

2022 Annual Report to the School Community

School Name: Swan Hill College (8802)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 14 April 2023 at 03:01 PM by Kristen Le Gassick (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 12:47 AM by John Lyons (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Swan Hill College is a co-educational secondary school with an enrolment of 711 students in 2022, 367 females, 343 males and one self-described. It was supported by 97.8 equivalent full-time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 7 Leading Teachers, 57 teaching staff and 40 education support staff).

Our student population comprises 13% Koorie students, supported by a KESO and a CLONTARF Academy and 6% English as an Additional Language students. The Student Family Occupation and Education (SFOE) index has decreased from 2021 (0.5029) to 0.4836. We are the largest education provider within the Swan Hill Network and the only government secondary school 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. Swan Hill College has a diverse range of VCE, Vocational Education and VCAL subjects in Years 10, 11 and 12. This diverse offering is made possible because we are a Registered Training Organisation (RTO), which allows us to offer a range of VET subjects internally rather than relying on external organisations. To complement this, we have strong Work Placement and School Based Apprenticeship programs. We have run a successful alternative setting called FLO (Flexible Learning Options) since 2012. This program currently has approximately 40 students in attendance and allows students to continue their education when they may have otherwise become disengaged from education.

Progress towards strategic goals, student outcomes and student engagement

Learning

Whilst we returned to full-time onsite learning in 2022, COVID and local flooding continued to impact staff and student attendance. As a result, our average number of absence days increased, however, this trend was seen across the state. Swan Hill College continued to focus on student transitions to support student engagement in 2022, both from primary to secondary and from secondary to tertiary or employment. We were able to return to our usual school transition program supporting our students as they made their way into secondary school. During the floods, we housed a local primary school whose site was closed. These students indicated this made them feel more confident in attending secondary school. As a result, grade 6 students from this school completed some of their classes onsite towards the end of term 4. The pathways program continued to provide students with great knowledge, skills and opportunities in planning for future careers. We also trained teaching staff in planning and implementing careers curriculum, Career Action Plans and initiatives for years 7 to 12. Our retention of rate for students from years 7-10 remains above the state average.

With changes to restrictions we were able to return to some sporting events, excursions and guest speakers. We introduced the Year 7 Echuca camp that has a focus on bonding for the new cohort. The snow camp was open to year 8 and 9 students who missed this opportunity over the last few years. The 15 Mile creek camp was opened up to all year 9 and 10 students and the Alpine school camp was attended by students in year 9 wanting to explore their leadership potential.

We are proud of our Parent Opinion Data in the area of 'school satisfaction' which was above state.

Wellbeing

In 2022 there was a focus on supporting students to return to full time onsite learning with a focus on their wellbeing and being their best selves. Some programs delivered to support this were SEED at Year 7, Great Mates, Man Cave and Flourish at Year 8 and MESH at a number of year levels. Throughout the year, students explored issues such as sleep, social media and growth mindset in assemblies. We welcomed our wellbeing dogs, Mali and Arlo and many staff have taken part in training through Dogs Connect. Our Wellbeing team employed a teacher one day a week, with a specialisation in Autism to support staff and students. Late in 2022 we began a working relationship with The Department's Wellbeing Partners. This team is working alongside our Wellbeing team to build on our strengths, consider how we might use the Mental Health Menu Funding and other resources, refine processes and use data to inform practice.

In 2022 we received funding for the Active Schools program. The program's focus is to get kids moving. Updated resources were purchased and lunchtime activities were run to increase student activity and engagement.

With the impact of COVID, Clontarf had limited capacity to go offsite. The staff used this time to ensure that our Koorie boys had extra wellbeing support within the school. In addition, more family involvement was held onsite. Our FLO campus continued their highly individualised support of a large number of students who have been disengaged from mainstream education. They have continued to strengthen their links with the local community to support their students' engagement in learning, wellbeing and pathways.

Engagement

We continued to run programs to assist with student learning. These included "Hands on Learning" (HOL), literacy support and STEP. Tutoring and MYLNS staff were employed and allocated to students whose progress had declined over the past 12 months. The tutors worked alongside classroom teachers to build student confidence in Literacy and Numeracy. VCAL students from our FLO and main campuses have continued to achieve good outcomes as they pursue a range of pathways post secondary school. Due to staffing issues some of these programs were interrupted as staff were moved to classroom teaching. In 2022 we reignited the ACES (Academic, Challenge, Excel, Senior school) group to support our senior students in improving their academic growth. Sessions focused on topics such as understanding command words and the importance of study timetables. Through this we saw an improvement in our VCE median score as well as a higher percentage of students gaining a 40+ in VCE subjects, along with our Medium study score in 2022 being above our 4-year average. We re-established our homework program, giving students more access to teachers to support their learning and encourage healthy study skills. We are particularly pleased with our Year 9 NAPLAN results. We had a higher percentage of students in the top three bands of numeracy and reading than the State. It also shows that our 2022 percentage of students at the top three bands is significantly higher than our 4-year average. This is also reflected in our teacher's judgments.

