

2022 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).
- 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 of the previous calendar year 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 30 April 2023 at 08:37 AM by Daniel Dew (Principal)

- This 2022 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 30 April 2023 at 12:28 PM by Nicole Eveston (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

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 2022, the College had 1219 students and 148 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 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 2022 the College completed a major capital works program which included new Food Centre, STEM Centre and a Year 8 Centre.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the College had the goal of using the Professional Learning Communities (PLC) initiative and Tutor Learning Initiative to ensure that students experienced expected growth in their learning, particularly Numeracy.

Pleasingly, and despite the impacts of remote learning, Year 9 students achieved the highest ever percentage of students in the Top 2 Bands and the Mean Scale Score in both Numeracy and Reading Comprehension. Strategies that were identified as having been successful included PLC cycles, student goal setting and recent changes to assessment practice and coursework.

Year 9 Equity Funded students experienced a reduction in the number of students achieving in the bottom 2 Bands for Reading, however there was an increase in the bottom 2 Bands for Numeracy. The 2022 Year 7 and Year 9 cohorts did not complete NAPLAN as planned in 2020, so it is difficult to determine whether these changes are cohort factors or changes in the patterns of student learning.

In 2022, the College introduced PLC's to all staff, undertaking two cycles through the course of the year. To support this work, the College developed school 'Norms' for staff, which are a collection of professional behaviours that support a collaborative and student focused working environment. The PLC approach was welcomed by staff and became an effective approach to improving student outcomes. At the end of 2022, Patterson River was approached by the Department of Education and Training to become the showcase PLC 'Link' school for Bayside Peninsula Area to support other schools with the implementation and processes involved in PLC.

Wellbeing

2022 saw significant changes in the College's approach to student Wellbeing following an extensive review conducted by an external consultant engaged by the school which was timed with the introduction of Disability & Inclusion Tier 2 funding. In 2022, the College received an additional \$387,000 to broadly support students with a disability and students at risk. Using these new resources, the College employed:

- Social Worker
- Speech Pathologist
- Wellbeing Leader
- Behaviour Support & Intervention Leader
- 3 x Leading Teachers (Year Level Leaders)

The changes that have been implemented in line with the Tier 2 Disability and Inclusion Funding, have been supported with significant changes to Wellbeing referrals, processes and programs. Year Level Leaders act as the primary case manager for students to ensure that there is a holistic view of the support required and implemented for students. The Wellbeing Team is responsible for operating programs and support for students at all Tiers with a primary focus on engagement and pro-active programs.

Engagement

In 2022, the College focused on settling students back into onsite learning. The expansion of the School Wide Positive Behaviour Program was a key element of this work, with a particular focus on expected behaviours in all settings and the Behaviour Support System. To monitor and support students who disengaged in their learning during COVID and resulting periods of remote learning, significant changes were made to the way in which the Wellbeing Team and Student Management Team worked. These changes have been very positive and will be embedded in 2023. The Tutor Learning Initiative, involving approximately 8 tutors, continued to focus on Numeracy and Mathematics for students who had been identified as disengaging during remote learning and not progressing as expected.

Financial performance

2022 saw Patterson River Secondary College invest heavily in capital works program, including the provision of equipment for the STEM Centre such as 3D printers, laser cutters, robots and a commercial grade CNC router. The capital works program through the VSBA risked pausing as a result of the contingency threshold being met. To avoid significant interruptions to school operations, the school council decided to contribute school funds to keep the project going, knowing that remaining capital works funds held by the VSBA could later be used to pay for landscape works that had been planned by school council. This has resulted in the financial statement appearing to show a significant overspend against budgets in 2022. This expenditure does not include recurrent expenditure and the school is not at risk of financial over commitment in its cash reserves. Following significant investments in solar, batteries, the College reaped approximately \$30,000 in energy savings. This is despite an additional 70 reverse cycle units being installed in the school.

For more detailed information regarding our school please visit our website at 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 2.0 (FISO 2.0).

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 1219 students were enrolled at this school in 2022, 563 female and 656 male.

8 percent of students had English as an additional language and 3 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).

