

## School context

North Geelong Secondary College (NGSC) is a single-campus, academic Year 7–12 college that fosters a creative, caring, and diverse learning environment. At NGSC, students develop into autonomous learners through engaging, intellectually rigorous programs that prepare them for meaningful achievement and active participation in both local and global communities.

The school's core values—Respect, Excellence, Achievement, and Diversity (READ)—are the foundation of all activities and are consistently promoted within the broader school community. NGSC has successfully implemented School-Wide Positive Behaviours (SWPBS) and Respectful Relationships, further reinforcing these values.

### Student Demographics & Community

The majority of NGSC students come from Geelong's northern and western suburbs. Due to the school's small designated zone, which includes fewer than 200 secondary-aged students, 83% of the student population resides outside the limited school zone. NGSC is proud to serve a culturally diverse community, with a 2025 enrolment of 967 SRP-funded students and 21 international students. Key demographic insights include:

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- 97 students with English as an Additional Language (EAL)
- 33.7% of students from a Language Background Other Than English (LBOTE)
- 8% of students from a refugee background
- 4% Aboriginal and Torres Strait Islander (ATSI) enrolment
- The school's Socio-Educational (SFOE) band is High, indicating a high level of socio-educational disadvantage

NGSC offers a comprehensive EAL program from Year 7 to Year 12, including Multicultural Education Aides (MEAs) who provide classroom support for EAL and refugee-background students. Additionally, the College serves as a campus for the Geelong English Language Centre (GELC), supporting students from other secondary schools in Geelong.

### Equity & Support Programs

As a recipient of Equity/Disadvantage funding, NGSC enhances its focus on teaching and learning by:

- Strengthening Literacy and Numeracy intervention programs (e.g., Sounds Write, STAR and ACE)
- Integrating ICT across the curriculum
- Investing in teacher and leadership capacity-building
- Supporting 25 different lunchtime clubs
- Running Homework and Tutorial programs

NGSC also maintains a well-resourced Wellbeing Team, including:

- 3.0 Social Workers
- 0.6 ES Wellbeing Assistant
- 1 Sickbay Officer
- 0.4 School Nurse
- 0.4 School Chaplain
- 0.8 Mental Health Practitioner

The STAR (Strive To Achieve Results) Program supports Years 7–8 students who are performing at level but have the potential to exceed expectations. Meanwhile, the ACE (Achieving Core Education) Program targets students performing below expected levels and employs ACE Tutors to provide dedicated support.

The school also ensures:

- Smaller class sizes in Year 7 (average of 22 students per class)

- Small VCE class sizes in subjects such as Physics, Specialist Mathematics, Accounting, and English Literature
- A three-sub-school structure (Junior, Middle, and Senior), each led by a Leading Teacher and an ES Attendance Officer/Sub-school Assistant, overseen by an Assistant Principal

#### Specialist & Enrichment Programs

NGSC is committed to academic excellence and student engagement through various specialist programs, including:

- Literacy & Numeracy Focus: DET MYLNS Literacy and Numeracy & Victorian High Achievers Student Excellence (VHAPL) programs
- Technology & STEM Initiatives: e-Learning, NAO Robot, Robotics, Drones, ongoing access to the Geelong Tech School, STEAM education kits, Arduino Project Kits, 3D printing, and iLeaders programs
- Selective & Accelerated Learning: Fully accredited SEAL (Select Entry Accelerated Learning Program) for high-performing students
- Scholarship Program: Recognising student achievements and providing enriched learning opportunities
- Excellence in Sports Program: Soccer, Football, and Volleyball
- Yearly drama productions and biannual music concerts, plus many other opportunities to perform in front of live audiences
- Performing Arts & Instrumental Music Program
- Student Leadership Program

Additionally, a twice-weekly Homework Club and the Library remain open from 8:30 AM to 4:30 PM, ensuring students have access to resources and support.

#### Senior Pathways & VCE/Vocational Major

The VCE/Vocational Major Program integrates Work-Related Skills and Personal Development, catering to students with kinesthetic learning styles while still providing access to VCE subjects. All VM students are provided assistance in accessing weekly work experience.

#### International Student Program & Student Wellbeing

NGSC's International Student Program has strong numbers, and the College also accepts short-term placements of up to 6 months. The school also continues to operate a full-time Breakfast Club, serving approximately 150–170 students daily.

