

# 2012 Annual Report to the School Community

Portland Secondary College  
School Number: 8798



#### Portland Secondary College

We aim to develop each student socially, physically and academically in a safe, caring environment. We provide a wide range of co-curricular programs to support students to meet those challenges. An emphasis on welfare and wellbeing; strong transition and mentoring programs aim to assist our students' development. Leadership and enrichment programs offer students a range of opportunities to enable access to pathways beyond the classroom. Supportive leadership, a high level of staff morale and commitment and parent support leads to quality outcomes. The College's performance in VCE and VCAL is at expected level.

Through our Performance and Development Culture we focus on increasing capacity of all staff. Funding has been used to build teacher capacity in Numeracy Coaching Initiative. This school has 76.4 equivalent full time staff: 3 Principal class, 58 teachers and 29 Education Support staff.

Partnerships with parents and community underpin goals to support student learning and engagement. We celebrate achievements of students and regularly report to parents. We are strengthening academic programs and pathways options through: completing the rollout of NSSCF netbooks to Years 9-12 students; development of new programs e.g. Re-engagement Program; Trade Training Centre construction commenced; and broadening VET

| Student Learning  | Student Engagement and Wellbeing   | Student Pathways and Transitions   |
|---|--|--|
| <p>PSC is especially proud of our VCE results which have shown a 4-year trend higher than other schools, and are currently at expected level, taking in to account background characteristics. Teacher assessments against the VELs show a significant proportion of students are working at or above their expected standard.</p> <p>Our Literacy and Numeracy programs allow us to individualise support for students, enabling student learning progress. All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals, and VELs.</p> <p>To further improve student results we are utilising a number of strategies including a Peer Observation program for staff; Teacher Professional Leave action research focusing on Literacy; targeted Numeracy and Literacy Assistance Programs for students; senior school tutoring; the development and implementation of a curriculum structure with larger blocks of instructional time; the use of ICT self-paced oral literacy and spelling programs, and mathematics programs; a strong Year 7-9 Inquiry-Based Curriculum; the further alignment of Year 10 in to the Senior School programs.</p> | <p>SC is performing at a similar level and is in the middle band of Victorian government secondary schools in relation to attendance and students having a sense of belonging and connectedness to school. A key focus for the whole College community is the ongoing development of student engagement and wellbeing programs including Restorative Practices. While overall student attendance approximates the State average, we have a focus on addressing the issue of improving attendance through regular parent newsletters inclusive of It's Not OK to be Away initiatives; Senior School Mentoring; and a review of Pastoral Care Programs. Opportunities for students' leadership and development include the Student Representative Council, Advance, Motor Heads, Getting Gorgeous, the Alpine School, debating, public speaking, sport, music, drama, the Arts, and Sustainability. The development of Individual Learning Plans in collaboration with students and parents; focus on high expectations and consistency across classrooms; the Wannik tutorial program and the further development of Student Welfare links with Community Services and the continuation of a re-engagement program are all being implemented to improve engagement and wellbeing.</p> | <p>Student Pathways and Transitions shows PSC at higher than median score for students exiting to further studies and full-time employment. Student retention from Years 7 to 10 is below to the state median and we have now established a Re-engagement Program to help address this.</p> <p>We have a number of programs in place to support the transition into, through and beyond our school: the Year 7 Flying Start Initiative incorporating a program for students at risk of not successfully engaging in secondary school; Managing Individual Pathways planning beginning Years 8 and 9; Senior School Orientation for all Year 10 students; Course Information Evenings; Tertiary Tours; Work Experience; TAFT Taster programs; Careers Information, and extensive VCE, VET and VCAL options. The College is a Registered Training Organisation and has a Trade Training Centre under construction, in partnership with other schools and community-based service providers. Student Pathways' planning is supported by termly reporting to parents and includes the adoption of Personal Learning Plan sessions.</p> |

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

[www.portlandsc.vic.edu.au](http://www.portlandsc.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>



## Portland Secondary College

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.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

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

### School Profile


- 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.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- 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
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 726 students (336 female, 390 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

## How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

### Student Learning

#### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

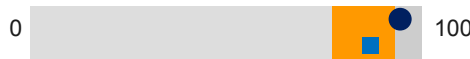
#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



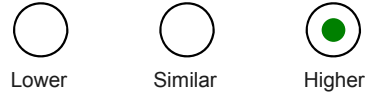
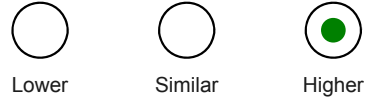
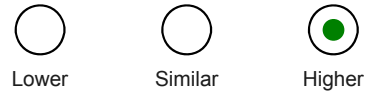
#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### School Comparison



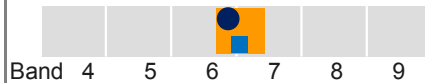
#### 2. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

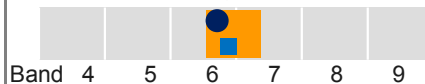
#### Results: Reading 2012



#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

#### 3. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

#### Results: Reading 2012



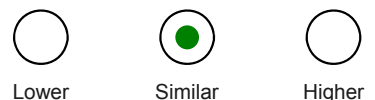
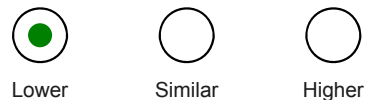
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012






#### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

Key:

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### Student Learning

#### 4. Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

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.

Percent of students in 2012 who satisfactorily completed their VCE: 94%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 36%

Percent of VET units of competence satisfactorily completed in 2012: 58%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: 69%

### Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

#### 5. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

### Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 |
|-----|-----|-----|------|------|------|
| 88% | 87% | 86% | 90%  | 92%  | 95%  |

### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Pathways and Transitions

#### 7. Student retention

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

#### 8. Students exiting to further studies and full-time employment

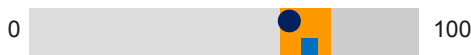
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

### Student Outcomes

Results: 2011



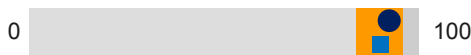
Results: 2008 - 2011 (4-year average)



Results: 2011



Results: 2008 - 2011 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

# How to read the Government School Performance Summary 2012

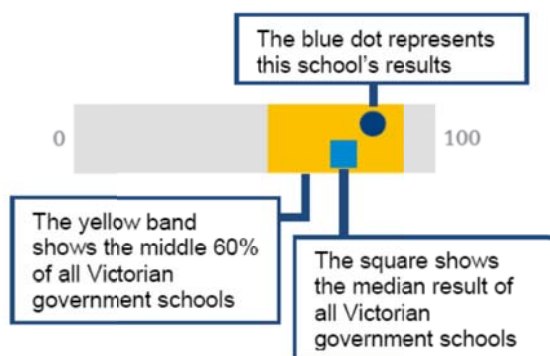
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



## 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: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## 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 '*What our school is doing*' statement provides a summary of this school's improvement plan.