2021 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 2021 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 30 March 2022 at 11:42 AM by Andrew Sartori (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 March 2022 at 08:42 PM by Cynthia Hewitt (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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 760 students in 2021, 378 females and 382 males. It was supported by 94.7 equivalent full-time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 7 Leading Teachers, 56 teaching staff and 34 education support staff). Our student population comprises 10% 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 2020 (0.5244) to 0.5029. We are the largest education provider within the Swan Hill Network and the only government secondary school 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.

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 which allows us to offer a range of VET subjects internally rather than relying on external organistaions. To complement this we have a 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.

Framework for Improving Student Outcomes (FISO)

At Swan Hill College we were able to achieve several of our Key Improvement Strategies around student engagement in learning and connectedness to school. We achieved a better than predicted increase in Effective Teaching Time and Stimulated Learning from our student survey, which was particularly pleasing given that we spent much of the year in remote learning. However due to the nature of 2021 we were unable to include student voice in our implemenetation of our instructional model (LATAR). With regard to student Health and Wellbeing we were able to complete all of our proposed actions and we were able to effectively utilise regular wellbeing checks to most of our students with extra resources being directed to those who were particulalry at risk. Throughout the year a bank of PBS lessons were developed along with booster lessons to be delivered in the classroom.

Achievement

At Swan Hill College staff were able to respond well to the online delivery model during remote learning. Initially students were motivated in remote learning but as the year progressed we noticed students were struggling to stay engaged in their studies. Advocates were allocated to small groups of students to assist them with their wellbeing during online learning. Staff were appointed to several programs to assist with student learning (Hands on learning, STEP, etc. 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 campus have continued to acheive good outcomes as they pursue a range of pathways post secondary school.

Engagement

During remote learning students and their families were supported by teachers and educational support staff. These staff made regular contact with students in order to keep them engaged in their learning and to check on their

wellbeing. This became increasingly important as remote learning continued and students struggled to engage in their learning. During 2021 Key Learning Areas moved away from larger assessment tasks and instead concentrated on smaller targeted tasks which focussed on student centred learning goals and skill development.

While we were in remote learning social media was used extensively to engage students and the wider school community in a range of activities and communications. These social media posts were aimed primarily at keeping students active and for keeping our parents informed of the many changes during the year.

Wellbeing

In 2021, staff at Swan Hill College continued to implement the Schools Breakfast program, this was expanded to include the delivery of food packs during the many lockdown periods. Students who were at risk were regularly contacted by Wellbeing, CLONTARF, Teaching and Educational Support Staff. These students and their teachers were involved in the creation of Education Support Plans, to assist them to stay engaged in thier education. Throughout 2021 Swan Hill College hasdeveloped stronger and more consistent partnerships with many external organisations such as HeadSpace, MDAS, Navigator and the LLEN.

Staff took part in several professional development sessions via webex which built on their own wellbeing and professional practice. Students were able to access a range of sessions aimed at improving their wellbeing and building their confidence.

Finance performance and position

Overall operating surplus of $642,571 for the year was achieved. This included $188,100 Bridging the Digital Divide funding, $160,050 additional funding for the COVID cleaning and $17,000 for Active Schools. During the year, with staff shortages, the full amount budgeted to transfer from cash to credit was not required. School council entered into contracts for the installation of solar panels at Pye street and FLO campuses during the year, as well as entering agreements with suppliers to install air conditioners into 9 classrooms, library and theatrette and rectification works were carried out at our FLO campus as a result of flooding sustained at the end of 2020, total amount spent on these capital works was $360,387.

For more detailed information regarding our school please visit our website at
http://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.

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 754 students were enrolled at this school in 2021, 374 female and 380 male.

