State Government Victoria

Department of Education & Training

2014 Annual Report to the School Community

Pakenham Secondary College

School Number: 8223

Pakenham SECONDARY COLLEGE

Name of School Principal: Ray Squires

Name of School Council President: Brian Paynter

Date of Endorsement:

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 922 students in 2014 was an increase on 2013 numbers. The school has also 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 with a new Strategic Plan developed in 2013 highlighting a renewed focus on teacher practice and student learning, as well as student well being and student engagement. Quality teaching within an orderly environment is recognised as a precondition for enhancing student learning and to achieve this, the College has built a staffing profile that features a healthy mix of experienced teachers and recent graduates. The 2014 school program was delivered by 66.4 equivalent full time teachers together with 20.43 equivalent full time educational support staff and led by a Principal Class team that includes 3 Assistant Principals and the Principal.

In the interests of maximising outcomes for students, the College emphasises the development of close relationships with parents and students and is working hard to enhance 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

It is expected that students at Pakenham Secondary College will be successful in their learning and achieve an outcome that gives them every opportunity to enter satisfying and rewarding pathways as they approach the Post-Compulsory years. The College recognises that learning involves academic success, as well as personal development, so students are continually challenged to improve themselves.

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 growth data, was not at the expected level, as students moved from Year 5 to Year 7 and Year 7 to Year 9.

The College has a strong focus on developing student literacy and numeracy skills and recognises that this forms the basis for improving student learning outcomes. In 2014, the College implemented the Getting Ready in Numeracy program across Years 7 and 8 to support students to further develop their numeracy skills. 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. This program is relevant to all subject areas and by the end of 2014 over 50% of teachers had participated in the training.

VCE outcomes, as measured by the average study score, was an improvement on 2013 and are a reflection of what is happening in the junior years to enhance student learning. VCE and VCAL completion levels in 2014 were an improvement on 2013 results.

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

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.

The College had 31 students on the Disability and Impairment program in 2014. Seven students left, with three going to specialist settings. The remainder of the students 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.

Engagement

The College has the stated aim of "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 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, as they move into employment or further education.

Course counselling and career guidance commences in the Middle School. Every student in Year 10 participates in Work Experience and has a personalised Managed Individual Pathway's Plan fully developed in consultation with the Careers teacher. Of particular success, has been the introduction of a Careers' Expo which involved over 30 presenters and students across all year levels.

The school is working hard to develop a sense of belonging within the student body, by providing students with multiple opportunities to be involved in activities beyond the classroom. This school offers a suite of extra-curricular actiivities including a Chess Club, Art Club, Writers' Club, and an Aerobics team which progressed to the National Championships in 2014. A vibrant Student Leadership Council provides students with the opportunity to have input into the life of the College, as well as make a contribution to the broader community.

Student attendance levels have declined over the past three years and their improvement remains a strong focus for the College. 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 extenal welfare agencies. An attendance officer has been employed by the College to contact every parent whose child has an unexplained absence. In 2014 a new text messaging system was implemented to further enhance communication with parents. Parents are notified, by text, each time their child has an unexplained absence.

Wellbeing

Under the banner of "**SOAR**", the school has embraced a set of values to support the development of each student. **S**ocial 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 respect underpins the importance of productive **R**elationships.

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.

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 schools on the school comparison measure. They include employment, as well as further study and training at University or TAFE. The school is focused 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.

The trend of improved Student Attitudes to School surveys has continued in 2014. Results showing improved levels of

student satisfaction, particularly in the areas of Student Morale, Learning Confidence, School Connectedness, Student Motivation, Teacher Effectiveness and Teacher Empathy. Further improvement is anticipated, as strategies outlined in the new Strategic Plan begin to be embedded.

Productivity

There has been a strong focus on enhancing student learning through teachers having a better understanding of student achievement levels and the introduction of a Professional Learning Program focused on building instructional capacity. The implementation of new Performance and Development guidelines has meant that teachers are now more aware of the need to demonstrate student learning growth in each of their classes. Extensive use of On Demand Testing and the introduction of the Student Performance Analyser (SPA) program enable teachers to have a more complete understanding of student entry levels, hence they are more able to develop a learning program that is tailored to the needs of the students.

Faculty meetings now occur more regularly and are a key way in which teachers learn and plan together. They are a vehicle through which the College builds collective responsibility for student learning. By collaboratively planning their teaching program, teachers have the opportunity to further develop their practice. The meeting schedule for 2014 was more focused on teachers working together to build their collective efficacy.

A significant professional learning program introduced into the College in 2014 was "Literacy for Learning." The College has trained three tutors and allocated significant time allowances in 2015 to support teachers in embedding the program across the College.

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 performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: ◆

School Profile

School Enrolments

A total of 920 students were enrolled at this school in 2014, 451 female and 470 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

low | low-mid | mid | mid-high | high

Proportion of students with English as a second language.

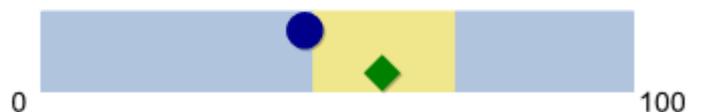low | low-mid | mid | mid-high | high

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.

