

# 2016 Annual Report to the School Community



School Name: Swinburne Senior Secondary College

School Number: 7366

*Below: Inez Holquinn and teacher, Neil Barker, Top Arts 2016*



Name of School Principal:	Michael O'Brien
Name of School Council President:	Carolyn Blackburn
Date of Endorsement:	27 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

## About Our School

### School Context

Swinburne Senior Secondary College is one of only nine stand-alone senior secondary government schools in Victoria. Located in Hawthorn, the college provides excellent facilities in a young adult learning environment where students can be accepted as individuals. The majority of students enrolling at the college are attracted by our strong Visual and Performing Arts, Design and Technology and Humanities programs. With a cohort, at the August 2016 Census, of 426 students (257 female and 169 male), a broad selection of VCE studies including those in Science, Mathematics and Commerce were offered. Students attending the college in 2016 originated from both non-government and government schools in equal proportion. Only 1% of students were identified as having English as an Additional Language and there were no students with an Aboriginal or Torres Strait Islander background.

With both VCE and VCAL programs offered, students were also able to complement their studies by accessing a broad range of VET certificate courses provided onsite and through the Inner Melbourne VET Cluster at other educational providers. The college continues to strive to provide students with information and skills so that they can take up extensive and diverse post-secondary pathways.

In 2016, the College had 35 teaching staff, of whom 12 were part-time. The College also had seven sessional VET teachers and four full time and six part-time Education Support staff. There were two full time Principal Class Officers, five Leading Teachers, 24 Classroom Teacher Level 2 teachers and six Classroom Teacher Level 1 teachers.

As has been the case in previous years, the responses to the *School Staff Survey-School Climate* (median of 59.6 compared to the State median of 51.9) and the *Parent Satisfaction Summary* (median of 5.34 compared to the State median of 5.19) were extremely positive.

The *Overall Socio-Economic Profile* of our students' families continues to be high.

### Framework for Improving Student Outcomes (FISO)

#### Priority: Excellence in teaching and learning-Building Practice Excellence

The formation of four action research projects represented a continuation of the work that teachers have undertaken over the past two years. Each of the projects is based around the work of John Hattie.

1. Study Skills 1:1
2. Active, Dynamic and Collaborative Learning
3. Experiential Learning
4. Fostering a Growth Mindset

To support their research teachers were engaged in at least one classroom observation throughout the year. Each member of the leadership team has observed at least one class of each of the teachers in their Review Team (6 or 7 people). The principal observed at least one class of each Leading Teacher (5) concentrating on the beginning of the lesson (Learning Intentions) and then observing the work of three students.

Classroom Observations have been nominated as an area of focus with FISO. Two members of the college's leadership team have been pro-active in attempting to establish a relationship with one of the network schools, Balwyn High School. Two teachers have worked with a teacher each from Balwyn HS as part of the FISO initiative around Classroom Observations. Teachers from Swinburne have visited Balwyn and vice versa during term 3. There have been three meetings of the FISO group of principals in relation to this initiative.

#### Priority: Community engagement in learning-Building Communities

Following an analysis of the Parent Opinion Survey 2015, school council was keen to provide a range of activities to engage parents in the education of their child. In term 1 a workshop with an external provider to explore strategies that parents can easily employ to support their child through the last years of schooling was conducted. This workshop was attended by 35 parents.

Members of School Council formed a small working party to develop a program of events to allow parents to meet each other and share the experiences of their children at Swinburne Senior SC. It is anticipated that this program will be reviewed by the incoming school council and implemented in 2017.

## Achievement

The college does not have any data for teacher assessments against the VELS or any NAPLAN data as it is a senior (years 11 and 12) only institution.

The mean study score from all VCE subjects undertaken by students at this school was 28.27. This result was similar to that of 2014 (28.64) when the college recorded its best result for many years. The four-year average (2013-2016) result was 27.80.

After taking into account our students' characteristics, the mean study score is lower to what would reasonably be expected. This has been the case over many years with the exception of the 2014 result when students performed at a similar level to students with the same characteristics.

The proportion of students who satisfactorily completed their VCE was 94% which was slightly higher than 2015 (92%), 21% of VCE students completed at least one VET unit of competency compared to 28% in 2015 and 37% in 2014. 97% of VET units of competence were satisfactorily completed (compared with 90% in 2015 and 83% in 2014). The improvement in the VET statistics may be due to improved management and counselling processes. The proportion of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016 was 97% (93% in 2015 and 91% in 2014). A change to the counselling and management of VCAL students over the past three years has appeared to pay dividends.