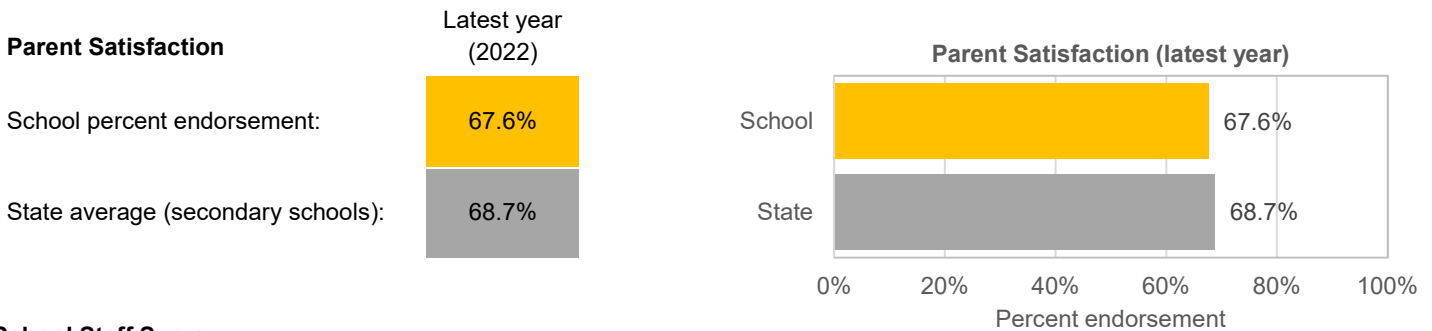
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

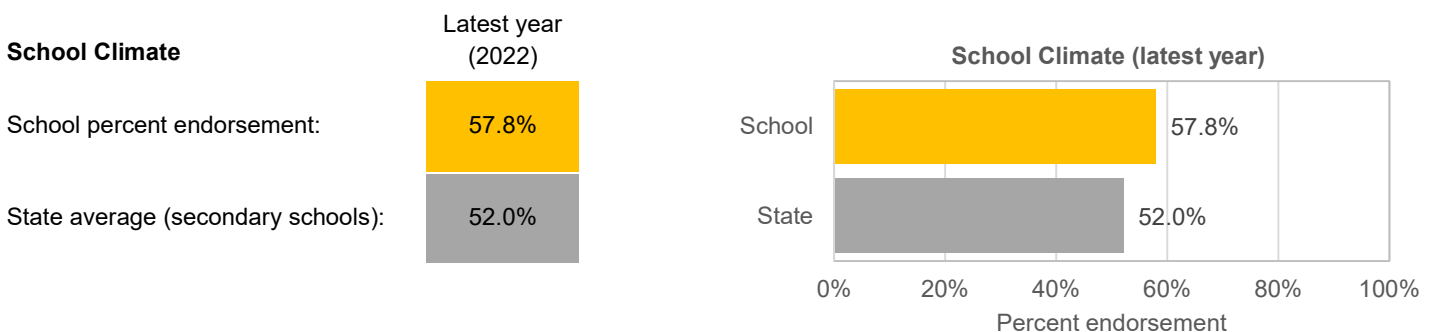


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

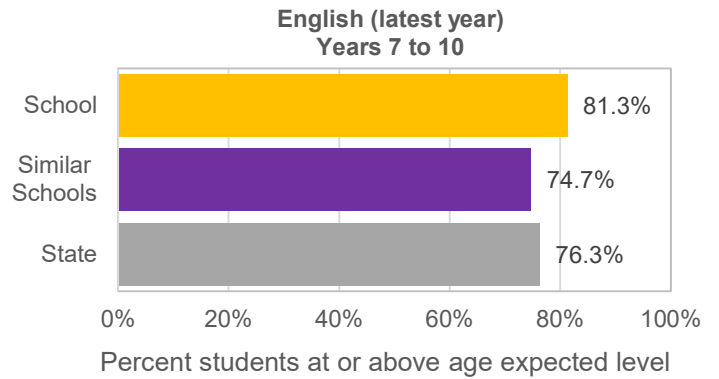
81.3%

Similar Schools average:

