



PRESENTATION
COLLEGE
WINDSOR

2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Presentation College Windsor Windsor

REGISTERED SCHOOL NUMBER: 0106



Contents

Contact Details	1
Principal's Introduction.....	2
College Vision.....	4
College Overview.....	5
Education in Faith	6
Learning & Teaching.....	7
Student Wellbeing.....	14
Leadership & Management	16
College Community.....	18
Financial Performance	21

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Welcome to the Annual Report for Presentation College Windsor for 2010. The Annual Report is a requirement of the Victorian Registration and Qualifications Authority (VRQA). Schools are now required to provide a report which incorporates all of the Australian and Victorian Government compliance items in the one report which is placed on the Victorian State Register. The Annual Report also fulfils requirements of the Catholic Education Office Melbourne (CEOM) to report on the School Improvement Framework (SIF).

The Report is presented in five sections consistent with the SIF:

- Education in Faith
- Learning and Teaching
- Student Wellbeing
- Leadership and Management
- College Community

The goals set by the College in each of those areas for 2010 are listed and a summary of Achievements in each area is provided. Comments on SIF data collected in 2010 are also included indicating progress on targets set as part of the four-year School Improvement Plan.

Within the SIF structure, Federal and State Government compliance reporting is provided as follows:

Federal Government

- Staff attendance
- Staff retention
- Teacher qualifications
- Expenditure and teacher participation in professional learning
- Student attendance
- Proportion of students meeting national minimum standards at Years 7 and 9
- Changes in national minimum standard results at Years 7 and 9
- Value added
- Median NAPLAN results for Year 9
- Senior secondary outcomes
- Year 9–Year 12 student retention
- Post-school destinations
- Parent, teacher and student satisfaction

Victorian Government

Information about a school's performance must be provided to the school community including those as identified by the Australian Government as well as:

- A description and analysis of student learning outcomes on statewide tests for the current year and for the previous two years
- A report of the school's financial activities

The Annual Report for PCW for 2010 indicates that the College performs at a higher than average standard on most measures and has made improvements in a number of areas in the last year. Notable achievements include:

- successful roll-out of the iPad program for Years 9 & 10 as part of the Digital Education
- Revolution initiative
- improved results in both Years 7 & 9 against National Benchmarks in Numeracy
- high levels of staff, student and parent satisfaction
- high levels of successful pathways identification with 88% of graduates staying on at university and TAFE with another 9% deferred

Where results show our school performing at close to or below average, the data allows us to set specific targets for the coming year, e.g. Improvement in/ higher focus on:

- student engagement
- purposeful teaching
- student attention to achievement through GPA targets

The range of data and information provided in the Report reflects the variety of measures of achievement and improvement which apply to contemporary schooling and these are consistent with the mission of the College and of the Presentation Sisters as well as the National Goals of Schooling.

I hope that you find the Annual Report informative and interesting. Please do not hesitate to contact the College regarding any aspect of the Report.

Best wishes



Leonie Keaney
Principal

Our College Vision

Education leads to life

I come that they may have life and life to the full. John 10.10

Presentation College Windsor is a Catholic girls school founded in 1873. Drawing on a history and tradition of excellence, adventure, welcome and justice the College is guided by the educational mission of the Presentation Sisters and inspired by the faith and courage of their founder, Nano Nagle. We have the past in our hearts and the future in our sights. Each individual student is known and cared for so that her talents may flourish. PCW continues to be a school of its time, educating girls of integrity, confidence and compassion for the world they live in and will lead.

