

# 2021 Annual Report to The School Community



**School Name: Patterson River Secondary College (8725)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 02 June 2022 at 04:35 PM by Daniel Dew (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 September 2022 at 08:07 AM by Nicole Eveston (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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### School context

Patterson River Secondary College strives to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best. In 2021, the College had 1224 students and 145 staff. The College, located in Seaford, adjacent to the Seaford Wetlands and Kananook Creek, provides a diverse range of programs & extra curricula activities. The College caters for 32 Koorie and 64 PSD students. The College's core values are Persistence, Excellence, Community and Respect.

Our College focuses on the development of strong relationships to drive learning outcomes and has a number of programs to support this including School Wide Positive Behaviour, Respectful Relationships and Mentor Program. In 2021, the school implemented a new structure at Year 10 which includes greater flexibility in subject choice and the introduction of T@SK, which is a pathways related subject to support students through this crucial time.

Significant building works began during the course of the year with the school completing new Food Technology Kitchens and a Community Room. In 2022, the school will complete the next stage of works which includes a new STEM building and Year 8 Centre.

At the beginning of 2021, the school set up all classes and subjects in Microsoft Teams following the successful implementation in 2020. This meant that the school was well placed for when Victorian schools entered periods of remote learning over the course of the year.

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### Framework for Improving Student Outcomes (FISO)

The College made strong progress towards selected Key Improvement Strategies. The impact of remote learning resulted in the school reassessing the key goals and improvement strategies for the year. Staff professional learning continued throughout remote learning, however the program focused on activities that were easy to deliver and implement remotely. Relationship based work on SWPBS, Respectful Relationships and Restorative Practices were largely postponed so that delivery could occur onsite.

Key improvement strategies (KIS) delivered in 2021, included assessment practices (professional learning and the development skills rubrics) and elements of the School Wide Positive Behaviour Framework. Over the course of the year, teachers continued the development and implementation of skills based assessments.

The College continued working with the Department of Education and Training NAPLAN Prioritisation Project (now called Project21) with a focus on increasing the mean scale score for Reading Comprehension. A range of strategies were implemented in Term 1, including student goal setting, data analysis, content development and the introduction of bookshelves and texts in all Year 9 classrooms. Pleasingly, the College achieved outstanding results, including Reading Comprehension High Relative Growth 7-9 of 29% (2019 = 14%) and Numeracy 7-9 High Relative Growth of 31% (2019 = 17%).

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### Achievement

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Patterson River Secondary College continues to build teacher capacity in order to improve student learning outcomes. Professional learning focused on curriculum planning and assessment along with additional training on the use of Microsoft Teams for both remote and onsite learning. The College achieved its strongest ever NAPLAN results, particularly at Year 9, which was pleasing considering the COVID interruptions over this period. Our VCE students achieved a mean study score of 26.3 which was a slight improvement from the previous year.

Disadvantaged students continued to perform well academically, with equity funded students achieving a greater proportion of high gain from Year 7 to 9 in both Reading and Numeracy. This has been attributed to a number of factors, including our strategy of having PSD and disadvantaged students engaged in onsite learning during the pandemic. Additional resources such as the Tutor Learning Initiative and MYLNS has also been utilised to support many of these students.

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## Engagement

During 2020, the College identified a concern with student engagement at Year 10 (compared to other year levels) and undertook a review of the current program. This resulted in a number of changes at Year 10 in 2021, including greater course flexibility for students so that they could better match their subjects with their identified pathway, along with the introduction of a compulsory Pathways / Life Skills subject called "T@SK". These changes have resulted in Year 10 percentile scores in the annual Attitudes to School Survey results moving from the bottom quartile in most measures to above the 50th percentile in most measures. This includes a 20% increase in Year 10-12 School Stage Transitions.