4 percent of students had English as an additional language and 11 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).
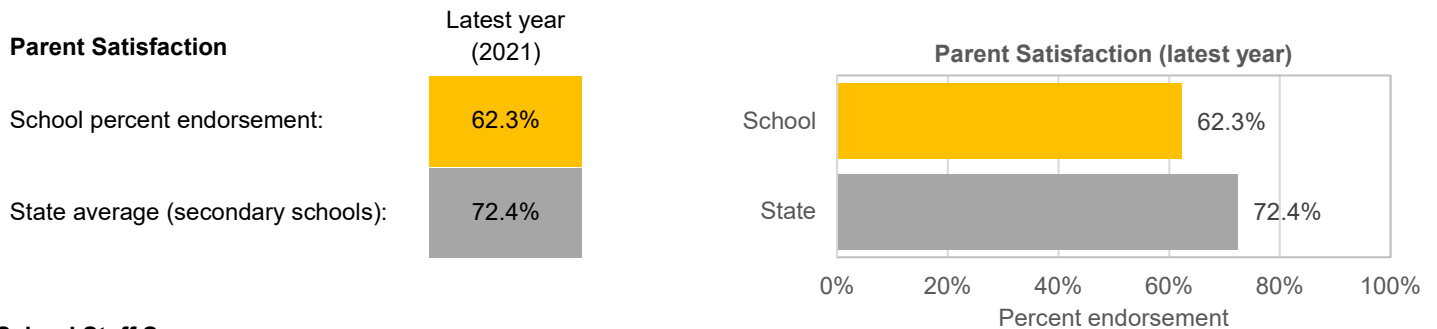
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
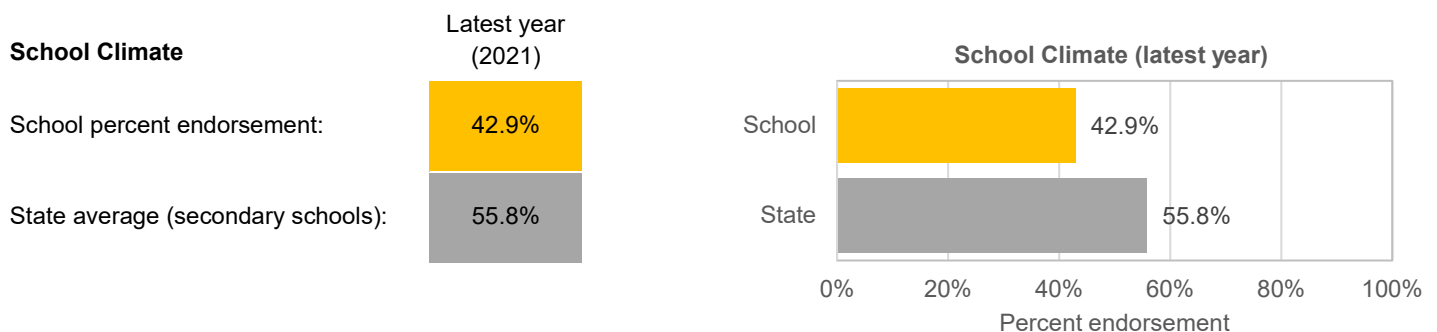
Parent Satisfaction	Latest year (2021)
School percent endorsement:	62.3%
State average (secondary schools):	72.4%

Parent Satisfaction (latest year)

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.

School Climate	Latest year (2021)
School percent endorsement:	42.9%
State average (secondary schools):	55.8%

School Climate (latest year)

ACHIEVEMENT

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
(2021)

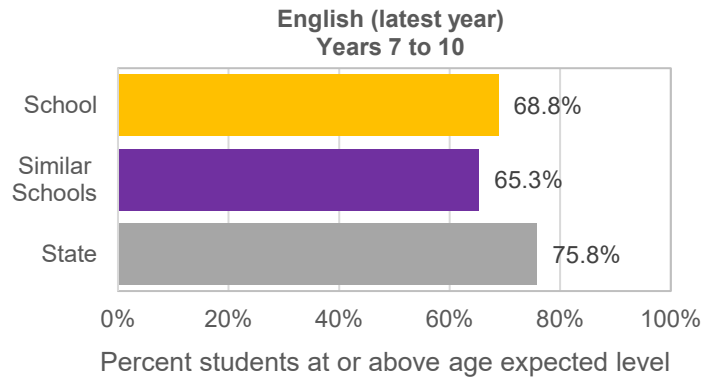School percent of students at or above age expected standards: 68.8%

Similar Schools average: 65.3%

State average: 75.8%

English (latest year)
Years 7 to 10

School	68.8%
Similar Schools	65.3%
State	75.8%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

Mathematics
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards: 39.0%

Similar Schools average: 54.9%

State average: 65.3%

Mathematics (latest year)
Years 7 to 10

School	39.0%
Similar Schools	54.9%
State	65.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
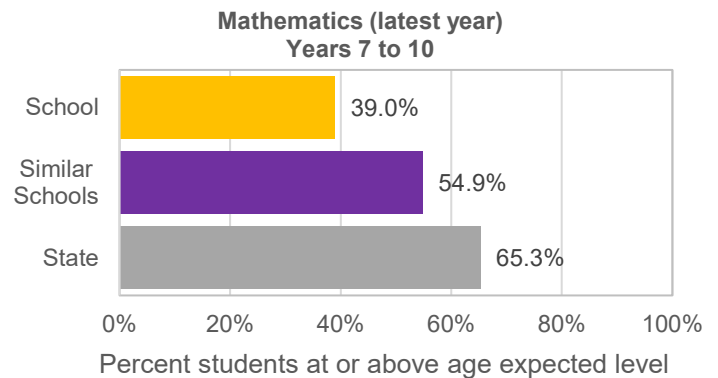
ACHIEVEMENT (continued)

