

2020 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 2020 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 16 March 2021 at 11:19 AM by Ray Squires (Principal)

The 2020 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 31 March 2021 at 11:26 AM by Wayne Hampton (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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. The school now serves a large and diverse community within a designated urban growth corridor.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and build pathways to their futures

The key values that underpin all work at the College is based around the acronym SOAR.

Social and personal responsibility

This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.

Opportunities for all

This means that all members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision making process of the school.

Achieving personal best

This means there is an expectation that all members of the school community commit to a culture of excellence.

Respect and relationships

This means that the school recognises the importance of productive relationships, with all members of the school community showing respect for themselves, others and the environment.

The school community has become increasingly diverse with students from a variety of ethnic and racial backgrounds joining the historically white anglo saxon school population. Related to this demographic change has been a minor decrease in the SFO to a relatively high 0.58. Student enrolment was just over 780 students in 2020 and it is anticipated that student enrolment numbers will be approximately 820 in 2021. The staffing profile was based on a Principal, 2 Assistant Principals, 57.3 teachers and 22.8 Education Support Staff.

The curriculum across Years 7 to 9 is based around a core plus elective model with students in Year 10 having the opportunity to access a VET or VCE subject. Senior students are able to access VCAL, a variety of VET courses, School Based Apprenticeships along with a traditional VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education.

The current Strategic Plan is focussed on improving student achievement, engagement and well-being with the key focus areas based on the need to:

- Enhance student learning through furthering excellence in teaching by:
 - o Building Practice excellence
 - o Embedding an evidence based, instructional model, which is more targeted to student needs and incorporates high impact teaching strategies, including Literacy for Learning.
 - o Embedding consistent assessment practices to evaluate teacher impact on learning which includes the use of norm referenced data to triangulate data
 - o Embedding the use of Professional Learning Communities
 - o Embedding the strategic use of ICT and the one-to-one program
- Further student engagement and well-being through building a positive climate for learning by:
 - o Enhancing student well-being through setting high expectations and promoting inclusion
 - o Building increased engagement through implementing curriculum specialisations including STEM and the Performing Arts
 - o Implementing strategies to create a more stimulating learning environment where student voice in leadership and agency in their own learning is activated
 - o Embedding a whole school approach to student health, well-being, resilience and inclusion with a focus on the

implementation of School Wide Positive Behaviour

- Further develop student and community engagement in learning by:
 - o Developing strategies that maximise parent, carer and family engagement in order to improve student outcomes

Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promotes an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

Framework for Improving Student Outcomes (FISO)

The School's intention in 2020 was to focus on the following dimensions as listed in the Framwork for Improving Student Outcomes.

Building excellence in Teaching and Learning through "Implementing High Impact Teaching Strategies" and "Building Practice Excellence". In this dimension the focus was on implementing the School's Instructional Model as well as enhancing the use of Professional Learning Communities (PLCs).

Develop a positive climate for learning by Setting Expectations and Promoting Inclusion whereby tthere was a stong focus on School Wide Positive Behaviour.

Build a positive climate for learning by Empowering Students and Building School Pride through the activation of student voice and agency.

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 the School's reviewers in 2017. The goals and strategies highlighted in the Annual Implementatioin Plan were specifically designed to build on the work that was undertaken in 2019. However, progress towards their attainment was somewhat hijacked by the many weeks of remote and flexible learning. The College was able to maintain a strong focus on PLCs as a means of supporting teacher collaboration and student learning in the remote environment. In addition to this, Professional Development that was undertaken at the start of the year meant that the School was able to develop a stronger undertanding of "Respectful Relationships" and the use of student feedback to inform teacher practice.

The advent of remote and flexible learning accelerated the uptake of ICT and Compass as a means of communicating with our community. Their was a significant uptake in students accessing electronic devices while teachers became more adept at putting work on Compass. This was a significant area of development in 2020.

Achievement

The school continued to have a strong focus on enhancing student achievement in 2020 and started term 1, with a strong focus on developing teacher practice through the implementation of a common Instructional Model and School Wide Positive Behaviour across the school. There was a strong focus, across the year, on enhancing teacher collaboration within faculties through the use of Professional Learning Communities.