74.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

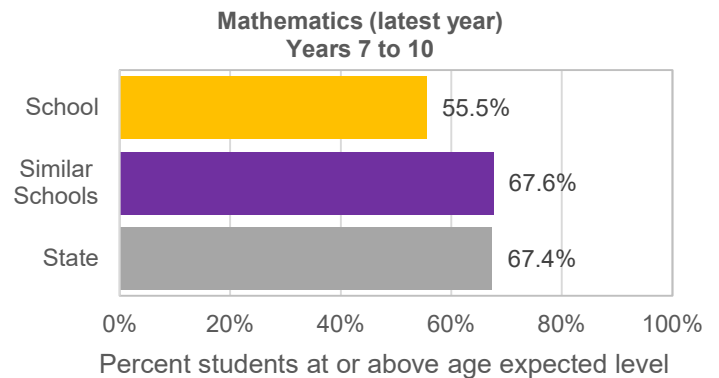
55.5%

Similar Schools average:

67.6%

State average:

67.4%



LEARNING (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.

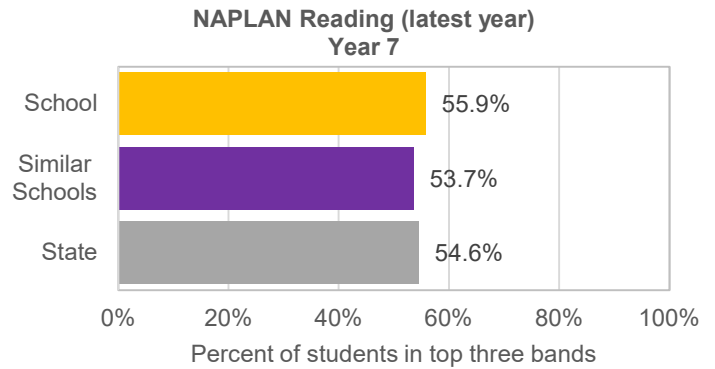
NAPLAN

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 2019, 2021 and 2022 data.

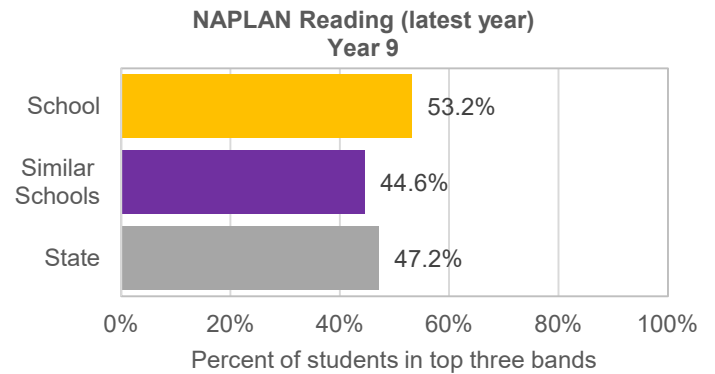
**Reading
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.9%	58.5%
Similar Schools average:	53.7%	55.2%
State average:	54.6%	55.3%



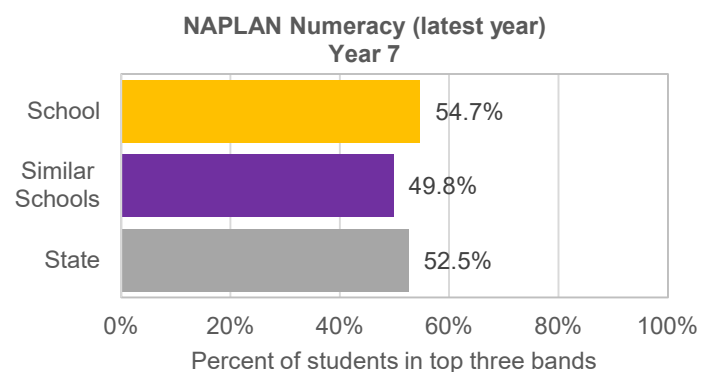
**Reading
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.2%	49.0%
Similar Schools average:	44.6%	43.4%
State average:	47.2%	46.0%



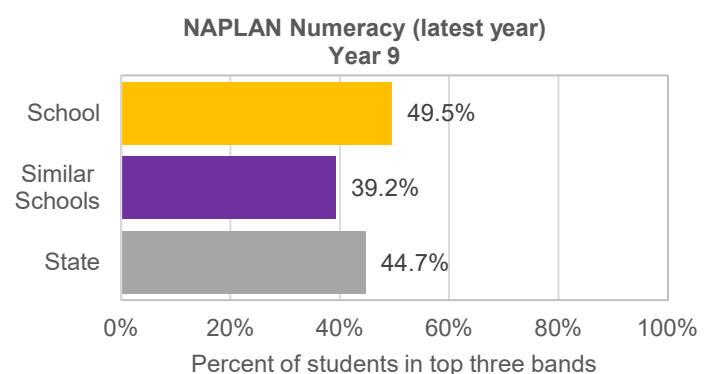
**Numeracy
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.7%	56.2%
Similar Schools average:	49.8%	53.5%
State average:	52.5%	54.8%



