

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 10:42 AM by Daniel Dew (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 25 March 2025 at 10:43 AM by Daniel Dew (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



## About Our School

### School context

Patterson River Secondary College strives to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best. In 2023, the College had 1245 students and 170 staff. The College, located in Seaford and adjacent to the Seaford Wetlands and Kananook Creek, provides a diverse range of programs & extra curricula activities. The College caters for 32 Koorie students. The College's core values of Persistence, Excellence, Community and Respect underpin our decision making and programs. Our College focuses on the development of strong relationships to drive learning outcomes and has a number of programs to support this including School Wide Positive Behaviour, Professional Learning Communities (PLC) and mentor programs. In 2024 the College completed stage 1 of 3 of our capital works master plan developed with the Victorian School Building Authority.

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

#### Learning

In 2024, the College continued to achieve strong learning outcomes in NAPLAN across all measures, outperforming similar schools.

**NAPLAN:** The 2023 NAPLAN results were updated to report against proficiency standards rather than the previous 'bands of learning.' Consequently, data from both 2022 and 2024 is included for comparison. Pleasingly, our students demonstrated achievement levels higher than the state average in terms of the percentage of students reaching the new proficiency levels of 'Strong or Exceeding' in all listed assessments, except for Year 9 Numeracy, which was similar. The 2024 results show a significant increase in the percentage of Year 7 students achieving 'Strong or Exceeding,' with results up to six percentage points higher than the state average. This suggests that the improvements in our NAPLAN results over the past five years have been sustained in 2024.

**Teacher Judgements:** While the College has focused on ensuring consistency in assessment practices over the past five years, a pattern persists in which teacher judgements assess students at a lower achievement level compared to NAPLAN results. This presents an opportunity for the school to carefully map achievement standards in the newly implemented Victorian Curriculum 2.0 against assessment rubrics and to incorporate activities that allow teachers to triangulate different assessment data before determining overall achievement levels at the end of each semester.

**Victorian Senior Secondary Certificate:** In 2024, 98.2% of students at our school completed their Year 12 studies—exceeding the averages for both similar schools and the state. The school also saw an improvement in the mean study score from 24.8 to 26.3, along with a significant increase in the number of students achieving study scores of 37 and above.

The College progressed several key actions related to our Strategic Plan goals. Central to this was our Professional Learning Communities (PLC) initiative, which adopted a school-wide approach to identifying challenges in VCE subjects. This initiative included professional development for all staff on VCE data analysis and assessment practices. Additionally, the College began a review of its instructional model and engaged staff with the newly introduced VTLM 2.0.

## Wellbeing

Following significant structural changes to support student wellbeing and disability inclusion, substantial progress was made in 2024 on Disability Inclusion Profiles (DIPs). This resulted in an increase of over \$500,000 in Tier 3 funding to support student adjustments. Together with Tier 2 and the School Mental Health Fund, this funding has enabled the school to further expand its multi-disciplinary approach, integrating the Wellbeing and Inclusion teams to support student outcomes both in and outside the classroom.

The Department of Education has recognized the College for its exemplary work in this space and has invited the school to contribute to the development of educational videos explaining the Disability Inclusion (DI) processes we use to support students requiring additional assistance.

The impact of these initiatives is reflected in strong student learning and wellbeing outcomes. Sense of Connectedness at Patterson River is higher than both similar schools and the state average, while the school's Management of Bullying results are more positive than those of similar schools. Patterson River students had fewer days absent (30.8) compared to similar schools (33.4) and the state average (31.2). A recent analysis of attendance data revealed that the reported number of absences is inflated by students arriving late after rolls are recorded in the system. To address this, the College has developed a new strategy for 2025, introducing automated messaging and parent communication to encourage consistent and punctual attendance.

## Engagement

In 2024, the Student Engagement Team continued professional learning initiatives to support School-Wide Positive Behaviour Strategies both in and outside the classroom. This included training on Trauma-Informed Practices and trials of various engagement strategies in the junior years. These efforts closely aligned with the High Impact Wellbeing Strategies and the Positive Classroom Strategies released by the Department of Education later in the year.

The College's strong student engagement is evident in its positive student outcome data, including NAPLAN, retention, attendance, and the Attitudes to School Survey (ATToSS).

