2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Portland Secondary College

School Number: 8798

Name of School Principal:	Toni Burgoyne
Name of School Council President:	Karensa Smith
Date of Endorsement:	29 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 framwork 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.

VICTORIA State Government | Education and Training

About Our School

School Context

Portland Secondary College is located in South West Victoria. In 2016 the enrolment was 708 students, with slightly more males than females. Portland is the main centre in the Glenelg Shire and data shows the municipality has the state's third highest percentage for unskilled/semi-skilled workers, a risk factor for the disengagement of young people. The relative isolation of the region (roughly 360km west of Melbourne) and lack of exposure to a wider cohort of educational peers and educational options, means career aspirations in the Portland community tend to be narrow compared with metropolitan regions and the College works hard to broaden the aspirations of our students.

The College values its diverse range of students including those with academic and leadership aims as well as those with learning difficulties, disabilities or with considerable social disadvantage. With a strong emphasis on welfare and wellbeing, alongside 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 addition to our Main Campus, the College has a satellite campus and runs a Re-Engagement Program for students ranging in age from 12 to 18 years of age.

The College's mission statement declares our commitment to develop articulate, respectful and resourceful young people able to contribute positively to the global community. Despite its rural isolation the College's dedicated staff provide a wide range of co-curricular programs that support and extend students. A wide range of studies are offered at senior levels including VCE (Victorian Certificate of Education), VCAL (Victorian Certificate of Applied Learning), VETiS (Vocational Education and Training in Schools) and School Based Apprenticeships. The current PSC learning spaces are a result of the amalgamation of Portland High School and Portland Technical School in 1999. We are well served by a wide range of functional and inspiring learning spaces for Science and Technologies and the Visual and Performing Arts.

In 2011 the Global Learning Centre (GLC) was opened with funds from the BER program. As the College moves towards the implementation of its Strategic Plan goals, during term 4 we began to redevelop the GLC into a learning neighbourhood for our senior students. The teaching and collaborative spaces offer the required flexibility for meeting the needs of this cohort, as well as offering them a space to interact and socialise, with each other and staff members. The current G-wing has been identified through the $2m Capital Works Assets Management Program as an area for refurbishment for a second learning neighbourhood. The refurbished teaching and learning spaces will improve flexibility and functionality, with staff work areas that have visibility and connection to students in the learning spaces. The PSD & Student Support Services Programs were also relocated late in term 4 to a hub in a central location ready for 2017. The opportunity to consolidate these services in one building will help to develop a more inclusive and supportive student services aimed to achieve the best possible outcomes for our students.

This is the eighth year of PSC being 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 65.7 equivalent full time staff: 3 principal class, 46.51 teachers and 16.2 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

<u>Building Practice Excellence Priority</u>
Implemented 'A School Approach to Designing a Learning Architecture that Supports and Strengthens a Learning Community' to prepare for the delivery of the Victorian Curriculum. To strengthen data literacy, including data collection and analysis techniques teaching staff attended a number of workshops and PD sessions throughout the year.

<u>Building Leadership Teams Priority</u>
A School Improvement Leadership Team was established. To build knowledge and capability to lead change and enhance school climate and professional learning culture two Bastow and one VASSP team development programs were completed. Coaching of Middle level leaders and teams, included: Curriculum Action Team Leaders with a focus on the Curriculum Mapping Audit for the Victorian Curriculum; analysing data; implementation of Compass; Year Level Leaders and Mentors in a student and parent development program for the implementation of Compass; and, to consolidate student leadership development programs, we focused on embedding the School Wide Positive Behaviours accredited modules.

Achievement

Analysis of our 2016 NAPLAN school data shows the % of students in the top two band for Numeracy in Year 7 to be below secondary schools with similar characteristics; at Year 9 Numeracy our school is above similar schools. For 2016 Year 7 Reading, we were similar to secondary schools with similar characteristics, the four-year trend shows PSC above similar schools with% of students in the top two bands. Year 7-9 NAPLAN Writing Relative Growth for 2016 for % of students in the top two bands was well above similar schools as was the four-year trend.