**Numeracy
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.5%	44.4%
Similar Schools average:	39.2%	41.1%
State average:	44.7%	45.6%



LEARNING (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.*

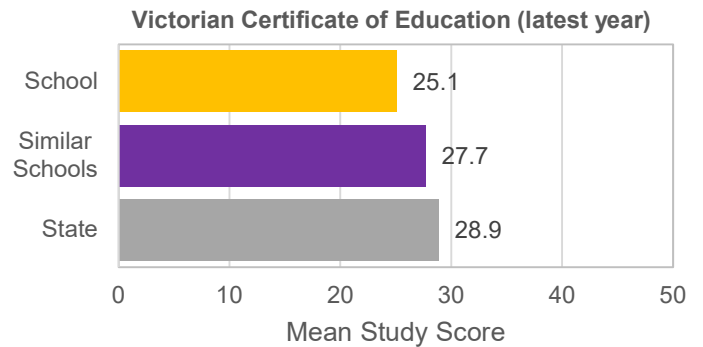
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	25.1	25.8
Similar Schools average:	27.7	27.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

28%

VET units of competence satisfactorily completed in 2022:

79%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

84%

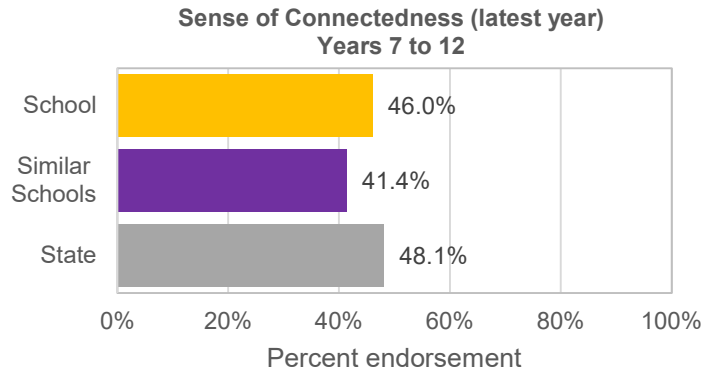
WELLBEING

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).

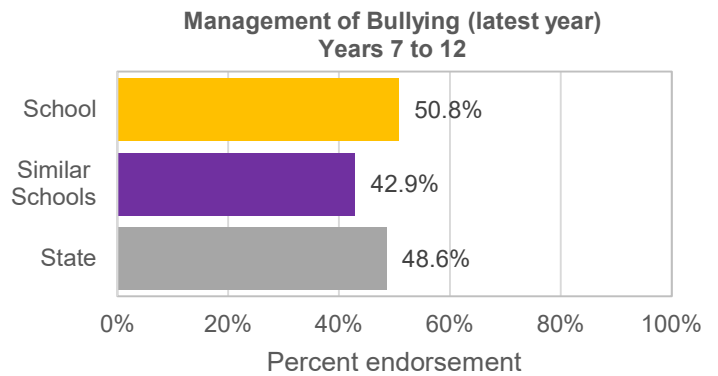
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	46.0%	51.9%
Similar Schools average:	41.4%	47.9%
State average:	48.1%	52.5%



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 (2022)	4-year average
School percent endorsement:	50.8%	55.6%
Similar Schools average:	42.9%	50.3%
State average:	48.6%	54.0%