Financial performance

Overall operating deficit of \$26,924 for the year was achieved. This included a wages deficit of \$514,243. School received just under \$800,000 of equity funding, which enabled Classroom Assistants, Counsellors and a Chaplain to be employed. This also allowed the Hands on Learning, Literacy Support and STEP programs to be undertaken within the school community.

Capital funding from the Department of Education of \$25,000 enable additional shade sails to be constructed within the school grounds to enable 'outdoor' classrooms to be present in the school yard. A skillion roof was installed at our FLO Campus at a cost of \$145,000, to assist with the water leaks in the building that caused significant damage to the campus at the end of 2020. Works commenced to renovate one of the science classrooms, with a total project budget of \$150,000.

For more detailed information regarding our school please visit our website at www.shc.vic.edu.au

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 713 students were enrolled at this school in 2022, 340 female and 373 male.

4 percent of students had English as an additional language and 13 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

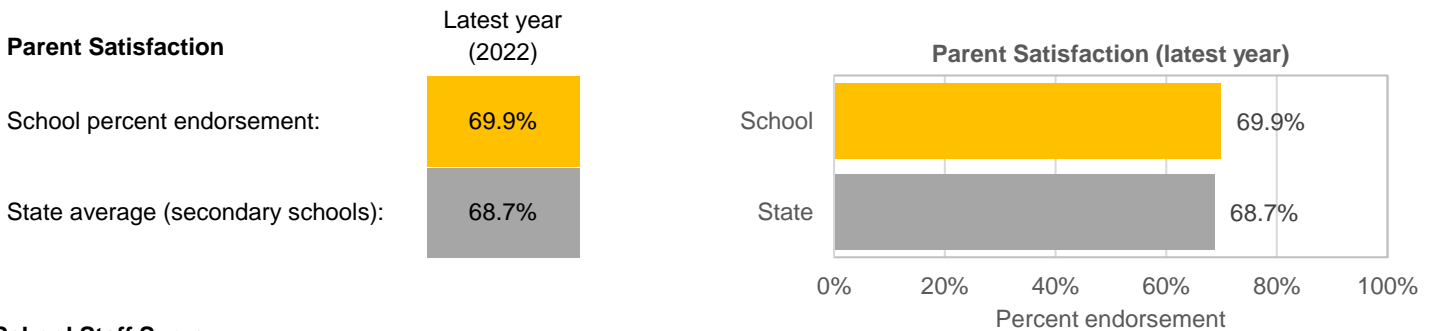
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