![Department of Education & Training - State Government Victoria]

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ▨
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years 7 to 10 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ──────────────● ▨◆──── 100 Results: Mathematics 0 ──────────● ▨◆──────── 100	🟢 Similar 🟢 Similar
NAPLAN Year 7 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 7 assessments are reported on a scale from Bands 4-9. Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.	Results: Reading 4 ─ 5 ─ 6 ─● 7◆ ─ 8 ─ 9 Results: Reading (4-year average) 4 ─ 5 ─ 6 ─●7◆ ─ 8 ─ 9 Results: Numeracy 4 ─ 5 ─●─ 6 7◆ ─ 8 ─ 9 Results: Numeracy (4-year average) 4 ─ 5 ─ 6 ●7◆ ─ 8 ─ 9	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 9 assessments are reported on a scale from Bands 5-10. Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.	Results: Reading 5 ─ 6 ─ 7 ●◆ 8 ─ 9 ─ 10 Results: Reading (4-year average) 5 ─ 6 ─ 7 ● ◆8 ─ 9 ─ 10 Results: Numeracy 5 ─ 6 ─ 7 ● ◆8 ─ 9 ─ 10 Results: Numeracy (4-year average) 5 ─ 6 ─ 7 ● ◆8 ─ 9 ─ 10	⚪ Lower ⚪ Lower ⚪ Lower 🟢 Similar

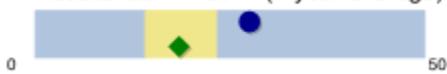![State Government Victoria - Department of Education & Training]

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ▢
Result for this school: ● Median of all Victorian government 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 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'.	**Reading** 38% Low, 50% Medium, 13% High **Numeracy** 44% Low, 39% Medium, 17% High **Writing** 41% Low, 45% Medium, 14% High **Spelling** 28% Low, 46% Medium, 26% High **Grammar and Punctuation** 31% Low, 47% Medium, 22% High	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 35% Low, 44% Medium, 21% High **Numeracy** 41% Low, 46% Medium, 13% High **Writing** 34% Low, 51% Medium, 15% High **Spelling** 35% Low, 53% Medium, 12% High **Grammar and Punctuation** 35% Low, 50% Medium, 15% High	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: 2014 (0 to 50) Results: 2011 - 2014 (4-year average) (0 to 50)	🟢 Similar 🟢 Similar

Students in 2014 who satisfactorily completed their VCE: 92%
Year 12 students in 2014 undertaking at least one Vocational Education Sund Training (VET) unit of competence: 30%
VET units of competence satisfactorily completed in 2014: 80%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: 84%

Performance Summary

Engagement	Student Outcomes	School Comparison

Student Attendance

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. 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.

Average 2014 attendance rate by year level:

Results: 2014

Results: 2011 - 2014 (4-year average)

Lower

Lower

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
87 %	82 %	81 %	85 %	82 %	89 %

Student Retention

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

Results: 2014

Results: 2011 - 2014 (4-year average)

Lower

Lower

Students exiting to further studies and full-time employment

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.

Results: 2013

Results: 2010 - 2013 (4-year average)

Similar

Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison

Students Attitudes to School

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

Results: 2014

1 ————————————————— 5

Results: 2011 - 2014 (4-year average)

1 ————————————————— 5

● Similar

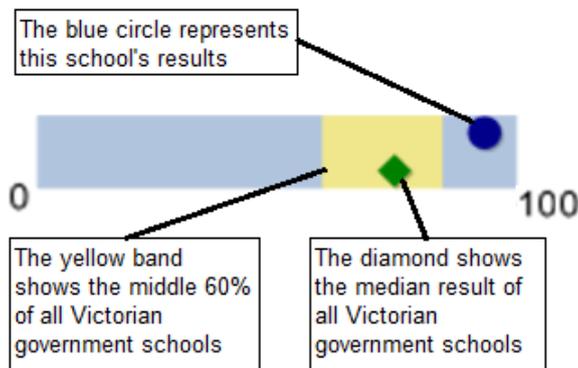● Similar

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

17 %	55 %	28 %
Low	Medium	High

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.
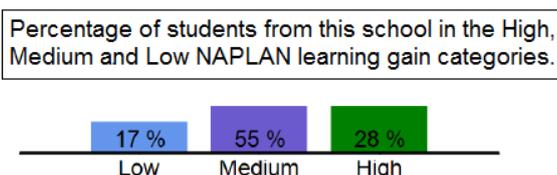
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

Revenue	Actual
Student Resource Package	$7,595,108
Government Provided DE&T Grants	$1,334,911
Government Grants State	$12,680
Revenue Other	$23,968
Locally Raised Funds	$209,823
Total Operating Revenue	**$9,176,490**

Funds Available	Actual
High Yield Investment Account	$872,006
Official Account	$47,625
Total Funds Available	**$919,631**

Expenditure	
Student Resource Package	$7,414,106
Books & Publications	$15,611
Communication Costs	$43,430
Consumables	$163,828
Miscellaneous Expense	$614,415
Professional Development	$28,804
Property and Equipment Services	$334,695
Salaries & Allowances	$132,502
Trading & Fundraising	$16,624
Travel & Subsistence	$3,514
Utilities	$102,104

Financial Commitments	
Operating Reserve	$228,429
Asset/Equipment Replacement < 12 months	$73,335
Maintenance - Buildings/Grounds incl SMS<12 months	$124,000
School Based Programs	$117
Provision Accounts	$367,000
Asset/Equipment Replacement > 12 months	$96,750
Capital - Buildings/Grounds incl SMS>12 months	$30,000
Total Financial Commitments	**$919,631**

Total Operating Expenditure	**$8,869,634**

Net Operating Surplus/-Deficit	**$306,856**
Asset Acquisitions	**$0**

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.

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 2014 were not spent as expected and there was a higher than expected surplus in the credit line of the Student Resource Package (SRP). Additionally, the school was able to cash-up reserves from the previous year's SRP to support school improvement, the Information and Communication's Technology replacement budget and VET in Schools program (where insufficient funds had been allocated in 2013).