As many we grow
 Together we strive
 As one with God we succeed

We value:

LEARNING

*Take my yoke upon and learn from me ... and you will find rest in your souls.
 Matthew, 11.29*

All members of the community are learners in an environment which promotes:

Excellence	Joy	Independent and critical thinking
Reflection	Hope	Creativity

COMMUNITY

For where two or three come together in my name, I am there with them. Matthew, 18.19

The school is shaped by its community, local and global, and this is expressed by:

Celebration	Hospitality	Awareness and responsibility
Action	Diversity	Inclusion

RELATIONSHIPS

Love one another as I have loved you. John 15:12

Positive relationships which support learning and life are built and sustained through:

Tolerance	Warmth	Trust
Honesty	Respect	Collegiality and friendship

College Overview

Presentation College Windsor is a Years 7-12 girls' school owned by the Presentation Sisters Victoria (Members of the Company) and is governed by an incorporated Board of Directors (Corporations) Act. The College community is ethnically, socio economically and religiously very diverse.

The College was founded in 1873 by a group of seven Irish Sisters who came to Melbourne from Limerick in response to a request from the local Parish Priest in the aftermath of the 1872 Education Act. It is the second oldest Catholic girls' school in Victoria. The Presentation Sisters' founder, Nano Nagle, known as 'the woman of welcoming heart', was a brave, innovative activist for social justice whose vision of education as the most powerful liberating force for the poor and powerless infuses the Congregation's Mission - now absorbed by the school. Both these elements of the school's story provide a rich, enlivening context in which to offer education to girls and are central to PCW's religious, cultural and social life.

From its earliest years, the Sisters ensured that the College developed a strong reputation for academic excellence and the education of girls in the Arts, Music, Science etc. Equally there has been a 137 year commitment to the education of the marginalised. Both these traditions are maintained at PCW.

In the last five years the most significant development at the College has been the transition of the Convent, built in 1886, from the home of the Sisters to the centre and heart of our school. After more than 120 years as residence for hundreds of Presentation women, the magnificent building was handed over to the school. Now, each day, students and staff are able to, literally, walk in the footsteps of our founders as we go about our work, continuing the long and proud tradition of education they began. At the same time, in these nineteenth century buildings, PCW is a school of the 21st century with the use of high-end technology supporting learning for all through the development of our 24/7 portal for staff, students and parents and the recent roll out of iPads for all Year 9 & 110 students.

Our socially and culturally diverse community provides a true reflection of contemporary Australia where our young people engage with their world, locally and globally. Student learning is the compass for all planning and programs and the commitment to learning for all is genuine where six years of secondary education offers true promise for the future.

Education in Faith

Goals & Intended Outcomes

- Ensure Mission Statment is known and used throughout the College
- Maintain and extend knowledge of and links with the Presentation Sisters, their story and Mission; Launch Presentation immersion program for senior students in India; Participate in National Presentation Schools network
- Promote inclusive participation in liturgical life of the College for students and staff; Increase Staff participation in prayer and liturgy which is welcoming and inclusive; Introduce annual Staff Faith Development Day

Achievements

The Mission Statement is exhibited throughout the College and is the focus for prayer and reflection at Staff meetings, Assemblies and other gatherings. Polices are reviewed against the Mission Statement. A Staff Faith Development Day was conducted successfully in December and plans are in place for 2012 and 2013.

Staff participation and involvement in prayer and liturgy is most obvious at Wednesday morning briefing where a shift to the chapel has invited a renewed focus on reflection and leadership with all staff involved in leading at least one session per year.

Presentation mission has been the focus of a range of program initiatives in Year 7 and 9. A significant achievement was the inaugural journey by six senior students and two staff to India to visit and work with the Presentation Sisters in Delhi, Colachel and Chennai. A second trip is proposed for 2012.

The College is actively involved with the National Presentation Schools network through the Mission Committee, the National Presentation Principals' Group and involvement by staff and students in conferences planned for March 2011(Leadership Teams) and June 2011(Students).

SIF Data

The 2010 Survey data indicates a significant rise in the importance of, and opportunity to, participate in the Catholic life of the College by staff. This is the case with students also. The prs and parents as does the sense that compassion is present and highly valued. On these two elements for all three groups, the data indicated a further rise in positive responses.

