

# 2017 Annual Report to the School Community



School Name: Swinburne Senior Secondary College

School Number: 7366



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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

Signed 23 March 2018 at 02:24 PM by Michael O'Brien (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 Regulation 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 2017 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.

Signed 17 April 2018 at 09:14 PM by Karen Kimber (School Council President)



## About Our School

### School Context

Swinburne Senior Secondary College is one of only eight stand-alone senior secondary government schools in Victoria. Located in Hawthorn, the college provides excellent facilities in a young adult learning environment where students are accepted as individuals. The majority of students enrolling at the college were attracted by our strong Visual and Performing Arts, Design and Technology and Humanities programs. With a cohort, at the February 2017 Census, of 417 students (243 female and 174 male), a broad selection of VCE studies including those in Science, Mathematics and Commerce were offered. Students attending the college in 2017 originated from both non-government and government schools in equal proportion. Only 1% of students identified as having English as an Additional Language and there was one student 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 2017, the College had 37 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, 23 Classroom Teacher Level 2 teachers and seven Classroom Teacher Level 1 teachers.

As has been the case in previous years, the responses to the *School Staff Survey-School Climate* (percent endorsement of 66.1% compared to the State percent endorsement of 52.0%) and the *Parent General Satisfaction Summary* 91.2% were extremely positive.

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

### Framework for Improving Student Outcomes (FISO)

The 2017 self-evaluation process, incorporating the FISO Continua of Practice, was a successful and valuable experience. The college received very positive feedback via the Attitude to School Survey, Staff and Parent surveys with a significant number of targets set for the final year of our strategic plan being achieved. There was a particularly strong response from staff regarding *School Climate* and *Professional Learning* and the support provided for the Key Improvement Strategies and their associated actions. Comment was made that the work that had been undertaken over the previous three years was gaining traction. Considerable time was devoted to planning professional development opportunities that were designed to facilitate teachers becoming the best that they can be. There was concern that teachers believe that they still have much to learn regarding how to best manage the learning needs of the students who choose to finish their secondary education at Swinburne Senior.

Significant progress was made in developing and analysing a range of data sets to learn more about our students and, indeed, to put a face on the data. Action research teams were established with the composition of them including at least one leading teacher and professional improvement team leader and seven or eight other teachers from a variety of disciplines. The grouping of staff in this manner provided an opportunity for the professional development process to be managed more effectively.

The support for students with wellbeing issues was also improved with a more pro-active approach to provide information and counselling for students. Relationships with external providers of support and professional learning were strengthened considerably.

## 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 27.53. This result was consistent with the previous three years 28.64 (2014), 26.92 (2015) and 28.27 (2016). The four-year average (2014-2017) result was 27.84.

After taking into account our students' characteristics, the mean study score is similar to what would reasonably be expected.

The proportion of students who satisfactorily completed their VCE was 92%, which was slightly lower than 2016 (94%).

17% of Year 12 students in 2017 undertook at least one Vocational Education and Training (VET) unit of competence (21% in 2016) and 78% of VET units of competence were satisfactorily completed (97% in 2016). These results are volatile and expected as our students come with such a range of previous educational experiences.

24% of VCE students completed at least one VET unit of competency compared to 32% in 2016 and 37% in 2015. The proportion of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017 was 99% which was higher than the results of the previous three years-97% (2016), 93% (2015) and 91% (2014).

The current strategic plan (2014-2018) details a range of strategies that are being adopted to ensure that our students' academic results are optimized. Considerable work has been undertaken using an action research model to raise teachers' awareness and delivery of high impact teaching strategies that will further improve instructional practice.

## Engagement

In 2017 the Absent Days per Full Time Equivalent was 13.07 days for Year 11 (State 17.33) and 18.52 days for Year 12 (State 15.75). The school's Year 11 results over the period from 2014 to 2016 were 18.97, 18.86 and 19.37 respectively and for Year 12 18.57, 23.23 and 20.81. In summary, the attendance results were the best that the school has experienced over the past four years. It is worthwhile noting that the college's attendance policy for VCE students requires an attendance rate of at least 85%, which is equivalent to attending for 146 days of a possible 172 days or conversely, not attending for 26 days. The attendance data indicates that, on average, our students attend for at least 90% of the time. At this rate, students satisfy the mandated requirement for attendance set by the Victorian Curriculum and Assessment Authority (VCAA) of at least 50 hours of instruction for each VCE unit of work.

