

2021 Annual Report to The School Community



School Name: Point Cook Prep - Year 9 College (4159)



- x All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- x The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications



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').



During 2021, the college again worked hard to support our students, staff, parents/carers and wider community through periods of remote and onsite learning. Although the college celebrated success during these times, the college also identified areas inconsistencies and areas for improvement to support student outcomes. These area are now identified in our 2022 AIP and have already commenced work to improve our already great college.

Framework for Improving Student Outcomes (FISO)

At Point Cook College (PCC), there was significant work in developing the Learner, Catch-Up and Extension priority. The Tutor Learning Initiative provided an opportunity for students across the college to catch up on their learning. There were some great results with students making variable progress, with a large proportion of students who making significant progress. Another area of success was the implementation of the High Achievers Program. This program gave students an opportunity for extension and achieving at very high levels. Planning was a focus across the college throughout the year with creation of common unit planning documents and expectation for differentiation within each classroom. Capacity for differentiation is still a work in progress, with the college pivoting in and out of remote learning periods impacted the professional learning and implementation in this area.

Regarding the Happy, Active and Healthy Kids priority, the college Implemented the first year of The Resilience Project. This work was maintained online during remote learning, with targeted lessons for maintaining student well-being. As part of our School Wide Positive Behaviour Support, we have continued to make use of tokens to recognise and reward positive behaviour. Token trade-in times were scheduled throughout the year, so that students were rewarded for displaying the college expected behaviours. Teaching for a positive climate was timetabled and planned across the college. Year P-6 students had positive climate classes and Year 7-9 students covered this work in their Growth Classes. During remote learning periods, check-ins were scheduled for all home rooms. Students were provided with opportunities to share information about their learning and well-being. A college student club was a strategy implemented in the Year 3-6 area, which was work focussing on building learning capacity for high need students. In 2022 we are looking to refresh our SWPB focus with a large number of new staff at our college.

Our Connected Schools Priority was impacted with the college pivoting in and out of remote learning periods, including when students returned to school, parents/carers were not able to be onsite. The college attempted to provide regular communication with parents during lockdowns using Compass, as well as online meetings and Compass notifications. During remote learning periods, the college continued to provide learning experiences via a range of online platforms including See-Saw and Google Classrooms. Phone calls were made to parents at point-of-need ranging from student welfare concerns to academic progress. In 2022, the college will look to align our wellbeing processes and engage and educate parents and carers with how to support learning form home, as well as being more involved with the creations of our Individual Education Plans (IEPs) and Student Support Group (SSG) Meetings.

Achievement



9 participated in the college High Abilities Program for English and Maths, with our Year 7,8 & 9 students participated in Mid-Year and End of Year Exams.

With the college having more than 50 students on our Program for Students with Disabilities (PSD) register, the college worked incredibly hard implement a hardcopy pack program to continue learning at home during remote learning periods. Unfortunately, there was little growth for our PSD students, however the college did well to schedule Student Support Group online meetings between school and home but were not regularly attended.

In 2022 and beyond, the college has continued to use Google Classroom as a online platform for onsite learning. This allows for all students and families to access learning remotely, especially covid isolation periods across the year. We will also use Digital Assessment Library College wide, imbed our continuous reporting system, and review it to improve student voice and agency when goal setting Our Victorian High Abilities Program (VHAP) and our College High Abilities Program (HAP) programs to continue throughout the year, with a reviewed focus on our IEP and SSG meetings scheduled with families throughout the year to ensure a partnership to support student/s with additional needs.

Engagement

During 2021 the college provided the following opportunities to progress and meet the engagement goal of improving student engagement by embedding student voice, agency and leadership in all areas of learning across the College by developing, implementing and continuing the following initiatives:

- Implementation program of ADP for commence in 2022.
- Developing relationships with the huddle initiative and implementing lunch time activities during term 4 for students in 5-9.
- Began community partnerships with the Werribee Football VFL Club.
- Developed partnerships with the Western United FC.
- Initiated the organisation of the colour run for prep to 4.
- 5/6 Fun fields celebration.
- 7-9 Adventure Park celebration.
- Prep to 4 Incursions for cyber safety.
- Developing the relationship with Royal Children's Hospital and Child and School Early Action program to commence partnerships in 2022.
- Organisation and implementation of school camps within 7-9.
- Organisation and implementation of the school community hub which included language classes for parents and provided essential resources to families experiencing hardship.
- Continued the work around developing student leaders within the college.

