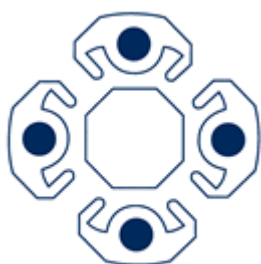


2018 Annual Report to The School Community



School Name: Portland Secondary College (8798)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 May 2019 at 11:02 AM by Patricia Nunan
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 May 2019 at 10:42 AM by Catherine McKenzie
(School Council President)

About Our School

School context

Portland Secondary College is in the city of Portland in South Western Victoria, approximately 360 kilometres from Melbourne. The school was founded in 1993 following the amalgamation of Portland High School and Portland Technical College. The College vision is to develop a student-centred learning community that offers exciting and extensive pathways to facilitate 21st Century learning that highlights our strong sense of community and our continued tradition of excellence.. The College Motto is "Creating the Opportunities".

The College has well embedded values of Respect, Success, Resilience and Creativity. We treat ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others. We strive to do our best, being dedicated to learning and reaching our goals. We take ownership of our behaviour and actions, persistently contributing in a positive way across all parts of the school. We work together with a focus on positive outcomes, communicating effectively to inspire and support each other.

The school grounds include a Global Learning Centre, dedicated as a learning neighbourhood for senior students and a Trade Training Centre. A two million dollar Capital Works Assets Management Program provided a learning neighbourhood for the Junior sub-school and centralised support services for students with additional needs. The school has an outdoor theatre space, gym, two ovals, basketball courts and tennis courts, and a designated wildlife corridor of natural bushland. An accredited alternative settings program was delivered at a satellite campus.

Enrolments in 2018 were approximately 700 students, of which less than ten percent had English as an Additional Language and six percent of students identified as Aboriginal and Torres Strait Islander. The staffing profile included three Principal class, 65.7 fulltime equivalent teaching staff and 18.68 Education Support staff.

The school provided an approved curriculum framework differentiated to meet student needs. The school offered the Victorian Certificate of Education, VETiS and the Victorian Certificate of Applied Learning. It is a Registered Training Organisation. The VRQA-accredited Portland Re-engagement Program supported students who have disengaged, or are at risk of disengagement, from school. The school provided a Student Welfare coordinator and a Doctor in Secondary School program. Portland Secondary College had developed partnerships with the Glenelg Shire, large local businesses and several community groups that together, supported the continuance of the Portland Re-Engagement Program.

Portland Secondary College underwent an intensive four year Review process during fourth term.

Framework for Improving Student Outcomes (FISO)

The school focus was on developing a Positive Climate for Learning, empowering students and building school pride through student leadership programs. As a result, the College SRC was runner-up for the Victorian SRC of the Year and a finalist in the 2018 Student Voice Awards. The Attitudes to School Survey showed a percentage increase in the parent factor-Social Engagement-Student Voice and Agency from 42.0 to 61.4 in the period 2017-2018. The sub-school structures and Student Support Services Hubs contributed to creating a Positive Climate for learning and directly supported Health and Wellbeing.

Achievement

The NAPLAN data for learning gain Year 7 to Year 9 indicated an improvement in medium and high gain with fewer students showing low gain in Reading. However there was a decline in the number of students making a high gain in Numeracy, Writing and Grammar and Punctuation with more making medium and low gain. This trend was confirmed by the College Review findings. It is anticipated that this will change with a more focussed

attention on Learning Architecture to develop the use of data, learning curriculum and an agreed teaching strategy and the Advancement Via Individual Determination (AVID) program embedded consistently across all classes. AVID incorporates pedagogies outlined in High Impact Teaching Strategies and has pedagogy that will compliment the Learning Architecture. (LA). LA is based on an Improvement Cycle incorporating thorough assessment and data to inform teaching and learning, curriculum mapping, development of formative and summative rubrics, Gradual Release of Responsibility and moderation and feedback. This more intense focus on individual student learning, differentiated curriculum and student centred approach to learning will lead to greater student engagement in their learning.
VCE outcomes were similar to comparative schools with 99% of students satisfactorily completing their VCE.

