

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 07 May 2024 at 12:17 PM by Deidre Rosewarne (Principal)

- This 2023 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 03 June 2024 at 07:13 PM by Kathryan Kiel (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)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Swan Hill College is a co-educational secondary school with an enrolment of 737 students in 2023, 363 females, 370 males and four self-described. It was supported by 90 equivalent full-time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 7 Leading Teachers, 47 teaching staff and 33 education support staff). Our student population comprises 15% Koorie students, supported by a KESO and a CLONTARF Academy and 4% English as an Additional Language students. The Student Family Occupation and Education (SFOE) index has decreased from 2022 (0.4836) to 0.4496. 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 VM 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

Swan Hill College continued to focus on student transitions to support student engagement in 2023, both from primary to secondary and from secondary to tertiary or employment. We were able to strengthen our 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. We continued again with the Year 7 Echuca camp that has a focus on bonding for the new cohort. The snow camp again was open to year 8 and 9 students who missed this opportunity over the last few years. The Alpine school camp was attended by students in year 9 wanting to explore their leadership potential. The percentage of students achieving at or above the expected standards through teacher judgement in Mathematics and English (year 7-10) was above similar schools average and similar to state average. The Victorian Secondary Certificate completion rate at Swan Hill College is above state average.

Wellbeing

Some programs delivered to support this were SEED at Year 7, Great Mates, Man Cave and Flourish at Year 8. Throughout the year, students explored issues such as sleep, social media and growth mindset in assemblies. Our wellbeing dogs, Mali and Arlo have continued to be a good asset with many staff having taken part in training through Dogs Connect. For part of the year we continued to partner with the Departments Wellbeing partners. This team worked 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 2023 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. Our Clontarf Academy continues to support their boys in classes while starting to get their camps back up and running since COVID. The staff used this time to ensure that our Koorie boys had extra wellbeing support within the school. 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), Tutoring and MYLNS staff were employed where possible due to staff shortages 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. VM 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 2023 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 maintained our VCE median score as well as a higher percentage of students gaining a 40+ in VCE subjects. We maintained our homework program, giving students more access to teachers to support their learning and encourage healthy study skills. Our average number of absent days is below the similar schools average however it is higher than the state average.

Financial performance

- Overall operating deficit of \$304932 for the year was achieved. This included a staffing deficit of \$23,141. School received just under \$670,000 of equity funding, which enabled Classroom Assistants to be employed. This also allowed the Hands on Learning and Literacy Support to be undertaken within the school community. Works were undertaken to renovate one of the science classrooms which continued from 2022, with a total project budget of \$150,000. Significant funds have been used to help cover staff shortage through the employment of long term casual relief teacher employed through teacher agencies. In 2023 sponsorship and visa arrangements for 2 international teachers was also agreed to by school council.

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 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 754 students were enrolled at this school in 2023, 376 female and 377 male.

4 percent of students had English as an additional language and 14 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).

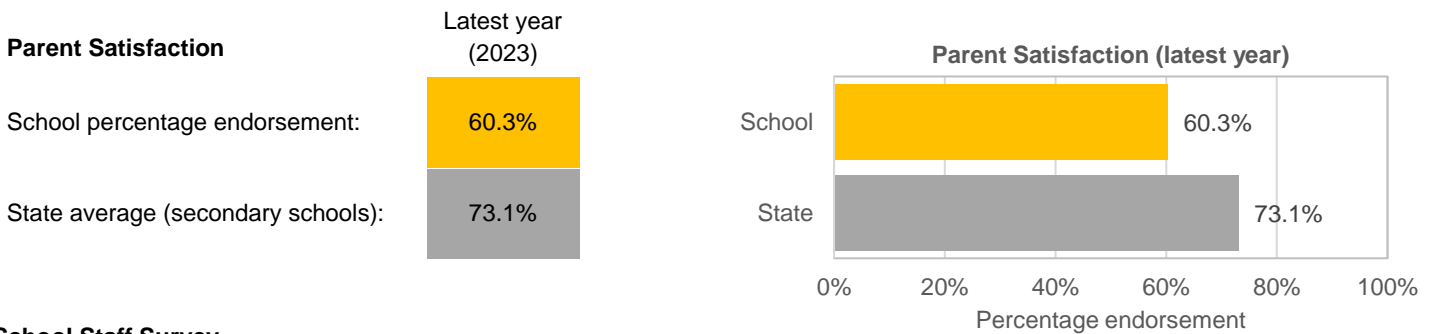
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

