



2015 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 March
2016

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 2015.



About Our School

School Context

Portland Secondary College has a core belief in developing learners, and leaders and we work hard to scaffold this important work. Every teacher is a Mentor, and is responsible for the wellbeing and mentoring activities, communications, and parent engagement in pathways and other planning for students in their mentor group. We strive to make a difference by recognising that young people need strategies to help them successfully deal with an ever-changing world. Our purpose is to create opportunities for all students to be active and engaged global citizens.

A wide range of academic and elective programs, along with partnerships and links with local community agencies, businesses and industry have enabled the College to successfully maintain two senior secondary certificates; the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). It is currently in its seventh year as a Registered Training Organisation (RTO), after re-accreditation in 2013 delivering five Certificate II programs. In 2013, the Portland-Heywood Trade Training Centre (TTC), the 'Discovery Hospitality Centre', located at the College site was opened. This provides for state of the art Hospitality training and education including ICT and video conferencing able to deliver into remote classrooms. Portland Secondary College also has a VRQA-accredited alternative settings program, the Portland Re-Engagement Program (PREP), delivered at their Victoria Parade 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 had 66.7 equivalent full time staff: 3 Principal class, 46.1 teachers and 27 Education Support Staff.

Achievement

We believe that quality teaching is the main driver of successful student learning outcomes. We have well-established Curriculum Action Teams, and supportive, rigorous review processes. All staff have goals to build their capacity to develop, implement and monitor effective literacy and pedagogical practice across all learning areas, and are collaborating across year levels to develop learning continua so that we have a clear idea of the phases of learning and development, and what progress looks like in each subject for each student. We have started on a new programme of professional development for teachers aimed not only at improving the quality of teaching and increasing empowerment of students over their own learning but also targeting student wellbeing. Under the watchful eye of Michael Francis, teachers were shown how to construct rubrics, drawing both on the curriculum and their professional experience. The aim of Assessment for Teaching is for students and teachers to understand the next learning steps, and to understand what the long-term learning progression looks like. The Curriculum Action Teams are mapping learning against a developmental continuum, which will make it possible to monitor progress and set individual targets for every student. Leading Teachers work with these, and other teams, to ensure our school improvement foci are progressed as outlined in the School Strategic Plan 2015-2018.

Engagement

The College uses student outcomes data, student voice and feedback, to personalise the educational experience of each student. Staff at Portland Secondary College have a collective focus to ensure students have the tools and skills to develop positive and self-regulating behaviours, and that the curriculum enables more students to stay in education for better pathways. Our School Strategic Plan 2015-2018 clearly sets out the College's goals to continue to improve student achievement, engagement and wellbeing. Student leadership is promoted at all levels through activities and development programs including: Student Representative Council; School for Student Leadership - The Alpine School program; IT and Subject Champions; Year 10 Peer Mentoring; the Senior Student Leadership Team; Drama, Music and Visual Arts programs; camps; debating; debutante ball; and various sports and personal development education programs. Our students have the opportunity to forge global connections through our Indonesian Sister School agreement with SMP Jogjakarta, which results in student exchange visits, and other activities such as the cultural study tour to Europe.

Wellbeing

We value the strong relationships that have developed between parents, teachers, students, friends, local organisations, businesses and community groups. We are planning for the further development in the utilisation of our infrastructure. We are continually integrating new teaching and learning technologies into our learning environment. We continue to encourage a dynamic and innovative environment that allows our staff and students to shine. We embrace a progressive culture that champions School Wide Positive Behaviours, leadership and creative thinking through student engagement in socially inclusive activities. Open communication and respect for positive change are always encouraged. The school community works together to challenge its members to exceed expectations for achievement in all areas; this includes the adult learners. This is reflected in our core values to be: Respectful, and treat others as you would like to be treated yourself.; Successful, and strive to be the very best that you can be; Resilient, as you have the right to feel safe, and to learn; and, Creative, and have a positive impact as a global citizen.

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 College's ICT team is supporting the infrastructure. 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 seen as future directions. Continuing to align staff Performance and Development goals to the Strategic Plan is also seen as an imperative. We are planning for the further development in the utilisation of our infrastructure. We are continually integrating new teaching and learning technologies into our learning environment. We continue to encourage a dynamic and innovative environment that allows our staff and students to shine.

For more detailed information regarding our school please visit our website at
<http://www.portlandsc.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 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.

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

Enrolment Profile

A total of 701 students were enrolled at this school in 2015, 326 female and 375 male. There were 0% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

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 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 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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary




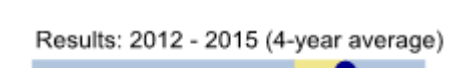

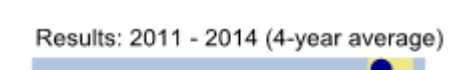
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</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 Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>46%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>54%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	46%	27%	Numeracy	27%	49%	24%	Writing	24%	54%	22%	Spelling	33%	46%	21%	Grammar and Punctuation	26%	54%	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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								

Students in 2015 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **24%**
 VET units of competence satisfactorily completed in 2015: **83%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **79%**

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> 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: 2015</p> <p>Results: 2012 - 2015 (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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>



How to read the Performance Summary

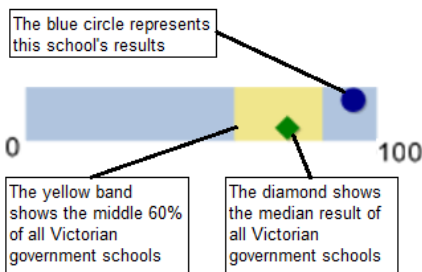
What are student outcomes?

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.

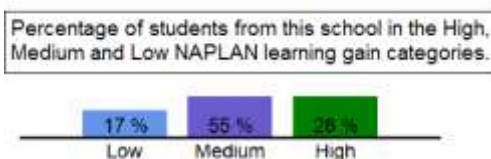
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,471,564	High Yield Investment Account	\$441,164
Government Provided DE&T Grants	\$1,347,509	Official Account	\$28,810
Government Grants State	\$10,253	Other Accounts	\$70,661
Revenue Other	\$31,998	Total Funds Available	\$540,636
Locally Raised Funds	\$892,534		
Total Operating Revenue	\$8,753,857		
Expenditure		Financial Commitments	
Student Resource Package	\$6,410,853	Operating Reserve	\$281,659
Books & Publications	\$20,462	School Based Programs	\$242,532
Communication Costs	\$21,940	Other recurrent expenditure	\$15,039
Consumables	\$234,170	Capital - Buildings/Grounds incl SMS>12 months	\$1,407
Miscellaneous Expense	\$420,395	Total Financial Commitments	\$540,636
Professional Development	\$37,650		
Property and Equipment Services	\$400,883		
Salaries & Allowances	\$468,316		
Trading & Fundraising	\$166,098		
Travel & Subsistence	\$3,402		
Utilities	\$110,600		
Total Operating Expenditure	\$8,294,769		
Net Operating Surplus/-Deficit	\$459,089		
Asset Acquisitions	\$11,840		

Student Resource Package Expenditure figures are as of 01 March 2016 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.

Financial performance and position commentary

Portland Secondary College Council would like to present our Financial Summary for 2015.

The surplus result for 2015 was somewhat due to philanthropic funds to assist with costs associated with our satellite campus program. Grants received included: Advance Program; Waste Reduction Group; Local Solutions, 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 had 22 funded students, but we assist 2-3 times more than that. The College has maintained DET requirement to have an Operating Reserve and funds have been used in accordance with the 2015 Budget, as approved by School Council.