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 2018, 2019 and 2021 data.
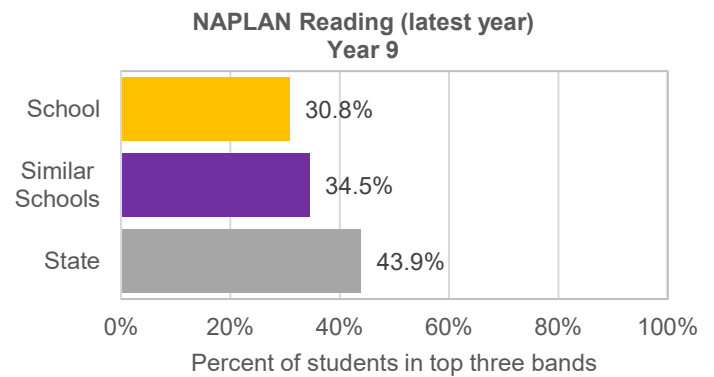
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	46.0%
Similar Schools average:	48.2%	46.9%
State average:	55.2%	54.8%

NAPLAN Reading (latest year) Year 7
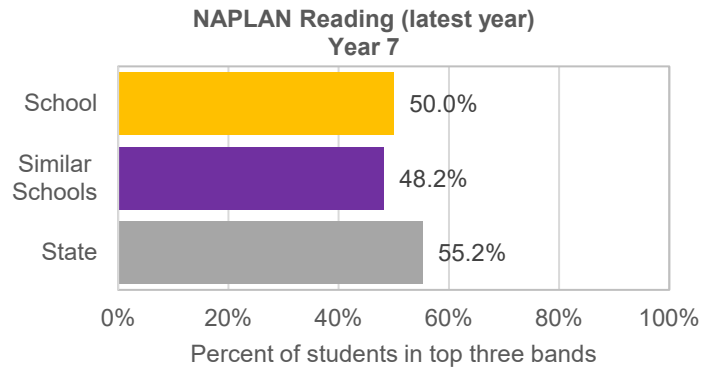
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	30.8%	33.3%
Similar Schools average:	34.5%	38.2%
State average:	43.9%	45.9%

NAPLAN Reading (latest year) Year 9

Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	49.2%	51.5%
Similar Schools average:	48.2%	47.9%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7
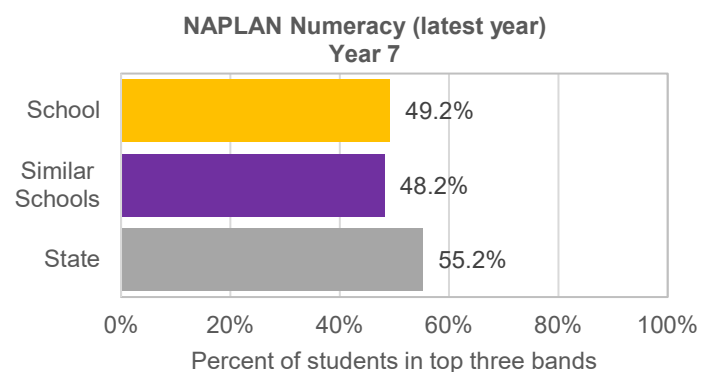
Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	39.0%	36.6%
Similar Schools average:	34.9%	37.9%
State average:	45.0%	46.8%

**NAPLAN Numeracy (latest year) Year 9**
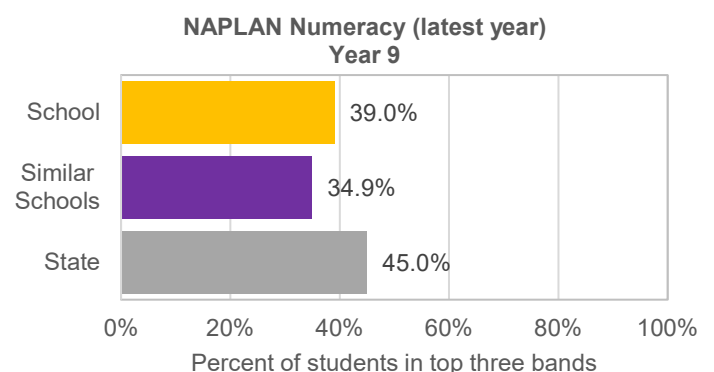
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	50%	17%	17%
Numeracy:	30%	47%	23%	22%
Writing:	43%	43%	13%	18%
Spelling:	27%	51%	22%	19%
Grammar and Punctuation:	39%	41%	20%	19%