Year 7 to 10 Student Retention (Year 7-10) was 80.9% representing a four year high and 6.8% above state mean. Student absences across Years 7-12 increased from a four year average of 24.1 to 28.2, which was over 7 days on average above state mean. While this may be due to different recording measures during remote learning, it warrants close attention to ensure that students make positive post remote learning transitions back into the classroom.

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## Wellbeing

The Wellbeing team continued to provide services, both remote and onsite, throughout the pandemic. The focus of the work was to ensure that students transitioned back into onsite learning and remained engaged in learning and connected to their peers throughout periods of remote learning.

Following our school review in early 2021, the College engaged with an educational consultant to conduct a separate review into our wellbeing program and services at the College. They engaged in this work following the announcement of the new Disability and Inclusion Funding for 2022. Following the review the College completed a restructure of staffing and created a number of new roles for 2022, including:

- Wellbeing Team Leader
- Social Worker
- Speech Pathologist

- Behaviour Support and Intervention Leader

Recruitment occurred in early Term 4, for 2022 commencement. The new positions join an experienced team which includes, Wellbeing officers, Mental Health Practitioner, GP in Schools Program and Psychologist.

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### Finance performance and position

In 2021, the College recorded a small deficit (\$30K) but remains in a strong financial position. The College installed reverse cycle air conditioners in all rooms along with a 98kW Solar PV and battery system.

The College completed the first stage of a three stage capital works project, with the school committing approximately 500K of school funds to elements of the project not covered in the contracted works.

The school provided parents with credits/reimbursements for payments made towards materials and extra curricula activities that did not run due to COVID restrictions and remote learning.

Revenue from external hiring of facilities was severely reduced due to COVID restrictions. Changes to the parent payment policy led to the school developing a new model for parents to make voluntary donations to projects and equipment identified by the school in a manner that allowed parents to make a donation to an initiative of choice. Parents responded well to these changes, making donations that led to the purchasing of a new set of junior microscopes, class set of musical keyboards and Art lightboxes.

**For more detailed information regarding our school please visit our website at [www.prsc.vic.edu.au](http://www.prsc.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 1241 students were enrolled at this school in 2021, 590 female and 651 male.

6 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).

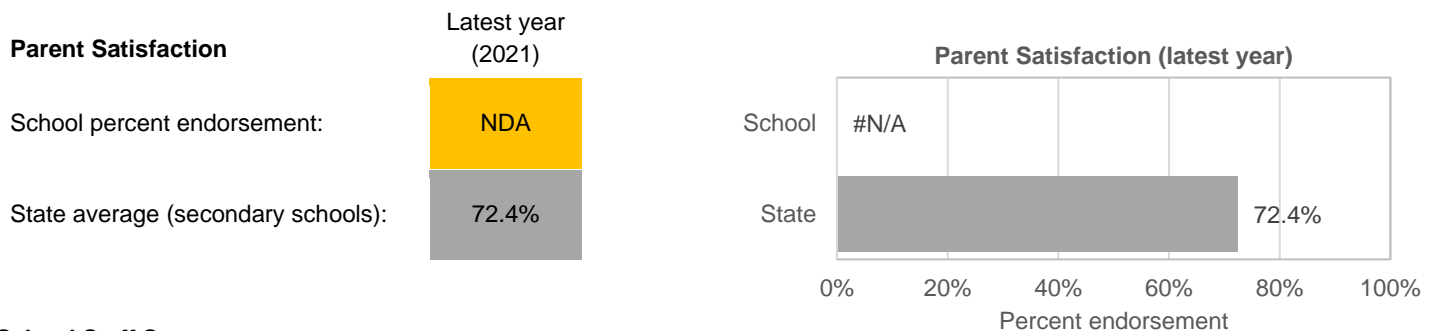
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### 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.