The current strategic plan (2014-2018) details a range of strategies that are being adopted to ensure that students' academic results are optimized. Considerable work has been undertaken using an action research model to raise teachers' awareness and delivery of strategies that are known to provide results in the classroom.

**Not applicable as the college does not offer programs at Years 7 to 10.**

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

In 2015 there was a continuation of the high attendance rates at both Years 11 and 12. At Year 11 the attendance rate was 90% compared with 91% in 2015 and 90% in 2014. At Year 12 the figures were 90% compared with 88% in 2015 and 89% in 2014. The college rate of attendance for each level remains around the state mean. It is worthwhile noting that the college's attendance policy for VCE students requires an attendance rate of at least 85%. At this rate, students satisfy the mandated requirement for attendance set by the Victorian Curriculum and Assessment Authority (VCAA).

The real retention from Year 11 (Feb. 2015) to Year 12 (Aug. 2016) was 65.0% which represented a small increase from 63% in 2015 but below the 67% in 2014. This result is below the State mean of 78.5%. It is anticipated that one of the consequences of the strategies to improve students' learning confidence, motivation and connectedness to one another will be an improvement in real retention. However, despite the college's attempts to provide a learning environment that meets the requirements of all students, there is further work to be done to improve real retention. This is an ongoing focus for the college.

The college's careers and pathways education program enables all students to access current information and to develop decision making skills. It enables them to make more informed choices regarding their transition from secondary schooling. In 2015, 76% of exiting students continued with further education and training. This compares with 80% in 2014 and 69% in 2013. The majority enrolled in tertiary courses in Creative Arts, Society and Culture or Management & Commerce.

## Wellbeing

Student Wellbeing continued to be a major focus of the college. Considerable effort was made to provide a supportive environment where young people could grow into the person that they would like to be whilst completing their VCE or VCAL program.

The results of the *2016 Attitudes to School Survey-Connectedness to School*, the extent to which students feel they belong and enjoy attending school, indicated that our students rated the college in the top 20% of all government schools. The school median was 3.96 compared with the State median of 3.58. The top 20% begins with a median of 3.78. This result has remained consistent over 2012-2016. This is pleasing given that our students' previous educational experience has taken place in a variety of government (51%), independent and Catholic (49%) settings. Similarly the results of the *Attitudes to School Survey-Student Perceptions of Safety*, the extent to which students feel they are safe from bullying and harassment, was a median of 4.66 compared with the State (4.31). The top 20% of schools began with a score of 4.43.

The responses from students for *Learning Confidence*, the extent to which students have a positive perception of their ability as a student, for Year 11 (3.56) was almost identical to that for Year 12 (3.55). These results were the best over the three-year period 2014 to 2016. The student responses for *Motivation*, the extent to which students are motivated to achieve and learn, were equally encouraging with 3.95 at Year 11 and 4.03 at Year 12. Both results indicate a significant shift from the results in 2014, 3.79 and 3.86 respectively. The results for Learning Confidence and Motivation may point to a small shift in the characteristics of the students enrolling with us.

For more detailed information regarding our school please visit our website at [www.sssc.vic.edu.au](http://www.sssc.vic.edu.au)

## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

### School Profile

**Enrolment Profile**

A total of 426 students were enrolled at this school in 2016, 257 female and 169 male. There were 1% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

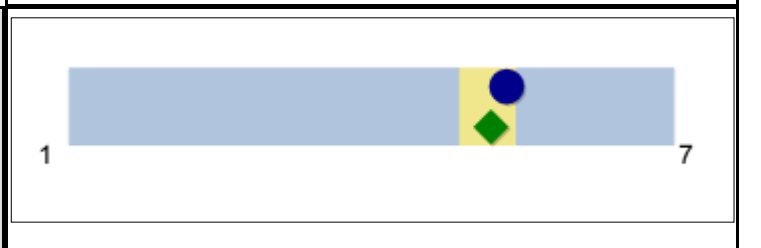
**Overall Socio-Economic Profile**

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



**Parent Satisfaction Summary**

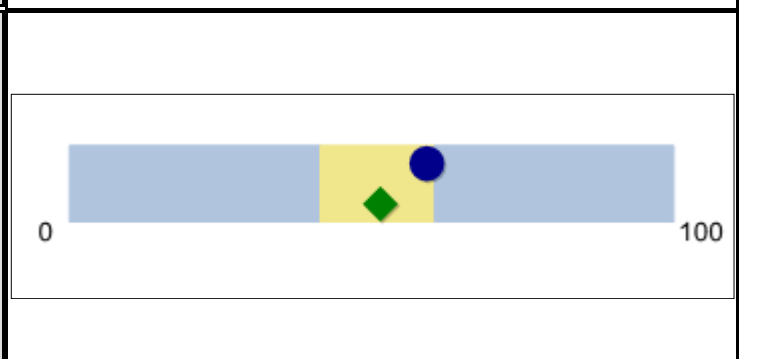
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