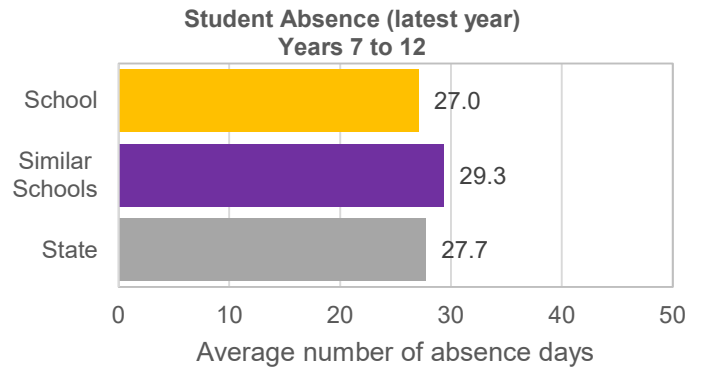
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	27.0	25.0
Similar Schools average:	29.3	22.5
State average:	27.7	21.8



Attendance Rate (latest year)

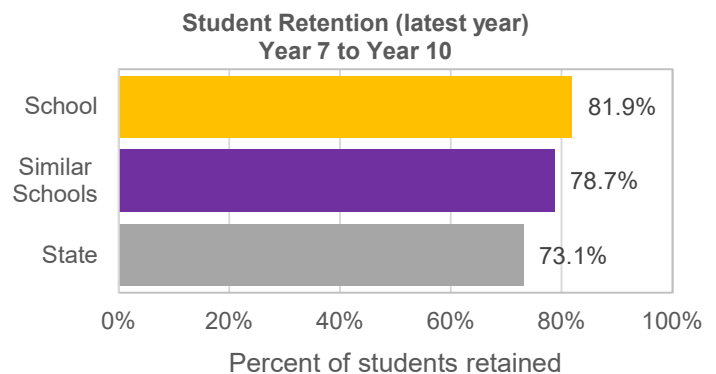
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	87%	83%	84%	89%	89%

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 (2022)	4-year average
School percent of students retained:	81.9%	80.1%
Similar Schools average:	78.7%	78.1%
State average:	73.1%	73.0%



ENGAGEMENT (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.

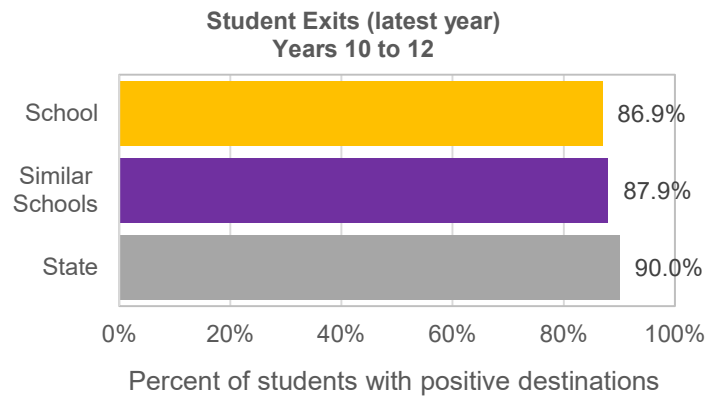
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	86.9%	84.8%
Similar Schools average:	87.9%	87.6%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$13,981,113
Government Provided DET Grants	\$1,157,437
Government Grants Commonwealth	\$11,250
Government Grants State	\$0
Revenue Other	\$207,585
Locally Raised Funds	\$513,905
Capital Grants	\$135,000
Total Operating Revenue	\$16,006,290

Equity ¹	Actual
Equity (Social Disadvantage)	\$427,757
Equity (Catch Up)	\$61,138
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$488,895

Expenditure	Actual
Student Resource Package ²	\$14,604,727
Adjustments	\$0
Books & Publications	\$3,070
Camps/Excursions/Activities	\$387,378
Communication Costs	\$12,700
Consumables	\$193,678
Miscellaneous Expense ³	\$719,796
Professional Development	\$43,003
Equipment/Maintenance/Hire	\$439,338
Property Services	\$512,873
Salaries & Allowances ⁴	\$141,449
Support Services	\$734,683
Trading & Fundraising	\$9,502
Motor Vehicle Expenses	\$5,484
Travel & Subsistence	\$0
Utilities	\$109,607
Total Operating Expenditure	\$17,917,289
Net Operating Surplus/-Deficit	(\$2,045,998)
Asset Acquisitions	\$245,463

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,053,443
Official Account	\$65,010
Other Accounts	\$84,975
Total Funds Available	\$2,203,428

Financial Commitments	Actual
Operating Reserve	\$486,398
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$108,476
School Based Programs	\$170,159
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$246,770
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,175,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,286,803

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.