While there has been a statewide decline in overall positive endorsement of ATToSS measures over the past five years, Patterson River has consistently recorded higher endorsement rates than similar schools and the state average.

An analysis of student survey data indicated that Year 9 girls reported a less positive school experience in 2024. In response, the College ran focus groups to understand the contributing factors and implement necessary changes for 2025.

## Financial performance

In 2024, Patterson River operated with a significant staffing deficit of \$595,000 (after reconciliation with the Department). This was due to a disproportionately high number of experienced teacher hires over the past three years. Throughout the year, the College managed a projected deficit of over \$1.2 million, but successfully reduced this figure through approved Disability Inclusion Profiles and the resulting increase in Tier 3 funding. To prevent the continued depletion of cash reserves below the operating reserve in 2025, the College implemented a series of small structural and staffing adjustments to reduce the staffing deficit. Forward planning in late 2024 indicated that the deficit would be more than halved in 2025.

Revenue from external hirers continued to increase in 2024, following reduced earnings in previous years due to COVID-related interruptions.

**For more detailed information regarding our school please visit our website at  
[www.prsc.vic.edu.au](http://www.prsc.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1,241 students were enrolled at this school in 2024, 545 female and 693 male.

7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

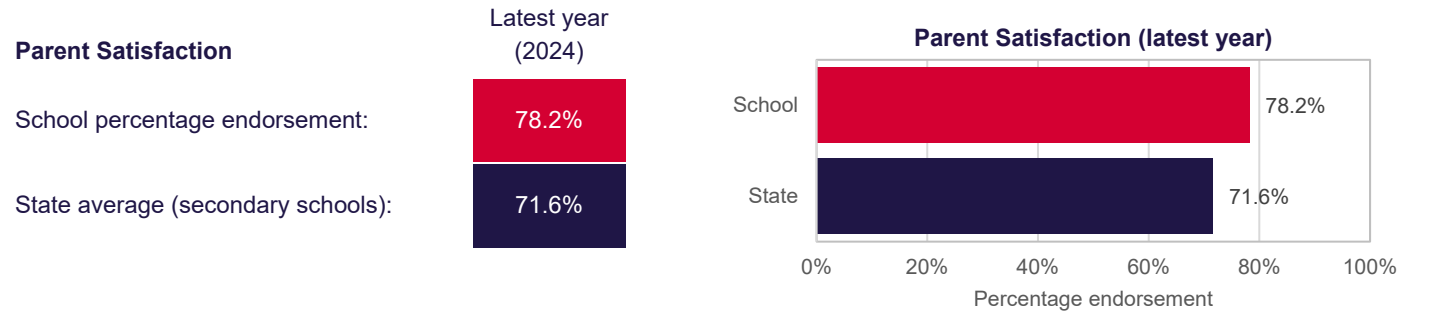
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Medium**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

