

## 2013 Annual Report to the School Community

Western Port Secondary College

School Number: 7893

Insert optional photo(s) here if required.

Name of School Principal: Michael Devine

Name of School Council President: Tim Herbert

Date of Endorsement: 2<sup>nd</sup> April 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

The College is located in Hastings which is a major industrial region in the Western Port area. It is a smaller sized secondary school with approximately 600 students. The College has completed a number of stages of its master plan. In 2011, the College completed the building of new hospitality, ICT and gym facilities. In 2014 construction will begin on a new Trade Training facility. Recent works have also included significant landscaping in the central courtyard areas. The College ethos is based upon the commitment of staff, students, and parents working cooperatively to provide the best possible curriculum in a safe and welcoming environment. The College is recognised for its excellence in pathway provision and is a leading Beacon school and a part of the Youth Partnerships demonstration site for the Frankston / Mornington Peninsula area. The College was the first secondary school to be awarded 5 Star Sustainability and continues this focus with various projects and curriculum initiatives with a strong focus on student involvement. The College caters to a broad range of student learning including access to VCE, VCAL and VET. The College began a new Year 9 program in 2012 'Project 9' and in 2014 will start a Year 10 follow on program 'Channelling Futures'. There is also a strong extra-curricular focus which includes sport and the College offering participation in many school and interschool programs.

In recent years the College has steadily improved student attendance, student uniform and the welfare and discipline of the student body. Considerable work has been undertaken by the College to foster its relationships with the parent community with involvement in community programs and partnerships.

Achievement	Engagement	Wellbeing
<p>In 2013, the College maintained improvement in student learning measures against many of the 4 year average trends. NAPLAN data sets were strong in Reading and Grammar and Punctuation at Year 9. The College will continue to focus on writing improvement in 2014 using a writing model approach, with an aim to see improvement in this area of NAPLAN. The College has maintained VCE gains from the last 3 years, and the English study score was 2 points higher than the All Study score which reflects the good work completed in literacy across the school. There was some excellent individual VCE results with College Dux receiving an ATAR of 94.7. The College continued its relationship with Monash University SAM Program promoting and facilitating tertiary pathways.</p> <p>The school has made significant gains in improving its VCAL and VET programs with provision of VET programs to expand further in 2014 with the construction of a Trade Training facility to be built on site. Our new Year 9 program 'Project 9' was implemented in 2013. This program uses 1:1 iPads as part of the curriculum provision, with a focus on engagement and experiential learning. Following the success of this program, a follow on program at Year 10 'Channelling Futures' is being implemented in 2014. There is a Netbook program established for Years 10-12, whilst at Year 7 a managed BYOD was implemented in 2013.</p>	<p>The College continues to improve both apparent and real retention at various year levels across the school aiming to meet the goal of every student completing Year 12 or equivalent. This year saw our median VCE study score improve as well as our median study score for VCE English, resulting in some excellent tertiary admittances for many of our graduating students. The College maintains its solid Youth Commitment Policy and team and continually endeavours to ensure that each and every student has a valuable educational pathway open to them. Our revised VCAL program has seen some great gains for student outcomes, and completion rates and retention continues to improve. It has been particularly pleasing to see retention from Year 7-10 increase in 2013, along with further increases in Year 10 -12 students exiting into further studies or full time employment. The number of students involved in VET courses, SBA's and SBT's also continues to grow steadily. In 2013 the school was accepted as a trial site for 'Youth Partnerships'. This has seen a number of projects undertaken within the school, with local primaries and external agencies supporting vulnerable young people. The schools continues to use its 'Programs Approach' linking curriculum and subjects studied at Year 9-12 with further education and a variety of careers in related fields, further complementing our ongoing Beacon work. This has been adopted for use in our Year 9 program; Project 9.</p>	<p>During 2013, the Middle Years Team implemented a new Year 9 Program to increase student engagement and connectedness to school and stimulate learning. The new Year 9 curriculum was designed around the themes of Environment, Health, Culture, Place and Pathways , with a focus on experiential learning and exposure and linkages to experts, agencies and opportunities within the school community and beyond.</p> <p>The Western Port Secondary College Wellbeing Team worked with Peninsula Health within the Health Promoting Schools Framework to identify wellbeing priorities for 2014. Two of the priorities identified were mental health and safety. The Middle Years Team will be focussing on developing strategic programs at year 8 that link to and build on the success of the new Year 9 program, and that are supported by the Health Promoting Schools model. Year 9 data collected throughout 2013 showed that student connection to school and engagement increased substantially to above the state mean. The focus for 2014 is on building and maintaining strong relationships and a safe environment. Within this context there will be a continuous review of the Footprints Pastoral Care program. Our attendance rate has improved substantially over the last few years and our 4 year average is now above the state mean.</p>

