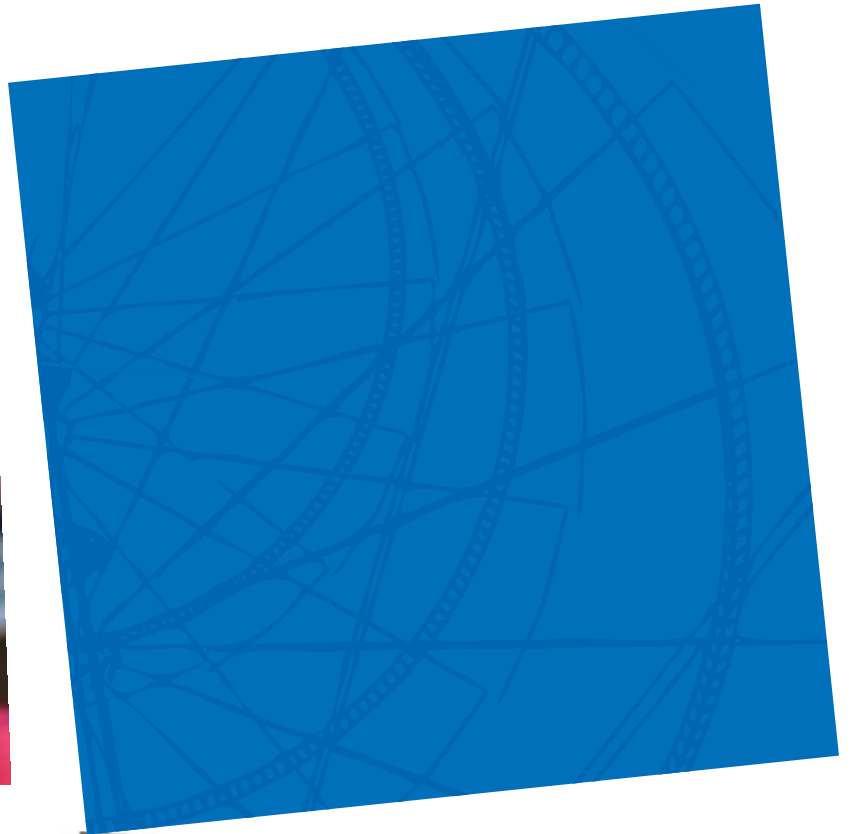




Department of Education and  
Early Childhood Development

# 2010 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, high levels of staff morale and commitment and parent support leads to quality outcomes. The College's performance in VCE and VCAL is consistently above state means.

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 80.4 equivalent full time staff: 3 Principal class, 63 teachers and 22 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: construction of a \$2m ICT-rich Learning Centre; development of new programs e.g. Re-engagement Program; Trade Training Centre; and broadening VET choices.

| Student Learning  | Student Engagement and Wellbeing   | Student Pathways and Transitions   |
|---|--|--|
| <p>PSC is especially proud of our VCE results with a 4-year trend higher than other schools 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 the employment of a Teaching and Learning Numeracy Coach for staff; Numeracy and Literacy Assistance Programs for students; senior school tutoring; the development and implementation of Differentiated Curriculum; the use of ICT self-paced oral literacy and spelling programs; a strong Year 7-9 Inquiry-Based Curriculum; the further alignment of Year 10 with Senior School programs.</p> | <p>PSC 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. 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; and the further development of Student Welfare links with Community Services and development of a Re-engagement Program will all be targeted in 2011.</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 similar to the state median.</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; Careers Information, and extensive VCE, VET and VCAL options. The College is a Registered Training Organisation and has a successful Trade Training Centre application 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 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

## Portland Secondary College

### 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: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

### School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.


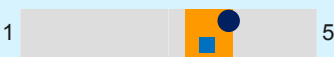
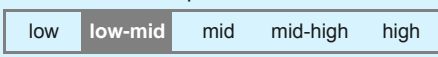
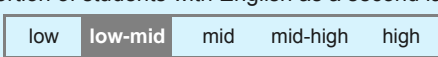


#### 3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.






### 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)).
- 719 students (330 female, 389 male) were enrolled at this school in 2010.

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

## 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

#### 4. 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:

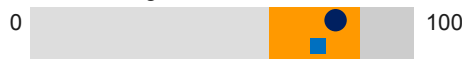
- English and Mathematics
- All other subjects

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 2009



#### Results: English and Mathematics 2007 - 2009 (3-year average)



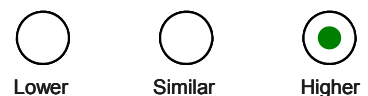
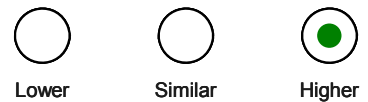
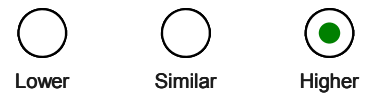
#### Results: All other subjects 2009



#### Results: All other subjects 2007 - 2009 (3-year average)



### School Comparison



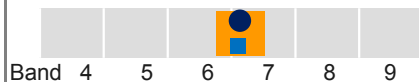
#### 5. NAPLAN Year 7

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 2010



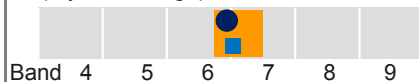
#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-year average)



