

2019 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 2019 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*.

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

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 2019, Patterson River focused on the introduction of a school wide reading comprehension model & a problem solving approach to mathematics instruction. Both of these areas relate to work on Excellence in Teaching & Learning. Additionally, the College implemented a consistent approach to vocabulary. This work was supported during staff professional learning time and was a response to schools strategic goals and areas of student learning requiring attention.

To support this work in 2019, the school employed a Literacy Learning Specialist to lead the implementation of a school wide reading approach. The College also invested additional resources to increase the time provision of our Middle Years Literacy Specialist (MYLNS). To support student engagement, the College developed a school wide approach to school wide positive behaviour.

Achievement

Patterson River continued to achieve a strong student learning outcomes. Highlights included:

- Improvements in mean scale score for both reading and numeracy
- Improvements in student growth for numeracy
- Strong results for student & parent engagement

The College was disappointed with a dip in our student growth for reading (despite a mean scale score improvement), especially given the work dedicated towards student reading comprehension. An investigation indicates that a number of external factors affected the overall results and we look forward to return to impressive student learning growth for reading in 2020.

The achievement of PSD students was strong, with our two classes at Year 9 with PSD students recording among the strongest growth of any classes.

Engagement

In 2019, the College introduced School Wide Positive Behaviour Support, which is aligned to our College values of Persistence, Excellence, Community & Respect. Students Attitudes to School results continued to improve, with all measures reporting well above state means. Despite strong attitudes to school results and the second year of dedicated attendance officers, the College did not improve overall student attendance. Whilst we have a number of

improved practices and reporting, there is little connection of this information to our wellbeing team for targeted intervention. The College has invested resources into an attendance coordinator. This role will be responsible for connecting the work at the sub schools with wellbeing and ensuring that information is used in a proactive manner.

Wellbeing

In 2019, the College consolidated 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 addition to this, the College implemented breakfast club and employed a Mental Health Practitioner in late 2019. In order to better coordinate wellbeing and support services, the mental health practitioner has been utilised to work with the wellbeing team to conduct a review of policies and procedures. This has resulted in some immediate changes, such as the implementation of a wellbeing staff offices, rather than staff working exclusively from their consulting rooms. Future work will go into the review and modification of documentation to support policies and procedures.

Financial performance and position

The school reported a net operating surplus of \$287,666 for 2019. The College worked towards a planned staff deficit of approximately \$200,000. This additional investment utilised equity cash resources and bank reserves to employ or increase the FTE and time release of MYLNS, Mental Health Practitioner & Literacy Learning Specialist.

The school has significant cash reserves associated with the Basketball Stadium (JUA with City of Kingston & City of Frankston), Trade Training Centre (Lead School) and Northern Peninsula Network.

The cash surplus from 2019 is being used to support:

- Educational equipment for the 2020 Capital Works project (including design technology, food & art equipment).
- Time release for the Numeracy Learning Specialist

For more detailed information regarding our school please visit our website at 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.

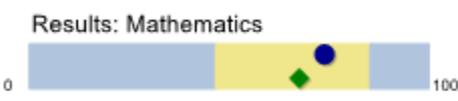
All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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	
<p>Enrolment Profile</p> <p>A total of 1113 students were enrolled at this school in 2019, 546 female and 567 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Below </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Below ●</p>

Performance Summary

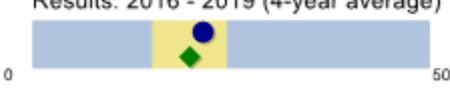
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Reading Low: 33%, Medium: 55%, High: 12%</p> <p>Numeracy Low: 41%, Medium: 44%, High: 15%</p> <p>Writing Low: 26%, Medium: 57%, High: 17%</p> <p>Spelling Low: 26%, Medium: 52%, High: 22%</p> <p>Grammar and Punctuation Low: 30%, Medium: 48%, High: 23%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Reading Low: 34%, Medium: 52%, High: 14%</p> <p>Numeracy Low: 36%, Medium: 47%, High: 17%</p> <p>Writing Low: 25%, Medium: 54%, High: 22%</p> <p>Spelling Low: 32%, Medium: 49%, High: 20%</p> <p>Grammar and Punctuation Low: 36%, Medium: 41%, High: 23%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: 2019 0 to 50 scale. School result (blue dot) is approximately 45. State-wide mean (green diamond) is 30.</p> <p>Results: 2016 - 2019 (4-year average) 0 to 50 scale. School result (blue dot) is approximately 45. State-wide mean (green diamond) is 30.</p>	<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **34%**
 VET units of competence satisfactorily completed in 2019: **81%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **83%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar												
		 Below													
Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Below </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>87 %</td> <td>85 %</td> <td>89 %</td> <td>87 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	87 %	85 %	89 %	87 %	91 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
91 %	87 %	85 %	89 %	87 %	91 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019

Revenue	Actual
Student Resource Package	\$10,683,251
Government Provided DET Grants	\$1,369,238
Government Grants State	\$1,000
Revenue Other	\$241,054
Locally Raised Funds	\$1,143,989
Total Operating Revenue	\$13,438,532

Equity ¹	
Equity (Social Disadvantage)	\$572,381
Equity (Catch Up)	\$58,638
Equity Total	\$631,019

Expenditure	
Student Resource Package ²	\$10,870,975
Books & Publications	\$2,776
Communication Costs	\$27,674
Consumables	\$168,289
Miscellaneous Expense ³	\$1,076,364
Professional Development	\$66,146
Property and Equipment Services	\$583,112
Salaries & Allowances ⁴	\$206,015
Trading & Fundraising	\$26,488
Travel & Subsistence	\$10,943
Utilities	\$112,085

Total Operating Expenditure **\$13,150,866**

Net Operating Surplus/-Deficit **\$287,666**

Asset Acquisitions **\$17,048**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$3,268,177
Official Account	\$87,098
Other Accounts	\$82,962
Total Funds Available	\$3,438,237

Financial Commitments	
Operating Reserve	\$345,339
Other Recurrent Expenditure	\$6,588
Funds Received in Advance	\$287,353
School Based Programs	\$998,096
Funds for Committees/Shared Arrangements	\$351,199
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$425,000
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$550,000
Asset/Equipment Replacement > 12 months	\$120,000
Total Financial Commitments	\$3,783,576

(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 26 February 2020 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)

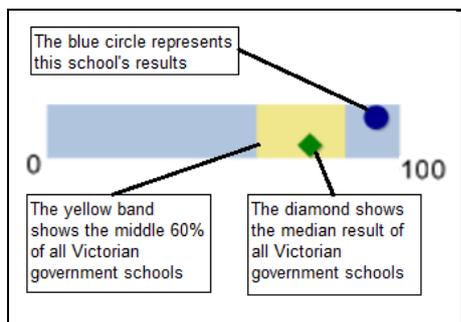
Engagement

- 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).

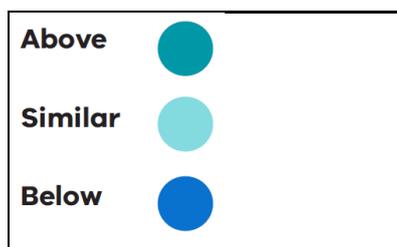


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').