Name of School Principal: Julie Robertson

Name of School Council President: Samantha Cottingham

Date of Endorsement: 28 April 2014

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 set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
About Our School

Swan Hill College is a co-educational secondary school with an enrolment of 1001 students supported by 88.75 equivalent full time teaching and non teaching staff (1 Principal, 2 Assistant Principals, 8 Leading Teachers, 58.2 teaching staff and 26.6 education support staff). We have 70 Koorie and 41 non English Speaking background students and 32% of families receive the Education Maintenance Allowance. The SFO of the school is 0.5592.

We are the largest secondary education provider within the Swan Hill Network and the only government secondary provider for a radius of 65 Kilometers catering for 15 feeder primary schools. Students continuously 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. There is a strong Work Placement program with many students undertaking School Based Apprenticeships. At the Middle School a wide range of electives and VCE subjects are offered with both an engagement and career pathway focus. Junior school students undertake a standard curriculum with a focus on English, Mathematics and Science.

Swan Hill College continues its focus on information technology with a student computer ratio of 1:1, with all students leasing netbooks. The College has a well-developed and highly effective student wellbeing structure. The Student Wellbeing Team led by the Student Wellbeing Leading Teacher includes two counsellors, two chaplains and a College nurse.

Staff work in Professional Learning Teams to continue to develop their expertise in teaching and learning and implement the College Instructional Learning Framework.

Since 2012, the College has been running an alternate setting called FLO. This program offers flexible learning opportunities for students who are disengaged or challenged by structured learning. The program is very successful and has given many students the chance to continue their education.

### Achievement

Teacher assessments show the College is performing at a similar level to like schools in relation to the AusVELS for Mathematics but lower for English.

The Year 9 NAPLAN results show we are performing just below the state averages in Numeracy and Literacy, but similar to like schools in all areas. The College aims to reach state averages for NAPLAN results by Year 9. This means more ‘value adding’ by the College needs to occur between Years 7 and 9.

Relative Growth between Years 7 and 9 is above average for all areas except Spelling and Grammar. Professional Learning for English teachers had a focus on Grammar and this will continue in 2014 as with Reading. Whole school Literacy and Numeracy Strategies continue to be implemented.

VCE results have shown continued improvement with an increase in the mean study score to 27.93.

### Engagement

Whilst student attendance is similar to like schools there was an increase in the average number of days absent at all year levels except Year 9. The reintroduction of Home Rooms and the increase in House activities is aimed at increasing student connectedness.

Attendance is carefully monitored and an SMS system is used to notify parents of any absence. Student engagement in their learning is a major focus of the College teaching and learning program.

Student retention from Year 7 to 10 continues to improve and is in the top band. Reengagement programs such as the FLO (Flexible Learning Options) Program have retained students who would normally exit a mainstream school and have attracted students back into education.

All Program for Students with a Disability (PSD) students showed progress at a satisfactory level. All PSD students had support group meetings and learning plans.

### Wellbeing

Student wellbeing was similar to like schools but lower than in the previous year. The College continued to develop and build on wellbeing programs in 2013 with student forums, leadership opportunities, additional positive recognition programs and restorative practices further embedded into the culture of the College. The college has been developing a Whole School Positive Behavior Support framework and planned for the re-introduction of Home groups.

All members of the college community worked to develop our new college values of Respect, Responsibility, Belonging and High Expectations and to build them into the college practices.

Assemblies each term were used to celebrated student success and recognise achievements.

Intervention Programs which continue to support students at risk include Georgeous Girls, Beautiful Babes, SOAR, Clontarf Academy and the Horizons Dance Group.

For more detailed information regarding our school please visit our website at [http://www.shc.vic.edu.au](http://www.shc.vic.edu.au)
The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

### School Profile

**School Enrolments**

A total of 1000 students were enrolled at this school in 2013, 504 female and 496 male.

