

2015 Annual Report to the School Community

Patterson River Secondary College

School Number: 8725



Name of School Principal:

Maree Vinocuroff

Name of School Council President:

Terry Coates

Date of Endorsement:

21/3/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Patterson River Secondary College continues to maintain its well respected position in the community. Our vision is to provide students with a high quality education which enables them to reach their full potential in whatever career they choose. This is achieved by everyone in the school community embracing our College Motto of “Striving for Excellence”. Set next to the Seaford Wetlands and within walking distance of the beach, our school enjoys beautiful surrounds. Our grounds are spacious and contain a number of landscaped courtyards which provide attractive shaded seating areas for our students. Student learning takes place in a safe and stimulating environment with a range of modern facilities which include a three court basketball stadium, year 7 and 9 learning centres and a new performing arts centre. The College has a large resource base of computers but is moving to a Bring Your Own Device (BYOD) solution for the future. PRSC is a coeducational college with 1140 students from a low to mid socio economic background. The college has 98.78 equivalent fulltime staff, 4 principal class, 74.46 teachers and 20.32 education support staff. 25 students are funded through the PSD program, these students are grouped together to ensure maximum support time and classes are staffed by teachers experienced in dealing with special needs. We have an Indigenous/Koorie population of 16 students. Our teaching teams are committed to developing and providing quality programs, continually reviewing their performance and updating their skills to cater for today’s learner. Our VCE results continue to impress with our Dux receiving 99.2. The College delivers a comprehensive and engaging curriculum with strong Community links. Special programs on offer include the Learning for Life program at year 9 which includes Community Connections, the select entry EXCEL Academic and EXCEL Sport for the more able students and learning support for those recognized as needing extra support with their work. Every aspect of the school is shaped by our values of Respect, Engagement and Success. Patterson River is compliant with the Victorian Registration Qualifications Authority (VRQA) registration requirements. Information regarding the school can be obtained from our webpage www.prsc.vic.edu.au

Achievement

In 2015, the College implemented a school wide Teaching & Learning Instructional Model based on key research and best practice. Staff meetings and professional development have been adapted so that teachers are able to spend quality time focusing on particular improvement strategies. These areas include:

- Feedback
- Data & Assessment
- Relationships & Student Management
- Digital Literacy

The College will be completing a DET Review in 2016 which marks the end of the current strategic plan. The College has met or exceeded all student learning goals and is excited about the continuation of the improvements that have been witnessed in student learning over the last few years.

Key student learning achievements:

Teacher assessment of student achievement against the Victorian Essential Learning Standards (VELS) places our student’s results for all subject areas across years 7 to 10 significantly higher than results of students in similar schools.

The four year trends for Maths and English and all subjects, places us above the state mean of all government schools and in the top 10% of our like school group.

NAPLAN results at year 7 and 9 places us at or above similar schools in all areas. NAPLAN results at year 9 demonstrate exceptional growth of key skills, with more than 80% of students experiencing medium or high growth in areas such as writing (state benchmark is 75%).

The 2015 mean study score for all VCE study scores undertaken by students at Patterson River (29.0) are higher than the median of all Victorian Government Schools and significantly higher than similar schools. The mean study score is similar to the state median over a four year period.

Engagement

A student’s connectedness to school is an important element of their academic success. Our school has a range of established extra curricula programs to nurture students’ abilities and interests. These include our Music, Dance, Drama, Sports, Student Leadership, EMPOWER, EXCEL, Numeracy, Literacy and Community Leadership Programs.

Attendance officers have been put in place at all year levels to improve attendance and monitor the associated student wellbeing concerns. Our text messaging system alerts parents to their child’s absences so that more immediate contact and action can be taken. The College provides a qualified Careers and Pathways Coordinator and continually reviews its course counselling procedures, subject offerings and post school tracking of students to ensure that all students leave the College to enter University, TAFE courses, apprenticeships, traineeships or employment. Students are able to complete their VCE over three years, beginning in Year 10, in order to maximize their ATAR score. To support Year 12 students, the College provides University Mentors to tutor students in a range of VCE subjects. Teaching staff provide opportunities for extension and revision by timetabling specific skill focused lectures after school on a weekly basis.

Wellbeing

The College prides itself on having a strong Wellbeing program with a variety of programs to support student wellbeing and engagement. Our wellbeing team delivers programs tailored to the needs of our students which focus on resilience, mental health, behaviour management student engagement. We are proud of the Transition program that we have created for students coming into the College at Year 7 and work closely with our feeder primary schools to ensure each student has the best possible start to their secondary education. Our Peer Support leaders are year 11 students trained to work with our Year 7's and is a key aspect of the transition program. Other specific programs include Empower targeting boys in Year 7 and 8 and Girl's Business for girls in Year 7-9. Stress management and mindfulness sessions are also run for senior students.

Student Attitude to School data is at or above the state mean in most areas. Stimulating Learning, teacher empathy and classroom behaviour are significant areas where our results are greater than state mean. The College participated in a nation-wide survey conducted by Resilient Youth Australia and the results support the data from the Attitude to School survey. The trend in our results show our students are engaged and motivated at a higher rate than the comparison data and feel a sense of belonging in relation to their peers and the school community.

All students in Year 9 -12 have their own Managed Individual Pathways plan, as do all Indigenous students in the College; these form the basis for our course counselling process.