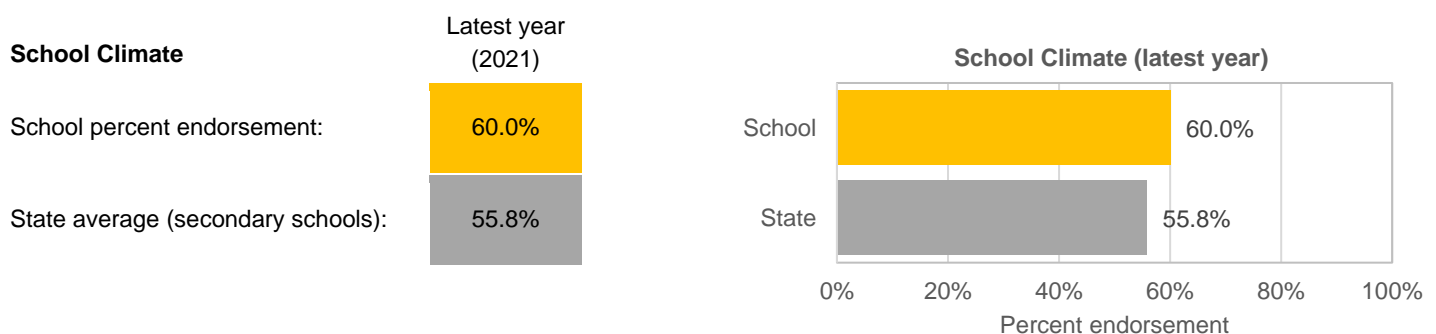


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

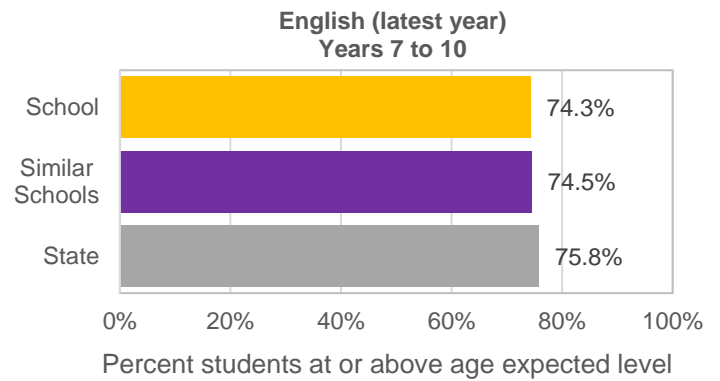
74.3%

Similar Schools average:

74.5%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

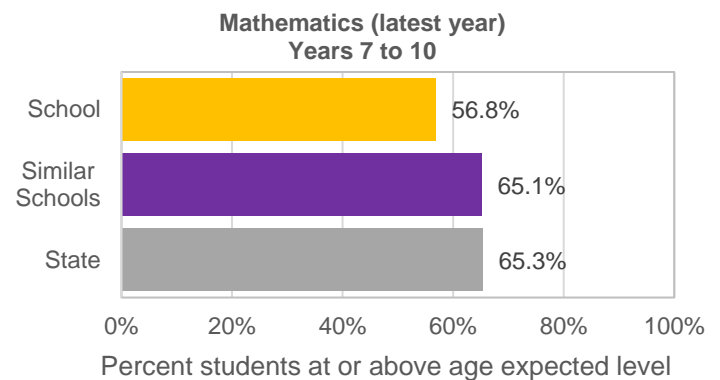
56.8%

Similar Schools average:

65.1%

State average:

65.3%





**ACHIEVEMENT (continued)**

**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.

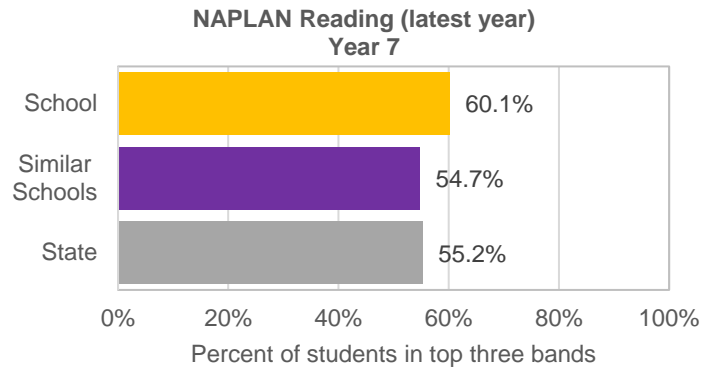
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

