

2013 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:

23 April, 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

At Portland Secondary College we aim to develop each student socially, physically and academically in a safe, caring environment.

With an emphasis on respect and wellbeing and a focus on student voice and leadership development, we continue to provide a wide range of academic, elective and co-curricular programs for our students. Our school values its diverse range of students including those with leadership aspirations, learning challenges or those with disabilities. The strong transition and mentoring programs as well as partnerships and links both within and beyond the local community, enable us to support our students to meet their aspirations.

Partnerships with parents and community underpin goals to strengthen student learning and engagement. We celebrate achievements of our students and regularly report to parents in our weekly newsletters. We are strengthening academic programs and pathways options in a number of ways, including: re-accreditation of the College's RTO; university enhancement studies; implementing student netbook and BYOD programs; development of our satellite campus re-engagement program; and, as the Lead School in the Portland-Heywood Trade Training Centre cluster.




Through our Performance and Development Culture we focus on increasing capacity of all staff to collaborate and to continue to improve student learning outcomes. This school has 75.4 equivalent full time staff: 3 Principal class, 53.4 teachers and 22 Education Support staff.

Achievement	Engagement	Wellbeing
<p>We are especially proud of our VCE results, which have show a 4-year trend that sits at expected level, taking in to account background characteristics. Teacher assessments against the AusVELS show a significant proportion of students working at or above their expected standard in English and at expected level to similar schools for Mathematics. All PSD students showed progress at satisfactory or above in achieving their individual goals, and AusVELS.</p> <p>NAPLAN results for Reading and Numeracy show PSC is at expected level with similar schools. The 3-year trend analysis of relative growth from Year 7 to 9 for Reading and Numeracy shows an increase in the % of student in the Medium and High categories; for Writing, the growth is above State Benchmark.</p> <p>In 2013, there was a 19% Response Rate to the Parent Opinion Survey positioning the school on the edge of the 60% spread for parent satisfaction; four written reports to parents on their child's progress have been implemented, amongst other improvements.</p> <p>To further improve student results we are utilising a number of strategies including a Peer Observation program for staff; strengthening data literacy and accountability; targeted Numeracy and Literacy Assistance Programs for students; senior school tutoring; the implementation of a curriculum structure with larger blocks of instructional time; the use of ICT self-paced mathematics programs; a strong Year 7-9 Inquiry-Based Curriculum; the further alignment of Year 10 in to the Senior School programs.</p>	<p>PSC is performing at a similar level to Victorian government secondary schools in relation to attendance with the 4-year average slightly higher than State. Student surveys show Student Morale, Motivation and School Connectedness improving. A key focus for the whole College community is the ongoing development of student engagement and wellbeing programs including Restorative Practices. In 2013 PSC gained eSmart accreditation.</p> <p>While overall student attendance approximates the state average, we have a focus on improving attendance through regular parent newsletters inclusive of <i>It's Not OK to be Away</i> initiatives and daily Senior School Mentor Group meetings. Opportunities for student leadership development include the Student Representative Council (SRC), Advance community, Bush Mechanics and other social enterprise-style programs, Sister School in-country tours, the Alpine Leadership School, debating, public speaking, sport, music, drama, the Arts, and sustainability. In 2013, the College celebrated its twelfth student selection in to VCE Top Arts.</p> <p>The development of Individual Learning Plans in collaboration with students and parents; focus on high expectations and consistency across classrooms; the further development of Student Welfare links with Community Services and collaboration with network Student Support Services as well as a re-engagement program at the College's satellite campus are all being implemented to further improve engagement and wellbeing.</p>	<p>Student Pathways and Transitions 4-year average shows PSC at higher than state median for students exiting to further studies or full-time employment. Student retention from Years 7 to 10 is at the state median. On Track 2012 data shows that of the students who applied for tertiary places, 92.7% received an offer. The Portland Re-Engagement Program (PREP) is delivered at our VRQA-accredited satellite campus. Over the last three years this program has re-engaged around one hundred 13-18 year old vulnerable young people.</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 and Careers planning beginning in Year 7; Senior School Orientation for all Year 10 students; Course Information Evenings; Tertiary Tours; Work Experience; Tertiary Enhancement programs; Careers information, and extensive VCE, VET and VCAL options.</p> <p>The College is a Registered Training Organisation (RTO) and the Lead School for the Discovery Hospitality Centre (Portland-Heywood Trade Training Centre) in partnership with other schools and community-based service providers.</p> <p>Student Pathways' planning is supported by parent briefings, mentor contact, termly reporting to parents that includes Personal Learning Plan sessions.</p>

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 692 students were enrolled at this school in 2013, 317 female and 375 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