#### Parent & Staff Satisfaction

The 2025 Parent Opinion Survey reported a 81% parent satisfaction rate, exceeding the state average of 74%. Likewise, the Staff Opinion Survey showed a 84% endorsement of the school's collective focus on student learning, significantly surpassing the state average of 74%.

#### Commitment to Student Success

NGSC remains dedicated to addressing individual student needs by placing them at the centre of all decision-making—whether in curriculum design, extracurricular activities, student engagement, wellbeing, values education, leadership, or student agency. The College fosters a strong partnership with parents, working collaboratively to guide students toward success in education and beyond.

## Progress towards strategic goals, student outcomes and student engagement

## Learning

North Geelong Secondary College's School Strategic Plan (SSP) 2024-2027 was developed following the school's comprehensive review in 2024. The 2025 Annual Implementation Plan (AIP) prioritises Teaching & Learning, with a strong focus on improving student outcomes.

The Tutor Learning Initiative (TLI) continued in 2025, further expanding our A.C.E. (Achieving Core Education) and S.T.A.R. (Strive To Achieve Results) programs. We also saw the introduction of the Sounds Write literacy intervention program. These intervention programs are well-resourced to ensure maximum accessibility for students who require additional support.

### Academic Performance & Curriculum Development

A new Differentiation Model, G.R.O. (Gain, Reflect, Optimise), was introduced to support students performing below, at, and above the expected standard. Staff also focused on refining NGSC's instructional model, incorporating Hattie's Visible Learning, Gradual Release strategies, and High Impact Teaching Strategies (HITS) to establish a consistent and well-documented curriculum for Years 7-10.

Teacher judgments of student achievement in English and Mathematics indicated that results were lower than the state average and below those of similar schools. In response, the English and Mathematics KLA Leaders, alongside curriculum and leadership teams, have strengthened efforts in:

- Implementing consistent assessment strategies
- Moderating Year 7-10 student work to ensure uniform evaluation standards
- Enhancing Professional Learning opportunities for staff
- Ensuring that the documented curriculum is audited and updated to follow Victorian Curriculum 2.0 and the new G.R.O. model
- Expanding curriculum time to extend student learning, particularly within the S.E.A.L. (Select Entry Accelerated Learning) program

### Literacy and Numeracy Intervention Programs

To strengthen literacy outcomes, we are introducing DIBELS data 7-10, with a focus on years 8 and 9, into our literacy intervention program, Sounds Write. Transition data was also requested this year from primary schools as they complete DIBELS testing. This data will be used this year with the staff to help differentiate and plan their lessons. The students in Sounds Write have been given their pre- and post-data.

EAL students have also been provided access to the specific Education Perfect platform.

The Sounds Write program has also been made available to EAL students on a needs basis. The G.R.O. differentiation model has been further expanded with staff updating the documented curriculum. Students are also given a greater understanding of how to access their data.

The A.C.E. intervention program was further expanded, ensuring that classes were fully resourced and effectively utilised to support students who needed targeted assistance. An ACE coordinator was also added to oversee the program and ensure rigour.

### Elite Sports & Performing Arts Expansion

The E.I.S. (Excellence in Sports) Volleyball, Soccer, and Football programs continue to thrive, supported by elite coaches such as:

- Tom Lonergan (Premiership-winning Geelong AFL player, former Geelong Falcons Manager, and current Carlton Assistant Coach)
- Steve Lustica (Former Western United player)
- Rob Struabe (State Volleyball coach and Geelong Volleyball legend) and last year saw the employment of female volleyball coach Angela Caruso.

The E.I.S. program is structured to align with the Victorian Curriculum, ensuring that student-athletes not only excel in sports but also receive the necessary Literacy and Numeracy support to succeed academically.

## 2025 NAPLAN Results

### Reading:

- Year 9: 58% of students were in the "Strong or Exceeding" category, outperforming similar schools (50%), and this was a 4% improvement on the 2024.
- A 3.7% improvement was observed in Reading for students transitioning from Year 7 to Year 9.
- The Literacy results were among our best at the College.