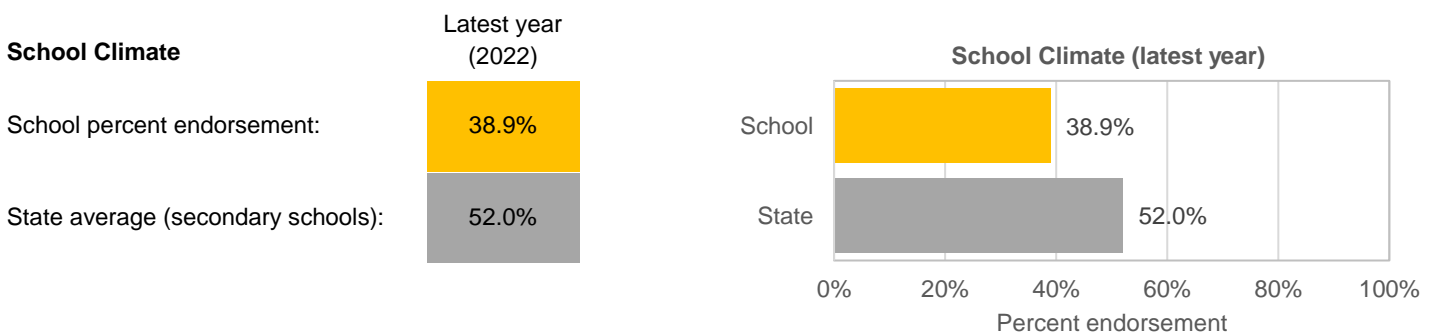


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

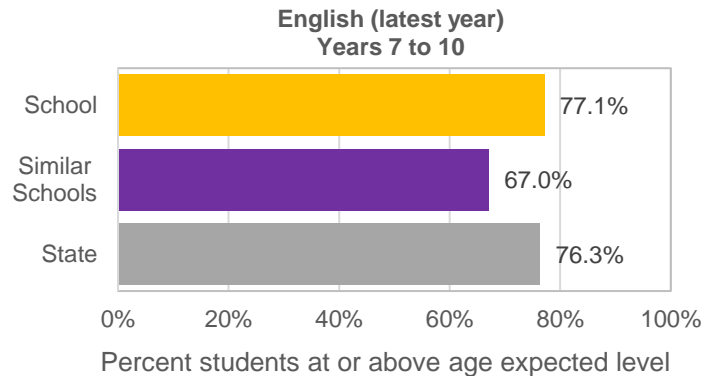
77.1%

Similar Schools average:

67.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

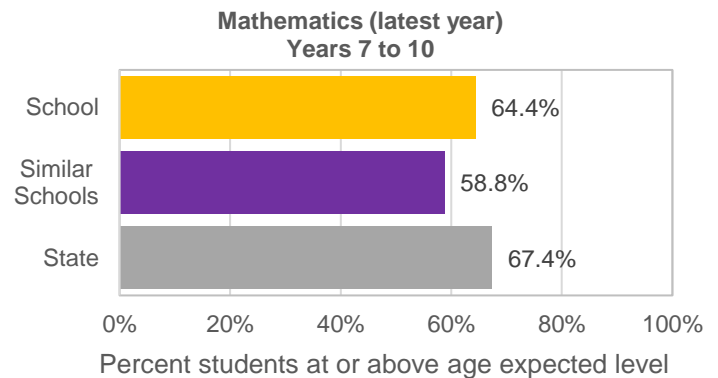
64.4%

Similar Schools average:

58.8%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

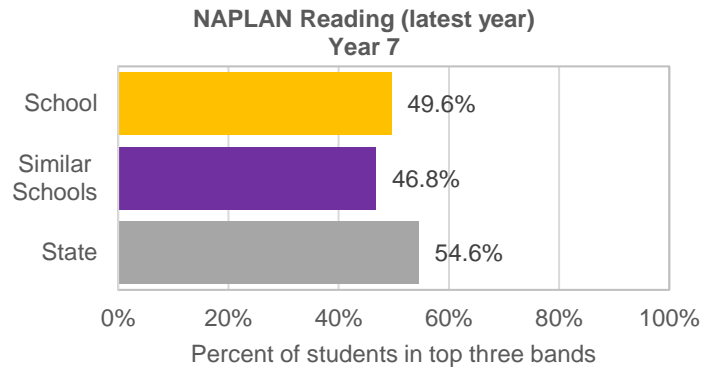
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

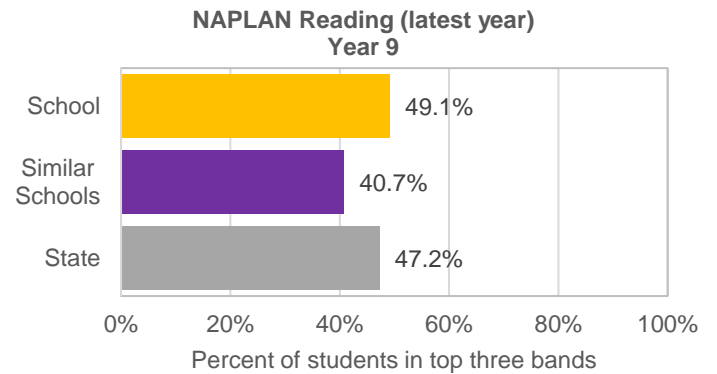
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.6%	48.6%
Similar Schools average:	46.8%	47.4%
State average:	54.6%	55.3%



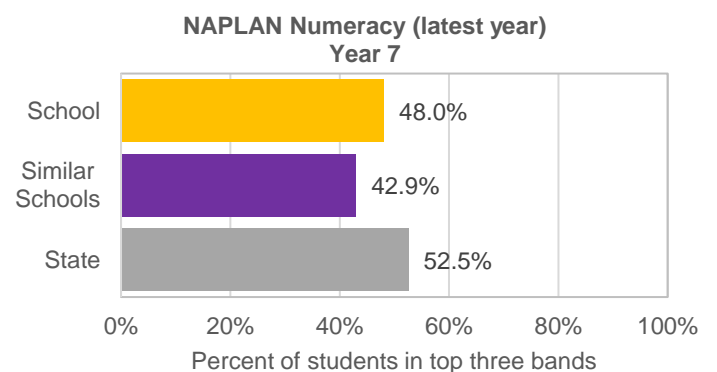
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.1%	40.3%
Similar Schools average:	40.7%	38.0%
State average:	47.2%	46.0%



