

2020 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 2020 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 26 April 2021 at 07:36 PM by Andrew Sartori (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 08:34 PM by Cynthia Hewitt (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020
- 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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 763 students in 2020, 388 females and 375 males. It was supported by 88.8 equivalent full-time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 7 Leading Teachers, 51 teaching staff and 37 education support staff). Our student population comprises 10% 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 2019 (0.5424) to 0.5244. 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.

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 of integrated Certificate level studies from our extensive VET offerings made possible as an RTO. There is a strong Work Placement program with many students undertaking School Based Apprenticeships.

We have run a successful alternative setting called FLO (Flexible Learning Options) since 2012. This program currently has in excess of 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)

Many of the programs at Swan Hill College were modified as a result of remote learning in 2020. Remote learning did enable us to focus on our communication strategies with our students and their families. Swan Hill College staff used a range of digital communication mediums including email, SMS, DayMAP and Facebook to keep a strong connection between families and the school. During 2020 these communication platforms were further developed and staff were empowered to use them more regularly and more effectively. Throughout 2020 we built on our digital presence through the use of short videos created for FaceBook and other platforms.

Literacy has continued to be a focus throughout our school. We have continued to allocate additional staff to build our Reading program at Years 7 and 8 and building teacher capability around writing in years 7 and 8. Literacy Intervention programs continue to be implemented with small groups of students. This has been expanded to include intensive Literacy support for students in Year 7 and 8 with low Literacy levels. Other programs provide additional assistance for our students who struggle with Literacy and social skills and we have now implemented a "Hands On Learning" (HOL) program for students who were at risk of disengaging from their education.

In Numeracy there has been a focus on using mini lessons to assist students to grasp concepts which have been identified as a "gap" in their Mathematical knowledge. The inclusion of a Learning Specialist and Middle Years Literacy coach has enabled us to build on the knowledge of our teachers and to further improve on their classroom practice. At years 7 and 8 we know have groups of students who are part of a High Ability program which runs across the state in both Literacy and Numeracy.

In 2020 we engaged with an external PBS coach who has been instrumental in several changes which have been made in the way we collect data and deliver Positive Behaviours in Schools. We look forward to continuing this relationship in 2021 as we further examine how we implement Positive Behaviours in Schools.

Student Leadership continues to grow at Swan Hill College through student forums (Year Level, VCAL, Sustainability, Junior and Senior Captains) and our College Captains were regular and valued members of our School Council. In

2021 we have plans to further build on student input into the school with student group who will work with us to implement our classroom model.

Achievement

Although much of our planned Professional Development was cut short in 2020, we were still able to build on our teacher practice through Professional Learning Communities and through the inclusion of Learning Specialists (Numeracy, ICT, Inclusivity and FLO). Much of our Professional Development focussed on improving teacher practice through the use of High Impact Teaching Strategies and of course the technical skills which went with “remote learning.”

It is pleasing to see that our teacher based Literacy data has improved during 2020 and is now well above similar schools. Moving into 2021 we will continue to focus on our students’ Literacy and work towards improving teacher practice with regard to Writing. Disappointingly Numeracy results have not changed between 2019 and 2020. The inclusion of a Learning Specialist in this area and additional time being allocated to KLA team meetings to improve classroom practices through the use of mini lessons will impact on these results in 2021.

98% of students in 2020 satisfactorily completed their VCE with our top ATAR score being 93.6 and a mean study score of 26.3. There were 3 students achieved a score above 90 and 3 students achieving an ATAR between 80 and 89. 2020 was the second year that our VCAL program had been implemented with athematic approach rather than as individual subjects. In 2020 the number of VCAL credits which were satisfactorily completed increased by 9%.

Engagement

Student retention from Year 7 to Year 10 continues to be a focus at Swan Hill College. 2020 saw a small decrease in our retention rates which was reflected in schools which were similar to our school. This no doubt was related to the emergence of COVID-19 and in the latter part of the year the number of apprenticeships which were available to our students.