### Numeracy:

- Year 7: 64% of students placed in the top three bands, well above similar schools (50%) and the state average (62%).
- Year 9: 53% of students achieved in the top three bands, a 3.4% improvement and above the 51% in similar schools.
- There was a -6% drop in the High or Medium relative growth from Year 7 to 9. The Numeracy department has developed new initiatives to improve these results, including homework sheets using the GRO model (upskilling parents to assist), Homework club at lunchtimes with Compass notifications, lots of teamwork on common and consistent lessons and more proactive in upskilling staff in network and other external PD, with this being shared in KLA meetings.

## 2025 VCE & Vocational Major Results

NGSC's VCE mean study score improved in 2025 to 26.6 and was better than similar schools (25.7) and the state average (28), though slightly lower than in 2023.

- 100% of students successfully completed their VCE.
- The Victorian Certificate of Education Vocational Major (VCE VM) achieved a 94% completion rate.
- 31% of VCE students undertook the Vocational Major, achieving a 94% completion rate; similar schools had a 95% completion rate.

These results are a testament to the dedication of teachers across all year levels, ensuring students receive ongoing support and preparation for their final exams. Classes for Unit 3-4 students remained open until exams, providing a structured environment for revision and teacher guidance.

Notably, this cohort's Year 9 NAPLAN results in 2022 were not particularly strong, highlighting the effectiveness of NGSC's intervention programs and long-term academic strategies in supporting student growth.

## Wellbeing

The Student Attitudes to School Survey (AtoSS), conducted annually for Years 7–12, measures various aspects of student experience, including Sense of Connectedness and Management of Bullying.

### Student Connectedness & Well-being Data

- In 2025, 49% of students reported a positive Sense of Connectedness, the same as the state average of 49%.
- The Management of Bullying factor showed 48% positive endorsement, which showed a drop of 1.5% in comparison of the state.

There was a drop in results in a number of AtoSS areas. This has resulted in meeting with focus groups at different year levels to ascertain concerns. These results have also been discussed in Leadership and staff meetings, with an endeavour to establish reasons for them.

The school will continue to implement the NGSC's Berry Street Model, Respectful Relationships initiative, and School-Wide Positive Behaviour Support (SWPBS). The school will also implement the Resilience Project in Connect (Pastoral Care) lessons.

To further develop SWPBS, the school introduced:

- Dedicated whole-school meeting time twice per term for all staff
- Last saw the introduction on the Connect (Pastoral Care) lessons, which involved 25-minute sessions every week for each year level.
- Twice-termly whole school staff Connect meetings.

Additionally, strategies to improve Student and Learner Agency have been further embedded through leadership opportunities, including:

- Year Level SRC (Student Representative Council)
- School Captains
- Sports Houses leadership
- Sharing of data with the students
- iLeaders Program
- "Be Bold, Be Heard" Initiative

These initiatives continue to strengthen school culture, reinforcing a sense of belonging for all students, regardless of their diverse backgrounds.

#### Student Well-being & Support Services

In 2025, NGSC continued its commitment to student well-being by employing a comprehensive team of professionals, including:

- 2 full-time Psychologists/Social Workers
- 0.4 FTE School Nurse
- 0.4 FTE School Chaplain
- 1.0 FTE Youth Worker
- 0.8 FTE Student Support Services Officer (SSSO)
- 0.8 FTE Mental Health Practitioner
- Doctors in Schools Program

Additionally, a 0.4 FTE Catholic Care Counsellor provided targeted support for refugee-background students and their families. The school has received funding from the Geelong English Language Centre Mental Health Practitioner Program. It has used this funding to provide further support to the Wellbeing program.

The Student Well-being Team worked closely with the Student Management Teams to address the increased mental health challenges post-COVID. These teams include:

- Sub-School Leaders
- Year Level & Assistant Year Level Coordinators
- Home Group Teachers
- Sub-School Assistants
- Principal Class Officers

This collaborative approach has been instrumental in maintaining and, in some cases, improving student engagement and well-being.

#### Positive School Culture & Behavioural Improvements

- Positive Green Entries (climbing Mt Everest PG entries), Student Support Group (SSG) meetings, and proactive home-school communication increased in 2025, further strengthening relationships between students and staff
- Breakfast Club.
- Suspensions plateaued after a 50% reduction in 2024, reflecting the success of the school's supportive behaviour strategies. These figures are now returning to pre-COVID levels. The school is determined to continue reducing suspensions.