**Overall socio-economic profile**

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

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

**Parent Satisfaction Summary**

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

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

**Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

### NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.
## Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Relative Growth Year 5 - Year 7</strong>&lt;br&gt;Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.&lt;br&gt;NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.&lt;br&gt;NAPLAN Relative Growth does not require a School Comparison.</td>
<td>&lt;br&gt;<strong>Reading</strong>&lt;br&gt;Low: 33%&lt;br&gt;Medium: 44%&lt;br&gt;High: 23%&lt;br&gt;<strong>Numeracy</strong>&lt;br&gt;Low: 28%&lt;br&gt;Medium: 50%&lt;br&gt;High: 22%&lt;br&gt;<strong>Writing</strong>&lt;br&gt;Low: 36%&lt;br&gt;Medium: 38%&lt;br&gt;High: 26%&lt;br&gt;<strong>Spelling</strong>&lt;br&gt;Low: 32%&lt;br&gt;Medium: 60%&lt;br&gt;High: 18%&lt;br&gt;<strong>Grammar and Punctuation</strong>&lt;br&gt;Low: 36%&lt;br&gt;Medium: 48%&lt;br&gt;High: 14%&lt;br&gt;NAPLAN Relative Growth does not require a School Comparison.</td>
<td>&lt;br&gt;<strong>NAPLAN Relative Growth Year 7 - Year 9</strong>&lt;br&gt;Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.&lt;br&gt;NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.&lt;br&gt;NAPLAN Relative Growth does not require a School Comparison.</td>
</tr>
<tr>
<td><strong>Victorian Certificate of Education (VCE)</strong>&lt;br&gt;Mean study score from all VCE subjects undertaken by students at this school.&lt;br&gt;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.</td>
<td>&lt;br&gt;<strong>Results: 2013</strong>&lt;br&gt;0 &lt;br&gt;50&lt;br&gt;<strong>Results: 2010 - 2013 (4-year average)</strong>&lt;br&gt;0 &lt;br&gt;60&lt;br&gt;Similar&lt;br&gt;Similar</td>
<td>&lt;br&gt;Students in 2013 who satisfactorily completed their VCE: 99%&lt;br&gt;Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 60%&lt;br&gt;VET units of competence satisfactorily completed in 2013: 81%&lt;br&gt;Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 85%</td>
</tr>
</tbody>
</table>
# Performance Summary

## Engagement

### Student Attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>90%</td>
</tr>
<tr>
<td>Yr8</td>
<td>88%</td>
</tr>
<tr>
<td>Yr9</td>
<td>86%</td>
</tr>
<tr>
<td>Yr10</td>
<td>86%</td>
</tr>
<tr>
<td>Yr11</td>
<td>89%</td>
</tr>
<tr>
<td>Yr12</td>
<td>91%</td>
</tr>
</tbody>
</table>

## Student Outcomes

### Results: 2013

- **Yr7**: 90%
- **Yr8**: 88%
- **Yr9**: 86%
- **Yr10**: 86%
- **Yr11**: 89%
- **Yr12**: 91%

### Results: 2010 - 2013 (4-year average)

- **Yr7**: Similar
- **Yr8**: Similar
- **Yr9**: Similar
- **Yr10**: Similar
- **Yr11**: Similar
- **Yr12**: Similar

## School Comparison

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

### Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.
## Performance Summary

### Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

### Student Outcomes

- **Results: 2013**
  - [Graph showing results]
- **Results: 2010 - 2013 (4-year average)**
  - [Graph showing results]

### School Comparison

- Similar
- Similar
How to read the Performance Summary 2013

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
# Financial Performance and Position

## Financial Performance - Operating Statement
**Summary for the year ending 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$4,892,345</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$75,278</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$1,364</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$88,322</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$1,083,046</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$6,140,356</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$1,163,747</td>
</tr>
<tr>
<td>Official Account</td>
<td>$143,388</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$388,837</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$1,695,971</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$35,535</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$32,552</td>
</tr>
<tr>
<td>Consumables</td>
<td>$355,049</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$3,322,749</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$74,405</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$724,193</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$354,473</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$305,973</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$40,863</td>
</tr>
<tr>
<td>Utilities</td>
<td>$200,989</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$5,446,779</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit               | $693,577   |
| Asset Acquisitions                           | $14,521    |

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

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

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

## Financial Position as at 31st December, 2013

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$879,400</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$816,571</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$1,695,971</strong></td>
</tr>
</tbody>
</table>

**Financial performance and position commentary**

Significant funds are held by Swan Hill College for dispersal of TSSP contracted payments.