

**2015 Annual Report to
the School Community**

Pakenham Secondary College

School Number: 8223



Name of School Principal: Ray Squires

Name of School Council President: Brian Paynter

Date of Endorsement: March 15 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

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe. Its history as the main State Secondary School servicing a rural area has been overshadowed by the expansion of the urban fringe and the College now serves a much larger and more diverse community within a designated growth corridor. Extensive, well maintained grounds accompanied by a suite of modern facilities provides students with an ideal learning environment.

The enrolment of 853 students in 2015 was a decrease on 2014 numbers and can be directly linked to the opening of Officer Secondary College. In recent times, the school has seen a significant increase in the number of students enrolled in the College who have a Language Background Other than English.

The school has embarked on an ambitious improvement program and 2015 represented the second year of implementation of the latest Strategic Plan. The College is focussed on implementing a Professional Learning program that is based on enhancing teacher practice and improving student learning outcomes. Quality teaching within an orderly environment is recognised as a precondition for student success and to achieve this, the College has built a staffing profile that features a healthy mix of experienced teachers and recent graduates. The 2015 school program was delivered by 58.4 equivalent, full time teachers together with 19 equivalent, full time educational support staff and led by a Principal Class team that includes 3 Assistant Principals.

In the interests of maximising outcomes for students, the College emphasises the development of close relationships with parents and students and is focussed on enhancing student well-being and connectedness with the school. Strong relationships with other educational providers in the local community allows students to access a range of opportunities and pathways beyond Secondary School.

Achievement

The College expects that all students will be successful in their learning and has a strong focus on ensuring that they are able to access their preferred Pathway upon leaving Pakenham Secondary College. This is achieved by providing students with access to a variety of learning opportunities, as they enter the Post-Compulsory years. The College recognises that while academic success is important, it is equally important that students access a high quality pathway at the end of their schooling at Pakenham.

Student outcomes, as indicated by teacher assessments from the Australian Curriculum / Victorian Essential Learning Standards (AusVELS), is comparable to similar schools. NAPLAN results indicate that the growth data has improved on 2014 figures and is now comparable to that achieved across the state. Of significance, is the improvement that has occurred at Year 9, where the percentage of students who have grown "higher than expected" in Numeracy (9% improvement), Spelling (18% improvement) and Grammar and Punctuation (5% improvement) is higher than what was achieved in 2014.

The College has a strong focus on developing student literacy and numeracy levels and recognises that this forms the basis for improving student learning outcomes. The development of student literacy skills is being supported by a whole school focus on literacy through the adoption of the "Literacy for Learning" Program.

VCE outcomes, as measured by the average study score, improved when compared to 2014 figures and are a reflection of the College's improvement agenda. VCE completion levels were not as high as the previous year, but both VCAL completion levels (improved by 6%) and units of competence satisfactorily completed in VET (improved by 9%) improved on 2014 levels.

Student achievement levels have been further supported through the introduction of a revised Enhancement Program at Year 7 and 8 which specifically focuses on building aspiration and student achievement. The program is designed to enhance student learning outcomes through teachers having a more complete understanding of student entry levels and targetting the learning program so that it is more appropriate to their needs. It also includes a suite of extra-curricular activities aimed at building the aspirational levels of the participants.

Students on the Program for Students with a Disability (PSD) generally achieved their learning goals. Along with the extensive use of Integration Aides, the College used autism coaches and occupational therapists in an attempt to help students achieve their goals. All PSD students had an individual learning plan and regular student support group meetings are held across the year. The College is continuing to work with staff to support them in modifying the work for students on the program.

The College is committed to long term improvements in student learning. This is reflected in the Strategic Plan, which highlights a strong reform agenda focused on enhancing student achievement levels and developing teacher capacity.

Engagement

The ethos of the College is based on “providing learning opportunities for all students, which are designed to develop socially responsible citizens and build pathways to their future.”

A well resourced Pathways’ team works with students to expand their knowledge of work and make explicit the educational opportunities available to them upon completion of their secondary schooling. By exposing them to the widest range of possibilities, students are encouraged to expand their aspirations and develop a deeper understanding of the importance of education.

Course counselling and extensive career guidance commences in the Middle School. Every student in Year 10 is given the opportunity to participate in Work Experience and has a personalised Career Action Plan which is fully developed in consultation with a member of the Pathways’ team. The school continues to work with outside agencies to expand the number of Post-Compulsory options that are available to students. There is strong, on-going demand for VET and an increasing number of students are undertaking a School Based Apprenticeship. In 2016 the school will further expand the options available to students by introducing Foundation VCAL at Year 11.

Student attendance levels improved on 2014 figures but further improvement is required. Students with excessive absences are monitored by members of the Principal Class, Team Leaders or Welfare Team. If the need arises, referrals are made to external welfare agencies. Parents are notified, by a text message, each time their child has an unexplained absence.

The College is working hard to build community awareness around the importance of regular attendance and how this is directly related to students being successful in their learning. This ethos has been supported by regular newsletter articles and a new attendance policy, which is to be fully implemented in 2016. In this policy it specifically states that “students who fall below 80% attendance in any class, without College approval, will record an ‘N’ for that subject in the end of semester report.”

Student retention levels are lower than statistically similar schools and are significantly impacted on by the transient nature of the community.

Wellbeing

Under the banner of “**SOAR**”, the school has embraced a set of values to support the development of each student.

Social and personal responsibility makes every student accountable for their own actions, while **O**pportunities are provided to ensure students fully develop all aspects of their character and participate in everything the College has to offer. **A**chieving their personal best reinforces the expectation of a culture of excellence and **R**espect underpins the importance of productive relationships.