In 2016, 96% of VCE students satisfactorily completed their certificate; the mean study score from all subjects taken was similar to similar schools. For VCAL credits, satisfactorily completed was 75%. The % of students from Years 10 to 132 going on to further studies or full-time employment was higher than that of similar schools. For 2017, the College will systematically be using data from ACER Progressive Achievement Tests (PAT) that better fits in with the school's assessment schedule, Teacher Judgements and reporting on learning growth.

Curriculum Framework implemented in 2016

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

Engagement

The Education State's targets for *Breaking the Link* looks at levels of absenteeism and the impacts on student achievement. While the average number of days absent per full time equivalent PSC student in 2016 was similar to the statewide result, for secondary schools with the same characteristics, our results showed the average absence days to be 19 whereas similar schools had 22 days.

With the introduction of school improvement strategies, student voice, eSmart accreditation, the introduction of School Wide Positive Behaviour Support are all beginning to have an effect, the embedding of practices such as every teacher being a Mentor Group Leader responsible for parent contact is significant. PSC data shows that with 96% of our students eligible to complete VCE with the average of the State completing cohort being at 97%, and positive Exit destinations to be higher than similar schools.

Of the 106 Parent Opinion Surveys distributed, 31% were returned; 61% of parents were satisfied with the school overall. The College has implemented a number of programs to increase engagement between parents and the school including a student learning management system, and there will be a six-week reporting cycle on student learning growth in 2017.

Wellbeing

Portland Secondary College places a strong emphasis on the welfare and well-being of its school community. This emphasis seeks to address the high level of disadvantage in the Portland community. We support and manage a diverse range of providers and student clients through our Student Support Services Program- including DET, Headspace and CAMHS. Similarly, our Program for Students with Disabilities provides a wide range of supports and services for students with learning difficulties.

The Attitudes to School survey measures for School Connectedness and Student Perceptions of Safety are at a similar level to secondary schools with characteristics like ours. Learning Confidence, an indicator for the Education State resilience target, sees PSC being at the 42 percentile, and Student Morale at the 57 percentile for Years 10 to 12. For Years 7 to 9, the Student Motivation measures are at the 49 percentile. Over the next ten years, the state target for students reporting high resilience will grow by 20 per cent.

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

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

Enrolment Profile

A total of 708 students were enrolled at this school in 2016, 336 female and 372 male.
There were 0% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

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

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English Results: Mathematics	Higher Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 35 % — Medium 47 % — High 18 % **Numeracy** Low 31 % — Medium 51 % — High 17 % **Writing** Low 24 % — Medium 54 % — High 23 % **Spelling** Low 31 % — Medium 46 % — High 23 % **Grammar and Punctuation** Low 37 % — Medium 44 % — High 19 %	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 24 % — Medium 53 % — High 23 % **Numeracy** Low 26 % — Medium 55 % — High 18 % **Writing** Low 17 % — Medium 50 % — High 33 % **Spelling** Low 36 % — Medium 44 % — High 20 % **Grammar and Punctuation** Low 23 % — Medium 50 % — High 27 %	NAPLAN Learning Gain does not require a School Comparison.
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.	Results: 2016 (0 — 50) Results: 2013 - 2016 (4-year average) (0 — 50)	● Similar ● Similar

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	Similar Similar

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
91 %	89 %	89 %	91 %	91 %	NA

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
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. Note: This measure uses data from the previous year.	Results: 2016 Results: 2013 - 2016 (4-year average)	Higher Similar

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 1 ▬▬▬▬▬●◆▬▬▬ 5 Results: 2013 - 2016 (4-year average) 1 ▬▬▬▬▬●◆▬▬▬ 5	🟢 Similar 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 1 ▬▬▬▬▬●◆▬▬ 5 Results: 2013 - 2016 (4-year average) 1 ▬▬▬▬▬●◆▬▬ 5	🟢 Similar 🟢 Similar

