2018 Annual Report to The School Community

School Name: Pakenham Secondary College (8223)

- 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 12 March 2019 at 08:14 AM by Ray Squires (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 21 March 2019 at 04:04 PM by Karryn Cassar (School Council President)

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 city boundaries and the College now serves a larger and more diverse community.

The expansion of the Cardinia Shire and the opening of a new Secondary College in Officer in 2015 has led to increased enrolment competition across the area. This initially, had a negative impact on the school's enrolment with the Year 7 intake reducing to 99 in 2016 after being 195 in 2014. Total student numbers were 746(EFT) in 2018 with 163 students enrolled in Year 7.

In 2018 the staffing profile of the College was based around 55.5 EFT teachers and 18.52 EFT Education Support staff. Included in this profile was a Principal, 2 Assistant Principals and 6 Leading Teachers. The school community has become increasingly diverse with students from a variety of ethnic backgrounds enrolling at the school.

Pakenham Secondary College is committed to providing all students with learning opportunities that are designed to develop socially responsible citizens and build pathways to their future. There is a strong commitment to long term improvements in student learning and the College aims to provide all teachers with the professional and moral support to develop their practice so that they reach their full potential. The intent is for the school to be recognised throughout the community as a place that provides each and every student with a high quality educational experience.

The school has undertaken extensive work on improving student outcomes through a focus on developing a greater understanding of student achievement levels and enhancing teacher practice. A key challenge for the College is to embed the use of evidence based pedagogical approaches through a common Instructional Model so that student learning continues to develop.

Framework for Improving Student Outcomes (FISO)

The College undertook a formal review in term 2 of 2017. From this review it was determined that the schools focus should be:
•   Improving individual student learning outcomes with a focus on High impact Teaching Strategies, Curriculum planning and assessment, Building Practice excellence and Building Instructional Leadership.
•   Increasing levels of student motivation, engagement and readiness to learn with a focus on Empowering Students and Building School Pride as well as Building Communities.
•   Increasing student well-being and connectedness with a focus on Setting Expectations and Promoting Inclusion.

All strategies are recognised as having a high impact on school improvement and have the Framework for Improving Student Outcomes as a reference point. These strategies address the priorities that have been identified in the College's Self Evaluation and the Review Report as presented by School's reviewers in 2017.

In terms of the Framework For Improving Student Outcomes, the focus for 2018 was:

Building excellence in Teaching and Learning through implementing High Impact Teaching Strategies and Building Practice Excellence. The Key Improvement Strategy focussed on embedding the consistent use of an evidence-based instructional model that incorporates high impact teaching strategies including Literacy for Learning as well as the implementation of Professional Learning Communities.

Developing a positive climate for learning by Setting Expectations and Promoting Inclusion which involved

embedding a whole school approach to student health, well-being, resilience and inclusion with a focus on the implementation of School Wide Positive Behaviour.

Building a positive climate for learning by Empowering Students and Building School Pride.   This involved building student engagement through implementing curriculum specialisations including STEM and the Performing Arts and creating a more stimulating learning environment where student voice in leadership and agency in their own learning is activated.

Achievement

The school has a strong focus on enhancing student achievement through the implementation of a common Instructional model across the school and enhancing teacher collaboration within faculties using a Professional Learning Community approach.

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 'high growth' data as students moved from year 7 to 9 increased in Reading (8%), Numeracy (2%), Spelling (6%) as well as Grammar and Punctuation (1%) when compared to 2017 figures. Year 9 achievement data as measured in Reading and Numeracy is similar to comparable schools. Of equal significance has been the decrease in Low Growth in Reading, Numeracy, and Writing.

VCE outcomes, as measured by the average study score, decreased slightly in 2018 dropping 0.2 to a score of 27.31 while the percentage of students who successfully completed their VCE in 2018 remained at 100%. More significantly, there was an increase in the number of average study scores across the different areas of study that was at or above that predicted by the GAT. Additionally, it has been noted that the percentage of ATAR scores over 50 has shifted from 51% in 2017 to 63% in 2018 while the average ATAR score has improved from 54.7 in 2017 to 55.6 in 2018.

Future directions for the school will be based around embedding Professional Learning Communities across the school using a well-defined Inquiry Cycle as well as supporting staff to become more proficient in the application of the school's Instructional Model.

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' and is underpinned by the view that education is one of the greatest resources we can give the young people who attend our College. Course Counselling, and an extensive Careers Department continue to support students as they transition from school to further education and training.

There was a decrease in the percentage of students from Years 10 to 12 going to further studies and full-time employment and this was, in part, due to an increased number of exits that were processed as "unknown". This was primarily because the school was unable to contact the families from this and previous years in order to attain the required information. A key focus for 2019 will be to investigate how the school can improve on this result.

Pleasingly, the level of student absence has decreased from an average absent rate of 26.77 days in 2017 to 24.84 days in 2018. This figure represents a good result and is representative of the work that is being undertaken at the school level to support students to maintain a high level of attendance. Additionally, the College is part of a Region-based attendance project that has allowed for more intensive support to be offered to those students with significant attendance issues.

Student retention levels are lower than statistically similar schools and is significantly impacted on by the

transient nature of the community. It is compounded by the need to find more suitable pathways to support some students in continuing with their education.

The school focus for 2019 will be to continue to work on improving student attendance as well as try to offer more school based re-engagement programs such as 'Hands on Learning' and 'Embrace.'