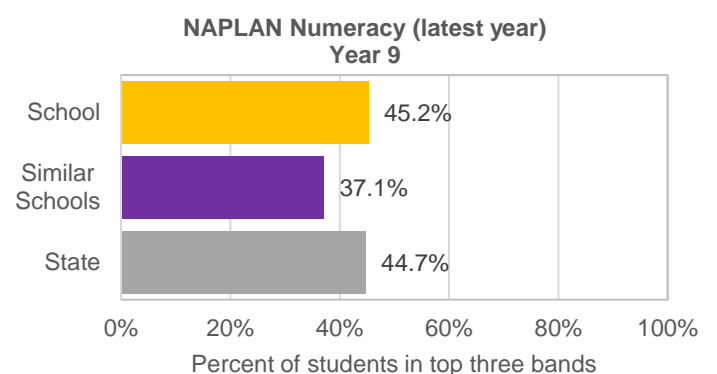
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.0%	50.3%
Similar Schools average:	42.9%	46.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.2%	39.7%
Similar Schools average:	37.1%	36.8%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

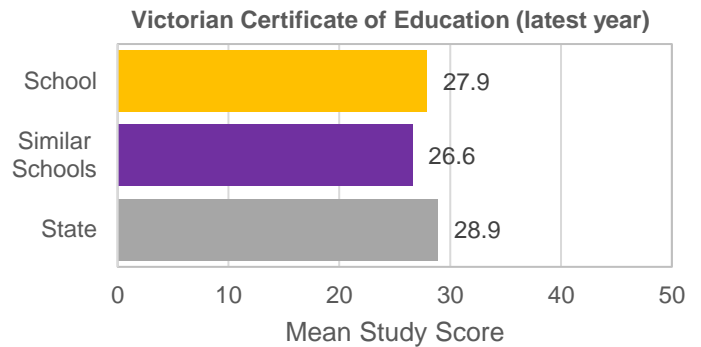
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.9	26.7
Similar Schools average:	26.6	26.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

62%

VET units of competence satisfactorily completed in 2022:

78%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

63%

WELLBEING

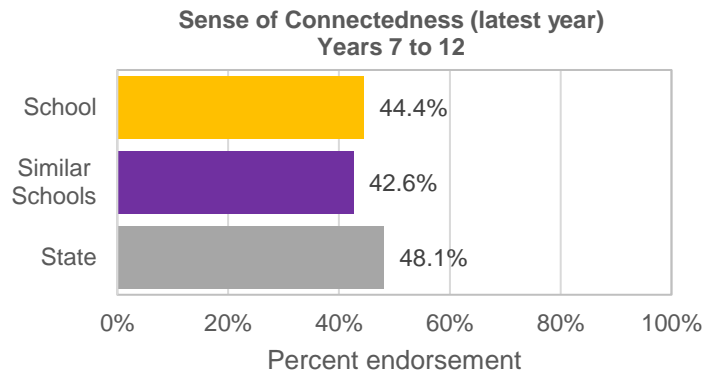
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	44.4%	47.7%
Similar Schools average:	42.6%	47.5%
State average:	48.1%	52.5%

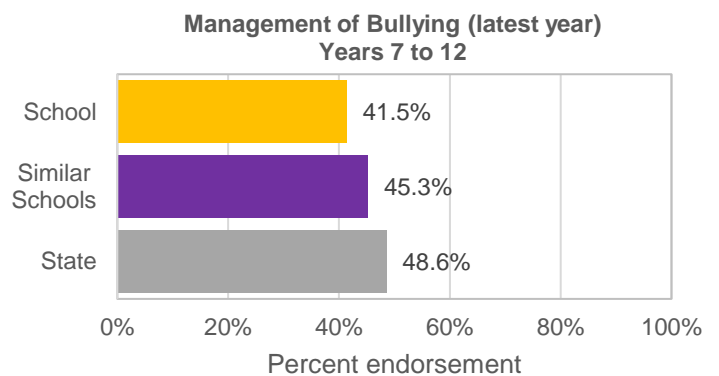


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	41.5%	45.6%
Similar Schools average:	45.3%	50.4%
State average:	48.6%	54.0%