NAPLAN Learning Gain (latest year)
Year 5 - Year 7
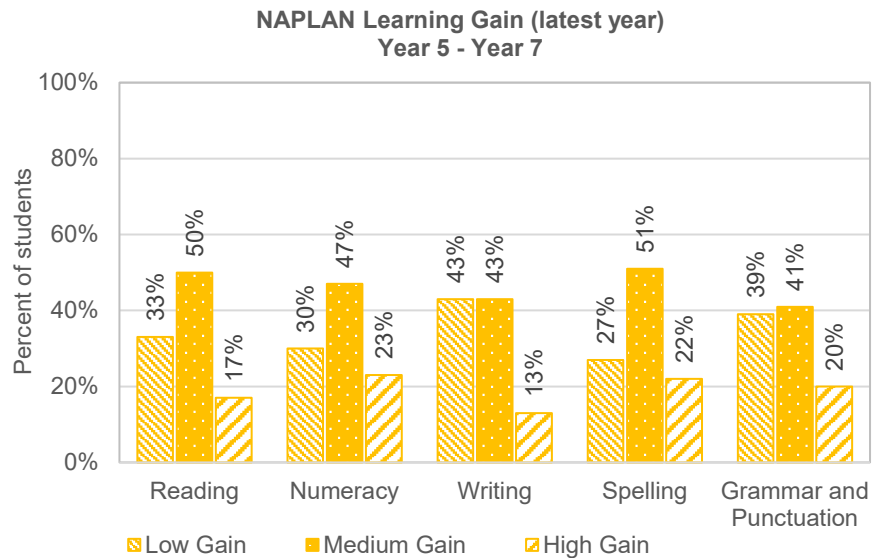
Learning Gain
Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	41%	19%	21%
Numeracy:	35%	51%	14%	22%
Writing:	45%	45%	10%	20%
Spelling:	28%	53%	19%	20%
Grammar and Punctuation:	32%	49%	19%	18%

NAPLAN Learning Gain (latest year)
**Year 7 - Year 9**
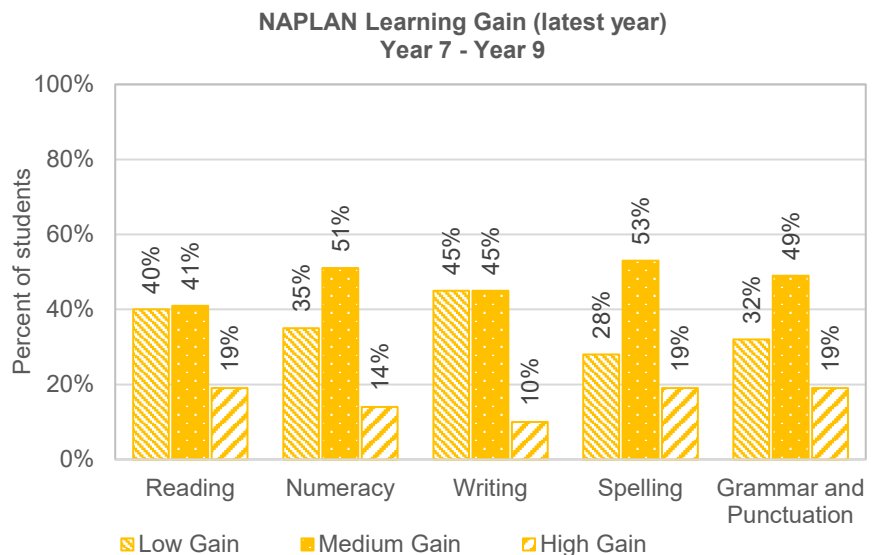
ACHIEVEMENT (continued)
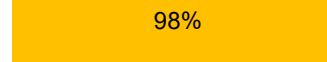
Victorian Certificate of Education (VCE)

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 (2021)	4-year average
School mean study score	26.0	26.5
Similar Schools average:	26.6	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