The College has clearly defined classroom behavioural expectations supplemented by the implementation of consistent school-wide and classroom consequences. A well-resourced student management and wellbeing team offers extensive support to students and includes qualified welfare officers as well as Sub School Coordinators and Team Leaders. It is understood that while student engagement is a priority and is supported in the College’s wellbeing structure, curriculum offerings and teacher practice also have an impact on student connectedness with the school.

Student destinations post secondary school are similar to other schools on the school comparison measure. They include employment, as well as further study and training at University or TAFE. The school is focussed on working with

students to ensure that they leave Pakenham Secondary College with at least one qualification and there is an increasing number of students opting for university upon completion of their secondary schooling.

Student opinion surveys show that the school needs to continue to work on building student connection with the College. A sense of belonging, amongst the students, is promoted by providing students with multiple opportunities to be involved in activities beyond the classroom. A suite of extra-curricular activities is offered and includes a Chess Club, Art Club, Writers' Club, Music and Aerobics. Both the Aerobics and Chess teams progressed to the National Championships, in their respective areas, in 2015. Additionally, the Principal has begun to conduct forums with the student body with a view to giving students more input into the operations of the College.

Productivity

In 2015, the College had a strong focus on enhancing student learning through teachers having a better understanding of student achievement levels and the implementation of a high quality, evidence based, Professional Learning Program that is focused on building instructional capacity. On-going teacher development at Pakenham Secondary College is supported by:

- Peer observation
- Observation of classes by members of the Principal Class team
- Supporting staff in the implementation of strategies that have been derived from the "Literacy for Learning" program
- In house Professional Development that supports teachers in implementing the teaching guidelines as outlined in the College's "Professional Handbook"
- Teachers working collaboratively and analyzing learning data on a more regular basis as part of their faculty meetings.
- The Performance and Development process

A significant Professional Learning program introduced into the College in 2014 is "Literacy for Learning." The College has trained three tutors and given them significant time allowances, in 2015, in order for them to support teachers across the College in embedding the pedagogies arising from the program.

For more detailed information regarding our school please visit our website at <http://www.pakenhamsc.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 853 students were enrolled at this school in 2015, 422 female and 431 male. There were 2% of EAL (English as an Additional Language) students and 2% 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> Similar</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>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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>		<ul style="list-style-type: none">  Similar  Lower  Similar  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:

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>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>47%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>57%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	53%	18%	Numeracy	36%	47%	17%	Writing	31%	50%	19%	Spelling	14%	60%	26%	Grammar and Punctuation	28%	57%	16%	<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: **84%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **32%**
 VET units of competence satisfactorily completed in 2015: **89%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **90%**

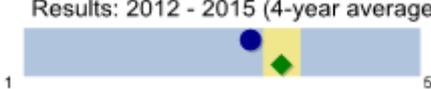
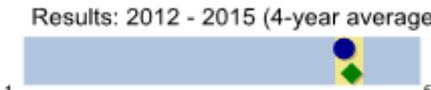
Performance Summary

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="571 813 1026 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>88 %</td> <td>84 %</td> <td>83 %</td> <td>82 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	84 %	83 %	82 %	88 %	90 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	84 %	83 %	82 %	88 %	90 %									
<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> Lower</p> <p> Lower</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> Lower</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

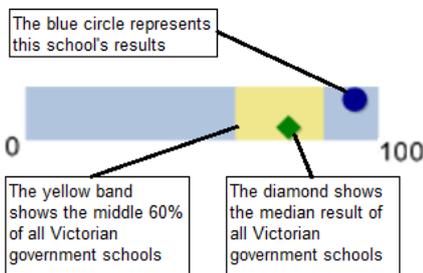
What are student outcomes?

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.

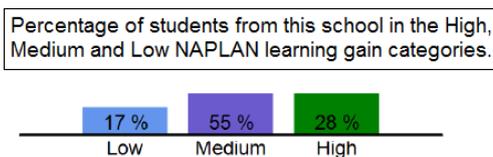
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

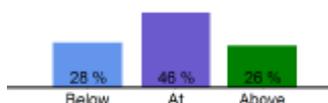


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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	\$7,572,132	High Yield Investment Account	\$761,014
Government Provided DET Grants	\$1,190,219	Official Account	\$193,279
Government Grants Commonwealth	\$20,000	Total Funds Available	\$954,293
Government Grants State	\$8,569		
Revenue Other	\$81,712		
Locally Raised Funds	\$158,467		
Total Operating Revenue	\$9,031,099		
Expenditure		Financial Commitments	
Student Resource Package	\$7,404,839	Operating Reserve	\$222,902
Books & Publications	\$11,667	Asset/Equipment Replacement < 12 months	\$83,425
Communication Costs	\$53,632	Maintenance - Buildings/Grounds incl SMS<12 months	\$33,702
Consumables	\$148,963	Revenue Received in Advance	\$56,774
Miscellaneous Expense	\$639,502	School Based Programs	\$1,227
Professional Development	\$33,353	Provision Accounts	\$431,899
Property and Equipment Services	\$373,346	Other recurrent expenditure	\$40,000
Salaries & Allowances	\$89,739	Asset/Equipment Replacement > 12 months	\$29,772
Trading & Fundraising	\$16,057	Maintenance -Buildings/Grounds incl SMS>12 months	\$54,592
Travel & Subsistence	\$292	Total Financial Commitments	\$954,293
Utilities	\$84,469		
Total Operating Expenditure	\$8,855,858		
Net Operating Surplus/-Deficit	\$175,240		
Asset Acquisitions	\$14,000		

Student Resource Package Expenditure figures are as of 21 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

The College funds are relatively healthy. The schools expenditure listed in the summary is significantly less than the revenue listed. This is primarily due to the fact that some of the expenditure items listed in 2015 were not spent as expected and the school did not need to access the surplus in the credit line of the Student Resource Package (SRP) that arose from 2014.