Re-engagement programs such as FLO and other intervention programs (HOL, STEP and the Literacy Program) have helped to retain students who would normally exit a mainstream setting. FLO has continued to be a great asset for students from years 9 to 12 who have been in danger of disengaging from school. The small staff to student ratio and specialised staff has made a very real impact on the lives of their students and have built a strong sense of community between the staff, students and their families.

Swan Hill College has better attendance rate than similar schools on average. In 2020 while we were at school, we focussed on improving the attendance rates of our Year 7 cohort. In 2020 our average attendance rate for Year 7 was 90% a slight increase on 2019. As we move forward into 2021, we will continue to build on our processes and will work more closely with our “feeder schools” to build a culture of improved attendance even before the students arrive at our school.

Wellbeing

During 2020 Swan Hill College implemented a “Brekkie Program” for our students as a result of “remote learning” however, this was restricted. During this time staff completed food drops and created “Holiday Packs” of food for families. All staff had regular student contact time built into their teaching load in order to ensure that students remained connected to their education and each other. WebEx and Google Classrooms were used extensively to connect with students and their families.

Swan Hill College has continued to build on our Wellbeing and Leadership programs encouraging student voice through student forums and leadership opportunities such as The Alpine School for Leadership, School Council and Leadership Days for students. Moving into 2021 it is planned to include students more in our Curriculum

implementation and through partnerships with VicSRC build on student voice around the school. Although our transition program was significantly reduced in 2020, we were able to implement some of our normal transition activities and look forward to being able to complete more activities in the future. Other programs continue to support our students including the SEED program, SAGA and the Doctors in Schools. These programs have provided students with support in a diverse range of areas.

Financial performance and position

In 2020 Swan Hill College had a net operating surplus of \$549,441. Swan Hill College continued to use equity funding to build on student Literacy and Numeracy, especially at years 7 and 8. This early intervention involved having two teachers allocated to each Reading and Scaffolding Numeracy class. Equity has also allowed us to implement several small literacy intervention groups, the STEP program, counselling support and sub school support.

We have continued to invest in our buildings, where repainting of external buildings and some classrooms has been undertaken. After recent flooding at our FLO campus, we have been able to reinstate the internal spaces with new plaster, carpet and painting is being undertaken in some of the spaces at this campus.

2020 saw the introduction of no mobile phones in classrooms. As a result of this we renovated our year 7 & 8 locker bays to ensure safe and lockable spaces for these students.

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 763 students were enrolled at this school in 2020, 388 female and 375 male.

4 percent of students had English as an additional language and 10 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) which takes into account parents' occupations and education.

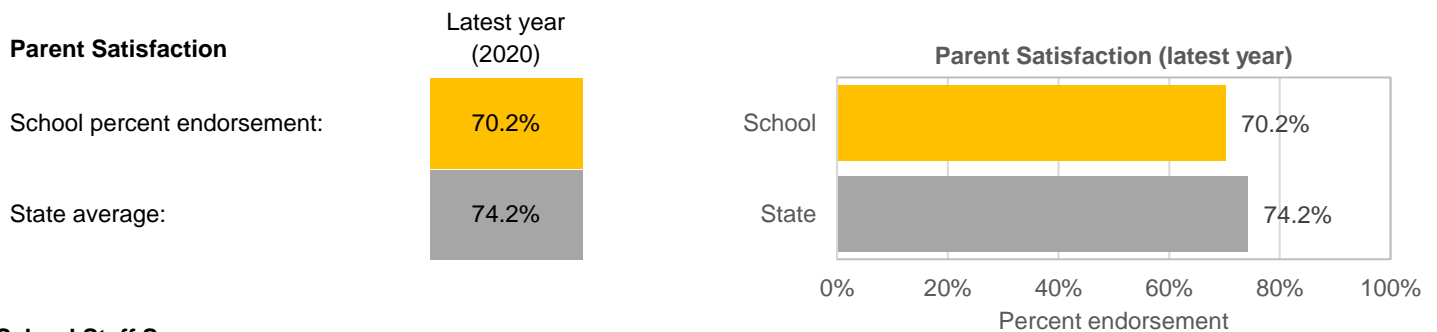
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