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.
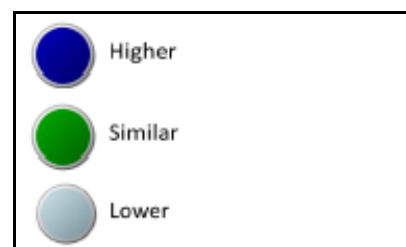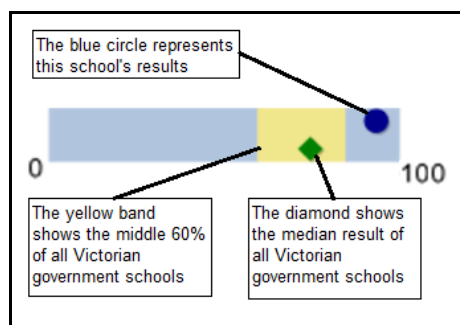
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
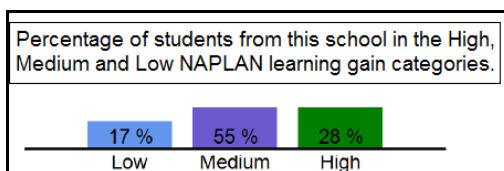
What are the changes in student achievement?

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016	
Revenue	**Actual**
Student Resource Package	$6,882,049
Government Provided DET Grants	$1,391,238
Government Grants Commonwealth	$8,910
Government Grants State	$33,249
Revenue Other	$103,074
Locally Raised Funds	$652,169
Total Operating Revenue	**$9,070,689**

Expenditure	
Student Resource Package	$6,832,096
Books & Publications	$10,371
Communication Costs	$15,753
Consumables	$312,193
Miscellaneous Expense	$212,119
Professional Development	$45,864
Property and Equipment Services	$414,466
Salaries & Allowances	$423,053
Trading & Fundraising	$168,912
Travel & Subsistence	$21,053
Utilities	$115,323
Total Operating Expenditure	**$8,571,205**
Net Operating Surplus/-Deficit	**$499,484**
Asset Acquisitions	**$43,038**

Financial Position as at 31 December, 2016	
Funds Available	**Actual**
High Yield Investment Account	$820,074
Official Account	$69,226
Other Accounts	$12,372
Total Funds Available	**$901,673**

Financial Commitments	
Operating Reserve	$271,243
Asset/Equipment Replacement < 12 months	$14,500
Capital - Buildings/Grounds incl SMS<12 months	$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	$50,000
Revenue Receipted in Advance	$82,006
School Based Programs	$296,402
Provision Accounts	$17,418
Other recurrent expenditure	$15,104
Asset/Equipment Replacement > 12 months	$35,000
Capital - Buildings/Grounds incl SMS>12 months	$50,000
Maintenance -Buildings/Grounds incl SMS>12 months	$50,000
Total Financial Commitments	**$901,673**

Portland Secondary College Council would like to present our Financial Summary for 2016

The surplus result for 2016 was somewhat due to philanthropic funds to assist with costs associated with running our satellite campus re-engagement program. Revenue Receipted in Advance contributes to our surplus in December which consists of unused Camps Sports and Excursion Funds and the Dairy Assistance Grant funds that remain on family accounts for use by eligible students for future events; prepayment of some 2017 fees; prepayment of Yr. 7 camp that takes place within the first weeks of term one 2017; and, prepayments towards the 2018 Art & Humanities Cultural Tour to Italy. Some school-based programs have carry forward surplus they include Fresh Fruit Program, Scholarships for 2017 and Trade Training Centre Ops. We actively seek grants and those received include Fresh Fruit Program, Shade Sail Grant, University of Melbourne Internship Program, TTC Feasibility, Advance Program and Respectful Relationships. These grants allow our students and staff to participate in programs bringing vitality, knowledge and experience to our school community. Significant works were carried out at the Re-Engagement Campus, Science floor (S2) upgrade and Learning Neighbourhoods have been implemented to assist in improving student outcomes and leadership. We have allocated funds for buildings and grounds works for the resurfacing of the science room floor (S4) and building works that will occur over the term holidays including: repainting; new student lockers; Library refurbishment; and, furniture to set up other Learning

Neighbourhoods. The College has maintained DET requirements to have an Operating Reserve and funds have been used in accordance with the 2016 Budget as approved by School Council.

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.