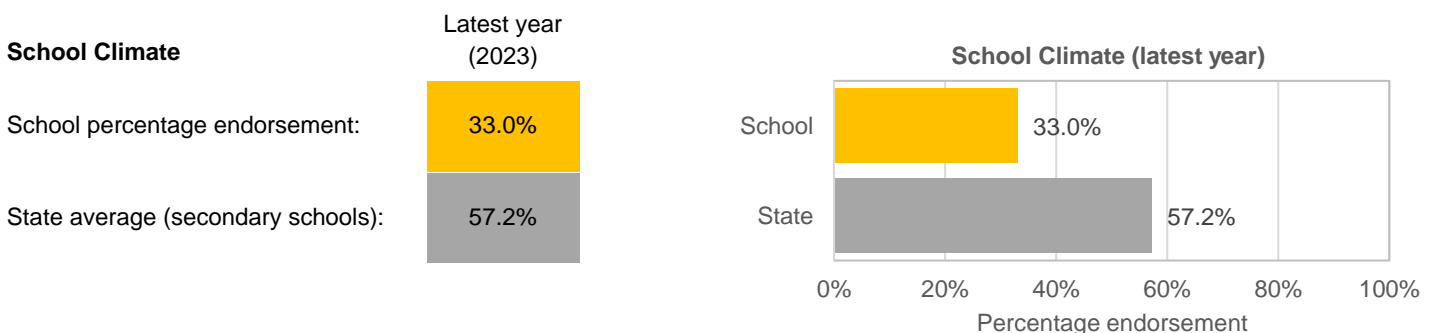


School Staff Survey

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

Percentage 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 against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

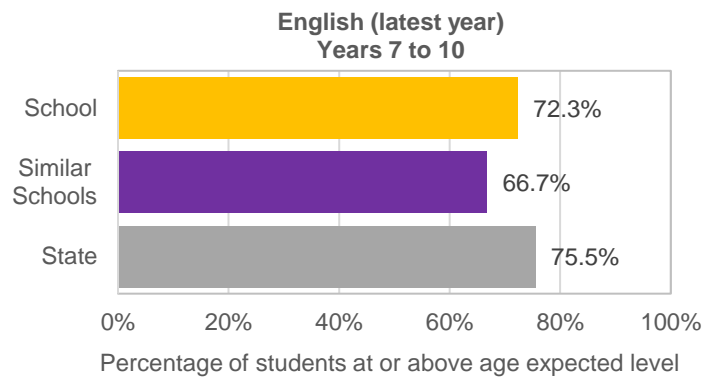
72.3%

Similar Schools average:

66.7%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

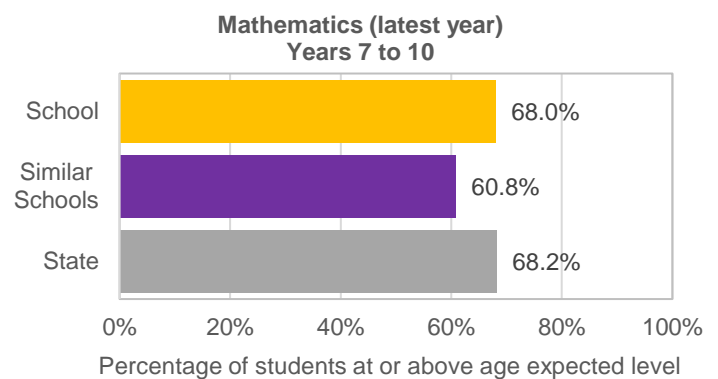
68.0%

Similar Schools average:

60.8%

State average:

68.2%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.1%

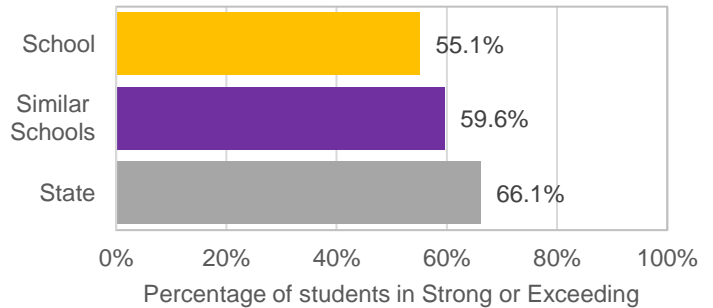
Similar Schools average:

59.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.4%

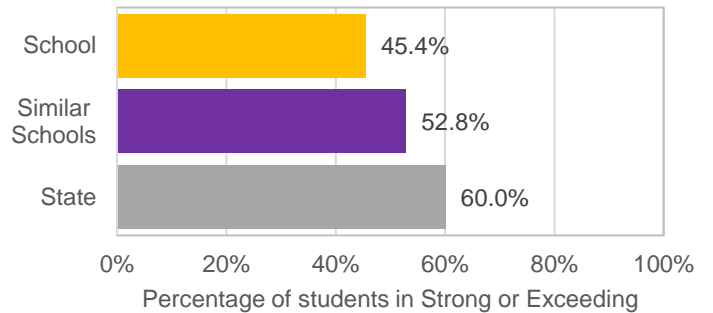
Similar Schools average:

52.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.3%

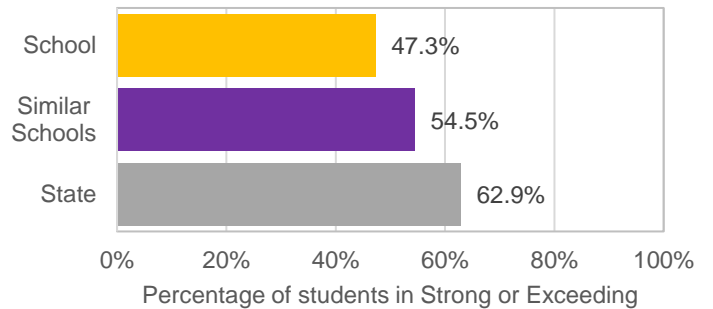
Similar Schools average:

54.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.8%

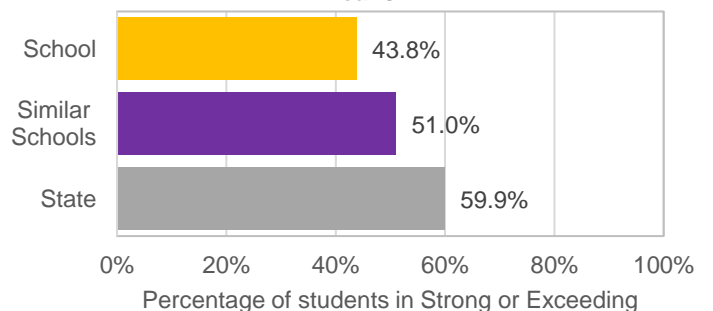
Similar Schools average:

51.0%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

49.6%

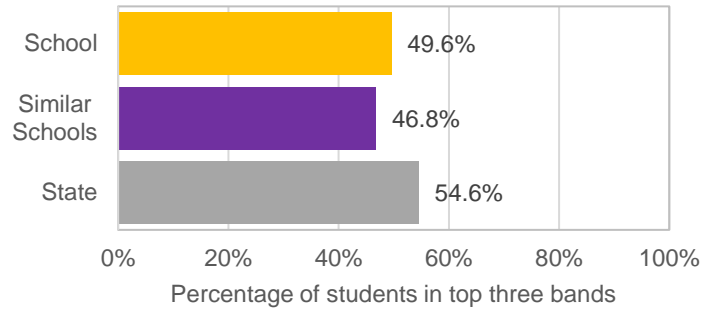
Similar Schools average:

46.8%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

49.1%

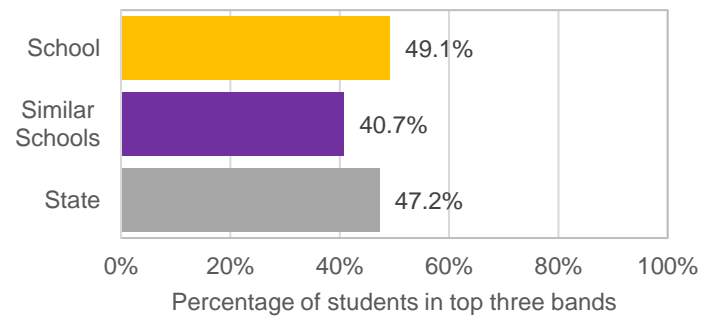
Similar Schools average:

40.7%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

48.0%

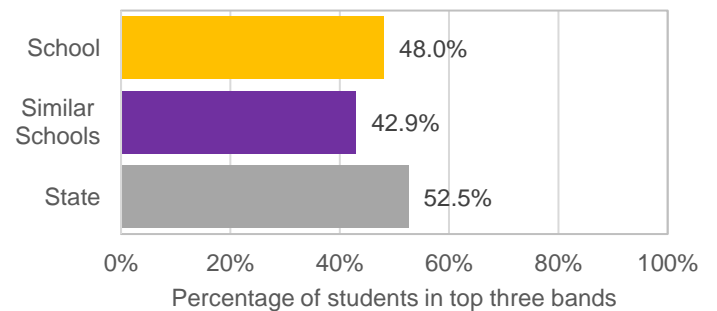
Similar Schools average:

42.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

45.2%

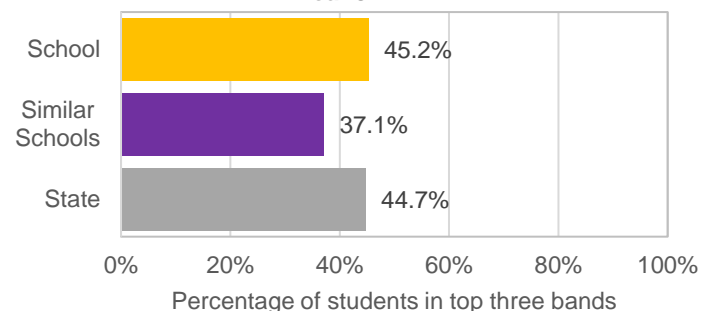
Similar Schools average:

37.1%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



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 Senior Secondary Certificate

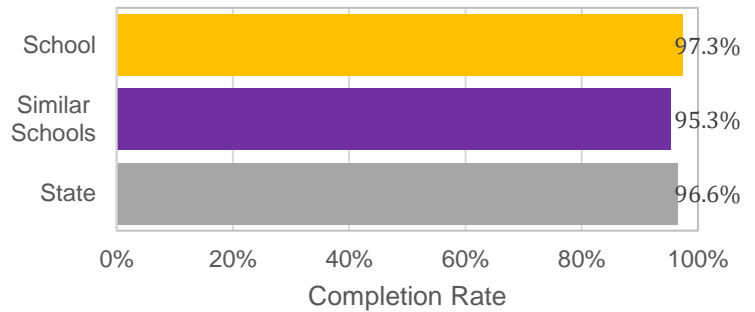
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	97.3%	97.9%
Similar Schools completion rate:	95.3%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.5

Number of students awarded the VCE Vocational Major

22

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

45%

Percentage VET units of competence satisfactorily completed in 2023:

72%

WELLBEING

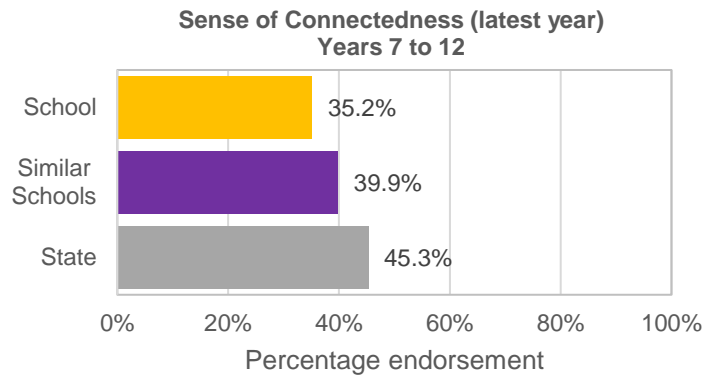
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	35.2%	45.8%
Similar Schools average:	39.9%	44.4%
State average:	45.3%	49.9%

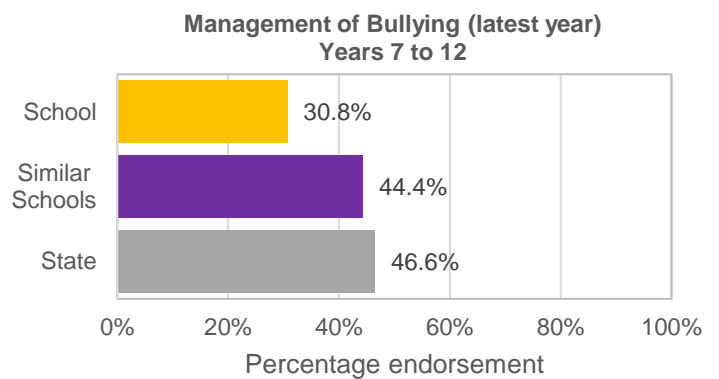


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	30.8%	42.2%
Similar Schools average:	44.4%	47.6%
State average:	46.6%	51.0%