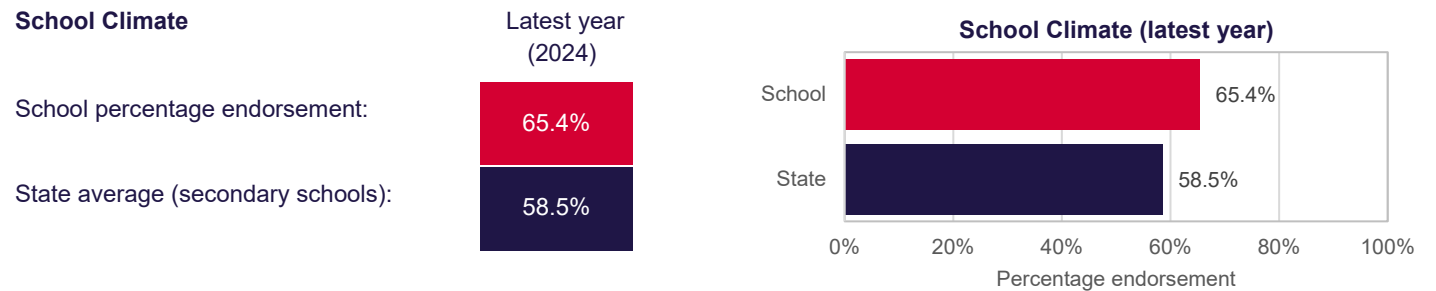


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



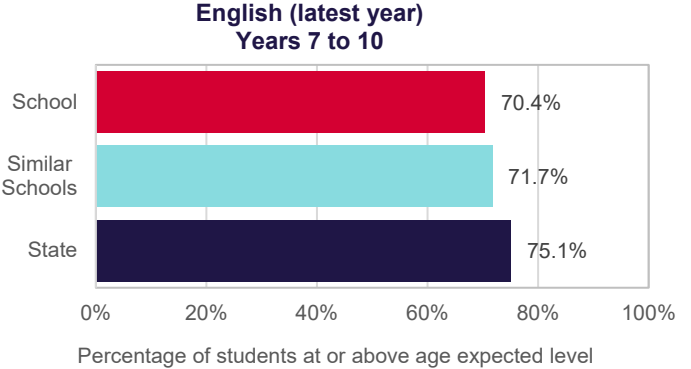
LEARNING

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

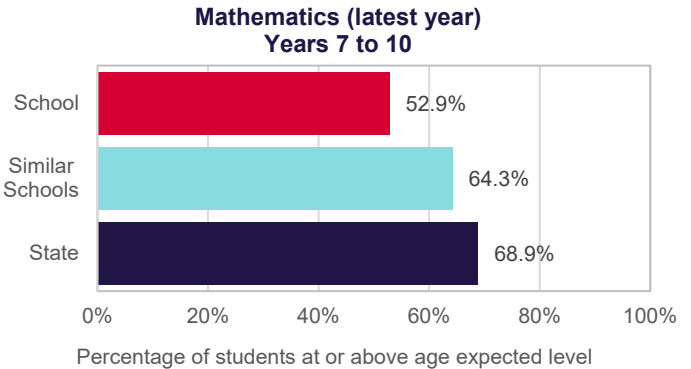
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	70.4%
Similar Schools average:	71.7%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	52.9%
Similar Schools average:	64.3%
State average:	68.9%





## LEARNING (continued)

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

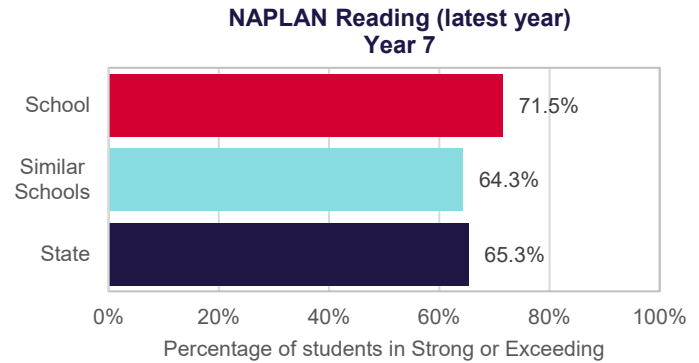
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

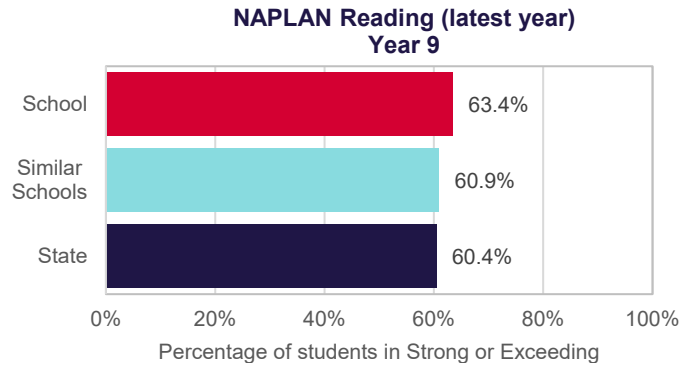
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.5%	71.7%
Similar Schools average:	64.3%	65.8%
State average:	65.3%	65.7%



