2018 Annual Report to
The School Community

School Name: Swinburne Senior Secondary College (7366)

- 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 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 2018 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 19 March 2019 at 08:22 AM 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 09:51 AM by Craig Hickman (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 2018 Census, of 428 students (251 female and 177 male), a broad selection of VCE studies including those in Science, Mathematics and Commerce were offered. Students attending the college in 2018 originated from both non-government and government schools in equal proportion. Only 2% 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.

The College has 36 teaching staff, of whom 13 are part-time. The College also has seven sessional VET teachers and four full-time and six part-time Education Support Staff. There are two full time Principal Class Officers, five Leading Teachers and 31 Classroom Teachers.

As has been the case in previous years, the responses to the School Staff Survey-School Climate (percent endorsement of 60.5% compared to the State percent endorsement of 51.5%) positioned the school in the top 20% of secondary schools.The Parent General Satisfaction Summary (percent endorsement of 84.3% compared to the State percent endorsement of 72.4%) was also extremely positive and placed the school well inside the top 20% of secondary schools.

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

Framework for Improving Student Outcomes (FISO)

The 2018 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 four 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 28.11. This result was consistent with the previous three years 28.64 (2014), 26.92 (2015), 28.27 (2016) and 27.53. The four-year average (2015-2018) result was 27.7.

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 97%, which was higher than 2016 (94%) and 2017 (92%).

19% of Year 12 students in 2018 undertook at least one Vocational Education and Training (VET) unit of competence (17% in 2017) and 91% of VET units of competence were satisfactorily completed (78% in 2017). These results tend to be volatile and expected as our students come with such a range of previous educational experiences.

The proportion of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018 was 93% which was similar to the results of the previous four years- 99% (2017), 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 2018 the Absent Days per Full Time Equivalent for combined Year 11 and 12 was 22.2 days (State 20.6). The four year average was 19.7 days compared to the State 20.2 days.The school's Year 11 attendance rate was 88% and Year 12, 90%. 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. 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 February 2017 to August 2018 was 72% which was better than the 2015-16 result (65.0%) and 2016-17 result (65.8%). . These results have been consistently below the State mean (80.7% in 2017-18). 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 figure is at odds with that published in the report of 59.1%. Apparently this figure is a "snapshot" of our data taken at a particular point in time. This result represented an improvement over previous years and accounts for the increase in 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 2018 Attitudes to School Survey-Sense of Connectedness, the extent to which students feel they belong and enjoy attending school, was 93.1% indicating that our students rated the college in the top 10% of all government schools. This measure has remained consistently high over 2013-2018. 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 93.5%, therefore ranking in the top ten 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 51.7% down from 62.1% in 2017. Interestingly the results based on Year Levels were polarising with Year 11 recording a result of 31.1%% and Year 12, 66.7%. The student responses for Motivation and Interest, the extent to which students are motivated to achieve and learn, decreased significantly from the 2017 result of 91.7% to 81.0%. However compared with other secondary schools we had a percentile of 92.5%. The huge discrepancy in year to year results is an indication of how volatile our data can be and emphasises the fact that each cohort can have very different characteristics.

Financial performance and position

The College manages the financial operations for the Riversdale Inner East Network of schools. The annual surplus of $22,704 can be attributed to the Riversdale Inner East Network not expending all of the funds that were generated throughout 2018. It is worthwhile noting that the College generated a deficit with the School Resource Package (SRP) in 2017. This was done by the DET withdrawing funds from the quarterly cash grants in terms 2 and 3.

**For more detailed information regarding our school please visit our website at
https://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

Enrolment Profile

A total of 428 students were enrolled at this school in 2018, 251 female and 177 male.