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

#### 6. 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 2010



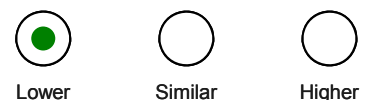
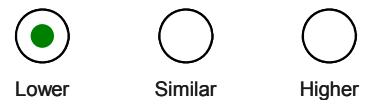
#### Results: Reading 2008 - 2010 (3-year average)






#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-year average)



## 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: 

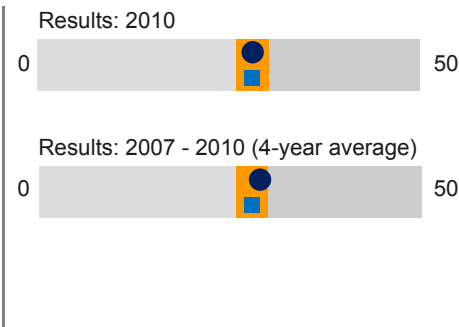
### Student Learning

#### 7. 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.

### Student Outcomes



### School Comparison



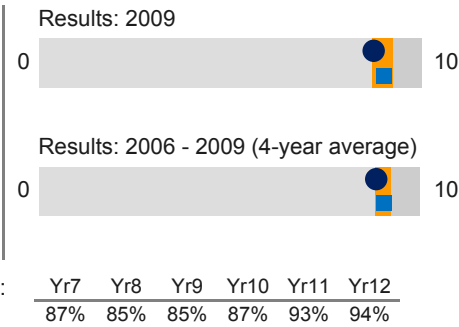
Percent of students in 2010 who satisfactorily completed their VCE: 93%  
 Percent of Year 12 students in 2010 undertaking at least one Vocational Education and Training (VET) unit of competence: 47%  
 Percent of VET units of competence satisfactorily completed in 2010: 70%  
 Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2010: 78%

### Student Engagement and Wellbeing

#### 8. Student attendance

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

### Student Outcomes



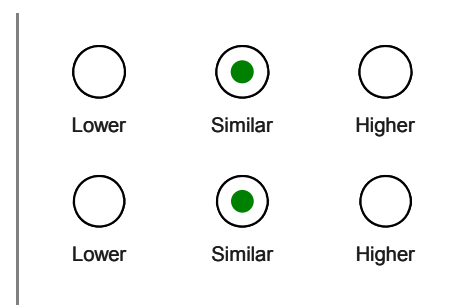
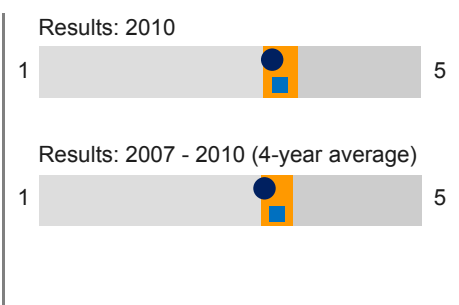
### School Comparison



Average 2009 attendance rate by year level:

#### 9. Student attitudes to school

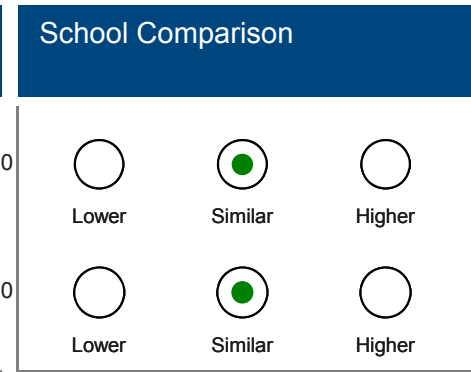
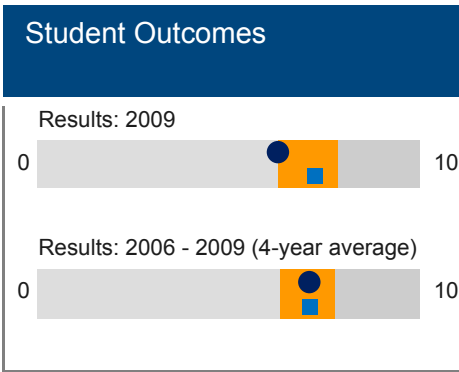
Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



### Student Pathways and Transitions

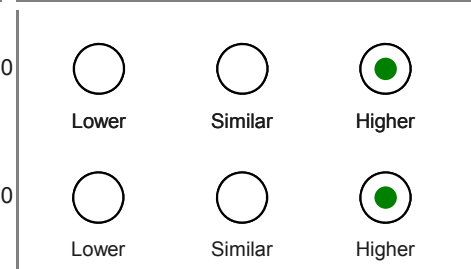
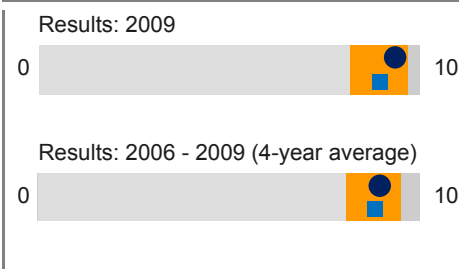
#### 10. Student retention