ENGAGEMENT

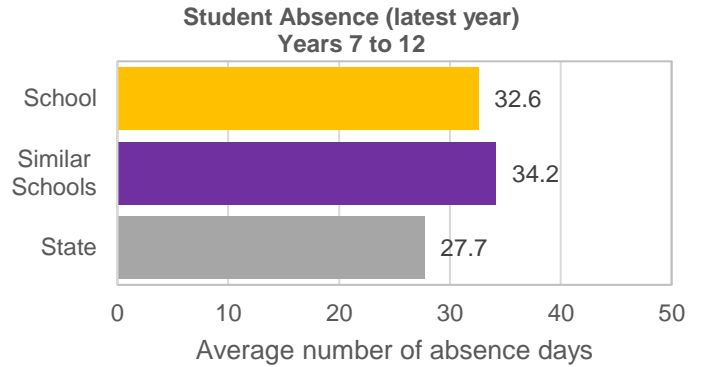
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	32.6	26.0
Similar Schools average:	34.2	28.2
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

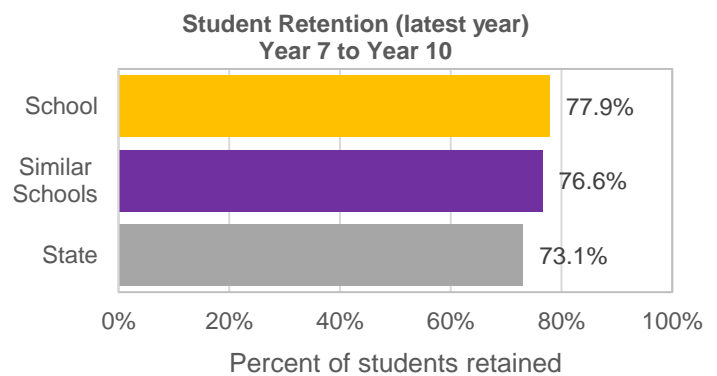
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	83%	80%	85%	83%	86%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	77.9%	79.6%
Similar Schools average:	76.6%	76.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

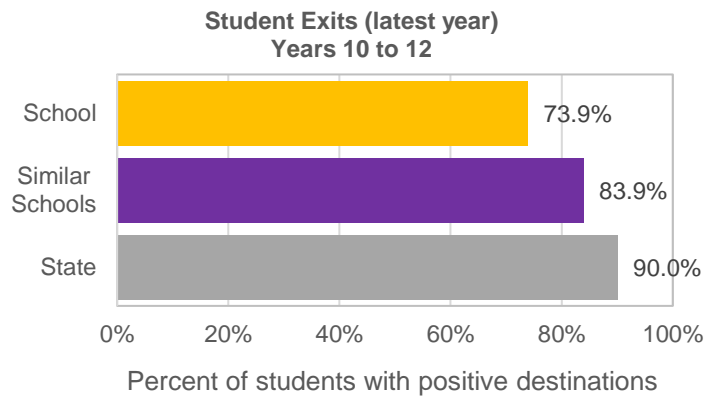
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	73.9%	80.9%
Similar Schools average:	83.9%	83.3%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$9,730,735
Government Provided DET Grants	\$2,337,603
Government Grants Commonwealth	\$24,215
Government Grants State	\$47,700
Revenue Other	\$79,486
Locally Raised Funds	\$648,661
Capital Grants	\$27,819
Total Operating Revenue	\$12,896,221

Equity ¹	Actual
Equity (Social Disadvantage)	\$706,695
Equity (Catch Up)	\$69,266
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$775,961

Expenditure	Actual
Student Resource Package ²	\$10,242,715
Adjustments	\$0
Books & Publications	\$11,213
Camps/Excursions/Activities	\$157,547
Communication Costs	\$26,622
Consumables	\$463,918
Miscellaneous Expense ³	\$70,139
Professional Development	\$39,278
Equipment/Maintenance/Hire	\$275,027
Property Services	\$504,370
Salaries & Allowances ⁴	\$410,760
Support Services	\$190,571
Trading & Fundraising	\$279,574
Motor Vehicle Expenses	\$18,966
Travel & Subsistence	\$879
Utilities	\$203,747
Total Operating Expenditure	\$12,895,325
Net Operating Surplus/-Deficit	(\$26,924)
Asset Acquisitions	\$285,663

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$2,654,231
Official Account	\$180,350
Other Accounts	\$2,891
Total Funds Available	\$2,837,472

Financial Commitments	Actual
Operating Reserve	\$406,302
Other Recurrent Expenditure	\$0
Provision Accounts	\$20,070
Funds Received in Advance	\$213,097
School Based Programs	\$919,003
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$519,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$400,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$350,000
Total Financial Commitments	\$2,837,472

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.