For more detailed information regarding our school please visit our website at  
<http://www.westernportsc.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 602 students were enrolled at this school in 2013, 278 female and 324 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Relative Growth Year 5 - Year 7</b></p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 36%, Medium: 49%, High: 16%</p> <p><b>Numeracy</b> Low: 44%, Medium: 46%, High: 10%</p> <p><b>Writing</b> Low: 41%, Medium: 46%, High: 13%</p> <p><b>Spelling</b> Low: 30%, Medium: 57%, High: 13%</p> <p><b>Grammar and Punctuation</b> Low: 39%, Medium: 45%, High: 16%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p><b>NAPLAN Relative Growth Year 7 - Year 9</b></p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 34%, Medium: 47%, High: 19%</p> <p><b>Numeracy</b> Low: 29%, Medium: 59%, High: 12%</p> <p><b>Writing</b> Low: 58%, Medium: 27%, High: 15%</p> <p><b>Spelling</b> Low: 33%, Medium: 41%, High: 25%</p> <p><b>Grammar and Punctuation</b> Low: 19%, Medium: 59%, High: 22%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2013 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **29%**  
 VET units of competence satisfactorily completed in 2013: **73%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **41%**

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 784 1026 880"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p>No Data Available</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>

# How to read the Performance Summary 2013

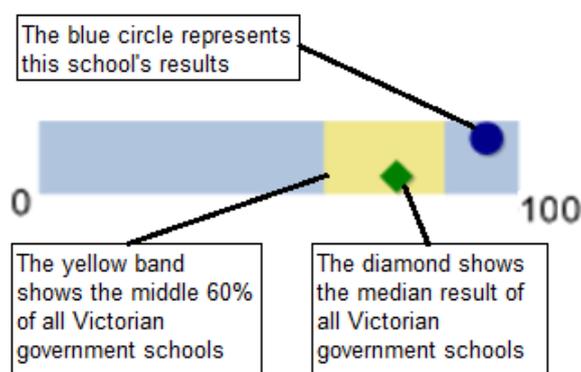
## What are student outcomes?

*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).

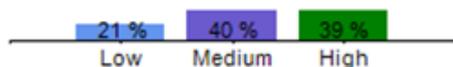
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth 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 relative growth categories.

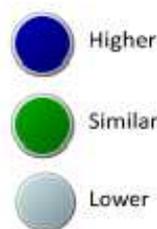


## What is a School Comparison?

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

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013		Financial Position as at 31st December, 2013	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Government Provided DE&T Grants	\$695,455	High Yield Investment Account	\$265,182
Government Grants Commonwealth	\$50,051	Official Account	\$14,359
Government Grants State	\$48,870	Other Accounts	\$458,652
Revenue Other	\$109,865	<b>Total Funds Available</b>	<b>\$738,192</b>
Locally Raised Funds	\$604,467		
<b>Total Operating Revenue</b>	<b>\$1,508,708</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Books & Publications	\$7,816	Operating Reserve	\$225,183
Communication Costs	\$27,864	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$220,236	Maintenance - Buildings/Grounds incl SMS<12 months	\$37,877
Miscellaneous Expense	\$447,414	Beneficiary/Memorial Accounts	\$13,268
Professional Development	\$25,389	Revenue Received in Advance	\$121,997
Property Maintenance	\$387,439	School Based Programs	\$6,753
Salaries & Allowances	\$180,400	Region/Network/Cluster Funds	\$614
Trading & Fundraising	\$130,043	Provision Accounts	\$7,500
Travel & Subsistence	\$860	Repayable to DEECD	\$286,000
Utilities	\$57,699	Capital - Buildings/Grounds incl SMS>12 months	\$29,000
<b>Total Operating Expenditure</b>	<b>\$1,485,159</b>	<b>Total Financial Commitments</b>	<b>\$738,192</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$23,549</b>		
<b>Asset Acquisitions</b>	<b>\$6,987</b>		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

In 2013 and continuing into 2014 curriculum programs are being encouraged and enhanced with grants from a number of philanthropic organisations supporting in particular the VCAL program and innovative year 9 and 10 programs. 2014 will see the opening of a CAFÉ being staffed by the School Based Apprenticeship Training program. During 2014 major planning and building works for a new Trade Skills Centre will continue. Timeline plans are to open the TSC, specializing in Engineering, in Term 3, 2015. 2014 is an important year for the college with a new Principal and the review of the whole school Strategic Plan. Funds have been received to establish a substantial Out Of Home Care program together with community organisations. College staffing is being consolidated to

continue within DEECD finance requirements. The school grounds and buildings provide a wonderful environment for the many programs offered by the broad curriculum offered to the students.



Australian Government



## National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

### National Partnership 2013 Allocation

Improving Literacy and Numeracy	\$140,760
Empowering Local Schools	\$25,000

### School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

### Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

### National Partnership for Low Socio-Economic Status School Communities

Not Applicable

### National Partnership for Empowering Local Schools

The Empowering Local Schools National Partnership empowers participating schools to make decisions at the local level and supports them to better respond to the needs of students and the school community. Schools participated in one of four initiatives: School Partnerships, Specialisation Grants, Supporting Professional Practice or Local Administration Bureau.