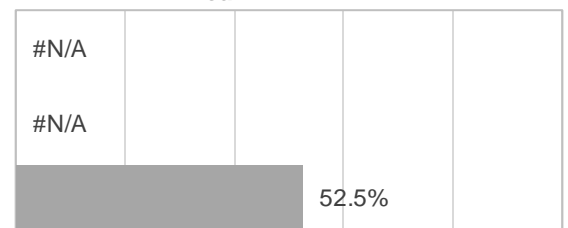
Similar Schools average:

NDA

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Percentage of students in top three bands

Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

100.0%

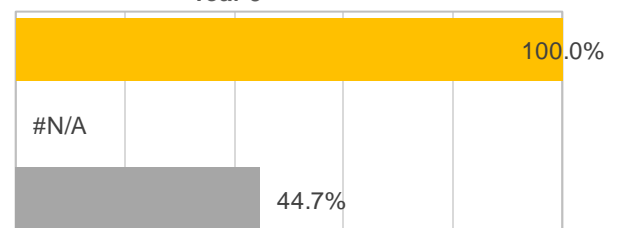
Similar Schools average:

NDA

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



Percentage of students in top three bands

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

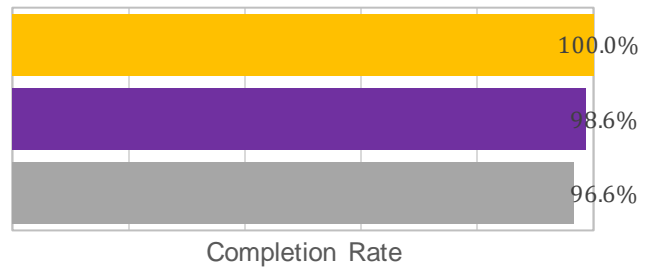
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	100.0%	100.0%
Similar Schools completion rate:	98.6%	98.7%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

35.7

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

NDA

Percentage VET units of competence satisfactorily completed in 2023:

63%

WELLBEING

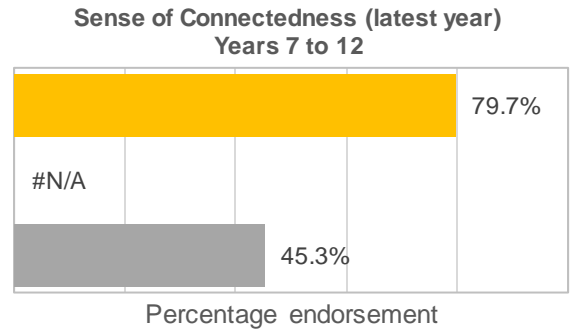
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.7%	80.8%
Similar Schools average:	NDA	NDA
State average:	45.3%	49.9%

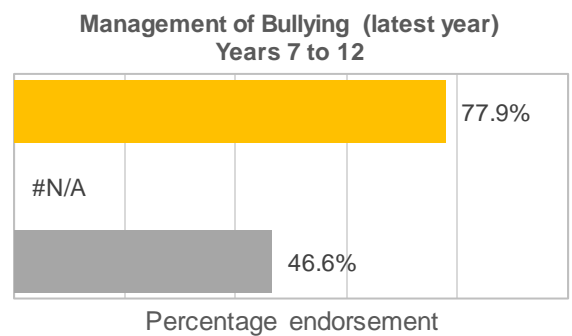


Student Attitudes to School – Management of Bullying

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:	77.9%	80.9%
Similar Schools average:	NDA	NDA
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

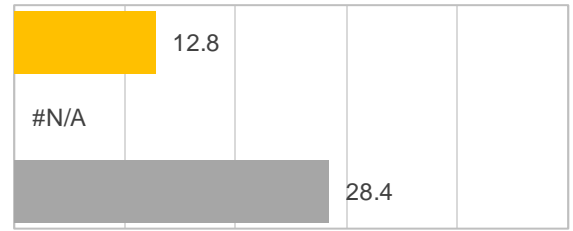
School average number of absence days:

Similar Schools average:

State average:

Latest year (2023)	4-year average
12.8	9.8
NDA	NDA
28.4	23.8

Student Absence (latest year) Years 7 to 12



Average number of absence days

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	95%	93%	94%	91%

Student Retention

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

Student Retention Year 7 to Year 10

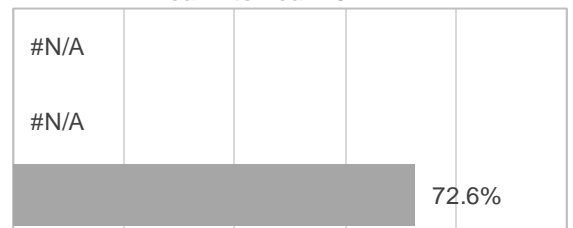
School percent of students retained:

Similar Schools average:

State average:

Latest year (2023)	4-year average
NDA	NDA
NDA	NDA
72.6%	73.8%

Student Retention (latest year) Year 7 to Year 10



Percent of students retained

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

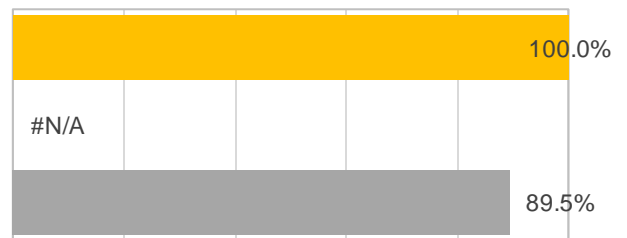
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	100.0%	100.0%
Similar Schools average:	NDA	NDA
State average:	89.5%	89.5%

Student Exits (latest year) Years 10 to 12



Percent of students with positive destinations

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,009,214
Government Provided DET Grants	\$612,132
Government Grants Commonwealth	\$22,656
Government Grants State	\$45,198
Revenue Other	\$114,581
Locally Raised Funds	\$2,107,760
Capital Grants	\$0
Total Operating Revenue	\$11,911,542

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,215
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,215

Expenditure	Actual
Student Resource Package ²	\$8,980,910
Adjustments	\$0
Books & Publications	\$6,535
Camps/Excursions/Activities	\$654,536
Communication Costs	\$59,325
Consumables	\$370,416
Miscellaneous Expense ³	\$94,018
Professional Development	\$79,284
Equipment/Maintenance/Hire	\$274,834
Property Services	\$329,266
Salaries & Allowances ⁴	\$376,129
Support Services	\$127,349
Trading & Fundraising	\$341,971
Motor Vehicle Expenses	\$1,237
Travel & Subsistence	\$3,825
Utilities	\$107,075
Total Operating Expenditure	\$11,806,710
Net Operating Surplus/-Deficit	\$104,831
Asset Acquisitions	\$81,641

- (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 20 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	\$1,175,302
Official Account	\$89,538
Other Accounts	\$625,060
Total Funds Available	\$1,889,900

Financial Commitments	Actual
Operating Reserve	\$419,972
Other Recurrent Expenditure	\$2,473
Provision Accounts	\$0
Funds Received in Advance	\$410,895
School Based Programs	\$623,536
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$213,754
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$142,340
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,812,970

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.