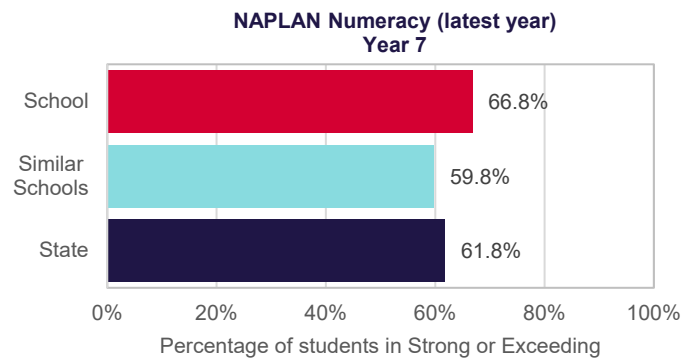
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.4%	63.7%
Similar Schools average:	60.9%	59.9%
State average:	60.4%	60.2%



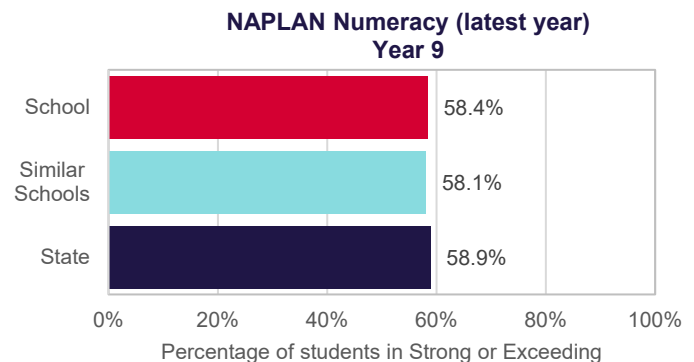
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.8%	64.7%
Similar Schools average:	59.8%	61.3%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.4%	59.8%
Similar Schools average:	58.1%	58.6%
State average:	58.9%	59.4%



## LEARNING (continued)

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

### NAPLAN (continued)

#### Reading Year 7

(2022)

School percentage of students  
in the top three bands:

55.9%

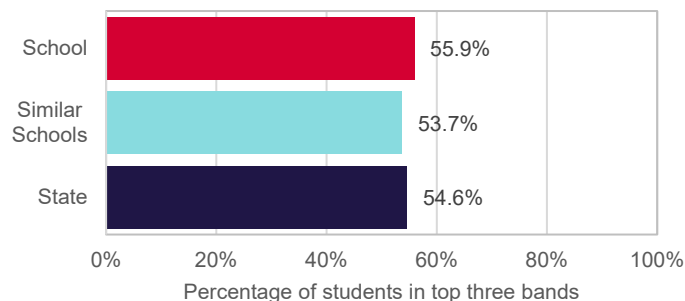
Similar Schools average:

53.7%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students  
in the top three bands:

53.2%

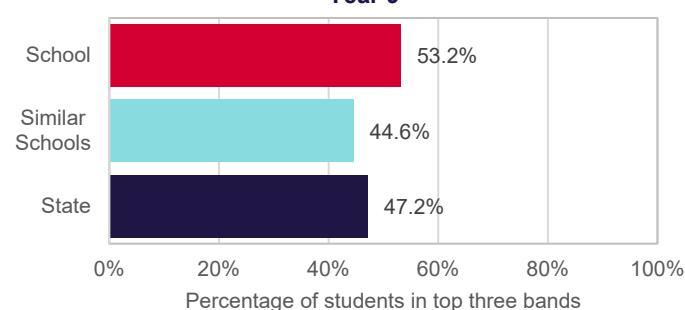
Similar Schools average:

44.6%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students  
in the top three bands:

54.7%

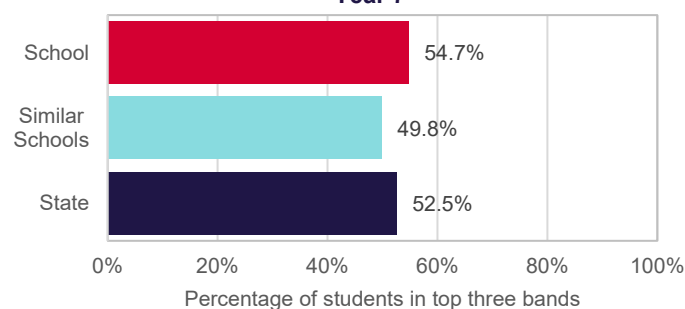
Similar Schools average:

