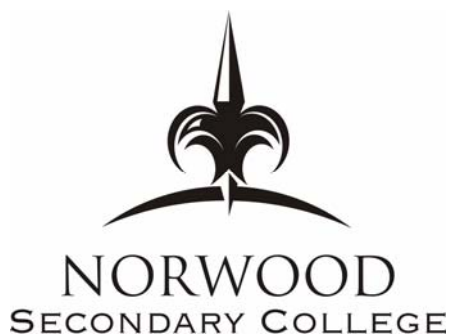


**2007 Annual Report to the
School Community**



PURPOSE STATEMENT

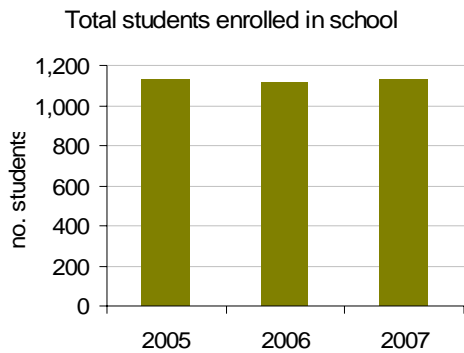
Norwood Secondary College provides a vibrant teaching and learning environment that supports enjoyment and excellence in living, learning and working.

College Overview

This report is designed to inform our College community about our achievements in 2007. It is published in March each year. It is important that students, parents and staff understand what we planned to achieve and what we actually achieved.

Norwood Secondary College, in the City of Maroondah, is a single campus, co-educational Year 7-12 College with an enrolment of 1135. In 2007 our student family occupation density is 0.30 with our language background other than English 0.02. This is a new measure which replaces the former "Like Schools Group".

Our 2007 Year 7 intake was 208 students (121 girls and 87 boys) from 35 feeder schools geographically spread from the local area. Our student enrolment continues to be approximately 200 students each year, with us not able to offer places to all students who apply. In 2003 we enrolled 255 Year 7 students. Until this group moves through to complete Year 12 in 2008 we will be above our site ceiling of 1100 which was introduced in 2003.



The College employs 82.2 EFT teachers. Of these, 38% are males and 62% females. The staffing experience profile has 59% staff at the Expert Teacher level or above and 25% at the Graduate level.

Our College values mutual respect, academic excellence, innovation and creativity, individual contribution and personal achievement. The College is working to instil these values across all aspects of College life.

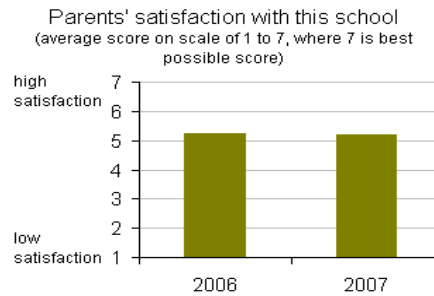
Pro-active programs form part of the wider curriculum at all year levels and include presentations by members of the broader community or organisations. Importantly, the classroom programs aim to reinforce our core value of mutual respect.

Norwood works closely with our neighbouring schools. Since 2003 we have worked with Parkwood Secondary College and Yarra Road, Kalinda, Mullum, Park Orchards, Croydon Hills, Wonga Park and Warranwood Primary Schools as part of Maroondah North Innovations and Excellence Cluster. This initiative concluded at the end of 2007 but our cooperative relationships continue. We are also working as part of the Leading Schools initiative - the Maroondah Educational Coalition with Maroondah, Parkwood and Ringwood Secondary Colleges. This project focuses on improved learning and teaching through a 1:2 laptop program. Both of these initiatives aim to improve learning, teaching, student performance and connectedness to school.



*Phoebe Blank and Mark Horton
School Captains 2007*

Parent Satisfaction -



Our Parent Opinion survey indicates parent satisfaction with our College. This satisfaction has been at a continually high level for the past four years. In 2006 the survey changed so that comparisons from previous years can not be made.

Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 58.4 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** - The average number of days absent per teacher was 6.37 days compared with the state mean of 7.06.
- **Teacher Retention** - Of the 98 teaching staff at Norwood Secondary College at June 2006 (including those on leave without pay), 85 or 87% were still at the school at June 2007. This figure across all Government schools was 86%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, such as whole school Professional Development days, Australian Government Quality Teacher program and the Induction/Mentoring for Beginning program for teachers.
- **Teacher Qualifications** - All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Student Progress & Achievements

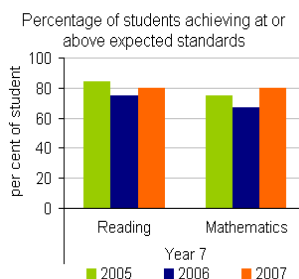
Student Learning

Our College Charter Priority is to improve Learning, Teaching and Innovation. We will know if we have achieved this by the end of 2007, if we have:

- increased the proportion of students achieving at or above the CSF/VELS level expected for their year at school in English and Maths;
- improved VCE results specifically All Studies, English, Further Maths and Maths Methods;
- increased the number of VCE students undertaking a VET study;
- increased the percentage of Years 7, 8 and 9 students strongly agreeing and agreeing with

each of the teacher and teaching statements in the Attitudes to School Survey.

Percentage of students achieving at or above expected standards.



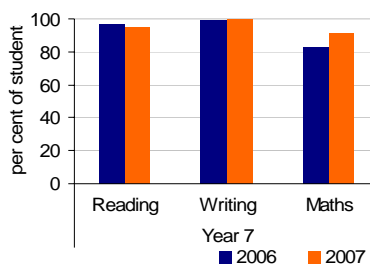
This chart is based on the Year 7 AIM data from 2005-2007. It is pleasing to see that from 2006-2007 the percentage of students performing above expected is trending upwards in both English and Maths.

Percentage of students achieving at or above National Benchmarks

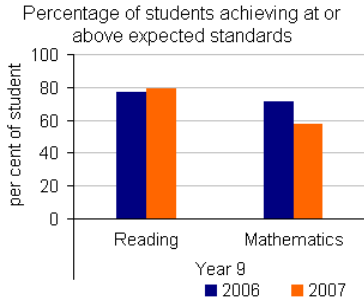
The following charts are based on the Year 7 AIM in 2006 and 2007 in the areas of Reading, Writing and Mathematics and the Year 9 AIM in Reading and Mathematics.

It is pleasing to see that, in both Writing and Mathematics at Year 7, the percentage of students achieving at or above the National benchmarks is increasing.

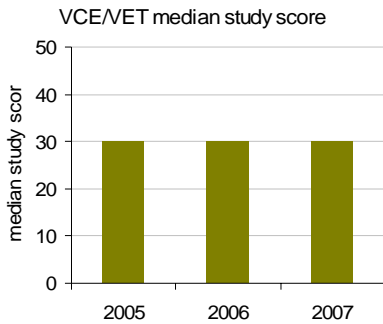
At the Year 9 level it is also pleasing to see that in Reading the percentage of students achieving at or above the National benchmark is trending upwards slightly but it is disappointing to see that our Mathematics trend is downwards.



Student Pathways and Transitions

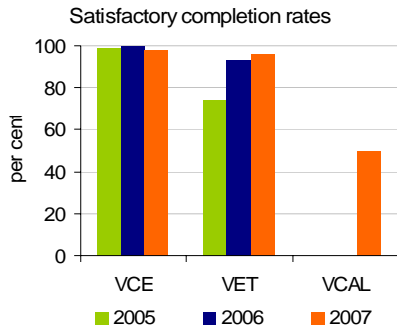


VCE/VET median study score



There is a slight increase in our VCE All Study score and in English. Unfortunately, there is a slight decrease in Maths Methods with a bigger decrease in Further Maths.

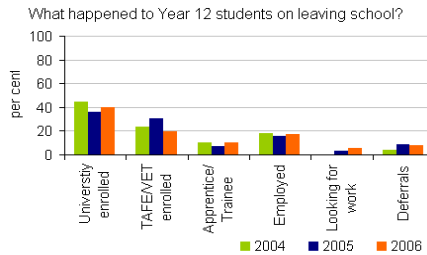
Satisfactory completion rates



VET participation and completion rates continue to increase. The College does not formally offer VCAL but in 2007 two students undertook VCAL auspiced by iedirections but still enrolled at Norwood.

Student destination data

The data for the chart "What happened to Year 12s on leaving school?" has been sourced from the On Track Survey for Year 12 completers in April and May of the year after they completed school. In this graph the On Track Survey which followed up 2006 Year 12 students, appears in this report as the 2006 data. Due to the collection process, there is a time lag of 12 months in the data of this report. Therefore, the data for the 2007 Year 12 cohort is not available until the 2008 report.



The following explains the information in the above table.

University enrolled - the percentage of young people who responded to the survey that they were enrolled in a university course.

TAFE/VET enrolled - the percentage of young people who responded to the survey who were enrolled in a TAFE/VET course. These courses are Vocational Education and Training courses in a variety of Certificate Levels, mainly at Certificate IV or above.