Traditionally the Annual Report has a focus on Naplan data. However, Naplan did not run in 2020 due to the impact of the Coronavirus. Teacher judgements in English and Mathematics showed that the school percentage of students at or above age expected standards was similar to "like schools" but below state averages. VCE learning data highlights the fact that the average study score improved from 26.2 in 2019 to 26.8 in 2020 with 100% of students satisfactorily

completing their VCE. (The 90% figure shown in the Performance Summary is what was published by VCAA on their website and is based on a point in time in December). This figure has since been updated to 100% completion as highlighted in the School Information Portal. The school's VCE results now sit above "similar" schools. The number of credits satisfactorily completed in VCAL has dropped from 89% to 61% and highlights the difficulty students had in completing VCAL in a remote learning environment. This extenuated by the fact that more students are now doing their VCAL certificate over two years. (In doing this they are more likely to remain at school).

Teacher development has occurred through the application of the High Impact Teaching Strategies that are evident in the School's instructional model. The introduction of "Remote and Flexible Learning" across the year meant that teachers demonstrated significant development in the use of ICT and in particular Compass and Video conferencing as a means to support student learning.

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. The introduction of PACT (Pakenham Applied Curriculum Team) into the junior years was a means of offering more detailed support to students who found the normal classroom too challenging.

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 percentage of students retained as they move from Year 7 to Year 10 has increased from 60.8% in 2019 to 69.9% in 2020. This, in part, is due to the introduction of the "Pathways" program at Year 10 which is focussed on supporting those students who are at risk of disengaging with school. The transient nature of the area continues to impact on the College's retention data.

Student exit data is being actively monitored but the school percentage of students transitioning to further studies and employment has dropped due to the schools inability to follow-up with all students. The primary reason for this is an inability to make contact with families.

The school had a strong focus on enhancing student engagement with school . This is supported through building student leadership opportunities and ensuring student feedback, to teachers, is now part of the Inquiry Cycle within Professional Learning Communities. This focus was impacted on by the advent of remote learning. Further to this, the relatively high average number of days absent was influenced by local processes in response to the introduction of remote and flexible learning.

Wellbeing

Under the banner of 'SOAR', the school has embraced a set of values to support the development of each student. 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 and well-being of students across the College. This was somewhat difficult in remote learning. Additionally, the school increased its focus on "Respectful Relationships" with a whole school Professional Development session for all staff at the start of the year and used the Health curriculum across Year 7 to 10 to deliver key elements of the program.

Sub School teams had a strong focus on ensuring students remained engaged with remote learning. Families were contacted as soon as it became evident that a student was disengaging with remote learning. The school chose not to participate in the Student Attitudes to School Survey thus meaning that no data was collected in the well being section of the Performance Summary.

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 supported by two full time youth workers and will be increased in 2021 with the introduction of a Mental Health Practitioner. 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 have 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 annual result was a net surplus because of the impact of Coronavirus and the school's inability to do things such as access tradesman while the school's enrolment numbers were approximately 40 more than anticipated.

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
www.pakenhamsc.vic.edu.au

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 787 students were enrolled at this school in 2020, 390 female and 397 male.

17 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.