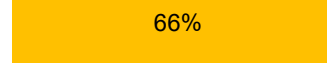|	
School	26.0
Similar Schools	#N/A
State	28.9

Mean Study Score
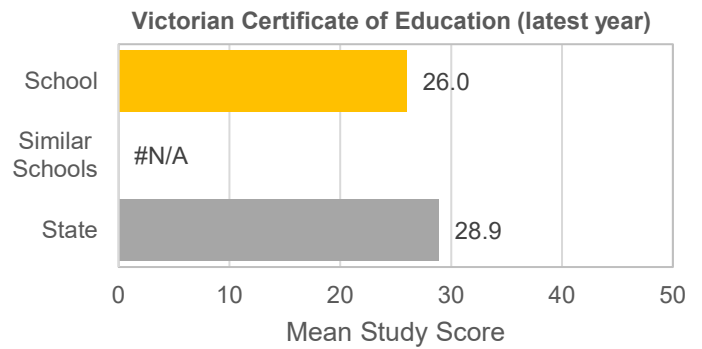
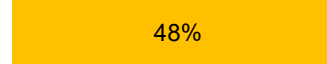|	
Students in 2021 who satisfactorily completed their VCE:	98%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	54%
VET units of competence satisfactorily completed in 2021*:	66%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	48%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.
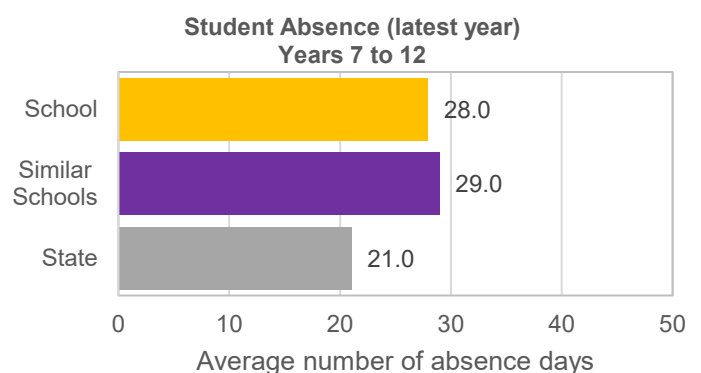
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	28.0	23.2
Similar Schools average:	29.0	25.7
State average:	21.0	19.6

Student Absence (latest year) Years 7 to 12

School	28.0
Similar Schools	29.0
State	21.0

Average number of absence days

ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	84%	85%	86%	89%

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 (2021)	4-year average
School percent of students retained:	77.3%	80.8%
Similar Schools average:	77.2%	76.9%
State average:	73.2%	72.9%

Student Retention (latest year)
Year 7 to Year 10

School	77.3%
Similar Schools	77.2%
State	73.2%

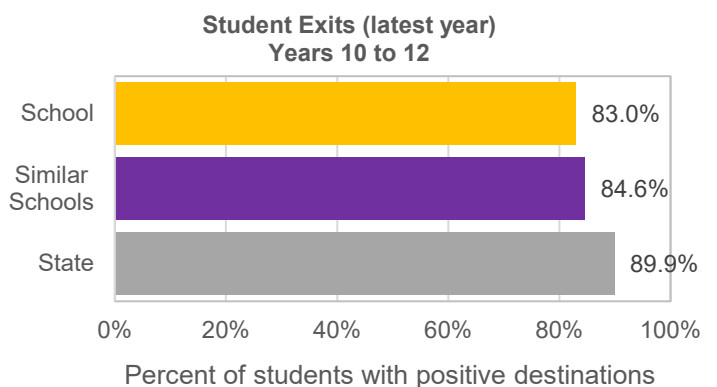0% 20% 40% 60% 80% 100%

Percent of students retained
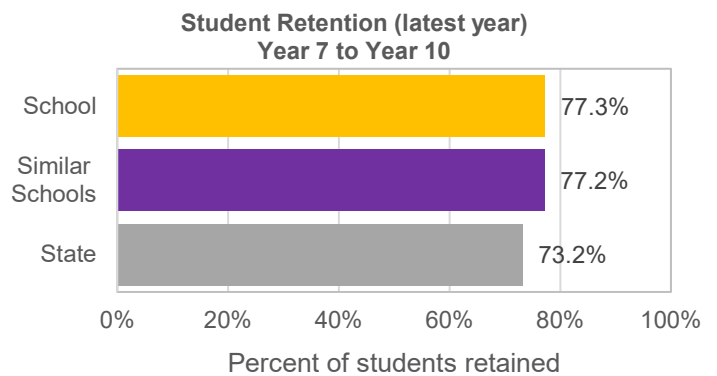
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	83.0%	80.7%
Similar Schools average:	84.6%	83.4%
State average:	89.9%	89.2%

