

2014 Annual Report to the School Community

Portland Secondary College

School Number: 8798



Name of School Principal:

Toni BURGOYNE

Name of School Council President:

Karensa SMITH

Date of Endorsement: 25 March
2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

At Portland Secondary College we aim to develop creative, articulate, respectful and resourceful young people able to contribute positively to the global economy. The College values its diverse range of students including those with leadership aspirations, learning challenges or those with disabilities. With a strong emphasis on welfare and wellbeing, strong transition and mentoring programs, we aim to assist all students to extend and enhance their potential by offering opportunities tailored to their needs. The College uses a Restorative Practices approach with students being supported by Form Group Mentors (at Years 7-9) and Senior Mentor Group Leaders (at Years 10-12).

In 2014 Portland Secondary College appointed six Leading Teachers with clearly defined school improvement foci. They are: Curriculum & Professional Learning Leader; Teaching & Learning Coach; Student Voice Initiatives Leader; Re-Engagement & Transitions Programs Leader; Blended Learning Programs Leader; and, Whole School Data Improvement Leader.

We have a wide range of academic and elective programs, along with partnerships and links with local community agencies, businesses and industry have that enabled the College to successfully maintain two senior secondary certificates; the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Portland Secondary College is currently in our seventh year as a Registered Training Organisation (RTO), after re-accreditation in 2013 delivering six Certificate II programs. In 2013, the Portland-Heywood Trade Training Centre (TTC) named the 'Discovery Hospitality Centre' located adjacent to the College site was opened. This provides for state-of-the-art Hospitality training and education.

Portland Secondary College also has a VRQA-accredited alternative settings program, the Portland Re-Engagement Program (PREP), delivered at a satellite campus. This program caters for over thirty vulnerable young people ranging in age from 12 – 18 years who were previously 'at risk' or were disengaged from schooling.

The College has 69.4 equivalent full time staff: 3 Principal class, 44.4 teachers and 22 Education Support Staff.

Achievement

With respect to student achievement, Portland Secondary College has invested heavily in Literacy and Numeracy coaching across the last Strategic Plan. Its participation in action research with both Monash and Melbourne Universities highlights the focus on building teacher capacity with an inquiry approach to have staff learning how to use data to improve professional practice. Having an open door coaching model with shared classrooms, team teaching, use of peer-to-peer observations and 100-minute lesson structure in Years 7-9 has kept the focus on consistent approaches, common language and sharing learning within the Junior Curriculum Action Teams (CATs). This has seen a new after school homework program with a Literacy and Numeracy focus introduced, separate gender classes trialled and Years 8-10 exams introduced with the emphasis on students learning the procedure and how to revise and study in preparation for later years i.e. skill building.

The agreed Instructional Model has a focus on the use of Learning Intentions and Success Criteria in all classrooms. The staff development Curriculum Action Teams continue to improve on the provision of quality tasks for the development and embedding of a differentiated curriculum with assessment rubrics used for feedback. Staff are coached in effective instructional practice and differentiation. We allocated weekly scheduled meeting time for Curriculum Action Teams (CATs) to develop strategies to extend middle- and upper band students. All staff have goals to build their capacity to develop, implement and monitor effective literacy and pedagogical practice across all learning areas and a Literacy Consultant has been engaged to support this important staff development.

Teacher judgments in AusVELS English and Mathematics are similar or higher than schools with the same background characteristics. Our NAPLAN results show that the relative growth from Year 7 to 9 for students in the Low and Medium bands to be slightly above State average with Medium band Numeracy and Writing showing the most growth. The percentage of students in the High band for spelling, grammar and punctuation showed strong gain from the previous year's results. Reading, extended Writing tasks and Numeracy will continue to be a focus for the College.

Engagement

With respect to Engagement, accurate tracking of student progress is an imperative alongside setting appropriate individual future goals in partnership with parents for this College. This is evident in the Re-Engagement Program, with the move to improve the two-way transition between campuses by regularly revisiting each individual's progress with a focus on pathways to meet individual needs. Unfortunately, the sustainability of this program is an ongoing issue.

Student voice, leadership and the Student Representative Council (SRC) has evolved in creating opportunities to give feedback on the open classroom focus (curriculum structures and choices) with a future focus on involving students in giving feedback on pedagogy, including what is being trialled in the Teach the Teacher Initiative. In 2014 there was a much greater public and active approach by the SRC to participate in College decision making to build the confidence and capacity of student leaders in their roles. A future focus is to create much more structure for the development of the Senior Student Leadership Team. Attendance is above the State mean with the anomaly of a high percentage of unexplained absences. The introduction of every teacher being a Mentor (Form Group Mentor Years 7-9 or Senior Mentor Group Leader Years 10-12) to take responsibility to contact parents and improve processes is seen as a strategy to improve this.

A positive shift in Leading Teachers' roles to that of School Improvement Leaders supports Restorative Practices being consistently used by all teachers. Portland Secondary College also has a focus to develop and monitor blended learning programs to enhance student pathway options including the College's vocational education programs. The College's Leadership Team have implemented processes to make reliable senior school performance data more accessible to staff and students to inform improved student outcomes and pathways to further education and training. All teachers were provided professional development in analysing VCAA, and other relevant data. Real school retention targets over the Strategic Plan were met, with students going to employment, further training or apprenticeships.

Wellbeing

A comprehensive review of the vision, philosophy and values has resulted in a refinement of the school values and behaviour matrix and the development of a Values Statement. Four values were agreed to: respect, resilience, success and creativity. Restorative Practices and School Wide Positive Behaviours (introduced in 2014) have resulted in the introduction of Mentors as a one point of contact for parents – not just negative feedback. The student engagement and inclusion policy and Restorative Practices discipline model have been adopted and understood by students, staff and parents indicating that behaviour management plans are seen as consistent and fair. A drop in the suspension rate is a positive indicator to the success of this.