Learning & Teaching

Goals & Intended Outcomes

- Promote excellence and achievement for all students; Establish Working Party on student motivation and work ethic; Extend Achievement awards; Introduce the 40+ Project to support optimal results for the most highly able students; Extend use of data to assist with goal setting and promote understanding of learning and achievement
- Develop Middle years program to support achievement and growth for adolescent girls; Implement and further develop year 9 Eachtra program; Begin a review of the Years 7 & 8 Curriculum
- Continue ICT growth in the College; Prepare for the deployment of 1:1 Computers through the DER(Digital Education Revolution); Continue ongoing development of Portal
- Monitor and participate in continuing consultation on the National curriculum; Ensure Learning Leaders and teachers are ready for introduction
- Develop targeted responses to individual differences and learning needs: Investigate best practice for Year 7 Maths Program in light of Naplan data; Continue professional learning on differentiation; extend programs for gifted and talented students

Achievements

The focus on motivation and student work ethic was taken up with the development and delivery of a substantial paper on motivation prepared by the AP Learning. The gap between teacher and student perceptions of motivation and learning behaviours which exhibit this was recognised and investigated. Work on this matter is ongoing. The 40+ project was introduced with high achieving students supported in a variety of ways in the preparation for their examinations. The top 15 performing students at the end of the year were all in the 40+ project.

The review of the Years 7 and 8 curriculum was conducted and reported on at the end of the year with trials implemented throughout Semester One, 2011. The College is on track to commence with a renewed curriculum, in both content and structure, in 2012. This is being done in with attention to the impending introduction of the National Curriculum. Work continues on the Year 7 Maths program with regard to both content and delivery. A new association with researchers at Monash University on girls and mathematics was established. Differentiation has been identified as the focus for professional learning in 2011.

Philosophy was introduced for selected students in Years 8 & 9. This was an initiative of the policy on Gifted Learners.

The plan for deployment of 1:1 computers (DER) was achieved with the commitment to iPads for Years 9 & 10 in 2011. The use of the portal was extended with expansion of on line reporting and use for monitoring of student work habits.

SIF data

SIF Data from the 2010 survey has assisted us to continue the focus on motivation and student learning. In the areas of 'Learning and Teaching' and 'Learning Confidence', data from students and staff show improvements in both areas but not at the same rate as other aspects of school life. The gap between students' perception of their motivation and learning behaviour and that of staff persists. This is highlighted in the data on 'Motivation', 'Purposeful Teaching' and 'Stimulating Learning' and is the continuing focus of work for 2011.

Proportion of Year 7 & 9 students meeting national reading, writing, spelling and numeracy minimum standards

NAPLAN results at Year 9 remain consistent between 2008-2010 for Reading with 99% of students at or above the National Minimum Standard. Writing results increased over the last 3 years with 100% of students at or above the National Minimum Standards in 2010. Spelling and Grammar and Punctuation have fluctuated between 96-100% during this time with levels of 97% and 99% respectively for 2010. Year 9 Numeracy increased from 98% in 2009 to 99% at or above the National Minimum Standards in 2010.

NAPLAN results for Year 7 during the period of 2008 -2010 Reading remain relatively consistent between 98%-99% at or above National Minimum Standards and Writing between 97-99%. Greatest variance exists between Spelling and Grammar and Punctuation across years. Numeracy has risen by 1% between 2009 & 2010.

Year 9 Reading

Standard	2010	2009	2008
Above the National Minimum Standard	93	95	90
At the National Minimum Standard	6	4	9
Below the National Minimum Standard	1	1	1

Year 9 Writing

Standard	2010	2009	2008
Above the National Minimum Standard	91	96	93
At the National Minimum Standard	9	3	4
Below the National Minimum Standard	0	1	3

Year 9 Spelling

Standard	2010	2009	2008
Above the National Minimum Standard	90	94	89
At the National Minimum Standard	7	6	7
Below the National Minimum Standard	3	1	4

Median NAPLAN Results for Year 9

Year 9 Reading	5.6	Score
Year 9 Writing	5.0	Score
Year 9 Spelling	4.9	Score
Year 9 Grammar & Punctuation	4.9	Score
Year 9 Numeracy	4.8	Score