Student Exits (latest year)
Years 10 to 12

School	83.0%
Similar Schools	84.6%
State	89.9%

0% 20% 40% 60% 80% 100%

Percent of students with positive destinations

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 (2021)	4-year average
School percent endorsement:	49.7%	48.5%
Similar Schools average:	47.1%	49.6%
State average:	51.6%	54.5%
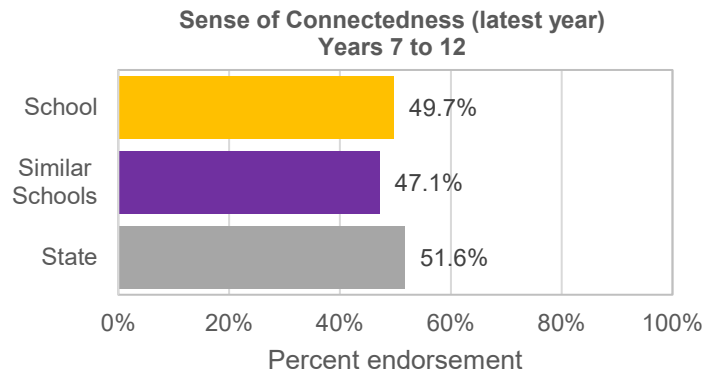
Sense of Connectedness (latest year) Years 7 to 12

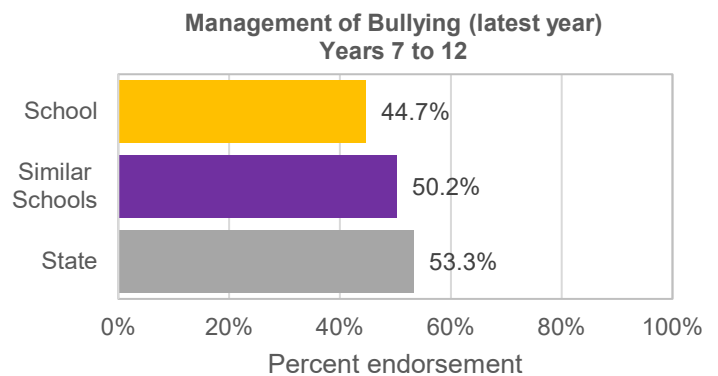|	
School	49.7%
Similar Schools	47.1%
State	51.6%

Percent endorsement

Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	44.7%	47.8%
Similar Schools average:	50.2%	52.5%
State average:	53.3%	56.8%

Management of Bullying (latest year) Years 7 to 12

School	44.7%
Similar Schools	50.2%
State	53.3%

Percent endorsement

Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$9,759,005
Government Provided DET Grants	$2,354,447
Government Grants Commonwealth	$30,813
Government Grants State	$66,000
Revenue Other	$96,185
Locally Raised Funds	$470,349
Capital Grants	$0
Total Operating Revenue	**$12,776,798**

Equity [1]	Actual
Equity (Social Disadvantage)	$796,695
Equity (Catch Up)	$72,843
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$869,538**

Expenditure	Actual
Student Resource Package [2]	$9,613,673
Adjustments	$0
Books & Publications	$9,183
Camps/Excursions/Activities	$20,612
Communication Costs	$40,375
Consumables	$437,783
Miscellaneous Expense [3]	$55,062
Professional Development	$23,995
Equipment/Maintenance/Hire	$241,024
Property Services	$568,462
Salaries & Allowances [4]	$364,159
Support Services	$136,163
Trading & Fundraising	$246,821
Motor Vehicle Expenses	$21,138
Travel & Subsistence	$1,221
Utilities	$210,176
Total Operating Expenditure	**$11,989,848**
Net Operating Surplus/-Deficit	**$786,951**
Asset Acquisitions	**$360,387**

(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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	$2,619,582
Official Account	$95,074
Other Accounts	$1,830
Total Funds Available	**$2,716,486**

Financial Commitments	Actual
Operating Reserve	$360,095
Other Recurrent Expenditure	$0
Provision Accounts	$17,869
Funds Received in Advance	$309,504
School Based Programs	$1,169,018
Beneficiary/Memorial Accounts	$10,000
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$850,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$2,716,486**

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.