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> Lower</p> <p> Similar</p> <p> Similar</p>


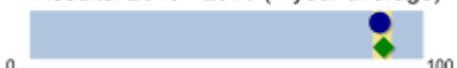




Performance Summary

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>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 27%, Medium: 51%, High: 22%</p> <p>Numeracy Low: 23%, Medium: 55%, High: 22%</p> <p>Writing Low: 33%, Medium: 44%, High: 22%</p> <p>Spelling Low: 17%, Medium: 65%, High: 17%</p> <p>Grammar and Punctuation Low: 34%, Medium: 47%, High: 19%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 23%, Medium: 54%, High: 23%</p> <p>Numeracy Low: 26%, Medium: 51%, High: 23%</p> <p>Writing Low: 27%, Medium: 42%, High: 31%</p> <p>Spelling Low: 37%, Medium: 52%, High: 11%</p> <p>Grammar and Punctuation Low: 39%, Medium: 51%, High: 10%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</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: 2013 0 to 50 scale, school score is 48, state median is 30.</p> <p>Results: 2010 - 2013 (4-year average) 0 to 50 scale, school score is 48, state median is 30.</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2013 who satisfactorily completed their VCE: 96% Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 64% VET units of competence satisfactorily completed in 2013: 74% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 79%</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:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 786 1026 882"> <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>89 %</td> <td>88 %</td> <td>84 %</td> <td>89 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	88 %	84 %	89 %	89 %	92 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	88 %	84 %	89 %	89 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (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>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Higher</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>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

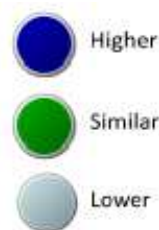
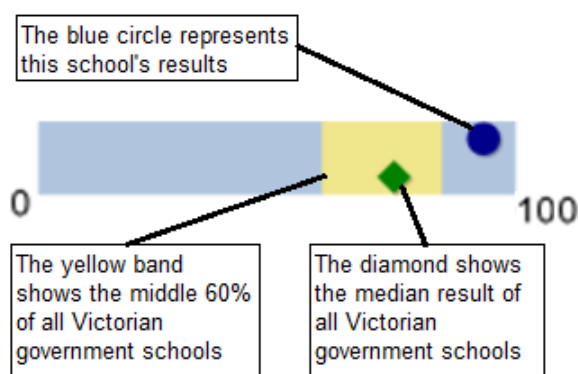
What are student outcomes?

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.



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.

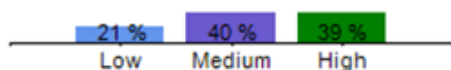
What is this school doing to improve?

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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,021,939
Government Grants State	\$9,725
Revenue Other	\$131,643
Locally Raised Funds	\$828,272
Capital Works Grant	\$359,231
Total Operating Revenue	\$2,350,811

Expenditure	
Books & Publications	\$13,434
Communication Costs	\$17,026
Consumables	\$183,970
Miscellaneous Expense	\$720,752
Professional Development	\$32,055
Property Maintenance	\$1,365,999
Salaries & Allowances	\$321,099
Trading & Fundraising	\$212,582
Travel & Subsistence	\$15,561
Utilities	\$108,320
Total Operating Expenditure	\$2,990,798

Net Operating Surplus/-Deficit **(\$639,988)**

Asset Acquisitions **\$30,335**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Portland Secondary College Council would like to present our Financial Summary for 2013.

In 2012 the College was in receipt of Trade Training Centre Funds of \$2,820,650 for the construction of the Discovery Hospitality Centre (the Portland-Heywood Trade Training Centre). The deficit result for 2013 was basically due to this capital works program. While funding from DEEWR was substantially received in 2012, with the final milestone of \$359,231 received in 2013. The expenditure for 2013 was \$892,253. It must also be noted that the construction costs were called Building Works - not Capital Works, inflating the Property Maintenance figures.

An adjustment to the SRP Cash to Credit of \$200,000 formed another component of the College's operating deficit. Financial commitment statement includes an amount of \$67,582 being residual TSSP funding is expected to be transferred to another network administration school during 2014.

It was encouraging to note that family payments of the subject contributions for essential curriculum materials increased by around 10% in 2013.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$107,817
Official Account	\$10,527
Other Accounts	\$12,942
Total Funds Available	\$131,287

Financial Commitments	
Operating Reserve	\$20,116
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,141
Cooperative Bank Account	\$1,040
Revenue Receipted in Advance	\$6,512
Region/Network/Cluster Funds	\$67,582
Provision Accounts	\$7,147
Other recurrent expenditure	\$27,749
Total Financial Commitments	\$131,287



Department of Education and
Early Childhood Development

Portland Secondary College