Post-School Destinations

2009 / 2010 Data **	
Offers	%
University Offers	82%
TAFE/VET Offers	15%
Any Tertiary Offers	97%
April 2010	
University Enrolled	75%
TAFE/VET Enrolled	12%
Apprenticeship/Trainee	1%
Employment	1%
Looking for Work	1%
Deferred	9%

** The above data is last year's data. New figures will be available after May 25.

Post-School Destinations

Destination Area(s) 2010 – 1 st Round	% of 2010 Cohort	% of 2009 Cohort
Agriculture, Environment & Related Studies	4	3%
Architecture and Building	0	2%
Creative Arts	13	17%
Education	1.5	2%
Food, Hospitality and Personal Services	2.5	1%
Health	13	6%
Information Technology	0	2%
Management and Commerce	13	27%
Natural and Physical Sciences	12	4%
Society and Culture	34	31%
Other	5	4%

Sense of School Connectedness (measured by PSSM, The Windsor Project)

Year	Mean Score
2007	71%
2008	73%
2009	75%
2010	74%

Median standardised results Year 9 & Secondary School Outcomes

Mean Grade Point Average – Year 7	Overall
Semester 1	77%
Semester 2	84%

Mean Grade Point Average – Year 8	Overall
Semester 1	75%
Semester 2	75%

Mean Grade Point Average – Year 9	Overall
Semester 1	73%
Semester 2	72%

Mean Grade Point Average – Year 10	Overall
Semester 1	70%
Semester 2	71%

Mean Grade Point Average – Year 11	Overall
Semester 1	70%
Semester 2	70%

VCE Data Analysis

Year	Median Study Score	% 40 & above scores	% of satisfactory VCE completions	% of satisfactory Senior VCAL completions
2007	31	7	100	100
2008	32	6	100	100
2009	32	10	100	100
2010	31	8	100	100

ENTER / ATAR Data Across Time

ENTER / ATAR	% 2007	2007 Cumulative Frequency	% 2008	2008 Cumulative Frequency	% 2009	2009 Cumulative Frequency	% 2010	2010 – Cumulative Frequency
90 & above	7	7	14	14	18	18	9	9
80 & above	19	26	19	33	22	40	28	37
70 & above	19	45	33	66	25	65	19	56
60 & above	26	72	20	86	14	78	19	75
50 & above	17	89	8	94	16	94	13	88

Year	Median ENTER Score
2007	68.95
2008	74.95
2009	75.5
2010	71.6

Student Wellbeing

Goals & Intended Outcomes

- Review the Pastoral Program for all Year levels to ensure optimal use of time to support positive relationships; Plan for expansion in 2011
- Research and prepare plan for introduction of Vertical Homegroup structure, Years 10 to 12 for 2012
- Continue expansion of Portal usage for student monitoring of attendance, behaviour, well being and participation
- Extend parent student program on safe partying, drugs and alcohol

Achievements

The pastoral program was reviewed and reported on at the end of 2010 with changes for implementation in 2011.

The Vertical Home group structure for Years 10-12 was fully researched and a plan developed for implementation in 2012.

The use of the Portal to support student wellbeing, and therefore learning, was expanded to assist with monitoring of absence, lateness, and the reason for these. Student involvement in College life was also monitored and recorded.

An information program for Year 7 parents was successfully implemented in conjunction with Stonnington SFYS and Victoria Police

SIF Data

The 2010 survey indicates that very positive responses from students and parents in relation to wellbeing and attitudes to school continue and have risen further. On 'Connectedness to Peers', 'Student Safety', and general student morale indicators, scores were all above the 80th percentile. Curiously, the parent responses were not so strong with regard to 'Connectedness to Peers' but were above the 90th percentile on 'Connectedness to School'. This data is consistent with the internal Student Satisfaction survey results reported on later in the Annual Report.