**School Staff Survey**

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li></ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>No Data Available</p>          <p>No Data Available</p>	<p>No Data Available</p>          <p>No Data Available</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p style="text-align: center;">No Data Available</p> <p style="text-align: center;">No Data Available</p> <p style="text-align: center;">No Data Available</p> <p style="text-align: center;">No Data Available</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Lower</p> <p> Lower</p>





Students in 2016 who satisfactorily completed their VCE: [94%](#)  
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: [21%](#)  
VET units of competence satisfactorily completed in 2016: [97%](#)  
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: [97%](#)

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="577 846 1034 943"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	90 %	90 %	<p>No Data Available</p> <p>No Data Available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	90 %	90 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</p>												

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</p>

# How to read the Performance Summary

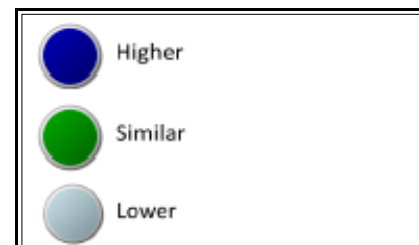
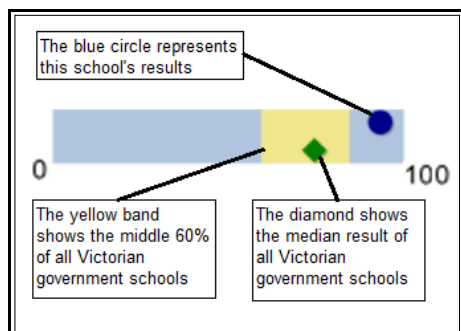
## What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

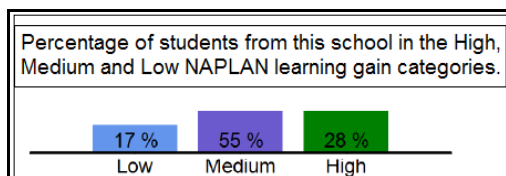
You can see these results for the latest year, as well as the average of the last four years (where available).

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



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.asp>

## What is the meaning of 'Data not available'?

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

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

**What are the changes in student achievement?**

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## Financial Performance and Position

### Financial performance and position commentary

The net operating deficit is due to the Student Resource Package being in deficit of \$50,874. This deficit was brought about by a number of staffing issues. A staff member on Workcover incurred a cost to the school of \$19,658 in addition to the replacement cost of a teacher. Additional costs were also incurred through the retirement of three teachers and the resignation of another to a sum of \$31,216. The balance of the deficit, \$32,552, is due to the cost to the school for Flood Mitigation works.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,900,901
Government Provided DET Grants	\$248,895
Government Grants Commonwealth	\$3,833
Government Grants State	\$47,051
Revenue Other	\$337,414
Locally Raised Funds	\$701,668
<b>Total Operating Revenue</b>	<b>\$5,239,763</b>

Expenditure	Actual
Student Resource Package	\$3,951,775
Books & Publications	\$7,013
Communication Costs	\$19,188
Consumables	\$153,121
Miscellaneous Expense	\$572,065
Professional Development	\$83,355
Property and Equipment Services	\$406,048
Salaries & Allowances	\$38,667
Trading & Fundraising	\$5,328
Travel & Subsistence	\$11,167
Utilities	\$75,463
<b>Total Operating Expenditure</b>	<b>\$5,323,189</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$83,426)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$423,869
Official Account	\$41,175
Other Accounts	\$772,097
<b>Total Funds Available</b>	<b>\$1,237,141</b>

Financial Commitments	Actual
Operating Reserve	\$128,253
Asset/Equipment Replacement < 12 months	\$19,800
Beneficiary/Memorial Accounts	\$34,561
Revenue Received in Advance	\$510,154
School Based Programs	\$4,190
School/Network/Cluster Coordination	\$39,085
Repayable to DET	\$55,000
Other recurrent expenditure	\$126
Capital - Buildings/Grounds incl SMS>12 months	\$362,695
Maintenance -Buildings/Grounds incl SMS>12 months	\$83,278
<b>Total Financial Commitments</b>	<b>\$1,237,141</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.