49.8%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students  
in the top three bands:

49.5%

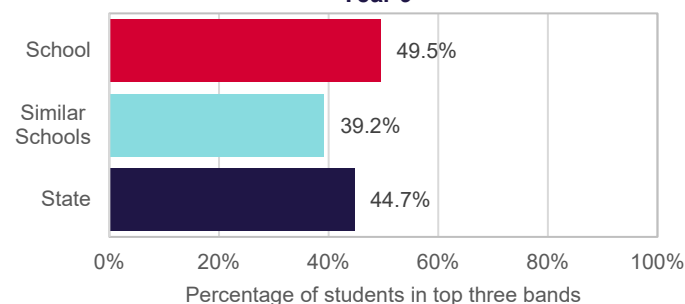
Similar Schools average:

39.2%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

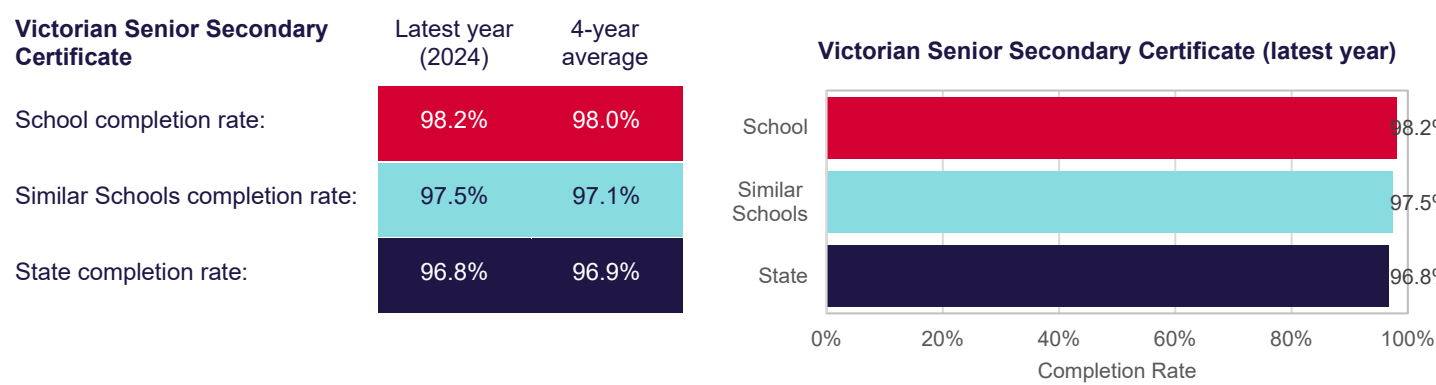


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).  
This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	26.3
Number of students awarded the VCE Vocational Major	39
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	29%
Percentage VET units of competence satisfactorily completed in 2024:	96%