#### Support for Students with Disabilities (PSD Program)

- All students in the Program for Students with Disabilities (PSD) had Individual Education Plans (IEPs), supported by Student Support Group (SSG) meetings to monitor progress.
- In 2025, the school successfully completed 20 Disability Inclusion Profiles (DIPs), with 11 approved and 3 pending, ensuring tailored support for eligible students.

## Engagement

### Attendance and Student Engagement

In 2025, student attendance improved by an average of two days per student compared to the previous year. Attendance was 16.61 average absence days per student and was below the state mean. Despite post-pandemic recovery efforts, statewide attendance levels have declined, raising concerns across the education sector. The College is committed to continuing with this downward trend and the importance of students being at school so they can learn.

The school continued to build on its key strengths, including student well-being programs, student voice, and learner agency, in alignment with the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

NGSC's structured Student Management and Well-being framework supported these efforts through:

- Junior, Middle, and Senior Sub-Schools, each led by an Assistant Principal and a Leading Teacher.
- A team of Year Level Coordinators, Well-being staff, and external providers offering student support.
- Comprehensive Well-Being Services, including:
  - Two Social Workers
  - Mental Health Practitioner
  - Doctors in Schools Program
  - School Nurse & Chaplain
  - Sub-School Assistants & Attendance Officers
  - External support services, including The Geelong Project, BCYF/MELI, Emerald Tree Counselling, and allied health professionals linked to individual students' NDIS plans.

In 2025, NGSC maintained a strong focus on vulnerable and at-risk students, particularly those with high levels of anxiety and mental health challenges. The school is endeavouring to provide preventive programs to build students' skills. To further support student well-being, the school introduced two new initiatives:

1. A Social Skills Program - for isolated students
2. An Art Therapy Program - three days per week.

The school also offers 25 lunchtime activities, with many staff members volunteering to coordinate them. These include:

- Anime Club, Chess, Dungeons & Dragons, Coding, Gaming, Computer Building, and Philosophy

- Sports clubs for Volleyball, Soccer, and Football

#### Student Voice, Agency, and Leadership

The school experienced an increase in well-being entries, reflecting more student-reported mental health incidents. However, student leadership initiatives such as the Multicultural Appreciation Club and Be Bold Be Heard (BBBH) program continued to drive positive student voice and agency.

- Be Bold Be Heard (BBBH) is a Community of Practice (CoP) led by NGSC.
- The program hosted forums and activities to enhance student engagement.
- Students from various Geelong secondary schools, including non-government schools, participated in these forums, discussing issues and proposing solutions to improve school environments—particularly for Middle Years female students.

The Sub-School Assistants played a key role in improving student attendance and engagement, working closely with:

- Parents/guardians (daily contact for students at risk of non-attendance).
- Student Management and Well-being Teams will provide individualised support for at-risk students.

Encouragingly, student voice and agency improved from 42% to 45%, as identified in the school review. While students have ample opportunities to express their voices, further work is required to enhance student agency in learning.

#### Pathways, Careers, and Post-School Transitions

In 2025, 58% of students in Years 10–12 progressed to further studies, a 1.5% drop. Additionally, 94% of students successfully transitioned into either further study or full-time employment.

Key initiatives contributing to this success included:

- All Unit 1-2 (Year 11) VM students had one day a week of work experience, designed to provide more practical experience that aligns with their studies. This will increase to unit 3-4 (Year 12) students in 2026. A staff member (along with teachers and careers) was assigned two days a week to assist with finding this work experience.
- Continued employment of an SBAT (School-Based Apprenticeship and Traineeship) Coordinator.
- A collaborative approach with the Newstart team, working alongside the Careers and Pathways Team to increase school-based apprenticeships.
- A refined Pathways Counselling Process, where:
  - Students, parents, and career counsellors collaborate on subject selection.
  - Parents/carers attend a final counselling session to guide students into suitable pathways.

This structured approach has resulted in:

- Better subject selection aligned with students' interests and prerequisites.
- Improved VCE results due to better course alignment.
- All Year 10–12 students are successfully transitioning into apprenticeships, further studies, or sustainable employment.

## Other highlights from the school year

In 2025, North Geelong Secondary College maintained its strong VCE results, reflecting its commitment to consistent academic growth and student success. While we take immense pride in these achievements, our dedication extends beyond academics—we strive to foster a respectful, engaged, and inclusive school community.

NAPLAN Literacy results showed significant growth in 2025, with an additional Numeracy intervention to be implemented to match this growth.

