

2016 Annual Report to the School Community



School Name: Patterson River Secondary College

School Number: 8725



PATTERSON RIVER
SECONDARY COLLEGE



Name of School Principal:

Mr Daniel Dew

Name of School Council President:

Dr Terry Coates

Date of Endorsement:

27 March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

About Our School

School Context

Patterson River Secondary College is a friendly, high performing school. We aim to provide students with diverse opportunities, allow them to discover their dreams and work methodically to provide students with the necessary skills to make those dreams a reality. Patterson River has close connections with the community including and sees itself as a hub of the local community.

In 2016, College Principal Maree Vinocuroff retired following 15 years as College Principal, during which the school implement a number of successful initiatives, leading to a considerable improvement in a range of outcomes. The College has 1067 students, 89 teaching staff, 27 Educational Support Staff and 3 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 three court basketball stadium, year 7 and 9 learning centres and a new performing arts centre.

In recent years, the College has seen a stabilisation of student numbers following the introduction of a school zone in 2010.

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

Framework for Improving Student Outcomes (FISO)

In 2016, PRSC invested resources into a focus on Excellence in Teaching & Learning. Supported by investment in a leading teacher dedicated to Teaching & Learning, a significant amount of staff meeting time is dedicated towards improvement in teacher practice. This included efforts to embed the new PRSC Instruction Model (Purpose, Relevance, Success Criteria & Conclusion) which forms the expectations for both lesson structure and curriculum planning.

During the course of 2016, PRSC conducted a review with DET and the University of Monash which led to a focus on new FISO areas for the duration of the next strategic plan. FISO focus areas for the future include:

- Curriculum Planning & Assessment
- Building Leadership Teams
- Empowering Students & Building School Pride

The school developed four key goals within these FISO areas:

- To improve teacher capacity to implement the college instructional model.
- To improve the accuracy of teacher judgements.
- To review the current staffing structure and develop a leadership, teacher and Educational Support (ES) structure, with clear, known role descriptions, to cater for the current and future needs of the college.
- To improve student voice and school connectedness through the development and implementation of a student voice strategy across all levels of the college.

Achievement

In 2016, the College worked on embedding the school wide PRSC 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

In 2016, PRSC implemented ACER Progressive Achievement Tests (PAT) to support teachers to provide relevant and stimulating learning activities to all students. Important work was continued in the area of reading comprehension following involvement in a Victorian Association of Teachers of English (VATE), which resulted in impressive reading comprehension gains as demonstrated by NAPLAN results.



VCE results again were strong and well above like schools in 2016, with a mean study score of 28 for all studies and a mean study score of 30 for English. 98% of PRSC's class of 2016 gained a first round tertiary offer, enrolling in a total of 55 different university courses.

The College has seen continued strong NAPLAN growth in Writing and recent improvements in Reading Comprehension. Whilst Numeracy results in NAPLAN are strong compared to similar schools, improvement is required to ensure that a greater percentage of students achieve high growth 7-9. This will be supported in 2017 by the introduction of a STEM Lab, CAS calculator sets, dedicated time teachers to plan differentiated activities and a whole school numeracy plan.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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.

For more detailed information regarding our school please visit our website at
[enter web address here]

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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 1067 students were enrolled at this school in 2016, 511 female and 556 male. There were 5% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</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>	<ul style="list-style-type: none"> ● Higher ● Similar ● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
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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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>51%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>57%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	53%	19%	Numeracy	32%	51%	17%	Writing	27%	54%	19%	Spelling	23%	58%	19%	Grammar and Punctuation	23%	57%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 93% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 30% VET units of competence satisfactorily completed in 2016: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 93%</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: ◆

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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>89 %</td> <td>87 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	87 %	92 %	91 %	90 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	87 %	92 %	91 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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: 2016</p> <p>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● 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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

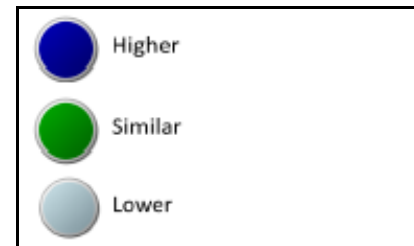
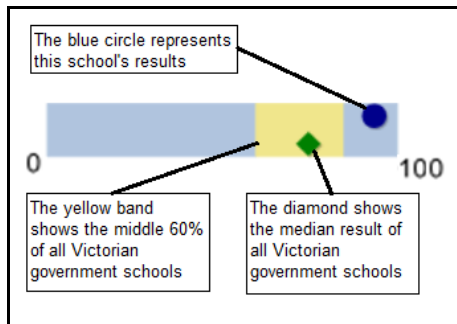
What are student outcomes?

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, P-12 and specialist schools, 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.

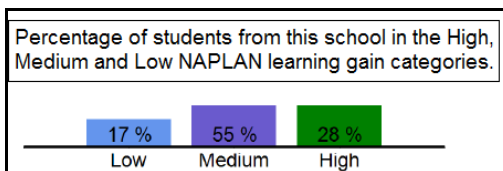
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$9,322,585
Government Provided DET Grants	\$1,310,564
Government Grants State	\$71,080
Revenue Other	\$146,198
Locally Raised Funds	\$657,399
Total Operating Revenue	\$11,507,826

Expenditure	
Student Resource Package	\$9,460,797
Books & Publications	\$4,119
Communication Costs	\$32,118
Consumables	\$133,589
Miscellaneous Expense	\$1,242,459
Professional Development	\$24,164
Property and Equipment Services	\$479,797
Salaries & Allowances	\$210,150
Trading & Fundraising	\$18,993
Travel & Subsistence	\$11,194
Utilities	\$70,642
Adjustments	\$0

Total Operating Expenditure **\$11,688,022**

Net Operating Surplus/-Deficit **(\$180,196)**

Asset Acquisitions **\$89,185**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,438,936
Official Account	\$100,265
Other Accounts	\$1,428,946
Total Funds Available	\$2,968,147

Financial Commitments	
Operating Reserve	\$355,331
Asset/Equipment Replacement < 12 months	\$257,000
Capital - Buildings/Grounds incl SMS<12 months	\$381,729
Maintenance - Buildings/Grounds incl SMS<12 months	\$115,627
Revenue Received in Advance	\$545,701
School Based Programs	\$297,528
Region Coordination	\$69,080
Repayable to DET	\$137,639
Other recurrent expenditure	\$56,235
Asset/Equipment Replacement > 12 months	\$264,000
Capital - Buildings/Grounds incl SMS>12 months	\$411,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$77,276
Total Financial Commitments	\$2,968,147

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

Misc 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.