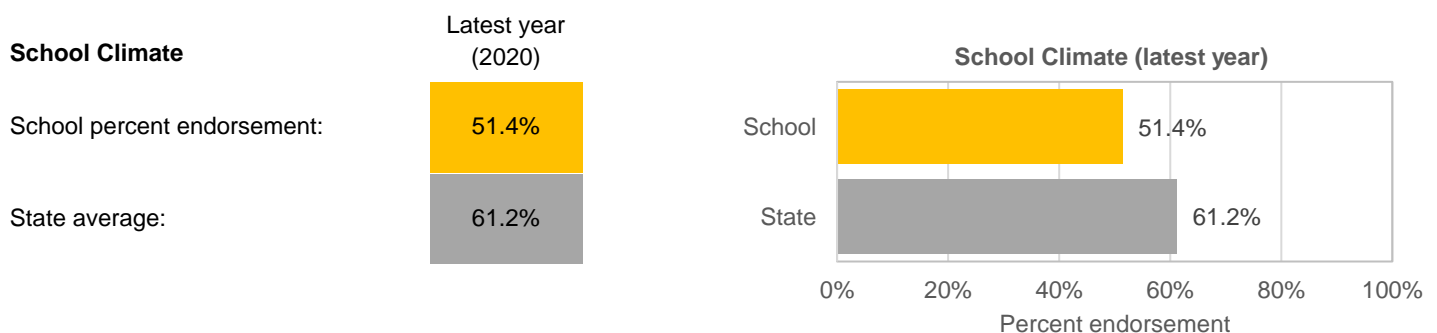


School Staff Survey

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.



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
(2020)

School percent of students at or above age expected standards:

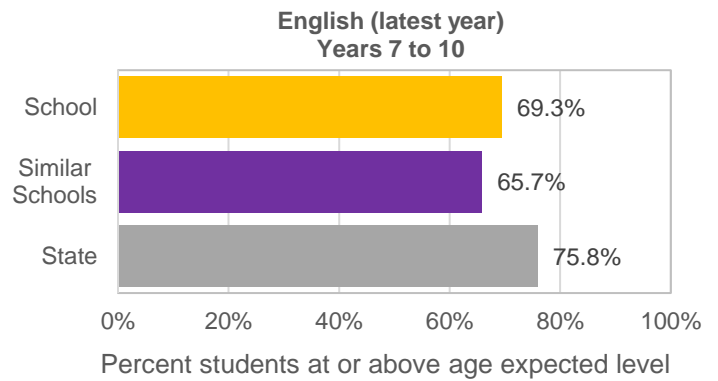
69.3%

Similar Schools average:

65.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

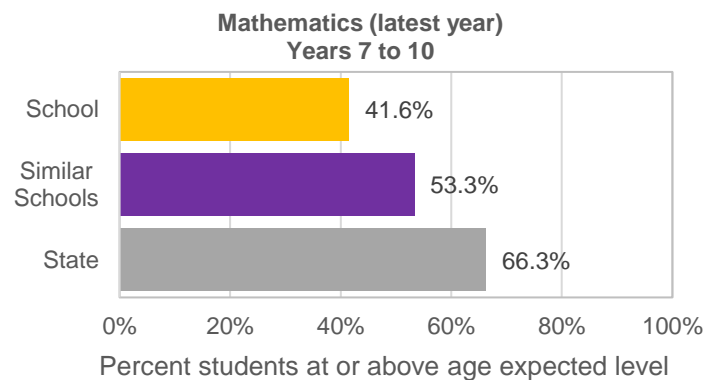
41.6%

Similar Schools average:

53.3%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

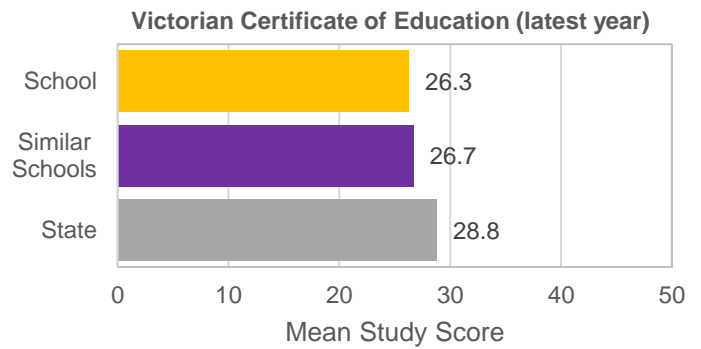
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	26.3	26.4
Similar Schools average:	26.7	26.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

41%

VET units of competence satisfactorily completed in 2020:

64%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

62%

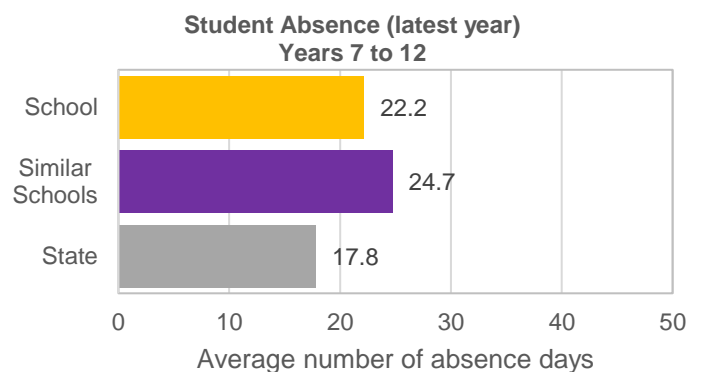
ENGAGEMENT

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	22.2	21.6
Similar Schools average:	24.7	24.6
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

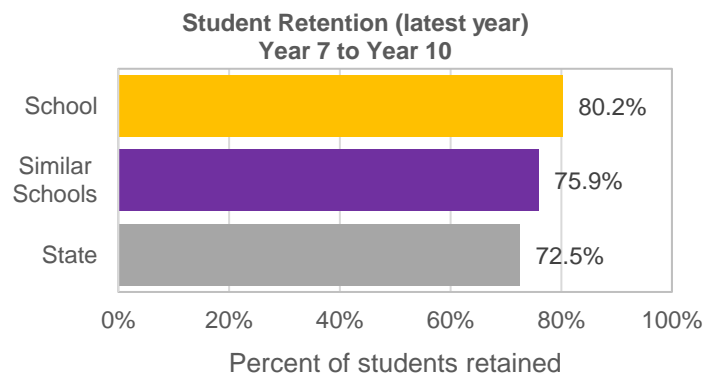
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	88%	88%	87%	88%	91%

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 (2020)	4-year average
School percent of students retained:	80.2%	81.4%
Similar Schools average:	75.9%	76.9%
State average:	72.5%	72.9%



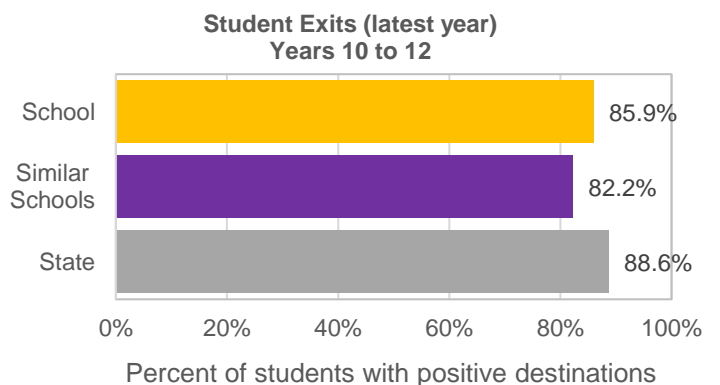
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	85.9%	80.3%
Similar Schools average:	82.2%	83.3%
State average:	88.6%	89.1%