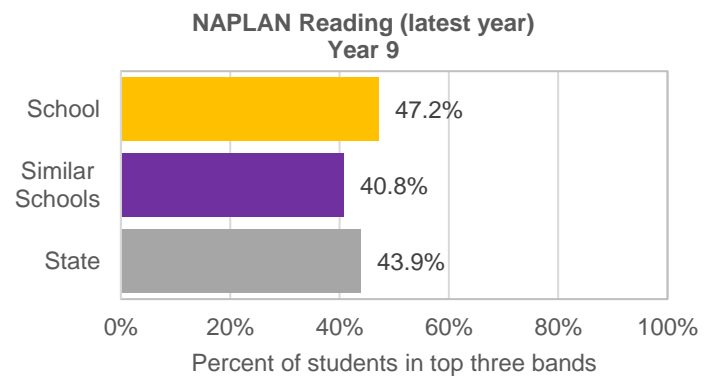
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.1%	57.5%
Similar Schools average:	54.7%	54.3%
State average:	55.2%	54.8%



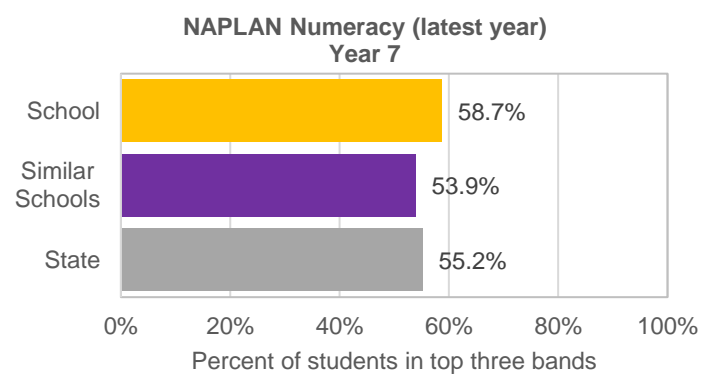
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.2%	48.1%
Similar Schools average:	40.8%	43.3%
State average:	43.9%	45.9%



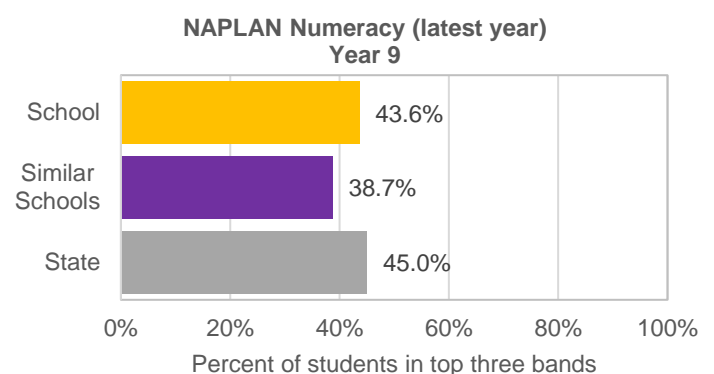
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	56.7%
Similar Schools average:	53.9%	54.2%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.6%	42.7%
Similar Schools average:	38.7%	42.0%
State average:	45.0%	46.8%