Year 7 is performing at or above all expectations with the current curriculum model and the Year 10 Peer Support Program is effective in building peer connectedness. The staff opinion survey showed that student classroom behaviour met the target set in the Strategic Plan. The Parent Opinion Survey presents an overall disappointment with a low response rate, however the Learning Focus element shows improvement. Having a full-time Student Services Coordinator, a part-time nurse and a MIPs coordinator has certainly strengthened the wellbeing programs and links with external support agencies. Student safety continues to be a focus on both campuses.

Productivity

Workforce planning is an essential component of productivity for this College, with the evaluation of expensive programs, rationalisation of education support staff roles and teaching staff time allowances and organisational duties. Planning for effective use of ICT provision to achieve 1:1 student to device status with the adoption of a BYOD model is evident. The infrastructure is being supported by the employment of an ICT manager and assistant. To strengthen this there is a continued focus on building teacher general capabilities and capacity to embed ICT across the curriculum. Productivity gains in the areas of planning, moderation and professional learning via Curriculum Action Teams, mentoring, teacher leadership development and teacher effectiveness are future directions for the College. Continuing to align staff Performance and Development goals to the Strategic Plan is also seen as an imperative. 2014 was the year of School Self-Evaluation, review & planning for Portland Secondary College. Reviewing data and undertaking discussion related to attainment of the previous Strategic Plan goals in relation to student achievement, engagement, wellbeing & productivity was completed.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 679 students were enrolled at this school in 2014, 314 female and 365 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

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



School Staff Survey



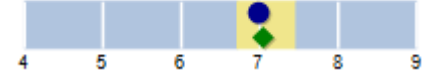
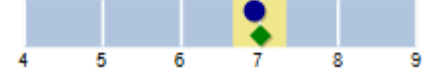
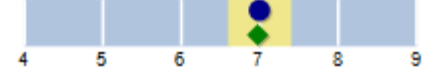





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</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 schools: Result for this school: Median of all Victorian government 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 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>33%</td> <td>48%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>39%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	48%	19%	Numeracy	24%	51%	24%	Writing	20%	53%	26%	Spelling	24%	51%	26%	Grammar and Punctuation	33%	39%	28%	<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: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								




Students in 2014 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **31%**
 VET units of competence satisfactorily completed in 2014: **70%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **70%**





Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1026 920"> <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>89 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	89 %	90 %	91 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	89 %	90 %	91 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

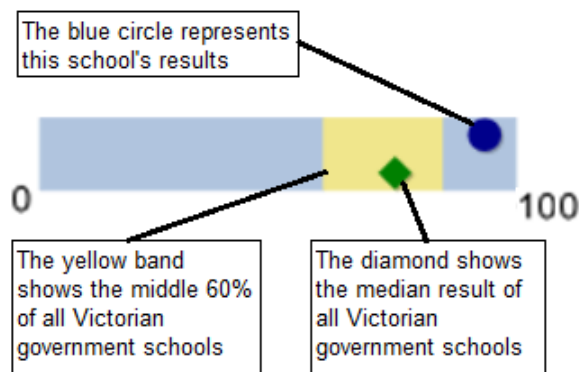
What are student outcomes?

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

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

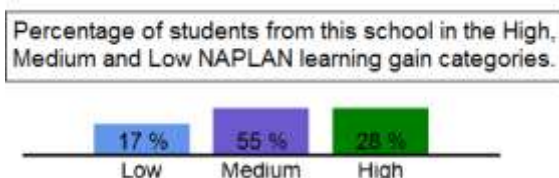
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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'.

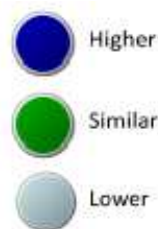


What is a *School Comparison*?

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 Indigenous 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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$6,299,676
Government Provided DE&T Grants	\$994,277
Government Grants State	\$36,058
Revenue Other	\$17,316
Locally Raised Funds	\$732,685
Total Operating Revenue	\$8,080,012

Funds Available	Actual
High Yield Investment Account	\$93,895
Official Account	\$20,483
Other Accounts	\$11,960
Total Funds Available	\$126,337

Expenditure	
Student Resource Package	\$6,263,615
Books & Publications	\$23,770
Communication Costs	\$18,202
Consumables	\$205,618
Miscellaneous Expense	\$323,813
Professional Development	\$38,390
Property and Equipment Services	\$423,593
Salaries & Allowances	\$440,887
Trading & Fundraising	\$213,352
Travel & Subsistence	\$14,141
Utilities	\$120,609
Total Operating Expenditure	\$8,085,989

Financial Commitments	
Operating Reserve	\$12,105
Maintenance - Buildings/Grounds incl SMS<12 months	\$8,911
Revenue Received in Advance	\$32,661
Provision Accounts	\$14,539
Other recurrent expenditure	\$58,121
Total Financial Commitments	\$126,337

Net Operating Surplus/-Deficit	(\$5,978)
Asset Acquisitions	\$44,310

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.

Financial performance and position commentary

Portland Secondary College Council would like to present our Financial Summary for 2014.

The deficit result for 2014 was basically due to staffing costs associated with our satellite campus program. Grants received included: Advance Program; Waste Reduction Group; Community Safety Fund, and United Way Glenelg. Locally raised funds included parent payments for essential items, netbook lease program, camps, Tertiary Tour, etc. Equity funding, much of which is allocated to the school as salary credits, enables us to employ a student welfare coordinator, literacy assistant and numeracy assistant among others. It is also used to supplement the program for students with disability. This has 22 funded students, but we assist 2-3 times more than that.