STUDENT ATTENDANCE RATE

Year Level	Year 9
Median days absent per semester	3

Year	2009	2010
Average Student Attendance	93%	93%

Year 9 to 12 Student Retention for 2010 = 90.9%%

Student Satisfaction

Item	Mean Response
1. I feel good about being a student at this school	78%
2. My teachers help me to do my best	70%
3. This school is preparing students well for their future	78%
4. Feeling positive at school	74%
5. I feel I belong at this school	76%
6. I am keen to do very well at school	90%
7. I get on well with other students at my school	88%
8. My friends at school really care about me	86%
9. I have the opportunity to participate in social justice activities	80%
10. This school raises my awareness about social justice issues	76%

Leadership & Management

Goals & Intended Outcomes

- Increase involvement of staff in decision making and improve consultation
- Continue to expand professional learning opportunities for staff; Provide staff access to national conferences; Introduce Staff travelling Scholarship; Implement Professional Learning Project based on Instructional Rounds Model
- Provide conditions beyond Agreement to support staff professionally and personally; maintain staff well-being support programs
- Continue program of renewal and professional development in relation to Governance in conjunction with the Presentation Sisters; promote understanding of College governance structure.
- Review promotions / publicity profile of the College
- Begin development of Environment Research Project

Achievements

Key achievements in 2010 were in the area of staff professional learning. The professional Learning Project was successfully implemented and is in its second year in 2011. Opportunities for staff to attend three national conferences were provided for ten teachers and support staff. The Mulquin Travelling scholarship, providing funds and leave to support travel to Ireland and a major international education event, was launched with the inaugural recipients travelling in 2011.

Consultation with staff and involvement in decision making was improved with participation by staff in Leadership Team meetings twice per year and including staff representatives on all Board Committees. Existing staff well-being provisions such as flexitime, leave options, fitness and relaxation programs and immunisations were augmented with free Health checks arranged by the College.

A new Marketing Plan and College profile was developed through the Marketing Committee, a sub-committee of the College Board.

To support ongoing leadership growth in the College and succession planning, a “Learning Leadership” program was introduced for interested staff. Eight participants completed the four session program in 2010 and it will be conducted again in 2011.

SIF data

The 2010 survey data indicates increased staff morale and pronounced rises in responses relating to empowerment and ownership for staff. Responses on ‘Supportive Leadership’ and ‘Role Clarity’ are almost parallel and above the 80% percentile as are ‘Job Satisfaction’ and ‘Career Opportunities’. The data indicates strongly that staff have a very positive view of each other and of working together. This data is consistent with the internal survey conducted and reported on later in the Annual Report. Issues to be addressed include student motivation and classroom behaviour.

TEACHING STAFF ATTENDANCE RATE	84.67%
STAFF RETENTION RATE	81.97%

Teacher Qualifications

Master of Education	11
Associate Diploma	1
Degree – Bachelor	58
Graduate Certificate	5
Graduate Diploma	58
Post Graduate	2

Expenditure and Teacher Participation in Professional Learning

Teaching and Learning	32%
Student Wellbeing	35%
Mission & Faith Development	11%
Learning & Management	17%
eLearning	5%
TOTAL	\$40,400
Number of Staff members who participated in Prof. Learning in 2010	60
Average Expenditure per teacher	\$670 per person

Teacher Satisfaction

Item	Mean Response
1. Overall, how satisfied are you with the work that you do?	80%
2. Overall, how satisfied are you with your school as a place to work?	79%
3. Overall, how satisfied are you with your job?	79%
4. Feeling positive at school	76%
5. Staff take pride in this school	80%

College Community

Goals & Intended Outcomes

Continue development of significant partnership including:

- CBC Partnership
 - College Alumnae
 - Catholic / & Other Primary School Liaison
 - Other Presentation Schools
 - Melbourne and Swinburne Universities
 - Richmond Football Club
- Seek new partnership opportunities where appropriate
 - Develop Enrolments Strategy in conjunction with the College Board
 - Ensure rigorous fee setting and collection that is consistent with the Mission of the Presentation Sisters and the College
 - Implement plans for introduction of International Student Program in 2011
 - Continue Site Development for provision of excellence in learning and teaching through Master Plan

Achievements

The PCW Alumnae was relaunched with improved communications and dedication of resources to support increased participation and involvement in the life of the College. The partnership with CBC continued successfully with a joint survey on student experiences on each campus assisting with long term goal setting. Meetings between Leadership teams and staff of the two schools were increased. Enrolment targets were set and met for the 2010 school year. Plans for the introduction of the International Student program were put in place and the target figure of ten students was enrolled for 2010.