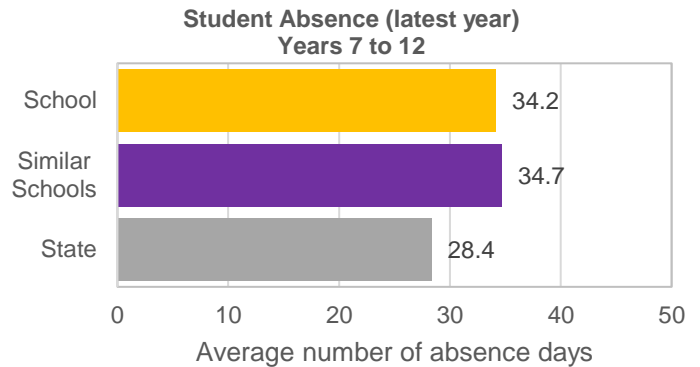
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	34.2	29.1
Similar Schools average:	34.7	30.5
State average:	28.4	23.8



Attendance Rate (latest year)

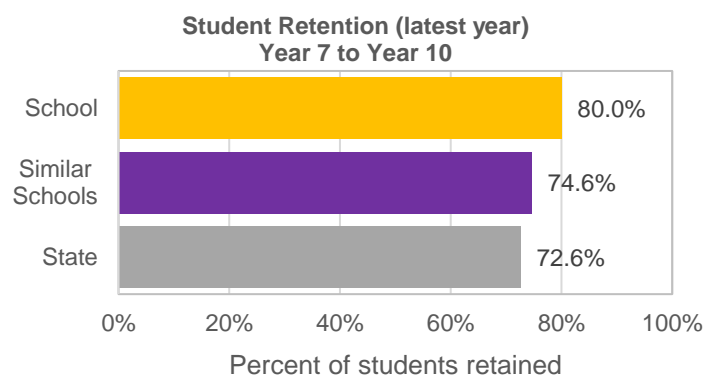
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	81%	80%	82%	87%	88%

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 (2023)	4-year average
School percent of students retained:	80.0%	78.8%
Similar Schools average:	74.6%	76.1%
State average:	72.6%	73.8%



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.

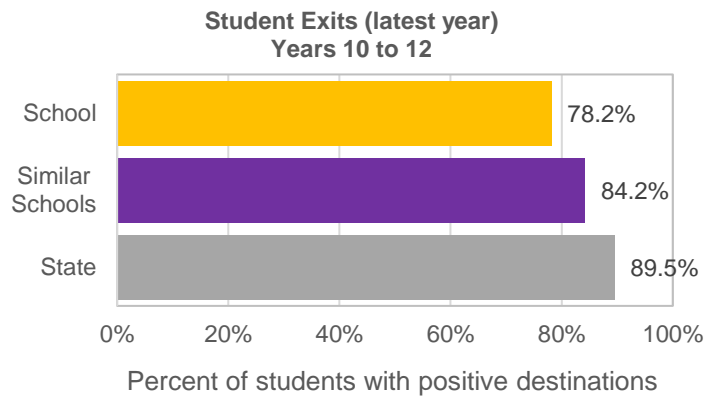
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	78.2%	80.6%
Similar Schools average:	84.2%	83.7%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$10,394,508
Government Provided DET Grants	\$2,012,671
Government Grants Commonwealth	\$61,677
Government Grants State	\$8,185
Revenue Other	\$150,290
Locally Raised Funds	\$647,605
Capital Grants	\$0
Total Operating Revenue	\$13,274,936

Equity ¹	Actual
Equity (Social Disadvantage)	\$616,695
Equity (Catch Up)	\$53,020
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$669,715

Expenditure	Actual
Student Resource Package ²	\$10,388,061
Adjustments	\$0
Books & Publications	\$15,294
Camps/Excursions/Activities	\$155,788
Communication Costs	\$27,723
Consumables	\$456,627
Miscellaneous Expense ³	\$86,384
Professional Development	\$47,952
Equipment/Maintenance/Hire	\$399,523
Property Services	\$532,295
Salaries & Allowances ⁴	\$338,051
Support Services	\$618,126
Trading & Fundraising	\$286,623
Motor Vehicle Expenses	\$26,493
Travel & Subsistence	\$0
Utilities	\$200,927
Total Operating Expenditure	\$13,579,867
Net Operating Surplus/-Deficit	(\$304,932)
Asset Acquisitions	\$137,043

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$2,261,404
Official Account	\$107,448
Other Accounts	\$5,787
Total Funds Available	\$2,374,639

Financial Commitments	Actual
Operating Reserve	\$496,720
Other Recurrent Expenditure	\$7,210
Provision Accounts	\$24,062
Funds Received in Advance	\$192,999
School Based Programs	\$1,100,984
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$39,384
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$500,000
Total Financial Commitments	\$2,871,359

All funds received from the Department of Education, 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.