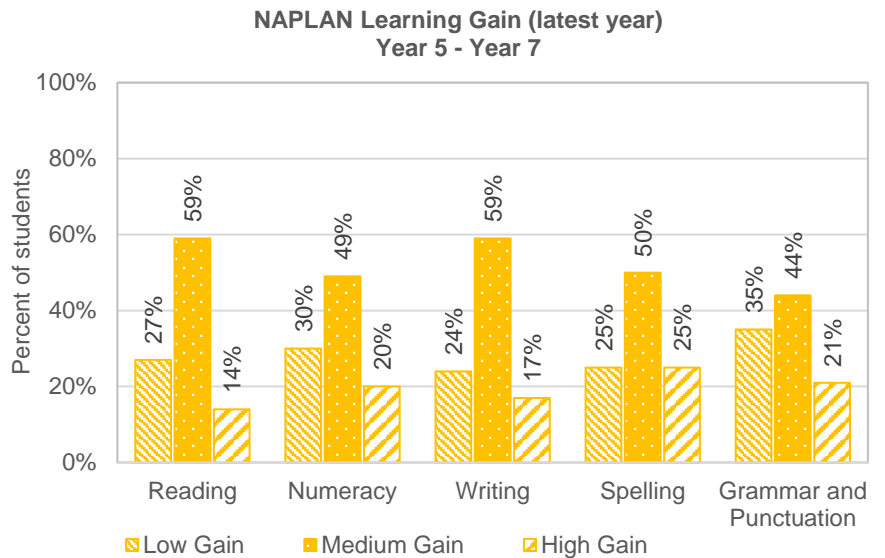
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

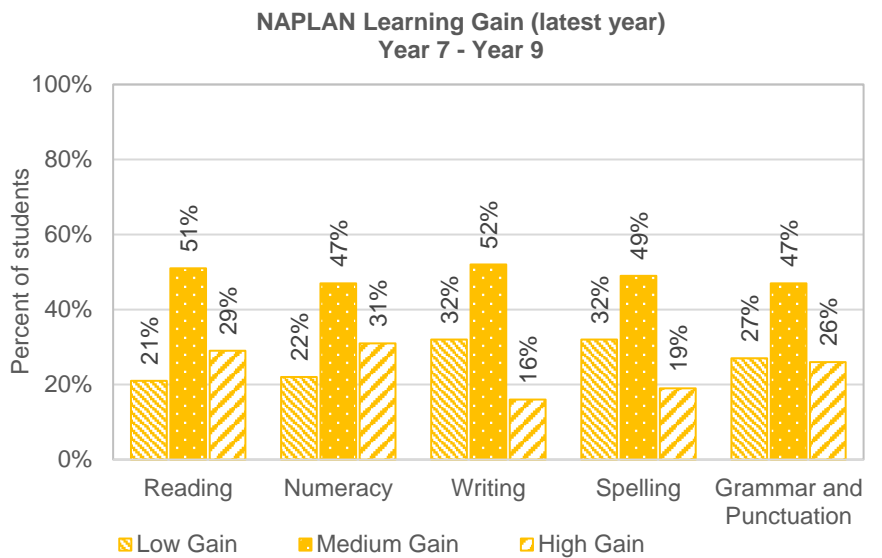
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	59%	14%	19%
Numeracy:	30%	49%	20%	19%
Writing:	24%	59%	17%	19%
Spelling:	25%	50%	25%	21%
Grammar and Punctuation:	35%	44%	21%	20%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	51%	29%	22%
Numeracy:	22%	47%	31%	21%
Writing:	32%	52%	16%	20%
Spelling:	32%	49%	19%	19%
Grammar and Punctuation:	27%	47%	26%	21%



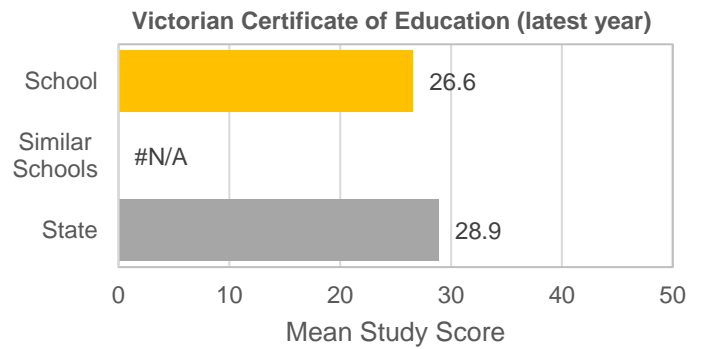
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

