2017 Annual Report to the School Community

School Name: **Swan Hill College**

School Number: 8802

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool (SPOT)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Swan Hill College is a co-educational secondary school with an enrolment of 844 students in 2017, 403 female and 441 male. It was supported by 90.12 equivalent full-time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 7 Leading teachers, 56 teaching staff and 34 education support staff. We have a 10% Koorie students, supported by a KESO and Clontarf Academy and 5% English as an Additional Language students. The Student Family Occupation and Education (SFOE) index has increased slightly from 2016 to 0.5608. We are the largest education provider within the Swan Hill Network and the only government provider for a radius of 65 kilometres 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 2017 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 and included High Reliability Teaching Strategies.

The Literacy intervention program continued at Year 7 and 8, as did the Reading Program which targeted all Year 7 and Year 8 students. Data reflected the success of these programs and they have continued in 2018.

A new numeracy program, Scaffolding Numeracy in the middle years, which targets work for students at level, was fully implemented.

The work the College had begun on Positive Behaviours was further developed in 2017 with Behaviours based on the College values being explicitly taught in classes or assemblies. 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 achieving results similar to other schools in Literacy and Numeracy at both Year 7 and Year 9. There are more students making a medium or high learning gain from Year 7 to Year 9 in Literacy as a result of our focus on improved Literacy.

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 and Mathematics. 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.

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.

There is a noticeable reduction in attendance at Year 9. This was associated with the grief around a student tragedy in term 2.

% 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
2017	92	88	84	92	89	91

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 has improved and is now similar to other schools.

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 target to improve classroom behaviour data has once again improved. The College continued to develop and build on wellbeing programs in 2017, with student forums, leadership opportunities, positive recognition 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: Chicks and Blokes, SOAR, Clontarf Academy and the expansion of the Horizons Dance Group. The college also began to work with Dan Petro to develop strategies for negative behaviours.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 844 students were enrolled at this school in 2017, 403 female and 441 male.

5 percent were EAL (English as an Additional Language) students and 10 percent 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.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
        Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ————————— 100 Results: Mathematics 0 ————————— 100	● Similar ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: �yellow▥
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 5 - Year 7** Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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). 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'.	**Reading** Low 31 % Medium 53 % High 16 % **Numeracy** Low 38 % Medium 48 % High 14 % **Writing** Low 44 % Medium 48 % High 8 % **Spelling** Low 39 % Medium 43 % High 18 % **Grammar and Punctuation** Low 35 % Medium 47 % High 18 %	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain **Year 7 - Year 9** Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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). 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'.	**Reading** Low 24 % Medium 53 % High 24 % **Numeracy** Low 27 % Medium 58 % High 15 % **Writing** Low 31 % Medium 52 % High 17 % **Spelling** Low 35 % Medium 51 % High 14 % **Grammar and Punctuation** Low 18 % Medium 58 % High 24 %	2016 Data **Reading** Low 32 % Medium 48 % High 19 % **Numeracy** Low 28 % Medium 47 % High 26 % **Writing** Low 24 % Medium 60 % High 16 % **Spelling** Low 36 % Medium 49 % High 16 % **Grammar and Punctuation** Low 28 % Medium 50 % High 22 %
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	Results: 2017 0 ——————— 50 Results: 2014 - 2017 (4-year average) 0 ——————— 50	● Similar ● Similar

Students in 2017 who satisfactorily completed their VCE: 99%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 53%
VET units of competence satisfactorily completed in 2017: 90%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 75%

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🔶

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 ———————— 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ———————— 50 Few absences <------> Many absences	🟢 Similar 🟢 Similar

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
92%	88%	84%	92%	89%	91%

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2017 0 ———————— 100 Results: 2014 - 2017 (4-year average) 0 ———————— 100	🟢 Similar 🟢 Similar
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2017 0 ———————— 100 Results: 2014 - 2017 (4-year average) 0 ———————— 100	🟢 Similar ⚪ Lower

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
        Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
    - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
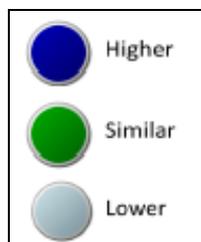

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$8,548,502
Government Provided DET Grants	$2,397,872
Government Grants Commonwealth	$22,868
Government Grants State	$54,000
Revenue Other	$51,475
Locally Raised Funds	$743,799
Total Operating Revenue	**$11,818,516**
Equity[1]	
Equity (Social Disadvantage)	$1,039,378
Equity (Catch Up)	$90,169
Equity Total	**$1,129,547**
Expenditure	
Student Resource Package[2]	$8,454,893
Books & Publications	$9,456
Communication Costs	$39,324
Consumables	$400,241
Miscellaneous Expense[3]	$409,791
Professional Development	$54,701
Property and Equipment Services	$968,048
Salaries & Allowances[4]	$516,804
Trading & Fundraising	$256,745
Travel & Subsistence	$36,020
Utilities	$191,454
Total Operating Expenditure	**$11,337,477**
Net Operating Surplus/-Deficit	**$481,039**
Asset Acquisitions	**$103,678**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$478,223
Official Account	$97,157
Other Accounts	$713,384
Total Funds Available	**$1,288,765**
Financial Commitments	
Operating Reserve	$442,080
Asset/Equipment Replacement < 12 months	$135,000
Capital - Buildings/Grounds incl SMS<12 months	$581,809
Revenue Receipted in Advance	$129,876
Total Financial Commitments	**$1,288,765**

In 2017 Swan Hill College had a net operating surplus of $481,039. The operating surplus was the result of unspent credit of $93,600, which has been carried over into 2018 school year. $300,000 of equity funding was targeted to be used to implement programs in the areas of literacy and numeracy to assist with the improvement of student outcomes. Over $100,000 was spent refurbishing the college library, which included the introduction of technology, by way of 3D printers, Virtual reality, two 10 touch smart boards as well as new shelving and furniture being purchased for this area.

The college received a State Government Grant of $54,000, which assisted with the purchase of a CNC Milling Machine and CNC Plasma Cutter for our technology department. The decision to purchase these items was a direct result of feedback received from local businesses with regards to the type of machinery they are using in their industries and what expectations they have of the students leaving Swan Hill College. Our students are now able to be to be familiar with CAD programing and the use of these machines prior to finishing school.

A grant of $20,000 was received during 2017, as a Commonwealth Grant which assists with the cost of the School Chaplain, which is an integral part of the Wellbeing program at the College.

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.