

2018 Annual Report to The School Community



School Name: Patterson River Secondary College (8725)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 April 2019 at 09:57 AM by Daniel Dew
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 April 2019 at 09:15 AM by Debra Ramsey
(School Council President)

About Our School

School context

Patterson River Secondary College is a friendly, high performing school. The College provides students with diverse learning and extra-curricular opportunities to support them to develop the necessary skills to make their dreams a reality. Patterson River has close connections with the community including our feeder primary schools and local sporting clubs and sees itself at the centre of the local community.

The College is currently seeing growth in student numbers of approximately five per cent per annum. The College has 1120 students, 90 teaching staff, 30 Educational Support Staff and 4 Principal Class Employees. 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 recently completed senior school centre, Years 7 and 9 learning centres, a STEM lab, a three court basketball stadium and a new performing arts centre.

Special programs on offer include the Learning for Life program at Year 9 which includes Community Connections and the select entry EXCEL Academic and EXCEL Sport programs. Every aspect of the school is shaped by our values of Persistence, Excellence, Community and Respect. Patterson River is compliant with the Victorian Registration Qualifications Authority (VRQA) registration requirements.

Framework for Improving Student Outcomes (FISO)

In 2018, Patterson River introduced a large structural change to leadership positions and positions of responsibility. Each leadership position aligns to FISO, with Assistant Principals responsible for one of the following portfolios:

1. Excellence in Teaching & Learning
2. Positive Climate for Learning
3. Community Engagement & Support Services.

Staff professional learning continues to focus on the PRSC Instructional Model (Purpose, Relevance, Success Criteria & Conclusion) and the High Impact Teaching Strategies. In 2018, Metacognitive Strategies and Questioning Techniques were focus areas for staff professional learning. In addition, the College commenced the implementation of a whole school Vocabulary and Reading Comprehension Framework. As part of the development of a whole school best practice approach to numeracy instruction, three staff members were also engaged in the Bastow Leading Numeracy Program.

In addition to the work at the school level, Patterson River was involved in several Communities of Practice across our Network, including a literacy initiative called 'Reading for Meaning'.

Achievement

Patterson River continues to outperform state secondary schools in most measures. These included:

- Students in the top 3 bands of NAPLAN (Reading and Numeracy)
- VCE mean study score (4 year average)
- Staff opinion rated well above state average
- Parent satisfaction summary above state average.

The College's initiatives in teaching and learning together with a school wide focus on reading comprehension and numeracy should result in future gains in student learning. The College experienced a slight decrease in the mean study score in 2018, however, as noted above, the four-year average remained above the state mean.

Data indicates that this was due to cohort factors and not changes in the College's Teaching and Learning program. To further enhance VCE outcomes, we have earmarked the following changes for the future:

1. Continuation of VCE mentoring / study skills class (T@SK)
2. Increase the number of VCAA assessors within teaching staff
3. Develop a study / pathways based subject at Year 10
4. Expand cross marking at all year levels.

Engagement

In 2018, the College introduced several new initiatives to improve student engagement and voice at the College, including:

- Appointment of a Student Voice and Engagement Leader (Leading Teacher)
- Student Surveys to provide direct feedback to teachers
- Hands on Learning Program (targeted at disengaged at risk students)
- Attendance officers at the junior school and the senior school
- Formalised student leadership program
- Established a student representative council.

These changes have had a positive impact on students, with the College recording significant improvements in Student Attitudes to School Survey results in the areas of sense of connectedness and management of bullying. The College acknowledges that our engagement data appears problematic in the areas of attendance, student retention and exit destinations. Analysis suggests that in the past this data was captured poorly due to a range of resourcing concerns. These have been addressed by the new initiatives outlined above and, as such, the 2018 data will be used as an accurate baseline for the College to put further strategies in place in 2019 to improve all three areas.

Wellbeing

In 2018, the College introduced a number of programs and initiatives to support students at risk. These included:

- Doctors in Secondary Schools Program
- Formalised approach for Individual Learning Plans (Compass Insights)
- Hands on Learning Program
- School Wide Positive Behaviour Initiative (Planning).

In order to better coordinate wellbeing and support services, structural changes were made to staffing positions. This included consolidating PSD, Learning Support and Wellbeing into the one Leading Teacher portfolio (Wellbeing & Support Services).

Financial performance and position

The College concluded 2018, with a \$33,000 deficit. This was a \$100,000 reduction in the deficit from the previous year. The reduction is attributable to structural changes made following the staffing review conducted in 2017. Despite reducing the deficit the College was able to embark upon a number of Education State initiatives which included new staffing roles to support student outcomes. Equity funding was used to support a number of staffing initiatives in 2018, such as:

- Hands on Learning
- Attendance Officers
- Learning Support Coordinator
- Student Voice & Engagement Leader.

The current bank balance includes a number of targeted funds, not limited to the stadium, trade training centre, network funds & capital works yet to be acquitted.

Future directions include the development of improved tracking of students and information sharing protocols to ensure that teachers have the appropriate information available to them to make adjustments for students.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 1074 students were enrolled at this school in 2018, 536 female and 538 male.

6 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

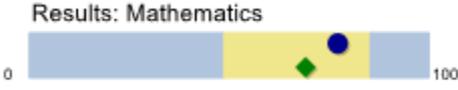
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

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 Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</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>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 94% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 26% VET units of competence satisfactorily completed in 2018: 81% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 92%</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>91 %</td> <td>86 %</td> <td>86 %</td> <td>88 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	86 %	86 %	88 %	88 %	90 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	86 %	86 %	88 %	88 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$9,877,275
Government Provided DET Grants	\$1,453,069
Government Grants State	\$15,475
Revenue Other	\$193,940
Locally Raised Funds	\$924,006
Total Operating Revenue	\$12,463,764

Equity ¹	
Equity (Social Disadvantage)	\$556,123
Equity (Catch Up)	\$58,861
Equity Total	\$614,984

Expenditure	
Student Resource Package ²	\$9,983,322
Books & Publications	\$4,198
Communication Costs	\$27,523
Consumables	\$153,553
Miscellaneous Expense ³	\$851,756
Professional Development	\$36,559
Property and Equipment Services	\$616,106
Salaries & Allowances ⁴	\$239,986
Trading & Fundraising	\$22,930
Travel & Subsistence	\$13,954
Utilities	\$98,295
Adjustments	\$0
Total Operating Expenditure	\$12,048,183
Net Operating Surplus/-Deficit	\$415,582
Asset Acquisitions	\$43,760

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,655,406
Official Account	\$76,277
Other Accounts	\$1,498,809
Total Funds Available	\$3,230,491

Financial Commitments	
Operating Reserve	\$300,408
Other Recurrent Expenditure	\$13,054
Funds Received in Advance	\$585,737
School Based Programs	\$908,583
Funds for Committees/Shared Arrangements	\$336,545
Repayable to the Department	\$474,321
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$296,843
Asset/Equipment Replacement > 12 months	\$75,000
Total Financial Commitments	\$3,230,491

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').