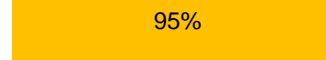
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

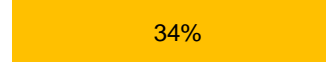
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	26.6	26.3
Similar Schools average:	27.2	NDA
State average:	28.9	28.9



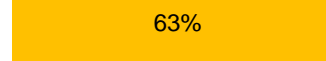
Students in 2021 who satisfactorily completed their VCE:



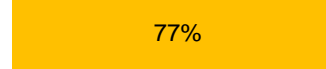
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021\*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

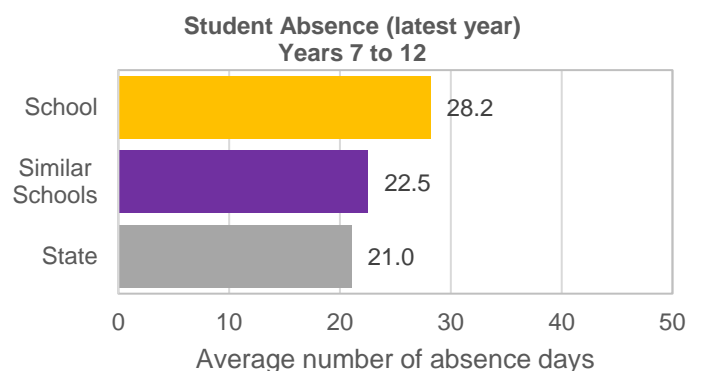
## ENGAGEMENT

**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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	28.2	24.1
Similar Schools average:	22.5	20.3
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

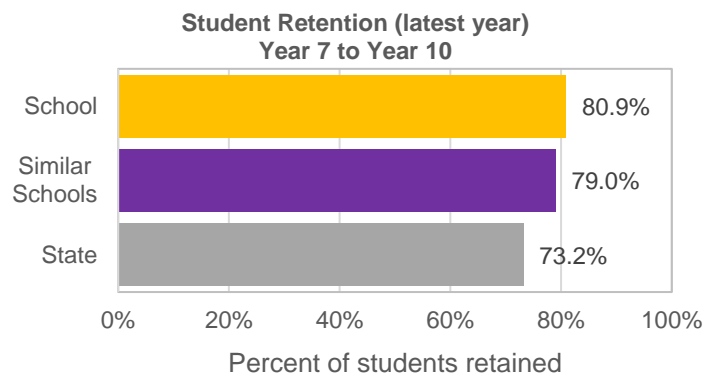
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	86%	84%	84%	85%	88%

**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 (2021)	4-year average
School percent of students retained:	80.9%	77.6%
Similar Schools average:	79.0%	77.8%
State average:	73.2%	72.9%



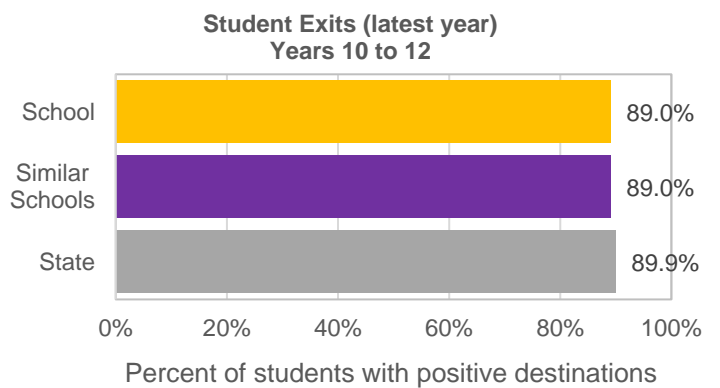
**Students exiting to further studies or full-time employment**

