

2019 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 2019 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 April 2020 at 06:14 AM by Ray Squires (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 21 April 2020 at 06:31 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, multicultural community. The opening of Officer Secondary College in 2015 and John Henry Secondary College in 2021 has and will have an impact on student numbers.

In 2019 the total student enrolment was 742 students with a year 7 intake of 152. The staffing profile of the College was based around 60.5 EFT teachers and 21.8 EFT Education Support staff. Included in this profile was a Principal, 2 Assistant Principals and 6 Leading Teachers.

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. The schools values are based around the acronym SOAR; Social and Personal Responsibility, Opportunities for all, Achieving Personal Best and Respect and Relationships.

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.

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.

In terms of the Framework For Improving Student Outcomes, the focus for 2019 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. The additional focus was to continue to build on the relationships that currently exist with the local Primary Schools and the broader Pakenham Community.

Building a positive climate for learning by Empowering Students and Building School Pride. This focused on building student engagement where student voice in leadership and agency in their own learning is activated.

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 and build on the work that was undertaken in 2018

Achievement

The school continued to have a strong focus on enhancing student achievement in 2019 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, when compared to similar schools, highlight that teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS), is comparable to similar schools for Numeracy and above in English. The percentage of students listed in the top 3 bands of testing in Naplan in Year 9 is below similar schools in both Reading and Numeracy. There are strategies listed in the 2020 Annual Implementation Plan that aim to address this issue. The percentage of students showing "high" Learning Gain in Writing, Spelling as well as Grammar and Punctuation is above the Statewide Distribution of Learning Gain. The "low" Learning Gain is above the State Distribution of Learning Gain in all areas. The learning data is not as strong as that shown in 2018 and highlights the need for the school to continue its focus on teacher development to support all students in their learning. Student learning is further enhanced through an extensive literacy support program for students who are below the expected standard.

VCE learning data was not as strong as 2018 but results remain similar to like schools. The number of credits satisfactorily completed in VCAL has shifted from 81% to 89%

Teacher development has occurred through the application of the High Impact Teaching Strategies that are evident in the School's instructional model. Professional development has seen a focus on differentiation and multiple exposures as part of the Enhancing Teacher Practice workshops. Professional Learning Communities have continued to support teachers in working collaboratively in planning curriculum and analysing student learning data.

Students on the PSD program are supported by a co-ordinator, aides and student support group meetings. Teachers set learning goals and modify work to further support those students on the program.

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.

The level of student absence has decreased from an average absent rate of 25.91 days in 2018 to 24.28 days in 2019 and represents a significant improvement when considering that the absence rate was over 30 days in 2015. This is representative of the work that is being undertaken at the school level in regularly monitoring and following up those students whose attendance is below 90%. Parents are asked to contact the absence hot line or record absences on Compass if a student is away. Text messages are sent home daily to notify parents, who have not made contact with the school, that their child is absent.

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. Moving into 2020, the school has tried to enhance the retention rate of students as they move from Year 9 to 10 through the introduction of a Pathway's Program at Year 10.

In 2019, the school had a strong focus on enhancing student engagement with school. There was a stronger focus on building student leadership opportunities and student feedback to teachers is now part of the Inquiry Cycle within Professional Learning Communities. Professional development activities supported staff to better utilise student voice /

agency as part of their practice.

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 College is focused on implementing 'School Wide Positive Behavior' 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. The focus for 2020 is to implement a more robust system for acknowledging student behavior.

It is noted that the percentage endorsement on Management of Bullying is below similar schools. This is in spite of the fact that Student well-being and safety continues to be a focus for the College. It is well-resourced and is overseen by the School's Sub School and Well-Being Teams. The Well-Being team is overseen by two full time youth workers. Additionally there is a youth worker who is dedicated to supporting the school's Sudanese students while a full-time outreach worker has been sourced from the LesTwentyman Foundation. The learning needs of our Koorie students has been supported by a teacher with a designated time allowance.

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 school in targeting key activities within its Annual Implementation Plan. There has been particular focus on the enhancement of the School's Literacy, Engagement and Well-Being programs. In particular, the funds have helped to increase the number of co-curricular programs available to students and provide the necessary support for teachers to enhance their practice.

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.

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 751 students were enrolled at this school in 2019, 392 female and 359 male.

13 percent of students had English as an additional language and 2 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

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)	65.8	73.0	64.9	79.3

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)	37.2	54.2	43.8	63.0

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	75.0	78.4	63.3	90.2	Above
Mathematics	59.6	67.9	47.2	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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	39.1	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	34.4	53.9	40.0	67.6	-
Year 9	Reading (latest year)	27.8	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	27.9	42.9	29.9	59.9	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	34.4	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	37.9	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	29.2	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	29.3	41.5	29.9	57.9	-

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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	30.2	52.4	17.5
Year 5 to 7	Numeracy	34.4	46.4	19.2
Year 5 to 7	Writing	24.2	50.0	25.8
Year 5 to 7	Spelling	32.1	41.2	26.7
Year 5 to 7	Grammar and Punctuation	35.9	42.7	21.4
Year 7 to 9	Reading	28.1	49.0	22.9
Year 7 to 9	Numeracy	38.0	49.0	13.0
Year 7 to 9	Writing	28.0	45.0	27.0
Year 7 to 9	Spelling	35.9	37.9	26.2
Year 7 to 9	Grammar and Punctuation	35.9	37.9	26.2

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)	26.2	27.3	25.5	29.7	Similar
Mean Study Score (4 year average)	26.9	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **97 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **31 percent.**

VET units of competence satisfactorily completed in 2019: **92 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **89 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	24.2	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	25.4	20.4	15.8	25.1	-

Attendance Rate

Average 2019 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)	87	86	86	88	92	92

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	60.8	75.6	66.7	82.1	Below
Retention (4 year average)	54.6	75.3	67.1	80.8	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	85.1	90.1	81.8	98.6	Similar
Student Exits (4 year average)	85.1	91.1	83.0	97.4	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	44.9	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	44.0	52.3	44.5	62.0	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	46.9	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	48.2	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$8,161,065
Government Provided DET Grants	\$1,296,277
Government Grants Commonwealth	\$22,957
Government Grants State	\$13,853
Revenue Other	\$20,142
Locally Raised Funds	\$274,620
Capital Grants	\$0
Total Operating Revenue	\$9,788,915

Equity ¹	Actual
Equity (Social Disadvantage)	\$894,886
Transition Funding	\$0
Equity (Catch Up)	\$82,488
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$977,374

Expenditure	Actual
Student Resource Package ²	\$8,030,199
Adjustments	(\$12,790)
Books & Publications	\$3,707
Communication Costs	\$26,532
Consumables	\$165,143
Miscellaneous Expense ³	\$594,358
Professional Development	\$31,931
Property and Equipment Services	\$278,600
Salaries & Allowances ⁴	\$155,096
Trading & Fundraising	\$12,562
Travel & Subsistence	\$110
Utilities	\$104,689
Total Operating Expenditure	\$9,390,136
Net Operating Surplus/-Deficit	\$398,779
Asset Acquisitions	\$255,261

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$846,425
Official Account	\$105,582
Other Accounts	\$0
Total Funds Available	\$952,007

Financial Commitments	Actual
Operating Reserve	\$206,977
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$50,707
School Based Programs	\$375,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$138,000
Capital - Buildings/Grounds < 12 months	\$165,000
Maintenance - Buildings/Grounds < 12 months	\$138,743
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,074,427

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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, Community Schools and schools that changed school type recently, 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').