Engagement

During 2018 there was a decline in school attendance at every year level 7-12 except year 9 thus data indicates Portland Secondary College had lower attendance than expected in relation to comparative schools. Common reasons for non-attendance included illness and extended family holidays. As absence from school can impact on students' learning the College has installed automated SMS notification to parents if the student is absent at roll marking. On the other hand the school has a higher percentage of students who remain at the school through to Year 10 than 60 % of other Victorian secondary schools.

Wellbeing

The Attitudes to School survey indicated that the Sense of Connectedness was similar to other comparative schools and to the median of all Victorian Government Secondary Schools. Likewise Management of Bullying indicated an improvement in a two year comparison with 2017 attesting to the successful introduction of The Positive Behaviour Program. Portland Secondary College is a lead school, offering support to other schools in this area. The "Zero Tolerance" and mentoring programs will continue to build on this early success.

Financial performance and position

Portland Secondary College operated within budget during 2018. The budget surplus of \$166,486 was due to our building project being completed during 2018 with handover being on 13 November. We allowed in our budget for the purchase of furniture and fittings. As it was at the end of the year most of these items did not occur until 2019 and we quarantined monies from the 2018 budget to cover the costs. Previously recognised areas around the school that required attention were also carried out during the January break, including relaying the science room floor to bring it up to standard.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 701 students were enrolled at this school in 2018, 329 female and 372 male.

np percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	53.6	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	41.3	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	73.7	79.1	64.9	89.9	Similar
Mathematics	76.1	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	40.2	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	47.5	50.8	37.5	66.7	
Year 9	Reading (latest year)	41.4	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	37.6	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	44.8	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	46.2	51.4	38.1	66.0	
Year 9	Reading (4 year average)	39.2	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	41.3	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	38.9	47.8	13.3
Year 5 to 7	Numeracy	29.9	50.6	19.5
Year 5 to 7	Writing	34.8	52.8	12.4
Year 5 to 7	Spelling	41.1	42.2	16.7
Year 5 to 7	Grammar and Punctuation	37.8	41.1	21.1
Year 7 to 9	Reading	28.0	53.0	19.0
Year 7 to 9	Numeracy	32.7	51.9	15.4
Year 7 to 9	Writing	36.3	50.0	13.7
Year 7 to 9	Spelling	31.7	49.5	18.8
Year 7 to 9	Grammar and Punctuation	37.6	42.6	19.8

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	25.4	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	25.7	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **99 percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **35 percent.**

VET units of competence satisfactorily completed in 2018: **75 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **79 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	28.2	20.6	15.9	25.1	Lower
Average number of absence days (4 year average)	23.8	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	88	84	85	84	87	91

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	85.0	75.0	66.7	81.7	Similar
Retention (4 year average)	82.5	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	92.3	91.7	83.1	99.3	Similar
Student Exits (4 year average)	91.6	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	53.4	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	51.5	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	54.2	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	50.3	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$7,038,924
Government Provided DET Grants	\$1,405,109
Government Grants Commonwealth	\$0
Government Grants State	\$52,619
Revenue Other	\$42,383
Locally Raised Funds	\$754,381
Total Operating Revenue	\$9,293,416

Equity ¹	Actual
Equity (Social Disadvantage)	\$689,644
Equity (Catch Up)	\$0
Transition Funding	\$56,415
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$746,059

Expenditure	Actual
Student Resource Package ²	\$7,023,546
Adjustments	\$0
Books & Publications	\$4,548
Communication Costs	\$15,850
Consumables	\$417,128
Miscellaneous Expense ³	\$346,709
Professional Development	\$38,933
Property and Equipment Services	\$523,935
Salaries & Allowances ⁴	\$445,655
Trading & Fundraising	\$136,274
Travel & Subsistence	\$46,564
Utilities	\$127,788
Total Operating Expenditure	\$9,126,930
Net Operating Surplus/-Deficit	\$166,486
Asset Acquisitions	\$5,730

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,002,995
Official Account	\$66,469
Other Accounts	\$294
Total Funds Available	\$1,069,759

Financial Commitments	Actual
Operating Reserve	\$324,787
Other Recurrent Expenditure	\$0
Provision Accounts	\$15,375
Funds Received in Advance	\$7,162
School Based Programs	\$98,500
Beneficiary/Memorial Accounts	\$852
Cooperative Bank Account	\$1,850
Funds for Committees/Shared Arrangements	\$30,056
Repayable to the Department	\$50,431
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$529,013

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').