Productivity

The College is continually working to develop staff capacity to ensure that all staff are consistent in their teaching approaches and that the focus is consistently on improved student outcomes. After spending a great deal of time in 2014 developing an Instructional Model, resources in 2015 were devoted to putting this plan into action across the college. Two leading teacher positions were put in place to support the implementation in the areas of Curriculum and Teaching and Learning. . To help staff further understand the model we devoted a curriculum day to its implementation, time in the form of weekly PLT sessions and in domain meetings was also given to ensure that staff would understand how the Instructional model would look in practice. What does Purpose, Relevance Success Criteria and Conclusion look like when presenting it to students. The Instructional Model template was professionally printed to be displayed on all whiteboards in the school with the expectation that all staff would start their lessons outlining Purpose, Relevance, Success Criteria and Conclusion.

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

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels:  Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 1120 students were enrolled at this school in 2015, 545 female and 575 male. There were 1% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



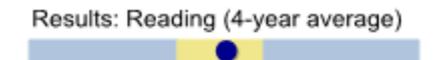
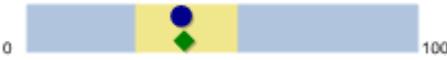
Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

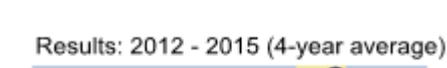
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 30%, Medium: 54%, High: 17%</p> <p>Numeracy Low: 30%, Medium: 49%, High: 20%</p> <p>Writing Low: 37%, Medium: 52%, High: 10%</p> <p>Spelling Low: 34%, Medium: 45%, High: 21%</p> <p>Grammar and Punctuation Low: 28%, Medium: 52%, High: 21%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 37%, Medium: 46%, High: 17%</p> <p>Numeracy Low: 37%, Medium: 47%, High: 16%</p> <p>Writing Low: 18%, Medium: 51%, High: 31%</p> <p>Spelling Low: 42%, Medium: 44%, High: 14%</p> <p>Grammar and Punctuation Low: 23%, Medium: 56%, High: 21%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **27%**
 VET units of competence satisfactorily completed in 2015: **97%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **89%**

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	94 %	95 %	95 %	95 %	95 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	94 %	95 %	95 %	95 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

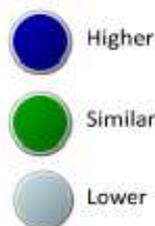
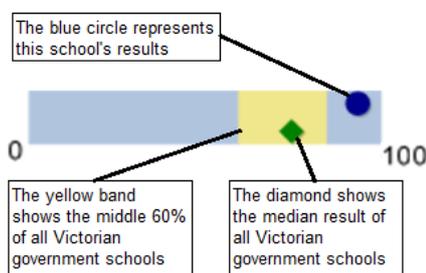
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

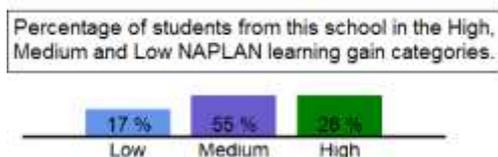
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

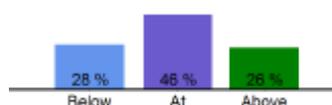
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,554,513	High Yield Investment Account	\$873,341
Government Provided DE&T Grants	\$1,105,082	Official Account	\$107,923
Government Grants State	\$12,725	Other Accounts	\$1,974,673
Revenue Other	\$154,594	Total Funds Available	\$2,955,938
Locally Raised Funds	\$933,181		
Capital Works Grant	\$1,730,415		
Total Operating Revenue	\$13,490,511		

Expenditure		Financial Commitments	
Student Resource Package	\$9,663,606	Operating Reserve	\$289,850
Books & Publications	\$8,227	Asset/Equipment Replacement < 12 months	\$80,500
Communication Costs	\$20,323	Capital - Buildings/Grounds incl SMS<12 months	\$1,272,000
Consumables	\$155,940	Maintenance - Buildings/Grounds incl SMS<12 months	\$23,951
Miscellaneous Expense	\$698,719	Beneficiary/Memorial Accounts	\$7,776
Professional Development	\$23,676	Revenue Received in Advance	\$512,401
Property and Equipment Services	\$817,880	School Based Programs	\$84,547
Salaries & Allowances	\$158,113	Region Coordination	\$556,447
Trading & Fundraising	\$8,686	Repayable to DET	\$108,465
Travel & Subsistence	\$8,380	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Utilities	\$77,654	Total Financial Commitments	\$2,955,938

Total Operating Expenditure **\$11,641,206**

Net Operating Surplus/-Deficit **\$1,849,305**

Asset Acquisitions **\$3,523,669**

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Miscellaneous expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

The College Levy collection rate for student elective costs and Curriculum and Service Charge was 76.42% which was above the expected budget of 55% - 65%

We continue to improve facilities for the students, \$1,272,000 was spent redeveloping the old hall into a Performing Arts Centre.

The outdoor basketball towers were relocated and upgraded. Architects are currently planning the redevelopment of the

Senior School.

The Net Operating Surplus of \$1,864,466 misrepresents the College's actual financial position. Patterson River Secondary College is the Lead School for the Trade Training Centre building project.

In 2015 \$1,767,169.17 was transferred to the College for the building project, the funds are 100% targeted to the project and PRSC does not benefit from the funds in any way.

Also contributing to the surplus are the funds classified as Locally Raised Funds, the amount shown represents the total amount invoiced however that amount is rarely received and therefore distorts the actual financial position.

In order to continue to provide functional learning spaces and programs relevant to today's learner, the College assesses the needs of its community and continues to fund the areas that we see as priorities for our students