In 2022 we will continue the above partnerships as well as pursue opportunities for further community partnerships to enhance student voice, agency and leadership. Already we have made commitments to begin the following initiatives commencing in Term 2, 2022:

- The Huddle running girls club after school programs.
- Prep to 6 football clinics run via North Melbourne.
- ADP students leading the P-2 Athletics carnival.
- End of year celebration days across all year levels.
- Year 3-9 school camps.

Due to COVID-19 we have not made gains in building student voice and agency with our students through the Attitudes to school Survey data. We have implemented student choice through the Year 8/9 electives. Moving forward we hope that this will increase with all students to co-create their own learning goals.

Wellbeing



Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the



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 Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

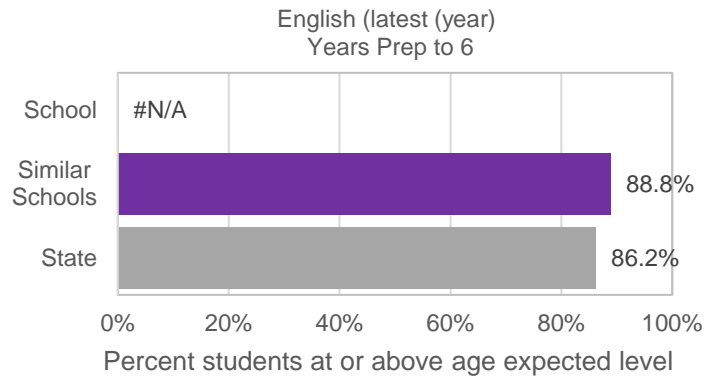
NDA

Similar Schools average:

88.8%

State average:

86.2%



English
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

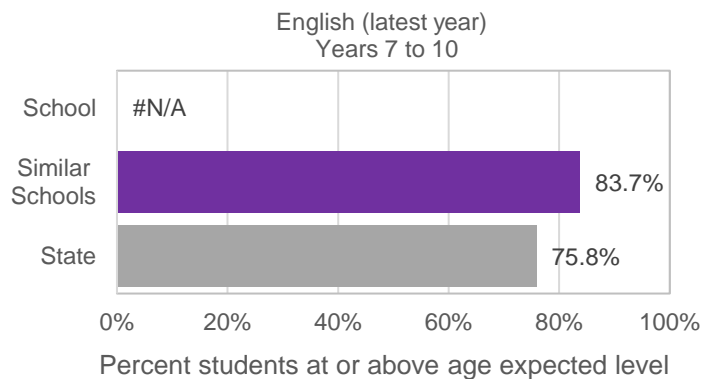
NDA

Similar Schools average:

83.7%

State average:

75.8%



Mathematics
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

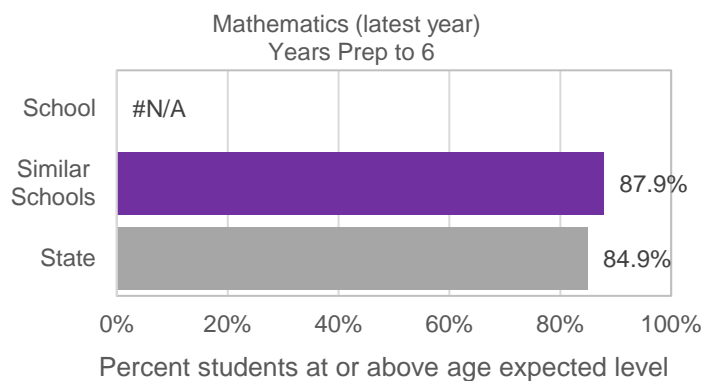
NDA

Similar Schools average:

87.9%

State average:

84.9%



Mathematics
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

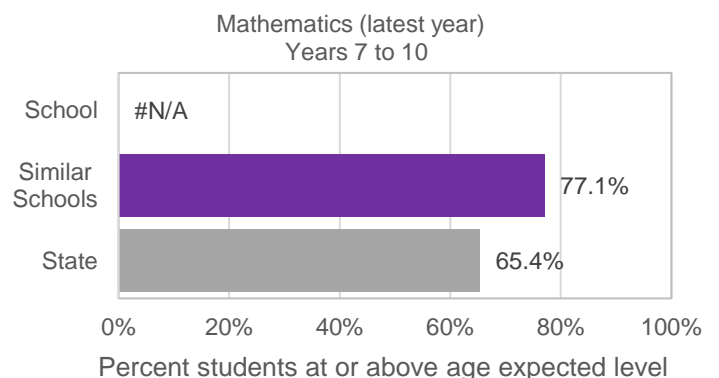
NDA

Similar Schools average:

77.1%

State average:

65.4%

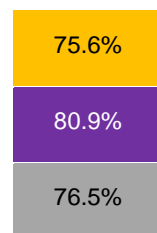


in government schools that are like this school, taking into account the students, the number of non-English speaking students and the size and

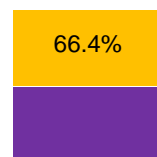
esting in NAPLAN.

hence the 4-year average is the average of 2018, 2019 and 2021 data.

4-year
average



4-year
average





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 (continued)

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	68.5%	69.6%
Similar Schools average:	72.2%	73.0%
State average:	67.6%	69.1%

Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	60.5%	56.9%
Similar Schools average:		



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 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	48%	25%	26%
Numeracy:	23%	48%	28%	30%
Writing:	20%	54%	26%	31%
Spelling:	13%	53%	34%	30%
Grammar and Punctuation:	27%	45%	28%	33%

Learning Gain

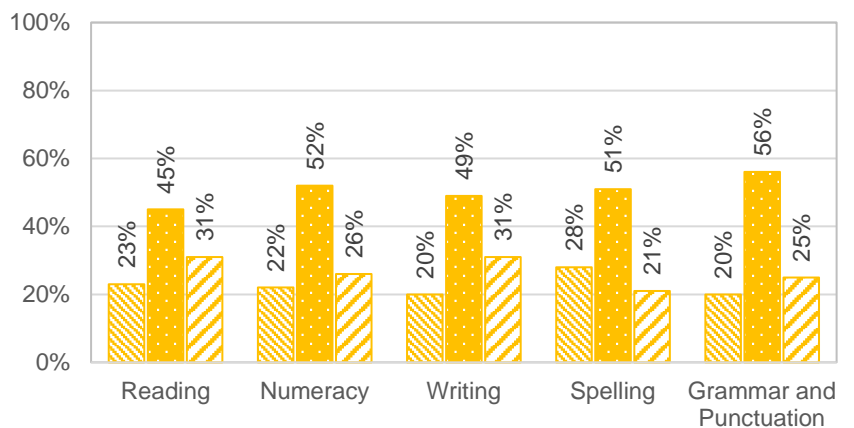
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	51%	32%	29%
Numeracy:	20%	57%	23%	27%
Writing:	16%	51%	33%	28%
Spelling:	16%	56%	28%	28%
Grammar and Punctuation:	14%	51%	35%	28%

Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	45%	31%	29%
Numeracy:	22%	52%	26%	26%
Writing:	20%	49%	31%	27%
Spelling:	28%	51%	21%	29%
Grammar and Punctuation:	20%	56%	25%	26%





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 COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	18.5	17.2
Similar Schools average:	14.0	14.8
State average:		



ENGAGEMENT (continued)

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
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School percent of students retained:	NDA	NDA
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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 4 to 6	Latest year (2021)	4-year average
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School percent endorsement:		52.24 56.64 28.44 re f* EMC /P <</5CID 248 23 <nh E. q 28..48 45.84 16.32 re f* BT 0 g 0.00
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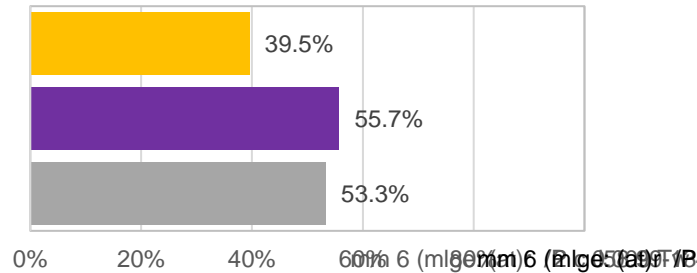
WELLBEING (continued)

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 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	63.5%	73.6%
Similar Schools average:	76.8%	78.2%
State average:	78.4%	79.7%

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	39.5%	52.0%
Similar Schools average:	55.7%	57.8%
State average:	53.3%	56.8%





Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$13,405,383
Government Provided DET Grants	\$1,584,426
Government Grants Commonwealth	\$21,410