The real retention from Year 11 (Feb. 2016) to Year 12 (Aug. 2017) was 65.8% which was almost identical to the 2015-16 result (65.0%). The retention rate for 2014-15 was 63.0% and for 2013-14 it was 69.7%. These results have been consistently below the State mean (79.5% in 2016-17). 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 their decision making skills. It enables them to make informed choices regarding their transition from secondary schooling. In 2017, 89% of students who exited the college continued with further education and training or moved into the workforce. This result represented an improvement over previous years and accounts for the increase in the average over the past four years (2014-2017). The majority of exiting students 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 *2017 Attitudes to School Survey-Sense of Connectedness*, the extent to which students feel they belong and enjoy attending school, indicated that our students rated the college in the top 5% of all government schools. The school percentile rank against other secondary schools was 96.2%. This measure has remained consistently high over 2012-2017. 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-Management of Bullying*, the extent to which students feel they are safe from bullying and harassment, was 95.9%, therefore ranking in the top five percent of secondary colleges in the State.

The responses from students for *Sense of Confidence*, the extent to which students have a positive perception of their ability as a student, was 62.1%. Interestingly the results based on gender were polarising with females recording a result of 48.6% and males 74.9%. The student responses for *Motivation and Interest*, the extent to which students are motivated to achieve and learn, were very encouraging with a result of 97.1%. The results for both *Sense of Confidence* and *Motivation and Interest* indicate a significant shift from the results in 2014. The 2017 results for *Sense of Confidence* and *Motivation and Interest* may point to some changes to 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 417 students were enrolled at this school in 2017, 242 female and 174 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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 Annual Report</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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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>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 Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> Year 5 - Year 7</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 year 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'.</p>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><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</b> Year 7 - Year 9</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><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>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: lightblue; font-size: 2em;">●</span> Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>91%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>17%</b>            VET units of competence satisfactorily completed in 2017: <b>78%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>99%</b></p>		







## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>No Data Available</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

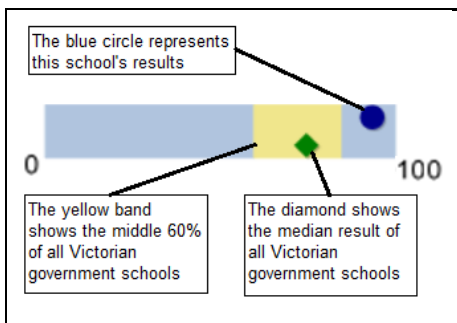
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

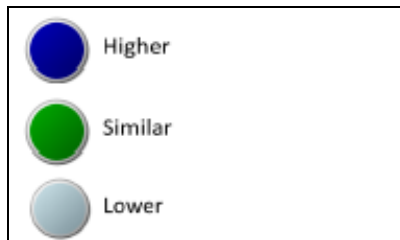


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

## Financial Performance and Position

### Financial performance and position commentary

The net operating deficit is due to the Student Resource Package being in deficit of \$141,108. This deficit was brought about by a number of staffing issues. A number of experienced teachers took long service leave and were replaced by teachers whose cost to the school was greater than the funds provided by the DET. The balance of the deficit, \$76,479, was due to the cost to the school for non-budgeted purchases for refitting the college's auditorium and the engagement of an architect to develop plans for a proposed renovation.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,908,904	High Yield Investment Account	\$279,113
Government Provided DET Grants	\$433,692	Official Account	\$28,432
Government Grants Commonwealth	\$12,481	Other Accounts	\$834,806
Government Grants State	\$28,460	<b>Total Funds Available</b>	<b>\$1,142,352</b>
Revenue Other	\$226,933		
Locally Raised Funds	\$683,717		
<b>Total Operating Revenue</b>	<b>\$5,294,187</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$16,502		
Equity (Catch Up)	\$12,985		
<b>Equity Total</b>	<b>\$29,487</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,050,012	Operating Reserve	\$36,060
Books & Publications	\$5,953	Beneficiary/Memorial Accounts	\$35,413
Communication Costs	\$23,529	Revenue Received in Advance	\$527,837
Consumables	\$156,703	School/Network/Cluster Coordination	\$70,777
Miscellaneous Expense <sup>3</sup>	\$390,212	Other recurrent expenditure	\$18,327
Professional Development	\$94,066	Capital - Buildings/Grounds incl SMS>12 months	\$453,938
Property and Equipment Services	\$475,400	<b>Total Financial Commitments</b>	<b>\$1,142,352</b>
Salaries & Allowances <sup>4</sup>	\$220,663		
Trading & Fundraising	\$4,686		
Travel & Subsistence	\$6,827		
Utilities	\$83,724		
<b>Total Operating Expenditure</b>	<b>\$5,511,774</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$217,587)</b>		
<b>Asset Acquisitions</b>	<b>\$15,340</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.*