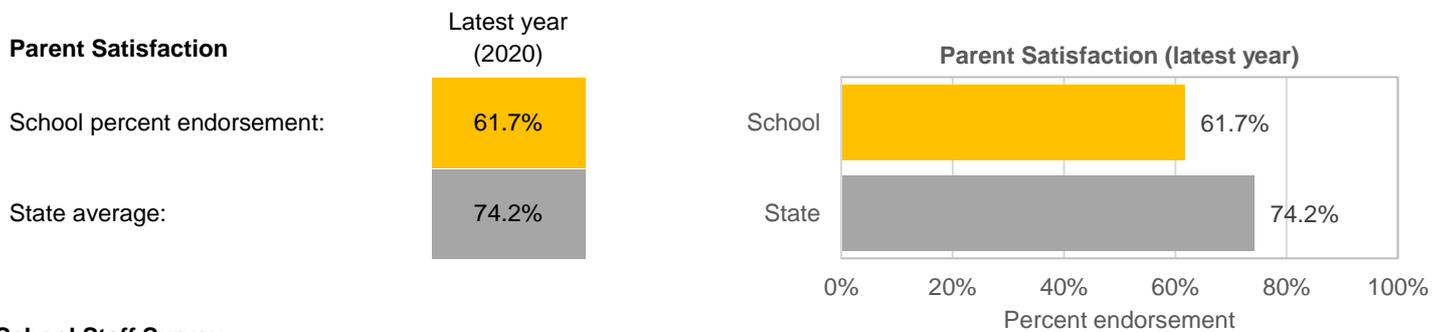
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

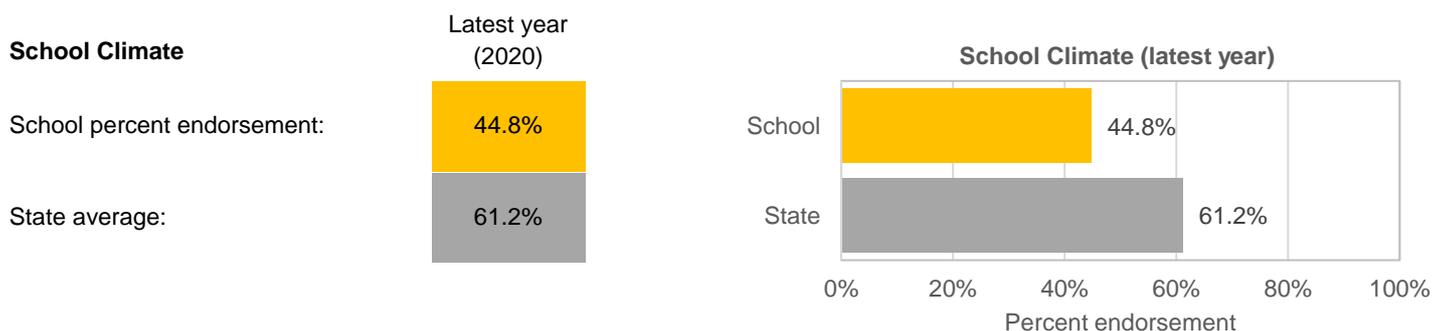


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

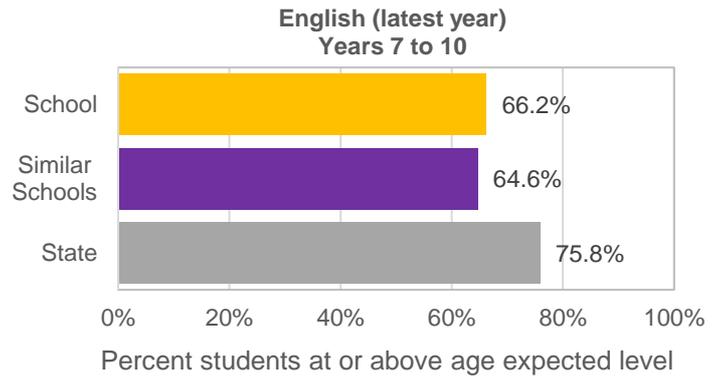
66.2%

Similar Schools average:

64.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

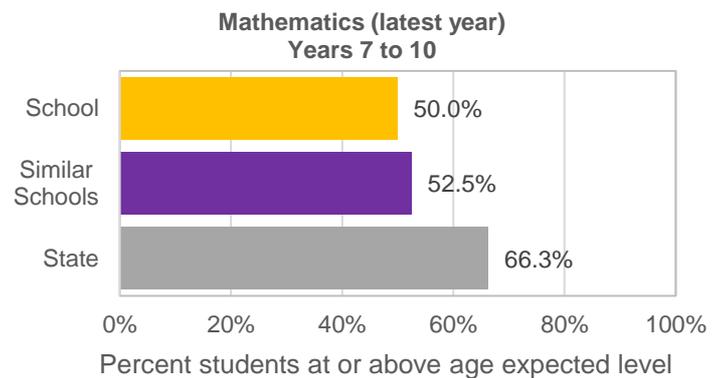
50.0%

Similar Schools average:

52.5%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

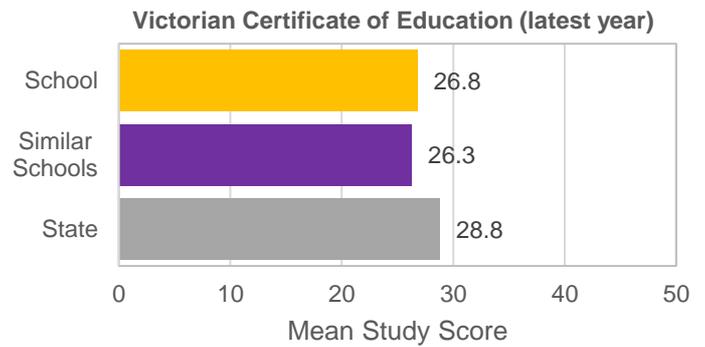
ACHIEVEMENT (continued)

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	Latest year (2020)	4-year average
School mean study score	26.8	26.9
Similar Schools average:	26.3	26.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

90%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

27%

VET units of competence satisfactorily completed in 2020:

53%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

61%

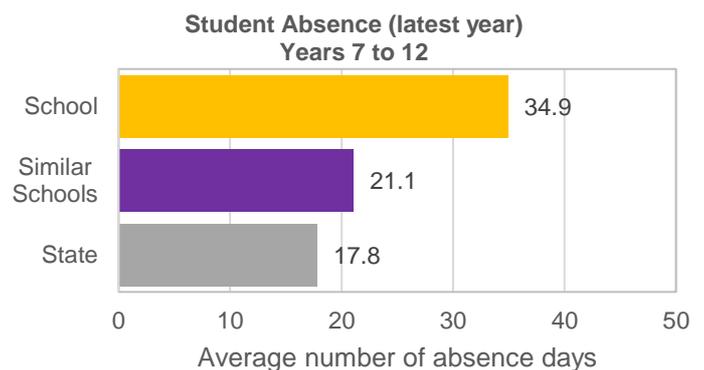
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	34.9	28.8
Similar Schools average:	21.1	22.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

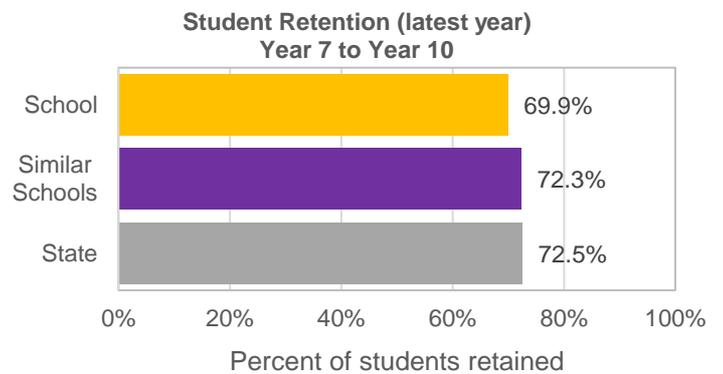
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	79%	80%	79%	84%	87%	94%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	69.9%	57.9%
Similar Schools average:	72.3%	71.4%
State average:	72.5%	72.9%



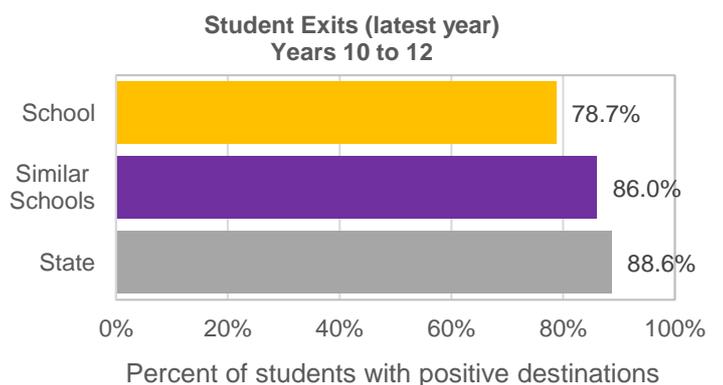
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	78.7%	83.3%
Similar Schools average:	86.0%	87.4%
State average:	88.6%	89.1%