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



#### 11. 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.



# How to read the Government School Performance Summary 2010

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

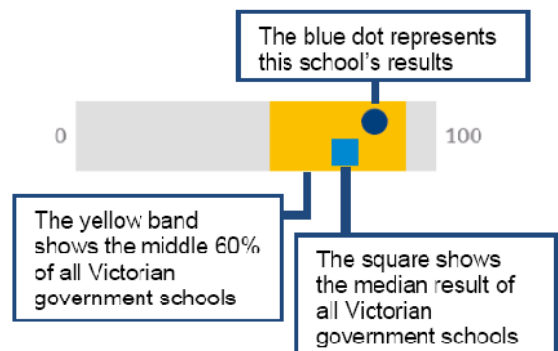
## What are student outcomes?

*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/](http://www.education.vic.gov.au/aboutschool/)

## School Comparison



Lower



Similar



Higher

## 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.

# Financial Performance and Position

Portland Secondary College

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

| Revenue                        | 2010 Actual        |
|--------------------------------|--------------------|
| Departmental Grants            | \$1,530,448        |
| Commonwealth Government Grants | \$24,295           |
| State Government Grants        | \$99,895           |
| Other                          | \$34,240           |
| Locally Raised Funds           | \$576,122          |
| <b>Total Operating Revenue</b> | <b>\$2,265,000</b> |

### Expenditure

|                                    |                    |
|------------------------------------|--------------------|
| Salaries and Allowances            | \$303,100          |
| Bank Charges                       | \$644              |
| Consumables                        | \$208,707          |
| Books and Publications             | \$13,895           |
| Communication Costs                | \$15,291           |
| Furniture and Equipment            | \$132,544          |
| Utilities                          | \$66,702           |
| Property Services                  | \$371,773          |
| Travel and Subsistence             | \$4,074            |
| Motor Vehicle Expenses             | \$13,944           |
| Administration                     | \$21,029           |
| Health and Personal Development    | \$4,656            |
| Professional Development           | \$32,540           |
| Trading and Fundraising            | \$208,679          |
| Support/Service                    | \$388,776          |
| Miscellaneous                      | \$174,718          |
| <b>Total Operating Expenditure</b> | <b>\$1,961,072</b> |

**Net Operating Surplus/-Deficit** \$303,928

**Capital Expenditure** \$

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

## Financial Position as at 31st December, 2010

| Funds Available                           | 2010 Actual      |
|---|------------------|
| High Yield Investment Account             | \$542,228        |
| Official Account                          | \$21,540         |
| Other Bank Accounts( listed individually) | \$               |
| Library Fund (DGR)                        | \$4,105          |
| Co-operative                              | \$11,058         |
| ASSPA                                     | \$296            |
| (insert)                                  | \$               |
| (insert)                                  | \$               |
| (insert)                                  | \$               |
| <b>Total Funds Available</b>              | <b>\$579,227</b> |

### Financial Commitments

|  | 2010 Actual      |
|--|------------------|
| School Operating Reserve                                 | \$143,628        |
| Assets or Equipment Replacement <12 months               | \$55,399         |
| Capital – Building/Grounds including SMS < 12 months     | \$46,685         |
| Maintenance – Building/Grounds including SMS < 12 months | \$13,000         |
| Beneficiary/Memorial Accounts                            | \$               |
| Co-operative Bank Account                                | \$35,100         |
| Revenue Received in Advance                              | \$2,400          |
| School based programs                                    | \$91,797         |
| Region/Network/Cluster Funds                             | \$116,040        |
| Provision Accounts                                       | \$11,786         |
| Repayable to DEECD                                       | \$               |
| Other Recurrent Expenditure (Accounts Payable)           | \$63,392         |
| Assets or Equipment Replacement > 12 months              | \$               |
| Capital – Building/Grounds including SMS > 12 months     | \$               |
| Maintenance - Building/Grounds including SMS > 12 months | \$               |
| <b>Total Financial Commitments</b>                       | <b>\$579,227</b> |

## Financial performance and position commentary

PSC College Council would like to present our Financial Summary for 2010. In 2010 the College was in receipt of National Schools' Pride final funding of \$20k and the Department of Transport contributed \$63k to improve safety at the College controlled school bus interchange. The Library Trust Fund (DGR) did not attract contributions from the school community. The surplus within the Operating Statement is inclusive of unpaid essential materials charges in the vicinity of \$109k for 2009-10 which have been carried forward to family accounts in to the following year; therefore the net operating result is a deficit of \$195k. National Partnerships Funding for the Teaching and Learning Numeracy Coaching Initiative was supplemented by the College's Numeracy Assistance Program where a full time coach and a full time tutor were employed. Financial commitments for the College include the Co-Operative Loan repayments for 2010 of \$35k. These will conclude in 2012. Planned projects for 2011 include setting up a Re-engagement Program; the construction of a Language Centre (Building Education Revolution grant); and the commencement of a Trade Training Centre (DEEWR grant).