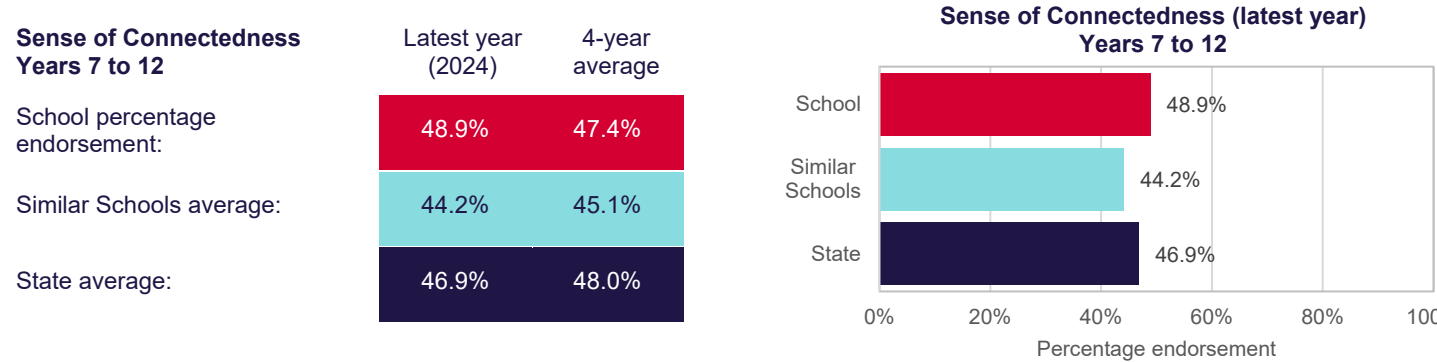


WELLBEING

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

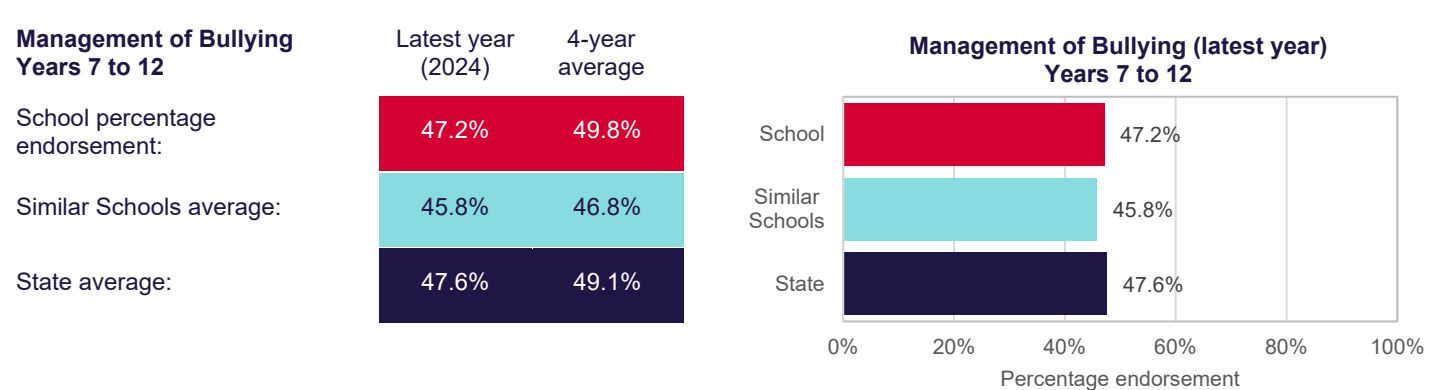
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