WELLBEING

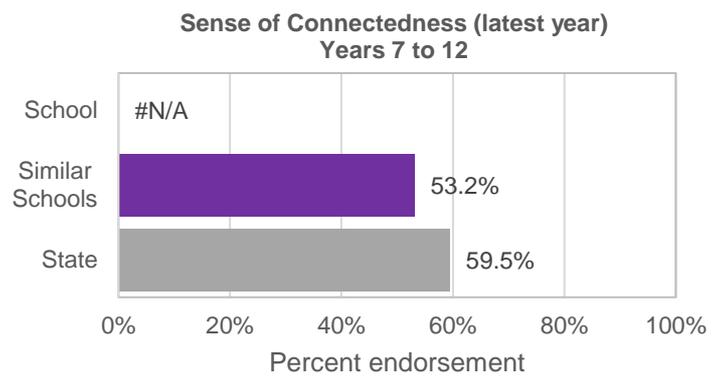
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	44.0%
Similar Schools average:	53.2%	48.6%
State average:	59.5%	55.3%



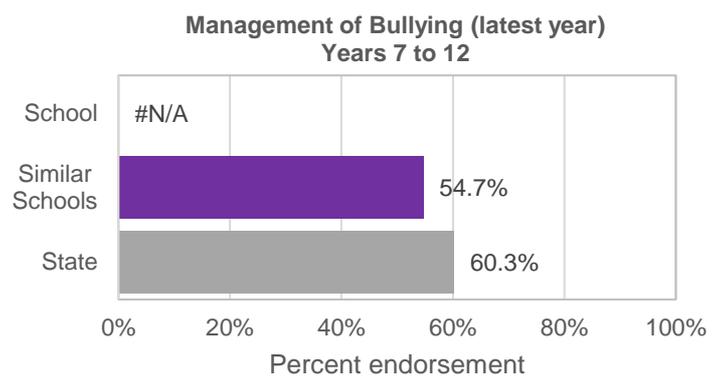
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	48.2%
Similar Schools average:	54.7%	52.0%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,664,944
Government Provided DET Grants	\$1,531,224
Government Grants Commonwealth	\$5,102
Government Grants State	\$14,008
Revenue Other	\$19,654
Locally Raised Funds	\$78,031
Capital Grants	NDA
Total Operating Revenue	\$10,312,962

Equity ¹	Actual
Equity (Social Disadvantage)	\$795,565
Equity (Catch Up)	\$99,291
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$894,856

Expenditure	Actual
Student Resource Package ²	\$8,623,981
Adjustments	NDA
Books & Publications	\$8,002
Camps/Excursions/Activities	\$11,934
Communication Costs	\$26,063
Consumables	\$128,940
Miscellaneous Expense ³	\$120,602
Professional Development	\$9,377
Equipment/Maintenance/Hire	\$50,278
Property Services	\$175,612
Salaries & Allowances ⁴	\$69,607
Support Services	\$368,807
Trading & Fundraising	\$3,644
Motor Vehicle Expenses	\$121
Travel & Subsistence	NDA
Utilities	\$97,708
Total Operating Expenditure	\$9,694,675
Net Operating Surplus/-Deficit	\$618,287
Asset Acquisitions	\$20,420

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,485,638
Official Account	\$87,344
Other Accounts	NDA
Total Funds Available	\$1,572,982

Financial Commitments	Actual
Operating Reserve	\$152,163
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$117,039
School Based Programs	\$426,017
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$115,900
Capital - Buildings/Grounds < 12 months	\$144,400
Maintenance - Buildings/Grounds < 12 months	\$150,035
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,105,554

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.