

2016 Annual Report to the School Community



School Name: Swan Hill College

School Number: 8802



Name of School Principal:

Julie Robertson

Name of School Council President:

Paul Smith

Date of Endorsement:

26 April 2017

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Swan Hill College is a co-educational secondary school with an enrolment of 884 students in 2016. It was supported by 90.12 equivalent full time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 7 Leading teachers, 53.58 teaching staff and 24.17 education support staff. We have a 10% Koorie students, supported by a KESO and Clontarf Academy and 2% English as an Additional Language students. The SFO index is 0.5939, a slight decrease from 2015, and a SFOE index of 0.5575. We are the largest education provider within the Swan Hill Network and the only government provider for a radius of 65 kilometers catering for 15 feeder primary schools. Students actively embrace the College values of Respect, Responsibility, Belonging and High Expectations and are encouraged to build on their talents, expand their horizons and develop a culture of lifelong learning.

The College continues to provide a broad comprehensive curriculum with an extensive number of extra curricula and student leadership programs. Senior students choose from both the VCE and VCAL programs and a large number integrate Certificate level studies from our extensive VET offerings made possible as an RTO. There is a strong Work Placement program with many students undertaking School Based Apprenticeships.

We have run a successful alternative setting called FLO (Flexible Learning Options) since 2012. This program allows students to continue their education when they may have otherwise become disengaged from education.

Framework for Improving Student Outcomes (FISO)

In 2016 the College was working on strategies in Excellence in teaching and learning through Building Practice Excellence as well as strategies to develop Positive Climate for Learning through Empowering Students and Building School Pride.

The programs to Build Practice Excellence mainly had a Literacy focus. A Literacy intervention program was introduced at Year 8, a Reading Program targeted all Year 7 and Year 8 students and all teachers of English participated in additional Professional Development Programs. Data reflected the success of these programs and they have been extended in 2017 into Year 7 for Literacy, with an additional Numeracy program introduced.

The work the College had begun on Positive Behaviours was further developed in 2016 with Behaviours based on the College values being explicitly taught in classes. House Leaders and School Captains undertook Leadership training and took on major leadership roles including the development of the PBS lessons. Leadership opportunities and the encouragement of student voice occurred at many forums.

Achievement

Our teacher assessments show student outcomes to be similar to other schools. This data is becoming more consistent with NAPLAN data. NAPLAN assessments show that we are performing above the state average in Numeracy at Year 7, just below the state average in Year 9 in Numeracy and just below the state average in Literacy at Year 7 and Year 9. There are significantly more students making a medium or high learning gain from Year 7 to Year 9 in Literacy and Numeracy as a result of our focus on improved Literacy and Numeracy. The College is continuing to work on building the capacity of teachers in teaching Literacy and Numeracy with a major focus on Professional Development for teachers of English. There also continues to be Professional Learning for teachers in differentiation of content, process and assessment. There has been a significant amount of work on the development of units of work consistent with the College Teaching Framework and the new Victorian Curriculum.

Mean study scores for VCE subjects were similar to the mean for other schools.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Attendance at the College continues to be strong and is similar to other Victorian Government Schools. Clear programs are in place to encourage attendance at school in addition to close monitoring of attendance and contact with parents of absent students via a SMS system.

% Days Attend	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90	88	86	86	89	91
2014	91	89	87	89	89	92
2015	91	91	89	91	91	91
2016	90	88	88	91	91	92

Student retention from Year 7 to Year 10 continues to be strong. Reengagement programs such as FLO have retained students who would normally exit a mainstream school and have also attracted students back into education.

The percentage of students going to further studies or full time employment continues to be lower than other Victorian Government Schools however this data includes FLO data, where the completion of Year 12 in itself is a significant outcome.

All PSD students showed progress at a satisfactory level in line with their individual learning plans.