Apprentice/Trainee - the percentage of young people who responded to the survey who are undertaking an apprenticeship or traineeship. Apprenticeships or traineeships combine paid work and relevant training underpinned by a Training Agreement.

Employed - the percentage of young people who responded to the survey who are employed either full or part time and are not undertaking educational training, excluding deferrals.

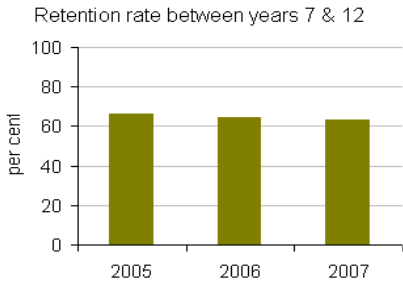
Looking for work - the percentage of young people who responded to the survey who are looking for work and who are not undertaking education or training, excluding deferrals.

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Deferrals - the percentage of young people who responded to the survey who have deferred a tertiary place and who are employed or looking for work.

Those students who exited prior to completing Year 12 usually exit to another Government school, TAFE or employment. All the destinations of these students are known as they are followed up by the College.

Retention rate between Years 7 & 12

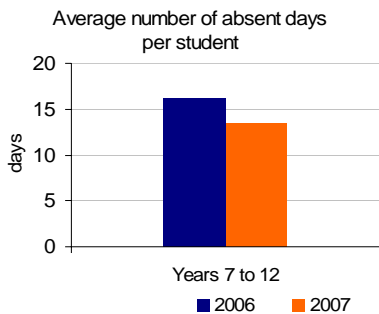


The retention rate figures refer to the number of Year 12 full time equivalent students enrolled in August expressed as a percentage of the Year 7 enrolments in February five years earlier.

Norwood has a deliberate policy of not replacing every student who leaves during their years at Norwood. This is to ensure that we stay as close to our site ceiling as we can but it has an impact on these retention rates.

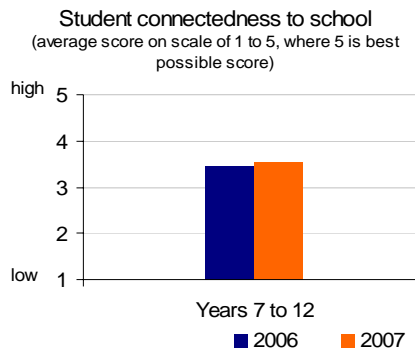
Student Engagement and Wellbeing

Average number of absent days per student



Student attendance has been a real focus for the College since 2006. We have continued to implement the PDA six period per day roll marking system linked to the First Class timetable program. We have continued to work with the community focussing on the importance of attendance at school and this is again reflected in the reduction of number of days absent. Over ten days average per student is still too high. Our explained absences percentages continues to be at a very high level. Our neighbourhood schools have the same issues over extended holidays and family absences.

Students' school connectedness



We continue to work with our local Maroondah schools to provide high quality transitional activities for our Year 12 students and their parents.

All subschools focus on student leadership and anti-bullying supporting the College value of mutual respect and the development of individuals to meet their potential and interests.

The student survey in 2006 was changed from the previous years and, therefore, the data is not compatible with the pre-2006 survey. The mean in 2007 rose to 3.54 from 3.46 in 2006.

Future Directions

During Semester 2, 2007, the College undertook the development of its new Strategic Plan 2008-2011. The key goals that we hope to achieve in this time include:

- To improve and maximise student achievement in all areas of the curriculum.
- To establish a whole school community commitment to provide an environment where all community members feel connected, respected and valued and where students are supported to reach their potential.
- To ensure that transitions at all levels are as supportive as possible of the educational progress of all students.

If the College is successful in achieving these goals we will have achieved the following targets:

- VCE All Study scores to improve each year of the Strategic Plan.
- All KLAs to improve their mean VCE study score each year of the Strategic Plan.
- Improved student achievement in Reading and Measurement, Chance and Data at each year level for Years 7-10 as measured by teacher assessments. (The areas of focus will be to increase the percentage of students performing greater than expected and to decrease the percentage of students performing below the level expected.)
- The components of the Student Opinion Survey - teacher effectiveness, teacher empathy and stimulating learning - move over the course of the Strategic Plan to the level of 75th percentile or higher.
- To improve the parent level of transition aspect of the Parent Opinion Survey to the next quartile.
- To improve the VCAL participation beyond the current level.