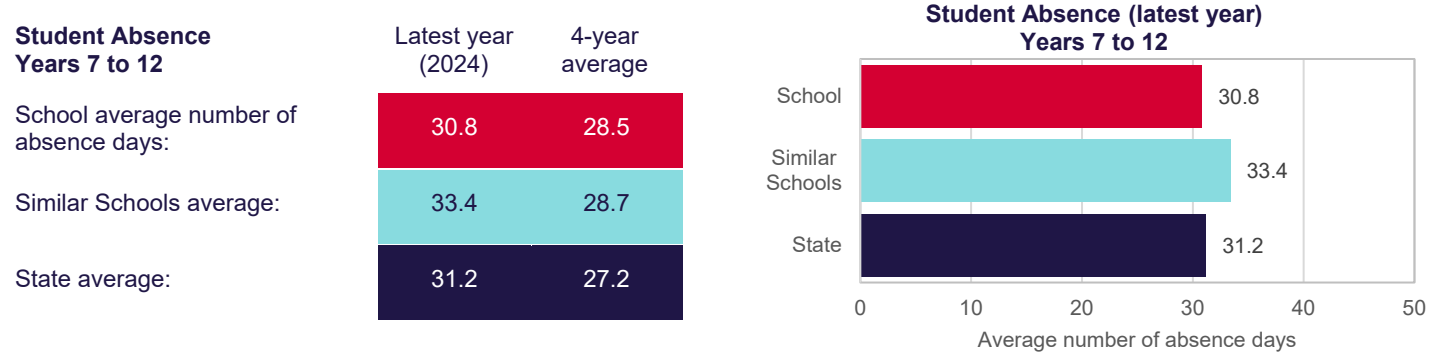


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



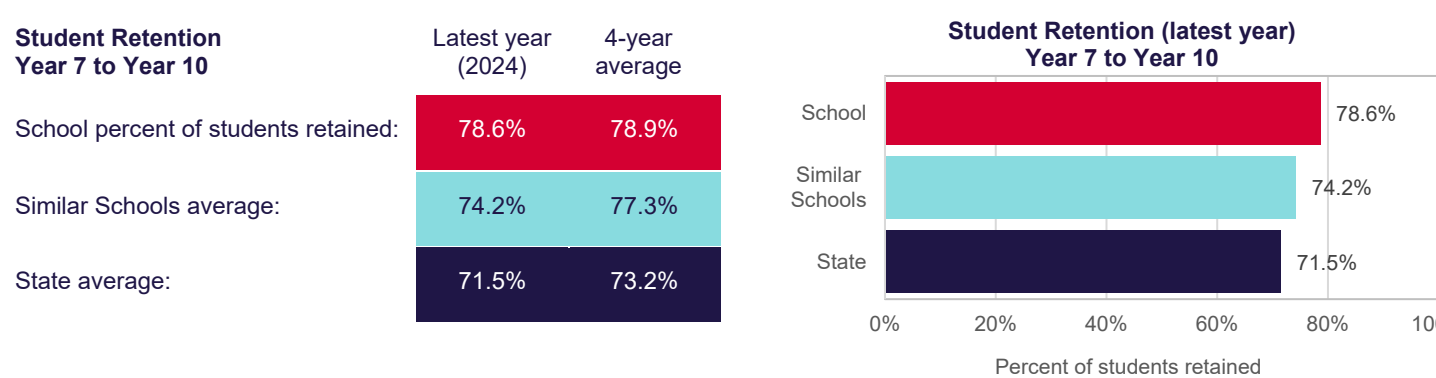
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	87%	81%	83%	84%	86%	88%

Student Retention

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



ENGAGEMENT (continued)

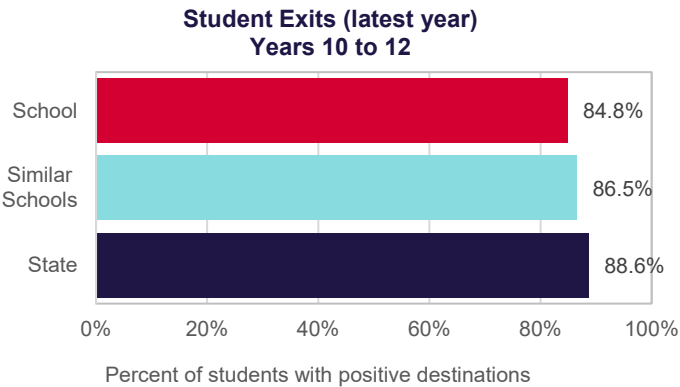
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	84.8%	86.3%
Similar Schools average:	86.5%	88.4%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$15,639,035
Government Provided DET Grants	\$1,171,385
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$110,726
Locally Raised Funds	\$931,694
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,852,839</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$421,928
Equity (Catch Up)	\$58,481
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$480,409</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,232,176
Adjustments	\$0
Books & Publications	\$8,906
Camps/Excursions/Activities	\$401,618
Communication Costs	\$16,734
Consumables	\$392,007
Miscellaneous Expense <sup>3</sup>	\$85,873
Professional Development	\$44,765
Equipment/Maintenance/Hire	\$243,894
Property Services	\$331,440
Salaries & Allowances <sup>4</sup>	\$287,124
Support Services	\$764,111
Trading & Fundraising	\$11,531
Motor Vehicle Expenses	\$4,704
Travel & Subsistence	(\$3,000)
Utilities	\$36,130
<b>Total Operating Expenditure</b>	<b>\$18,858,011</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,005,172)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,720,688
Official Account	\$32,160
Other Accounts	\$86,563
<b>Total Funds Available</b>	<b>\$1,839,411</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$439,404
Other Recurrent Expenditure	\$354
Provision Accounts	\$0
Funds Received in Advance	\$219,564
School Based Programs	\$70,455
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$135,884
Repayable to the Department	\$628,194
Asset/Equipment Replacement < 12 months	\$125,197
Capital - Buildings/Grounds < 12 months	\$280,000
Maintenance - Buildings/Grounds < 12 months	\$67,689
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,966,741</b>

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