Wellbeing

Data for student wellbeing is similar to other schools and has improved from previous years. Our goal of improved classroom behavior has once again improved. The College continued to develop and build on wellbeing programs in 2016, with student forums, leadership opportunities, positive recognitions programs linked to our PBS program and restorative practices have been further embedded through whole school professional development. These are reflected in the improvement in Student Attitudes to School Data. The College values were integrated into all practices and policies and continue to be a key focus of the College Positive Behaviours Framework where behaviours were explicitly taught. Year Level Assemblies every three weeks were used to celebrate success and recognize achievements. Intervention Programs which continue to support students at risk include Gorgeous Girls, SOAR, Clontarf Academy and the expansion of the Horizons Dance Group.

For more detailed information regarding our school please visit our website at <http://www.shc.vic.edu.au>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile

Enrolment Profile

A total of 884 students were enrolled at this school in 2016, 432 female and 452 male. There were 5% of EAL (English as an Additional Language) students and 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data is suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</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 60 % of Victorian government secondary year levels:
Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																																																
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain 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).</p> <p>If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5-7 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>62%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	50%	15%	Numeracy	22%	53%	25%	Writing	29%	62%	10%	Spelling	27%	52%	22%	Grammar and Punctuation	31%	50%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>																								
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<p>Victorian Certificate of Education (VCE)</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																																																
<p>Students in 2016 who satisfactorily completed their VCE: 95%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 44%</p> <p>VET units of competence satisfactorily completed in 2016: 92%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 85%</p>																																																		



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
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Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>88 %</td> <td>88 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	88 %	91 %	91 %	92 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	88 %	91 %	91 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

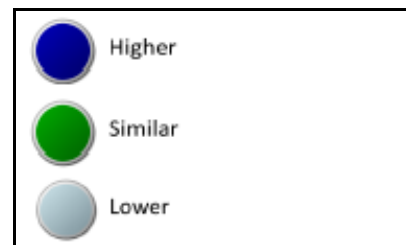
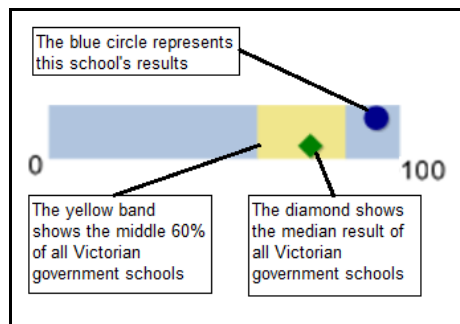
What are student outcomes?

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, P-12 and specialist schools, 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.

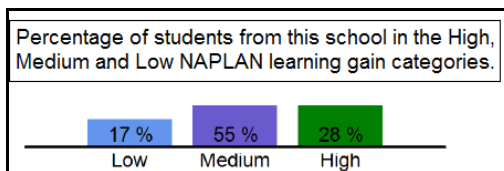
You can see these results for the latest year, as well as the average of the last four years (where available).

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 Aboriginal 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$8,687,671
Government Provided DET Grants	\$2,252,307
Government Grants Commonwealth	\$20,262
Government Grants State	\$11,998
Revenue Other	\$158,074
Locally Raised Funds	\$833,579
Total Operating Revenue	\$11,963,890

Expenditure	
Student Resource Package	\$8,581,412
Books & Publications	\$12,766
Communication Costs	\$32,230
Consumables	\$398,285
Miscellaneous Expense	\$1,098,100
Professional Development	\$52,575
Property and Equipment Services	\$995,084
Salaries & Allowances	\$414,961
Trading & Fundraising	\$298,520
Travel & Subsistence	\$39,556
Utilities	\$163,926
Adjustments	(\$2,760)

Total Operating Expenditure **\$12,084,654**

Net Operating Surplus/-Deficit **(\$120,764)**

Asset Acquisitions **\$65,639**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$817,937
Official Account	\$129,991
Other Accounts	\$33,150
Total Funds Available	\$981,078

Financial Commitments	
Operating Reserve	\$538,776
Capital - Buildings/Grounds incl SMS<12 months	\$442,302
Total Financial Commitments	\$981,078

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

This is the last Financial Report that will include some payments and salaries under the TSSP program.

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.