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	89.0%	82.2%
Similar Schools average:	89.0%	88.7%
State average:	89.9%	89.2%



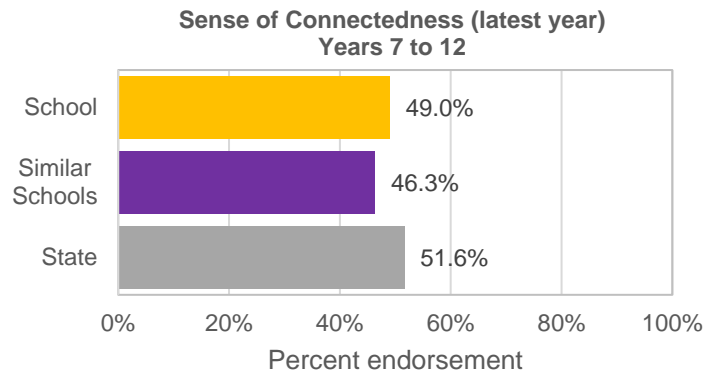
## WELLBEING

**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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	49.0%	55.2%
Similar Schools average:	46.3%	49.9%
State average:	51.6%	54.5%

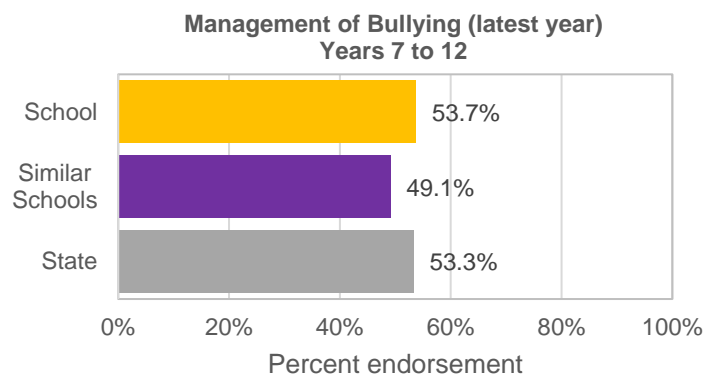


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.7%	59.1%
Similar Schools average:	49.1%	53.5%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$13,240,465
Government Provided DET Grants	\$1,286,745
Government Grants Commonwealth	\$1,750
Government Grants State	\$1,750
Revenue Other	\$148,344
Locally Raised Funds	\$804,886
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,483,941</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$434,883
Equity (Catch Up)	\$64,496
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$499,378</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,434,455
Adjustments	\$0
Books & Publications	\$1,969
Camps/Excursions/Activities	\$172,589
Communication Costs	\$22,792
Consumables	\$138,629
Miscellaneous Expense <sup>3</sup>	\$26,072
Professional Development	\$36,720
Equipment/Maintenance/Hire	\$548,857
Property Services	\$318,830
Salaries & Allowances <sup>4</sup>	\$77,636
Support Services	\$614,152
Trading & Fundraising	\$7,390
Motor Vehicle Expenses	\$3,140
Travel & Subsistence	\$0
Utilities	\$110,998
<b>Total Operating Expenditure</b>	<b>\$15,514,229</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$30,288)</b>
<b>Asset Acquisitions</b>	<b>\$217,153</b>

- (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 10 Mar 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,431,761
Official Account	\$182,294
Other Accounts	\$84,660
<b>Total Funds Available</b>	<b>\$3,698,714</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$305,540
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$176,557
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$152,010
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$913,000
Capital - Buildings/Grounds < 12 months	\$1,321,000
Maintenance - Buildings/Grounds < 12 months	\$460,000
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,528,107</b>

*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.*