WELLBEING

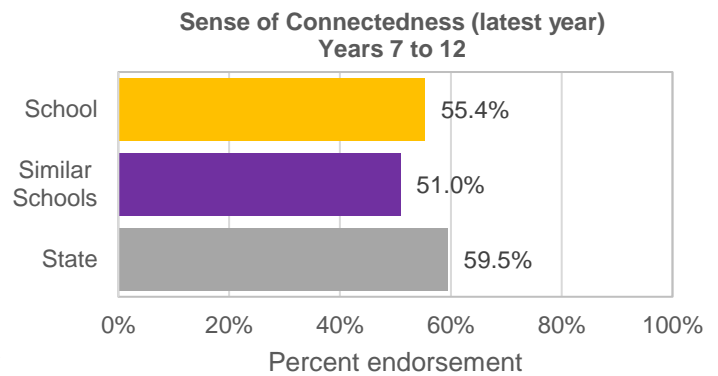
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	55.4%	48.5%
Similar Schools average:	51.0%	50.0%
State average:	59.5%	55.3%



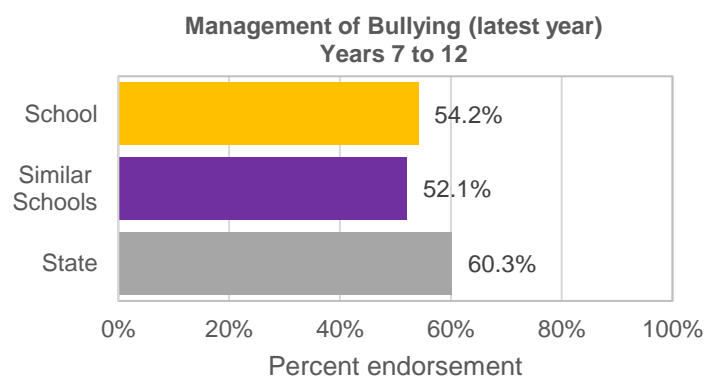
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	54.2%	49.5%
Similar Schools average:	52.1%	52.8%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$9,538,275
Government Provided DET Grants	\$2,067,835
Government Grants Commonwealth	NDA
Government Grants State	\$33,750
Revenue Other	\$97,509
Locally Raised Funds	\$486,591
Capital Grants	NDA
Total Operating Revenue	\$12,223,959

Equity ¹	Actual
Equity (Social Disadvantage)	\$886,695
Equity (Catch Up)	\$81,751
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$968,445

Expenditure	Actual
Student Resource Package ²	\$9,355,523
Adjustments	NDA
Books & Publications	\$10,092
Camps/Excursions/Activities	\$8,994
Communication Costs	\$27,997
Consumables	\$363,742
Miscellaneous Expense ³	\$47,444
Professional Development	\$37,272
Equipment/Maintenance/Hire	\$258,026
Property Services	\$575,156
Salaries & Allowances ⁴	\$390,744
Support Services	\$141,648
Trading & Fundraising	\$235,271
Motor Vehicle Expenses	\$10,887
Travel & Subsistence	\$1,445
Utilities	\$210,277
Total Operating Expenditure	\$11,674,519
Net Operating Surplus/-Deficit	\$549,441
Asset Acquisitions	\$110,337

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$2,217,723
Official Account	\$114,844
Other Accounts	\$1,830
Total Funds Available	\$2,334,397

Financial Commitments	Actual
Operating Reserve	\$347,368
Other Recurrent Expenditure	NDA
Provision Accounts	\$15,834
Funds Received in Advance	\$204,874
School Based Programs	\$906,321
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$850,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,334,397

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.