2 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	No Data Available	No Data Available
	No Data Available	No Data Available

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: ◆

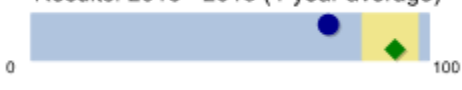| Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	No Data Available No Data Available No Data Available No Data Available	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	No Data Available No Data Available No Data Available No Data Available	No Data Available No Data Available No Data Available No Data Available

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
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.	Results: 2018 0 ——————— 50 Results: 2015 - 2018 (4-year average) 0 ——————— 50	🟢 Similar ⚪ Lower

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: ◆

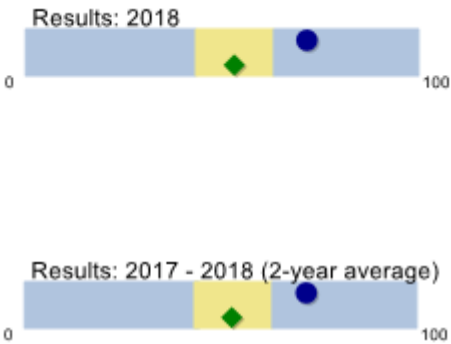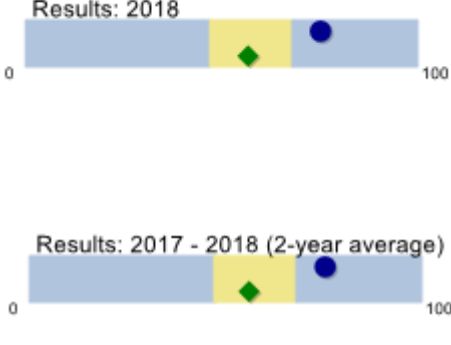| Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) Few absences <------> Many absences <table><tr><th>Yr7</th><th>Yr8</th><th>Yr9</th><th>Yr10</th><th>Yr11</th><th>Yr12</th></tr><tr><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>88 %</td><td>90 %</td></tr></table>	No Data Available No Data Available
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available No Data Available
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2018 Results: 2015 - 2018 (4-year average)	No Data Available No Data Available

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	No Data Available No Data Available
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	No Data Available No Data Available

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$4,176,590
Government Provided DET Grants	$440,019
Government Grants Commonwealth	$9,170
Government Grants State	$29,382
Revenue Other	$207,181
Locally Raised Funds	$911,187
Total Operating Revenue	**$5,773,530**

Equity[1]	
Equity (Social Disadvantage)	$12,020
Equity (Catch Up)	$13,812
Equity Total	**$25,832**

Expenditure	
Student Resource Package[2]	$4,176,175
Books & Publications	$5,812
Communication Costs	$19,197
Consumables	$236,659
Miscellaneous Expense[3]	$409,987
Professional Development	$125,207
Property and Equipment Services	$317,682
Salaries & Allowances[4]	$358,623
Trading & Fundraising	$6,782
Travel & Subsistence	$4,542
Utilities	$90,160

Total Operating Expenditure	**$5,750,826**
Net Operating Surplus/-Deficit	**$22,704**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$143,504
Official Account	$56,941
Other Accounts	$896,915
Total Funds Available	**$1,097,360**

Financial Commitments	
Operating Reserve	$195,000
Other Recurrent Expenditure	$6,755
Provision Accounts	$40,000
Funds Received in Advance	$383,801
Beneficiary/Memorial Accounts	$36,281
Funds for Committees/Shared Arrangements	$63,609
Repayable to the Department	$7,861
Capital - Buildings/Grounds > 12 months	$364,053
Total Financial Commitments	**$1,097,360**

(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 15 March 2019 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.

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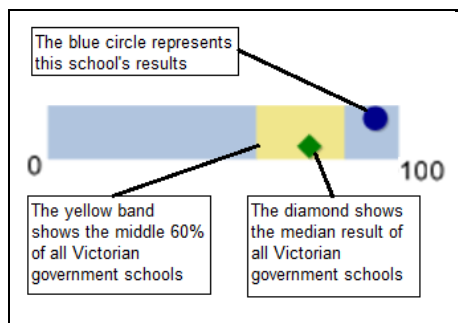
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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

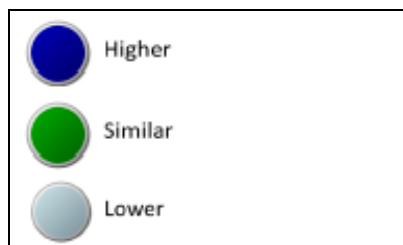Results are displayed for the latest year, as well as the average of the last four years (where available).

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'* or *'ND'* 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').