Site development focused on the provision of improved shade for students across the campus. A large shelter was constructed on the back playground providing undercover space for teaching and recreation. Additional shade was also provided in the quadrangle. The Master Plan program for the continuing redevelopment of the College continues with the next projects being the relocation of the Canteen and also of the Aquinas Library.

SIF Data

Responses to the 2010 survey indicated 'General Satisfaction' among parents above the 90th percentile. Similar results were also recorded for 'School Improvement', 'Approachability' 'Homework' and 'Transitions'. In response to questions on Catholic culture, parents responded most positively to the social justice program in the College, similarly to students and staff.

Value Added

Faith Development:	Year 7 – 12 Retreats, Presentation Day celebrations, Weekly Chapel Assembly, Whole school and Year-Level Masses, Celebration of Mary McKillop Canonisation
Camps:	Year 7 Camp, Year 9 Adventure Camp, Year 10 Civics and Citizenships Canberra Trip, Music Camp
Overseas Opportunities:	The Overseas Tours enable our students to extend their knowledge of the language and personally experience the lifestyle and culture of another country. Current destinations include: Vietnam, Japan and Italy. In 2010, a Presentation-focused excursion to India will take place in December.
Sports:	<p>PCW students can participate in sports at school, at independent sporting tournaments and at interschool events to competition level. The College belongs to the SCSA Association. Sports include netball, cricket, soccer, softball, touch rugby, hockey, tennis, basketball, volleyball, swimming and athletics. An AFL team at Year 9 has been introduced.</p> <p>Within the weekly program a diverse range of activities is offered to students at various year levels including Dance, Self Defence, First Aid, Fitness First, Cross Country Running, Yoga and Drivers Education.</p> <p>The PCW Physical Education program at year 9 includes a term-length unit of work conducted at the Richmond Football Club</p>
Performance:	PCW has always been renowned for its Music, Drama and Art which form an integral part of College Life. Opportunities include: Music Festival, Drama Productions, Musicals, Rock Bands, Singing and Music Recitals. In 2010, the College joined CBC St Kilda in the production of <i>Grease</i>
Leadership & Other Opportunities:	Peer Support, Social Justice, SRC, Ardoch program, Debating, Writers Collective, Public Speaking, Year 9 Project Week, Community Forum, Science Expo, Eachtra Program, PCW / RFC Healthy for Life program

Parent Satisfaction

Item	Mean Response
1. Overall, I am satisfied with the education my child receives at this school	84%
2. The academic standards at this school provide adequate challenge for my child	80%
3. My child feels accepted by other students at this school	77%
4. My child looks forward to going to school	83%
5. My child is mastering a range of social skills	83%
6. My child enjoys the learning they do at school	81%
7. This school always aims to improve the quality of education it provides	89%
8. The teachers at my child's school are extremely dedicated	84%
9. Teachers at this school motivate my child to want to learn	83%
10. My child's report gives me a good understanding of how my child is progressing at school	73%

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income	Tuition	
School fees		2,936,086
Other fee income		33,530
Private income		50,930
State government recurrent grants		1,033,670
Australian government recurrent grants		3,667,061
Total recurrent income		7,721,277
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses		6,301,190
Non salary expenses		2,013,976
Total recurrent expenditure		8,315,166
Capital income and expenditure	Tuition	
Government capital grants		214,797
Capital fees and levies		391,215
Other capital income		
Total capital income		606,012
Total capital expenditure		392,281
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		2,826,837
Total closing balance		3,613,106

*Note that the information provided above does not include the following items:
 System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*