This commitment is evident in our diverse curricular and extracurricular programs, which provide students with opportunities to excel academically, socially, and personally.

#### Academic Competitions and Student Enrichment

Students actively showcased their academic talents by participating in Mathematics, Science, and English competitions, demonstrating excellence beyond the classroom.

- Debating remained a key focus, with NGSC teams competing against government and private schools across Geelong, reinforcing our students' critical thinking, public speaking, and teamwork skills. Last time, we saw three teams enter the debating for the first time.
- With increased interschool games across our three E.I.S. competitions, interschool sports flourished, further enriching the school's vibrant sporting culture.

#### Performing Arts and Cultural Celebrations

The Performing Arts program thrived in 2025, featuring:

- A highly successful Matilda production ran, which showcased the exceptional talents of our students. It ran at the Belmont Theatre over three nights and was sold out each night.
- 2025 also saw the introduction of a Music coordinator who oversees the ever-expanding music program.
- An expanded instrumental music program, culminating in the introduction of VET Music in 2025 for the first time at Year 11 and 12.

One of the year's most anticipated events, the NGSC Multicultural Day celebration, was once again a resounding success. This year's event featured:

- Vibrant student performances celebrating cultural diversity.
- The largest multicultural parade in the school's history reinforces the inclusivity and unity that define NGSC.
- The largest number of attendees of any multicultural day.

#### Student Well-Being and Leadership Development

In 2025, we launched the "Connect" program, a long-anticipated pastoral care program designed to support students' personal growth and well-being. Years in the making, this program has come to fruition after overcoming scheduling challenges, ensuring students receive holistic support to develop into well-rounded individuals.

Additionally, students participated in outdoor education and leadership camps across multiple year levels (Years 7, 9, 10, and 12), offering invaluable opportunities to build resilience, teamwork, and leadership skills.

A highlight of the year was the RACV Energy Breakthrough HPV camp in Maryborough, where students combined sporting excellence with leadership development, further reinforcing our commitment to experiential learning and persona

## Financial performance

In 2025, the school achieved a net operating surplus, which has been strategically allocated to programs and initiatives designed to enhance student learning, upgrade facilities, and expand support services. A substantial portion of the funding has been directed towards school improvements, including upgrades to buildings, grounds, and sporting facilities, as well as the provision of essential learning materials.

To support student engagement and development, school-based programs such as Excellence in Sports (Soccer, Football, and Volleyball), Chaplaincy, Youth Work, Work experience placement, the Advance HPV Program, and the Sickbay Officer have received dedicated funding. Additionally, the school has prioritized

innovative literacy and numeracy programs, including ACE and STAR and the introduction of the Sounds Write Literacy program, all designed to drive student achievement. Investment in the Disability Inclusion (DI) initiative has facilitated the employment of a DI Leader, DI Learning Specialist, DI teaching staff, DI assistants, and ES classroom support staff, ensuring an inclusive and supportive learning environment for all students.

Equity Funding has been allocated to the STAR and ACE literacy and numeracy programs, professional development initiatives to strengthen teacher capacity, and the EAL program, including a targeted EAL transition initiative and the employment of Multicultural Education Aides (MEAs). The school has also reinforced its sub-school structure, comprising Junior, Middle, and Senior sub-schools, each supported by dedicated Leading Teachers, Sub-School Leaders, and PCOs to enhance student guidance and support.

Additional funding has enabled the expansion of essential services, including a full-time School First Aid Officer, ES Librarians providing continuous library support from 8:30 AM to 4:30 PM, an expanded Instrumental Music Program, and a Youth Worker. Support has also been allocated to International Student Program excursions, enriching students' experiences beyond the classroom.

Infrastructure improvements have been a key focus, with funding directed towards completing an Outdoor Education Teaching Area, the Yarning Circle/Teaching Area, and structural enhancements in the C Wing. Additional refurbishments have been undertaken in the Technology Wing. Ongoing maintenance efforts have included upgrades to synthetic courts, the asphalt driveway, downball courts, table tennis tables, and the school oval's watering system and line marking. The school has installed 9 electric doors, and 14 ramps have been rebuilt, added, or updated.

These strategic investments reflect the school's unwavering commitment to delivering high-quality education, enhancing infrastructure, and fostering student well-being, ensuring every student has access to a supportive and enriching learning environment.

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