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 Opportunities are provided to ensure students fully develop all aspects of their character and participate in everything the College has to offer. Achieving their personal best reinforces the expectation of a culture of excellence and Respect underpins the importance of productive relationships.

The level of school connectedness as measured by the Student Opinion Survey has improved and continues to be similar to like schools. It has been noted that the level of disconnect is more significant in the junior years. This will be addressed by having a stronger focus on student voice and agency across the school. The PLC cycle will provide students with the opportunity to provide feedback to their teachers and the opportunity to have more input into what they are learning.

There is an improvement in the way in which students perceive bullying is being managed across the school and this is testament to the work undertaken by the school in promoting a safe environment. The College is focussed on implementing 'School Wide Positive Behaviour' and it is hoped that this, along with an increased focus on Student Voice and Agency, will enhance student connection as well as the well-being of students across the College.

Financial performance and position

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.

The Equity funding that the school has received has supported the enhancement of the school's Literacy and Well-Being program. Additionally, the funds have been used to enhance the College's music program as the school tries to increase the number of co-curricular programs available to students.

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ☐
        Results for this school: ⬤ Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 746 students were enrolled at this school in 2018, 395 female and 351 male.

14 percent were EAL (English as an Additional Language) students and 2 percent 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 |
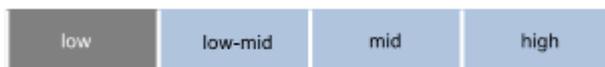
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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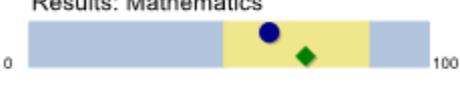

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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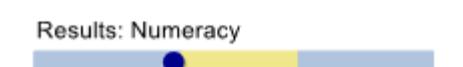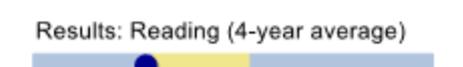
Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement 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 Annual Report.*	Results: English 0 ▬▬▬▬▬●▨◆▬ 100 Results: Mathematics 0 ▬▬▬●▨◆▬▬ 100	🟢 Similar 🟢 Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
        Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

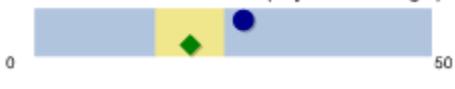| Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	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

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** — Low 31% / Medium 50% / High 18% **Numeracy** — Low 28% / Medium 52% / High 20% **Writing** — Low 29% / Medium 48% / High 23% **Spelling** — Low 31% / Medium 44% / High 25% **Grammar and Punctuation** — Low 31% / Medium 47% / High 22%	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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** — Low 20% / Medium 53% / High 28% **Numeracy** — Low 23% / Medium 59% / High 18% **Writing** — Low 21% / Medium 59% / High 20% **Spelling** — Low 27% / Medium 43% / High 30% **Grammar and Punctuation** — Low 24% / Medium 46% / High 30%	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: 2018 (scale 0 – 50) Results: 2015 - 2018 (4-year average) (scale 0 – 50)	● Similar ● Similar

Students in 2018 who satisfactorily completed their VCE: 100%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 41%
VET units of competence satisfactorily completed in 2018: 97%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 81%

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 **School Comparison** 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. Average 2018 attendance rate by year level:	Results: 2018 0 ← → 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ← → 50 Few absences <------> Many absences	● Similar ○ Lower

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
88 %	85 %	86 %	87 %	89 %	92 %

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 ← → 100 Results: 2015 - 2018 (4-year average) 0 ← → 100	○ Lower ○ Lower
Exit Destinations 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. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 0 ← → 100 Results: 2015 - 2018 (4-year average) 0 ← → 100	○ Lower ● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
         Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Similar Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$7,657,465
Government Provided DET Grants	$1,534,688
Government Grants Commonwealth	$9,175
Government Grants State	$14,070
Revenue Other	$16,057
Locally Raised Funds	$134,724
Total Operating Revenue	**$9,366,179**

Equity[1]	
Equity (Social Disadvantage)	$930,178
Equity (Catch Up)	$94,137
Equity Total	**$1,024,315**

Expenditure	
Student Resource Package[2]	$7,580,367
Books & Publications	$2,892
Communication Costs	$30,377
Consumables	$180,504
Miscellaneous Expense[3]	$621,485
Professional Development	$48,182
Property and Equipment Services	$320,375
Salaries & Allowances[4]	$124,191
Trading & Fundraising	$10,336
Travel & Subsistence	$107
Utilities	$100,925

Total Operating Expenditure	**$9,019,741**
Net Operating Surplus/-Deficit	**$346,438**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$788,932
Official Account	$236,681
Total Funds Available	**$1,025,613**

Financial Commitments	
Operating Reserve	$215,600
Funds Received in Advance	$89,275
School Based Programs	$345,000
Asset/Equipment Replacement < 12 months	$118,000
Capital - Buildings/Grounds < 12 months	$154,000
Maintenance - Buildings/Grounds < 12 months	$116,343
Total Financial Commitments	**$1,038,218**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 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
   - 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)
   - 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).
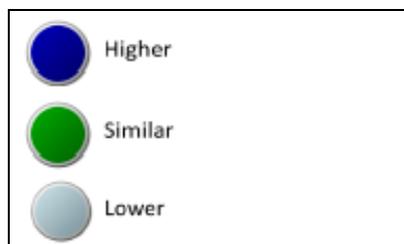

What does *School Comparison* refer to?

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.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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 their first 11 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').