In order to achieve these goals and targets the staff have developed an Annual Implementation Plan. In 2008 the areas that we are focussing on are:

- The development of a culture of high expectations of all students.
- The applications of the Principles of Learning and Teaching in all aspects of the curriculum.

- The further development and extension of professional learning teams throughout the College to support and enhance improved teaching and learning.
- To enhance the use of VCE/AIM individual student and class performance data as a means of improving student learning and as a source of feedback.
- To specifically address the areas of the Student, Staff and Parent Opinion Surveys where data indicates levels "Developing or Needing Improvement".
- Establish focus groups at individual year levels to unpack the data and work with students to develop and implement appropriate responses.
- Provide an appropriate staff forum to unpack data related to Student Engagement and Wellbeing and Staff Opinion.
- Investigate ways to obtain additional parent opinion information related to Student Engagement and Wellbeing and use the results to develop strategies for improvement.
- Address the area of student attendance and take action to reduce the number of student days absent by focussing on parent and staff accountability and the impact that they have improving student attendance.
- Review cocurricular activities and the impact they have on the normal timetabled program.
- VCAL to be explored in 2008 for possible implementation in 2009.
- Implement a more formal transition of student information between classroom teachers, Year Level Coordinators and Student Welfare Coordinator.
- Evaluate the *Compass* as a communication tool.
- Raise the awareness of transition options/language for all staff at all levels.

We continue to work closely with our neighbouring primary and secondary schools to improve the learning outcomes of all our students through cooperation and sharing arrangements.

Financial Performance

At the end of 2007, the College had a deficit of \$69,619 when expenditure was deducted from receipts. College Council is well aware of the need to ensure that our facilities are well maintained despite their age and allocates appropriate funds to ensure a high level of maintenance.

The College has included \$123,000 of locally raised funds in addition to the Commonwealth Government's \$150,000 to ensure that our renovated kitchen was of a high standard.

Locally raised funds include a significant amount of money for camps and excursions, fundraising for the Youth Worker, SRC fundraising, takings from the Uniform Shop and Canteen, therefore, creating the impression of highly inflated locally raised funds.

The College Council's future financial goal is to save funds to allocate to the A Block upgrade when provided by DEECD and to ensure that we are able to provide our students with state of the art facilities. The College Council has planned over the last 8.5 years to maintain investments of \$500,000 to support this goal and to add to them if possible.

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	\$913,126
Commonwealth Government Grants	\$34,543
State Government Grants	\$20,250
Other	\$237,472
Locally Raised Funds	\$1,435,512
Total Operating Revenue	\$2,640,903
Expenditure	
Salaries and Allowances	\$285,819
Bank Charges	\$9,888
Consumables	\$308,567
Books and Publications	\$37,525
Communication Costs	\$55,343
Furniture and Equipment	\$298,047
Utilities	\$61,536
Property Services	\$613,658
Travel and Subsistence	\$770
Motor Vehicle Expenses	\$31
Administration	\$26,079
Health and Personal Development	\$1,973
Professional Development	\$64,978
Trading and Fundraising	\$314,979
Support/Service	\$126,093
Miscellaneous	\$505,234
Total Operating Expenditure	\$2,710,522
Net Operating Surplus/-Deficit	-\$69,619
Capital Expenditure (Cases 21 Finance Only)	\$284,550
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2007	
Funds Available	2007 Actual
High Yield Investment Account	\$819,780
Official Account	\$35,392
Other Bank Accounts(listed individually)	
<i>Building Fund</i>	\$25,656
<i>Library Trust</i>	\$13,478
<i>Term Deposit</i>	\$150,025
<i>Term Deposit</i>	\$500,000
Total Funds Available	\$1,544,331
Financial Commitments	
2007 Actual	
Accounts Payable Control	
Camps/Excursions	\$35,000
Building/Grounds including SMS	\$747,201
Special Programs inc Student Services	\$9,500
Region /Clusters Funds	\$3,025
Professional Development	\$46,500
Other (please list)	
Salaries & Allowances	\$115,902
Assets (Including Leases)	\$188,500
Office Consumables	\$125,500
Books	\$34,450
Utilities	\$59,600
Parent Clubs	\$1,600
School Operating Reserve	\$177,553
Total Financial Commitments	\$1,544,331

School Contact Information

Address:	Byron Street, Ringwood 3134
Principal:	Anne Shellard
School Council President:	Paul Buruma
Telephone:	9871-0400
Email:	norwood.sc@edumail.vic.gov.au
Web site:	www.norwood.vic.edu.au

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