

2022 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 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 of the previous calendar year 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 27 March 2023 at 02:19 PM by Daryl Bennett (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 04:04 PM by Oriel Flewell-Smith (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Swinburne Senior Secondary College is one of only ten 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. Swinburne Senior Secondary College's vision is to enable independent, critical thinking that challenges and enriches learners' lives, creating citizens who contribute positively to the global community through intellectual endeavour, cultural acceptance and action. Students are encouraged to develop their individual identities through the pursuit of their learning goals and future career ambitions. The College fosters students' creative, analytical and critical thinking through delivery of the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) certificates and Victorian Certificate Education Vocational Major programs, offering a broad range subjects for senior students to make appropriate choices regarding their areas of interest and expertise. Swinburne Senior Secondary College's mission is to develop lifelong learners with enquiring minds and a keen sense of curiosity. We encourage young adults to take educational risks, be responsible for their actions, and value the importance of respect, responsibility and commitment. As a senior-only college, the teachers at Swinburne Senior work to empower students to make their own decisions about their learning. Supporting students' individual needs is a key focus of the College, which is engendered through the teachers' respectful interactions with the students, embracing individual differences and encouraging them to adapt a growth-mindset approach to their studies. The following values are central to the life of the College. We strive to apply these values in our everyday dealings with each other and in the development of our programs and policies. At Swinburne Senior Secondary College we value and enact: • Respect • Responsibility • Commitment Respect means: • Respecting ourselves, others and our relationships • Respecting ourselves and others in all we think, say and do • Respecting our learning, community and environment. Responsibility means: Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment. Commitment means: All members of the College community strive for growth in all aspects of their education that will foster a love of learning and lead them to become independent learners. Students may commence their enrolment at the College in Year 11 or Year 12. They have access to a broad range of VCE Studies, including VM and VET programs. The College hosts 13 VET programs on each evening throughout the week (excluding Friday) and all day on Wednesday. Students may also choose from a large number of other programs through the Inner Melbourne VET Cluster (IMVC) and travel off site to study these. The College continues to strive to provide students with information and skills so that they can take up extensive and diverse post-secondary pathways. With a cohort of 408 students (263 female and 145 male), approximately 55% originated from government schools and 45% from non-government schools. In 2022 we had no students who were identified as having English as an Additional Language and there were 2 students with an Aboriginal or Torres Strait Islander background. The College is not registered to accept international students. The College has 41 teaching staff, of whom 10 are part time. The College also has seven sessional VET teachers and four full-time and five part-time Education Support Staff. There are two full time Principal Class Officers, four Leading Teachers, two Learning Specialists. The Overall Socio-Economic Band Profile of our students' families has not changed over the past ten years and is now classified as Low. In effect, this means that we are a Low Needs school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the mean VCE study score increased from 28.4 to 28.5 with the four year average being 28.1. (28.1 in 2018, 27.5 in 2019, 28.3 in 2020 and 28.4 in 2022) This is moving towards the strategic plan goal of a mean of 29 by 2026. We also celebrate a 96% successful completion rate with 22% of these students undertaking at least one VET unit of competency. Our VCAL class of 2022 had a 98% successful completion rate. The current strategic plan (2023- 2026) details a range of strategies that are being adopted to ensure that our students' academic results are optimized. The school is also involved in the Professional Learning Communities training which is an evidence based approach to evaluating the impact of a teacher's pedagogical impact. This is based in the department of education's FISO 2.0 model.

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 develop a strong connection to the College whilst completing their VCE or VCAL program. The results of

the 2021 Attitudes to School Survey-Sense of Connectedness, the extent to which students feel they belong and enjoy attending school, was 73.1%, up from 70%, which represented an increase over the 2021 result. This remains pleasing given that our students' previous educational experience has taken place in a variety of government (55%), independent and Catholic (45%) 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 63.5% and represented a decrease over the 2021 result of 65%. The four year average for the College was 71.2% compared with the State result of 54%. The school has also employed a Mental Health Practitioner to assist in the wellbeing team and a Counsellor at 0.4 FTE. Having additional resources available to support students is a priority.

Engagement

In 2022 the Absent Days per Full Time Equivalent for combined Year 11 and 12 was 22.8 days. The four year average was 23.2 days. 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 school has designed and implemented a new attendance policy which has improved the attendance data for the school. It has also commenced working with outside agencies to develop strategies to assist those at risk of leaving, or developing school refusal tendencies, to remain engaged in education. 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 2022, 83.2% of students exited to tertiary study or full time employment.

Other highlights from the school year

The school continues to celebrate the diversity of its students and this is evident in the colourful Valedictory Evening celebrated at the Hawthorn Town Hall where over 500 parents joined our community in celebrating our achievements from 2022. We also hold numerous events at school such as IDAHOBIT day, wear it purple, neurodiversity day and have a wide variety of clubs operating throughout the year. Students also celebrate with the formal that occurred in June.

We celebrate success in the fine arts with students being recognised in Top Arts and Top Screens, performing in the Theatre Production and Music Concerts and the Drama ensembles.

Financial performance

The College ended the year in a sound financial position. 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. The budget was in surplus as actual revenue from DET and Commonwealth grants, VET programs, Essential Student Learning Items and Voluntary Contributions was higher than anticipated.

The school has subsidised the increase in CCTV at the new Gymnasium to the cost of \$23000. The completion of the building project is still January 19, 2024.

For more detailed information regarding our school please visit our website at
<https://sssc.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 408 students were enrolled at this school in 2022, 263 female and 145 male.

5 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

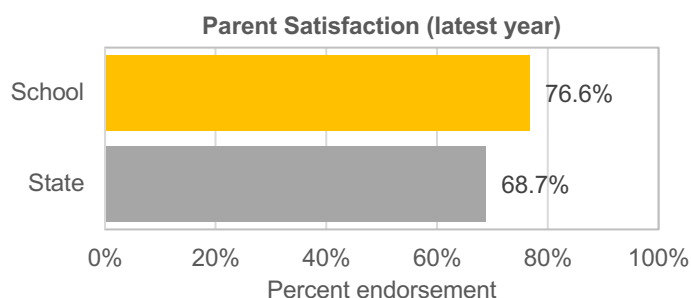
This school's SFOE band value is: Low

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	76.6%
State average (secondary schools):	68.7%



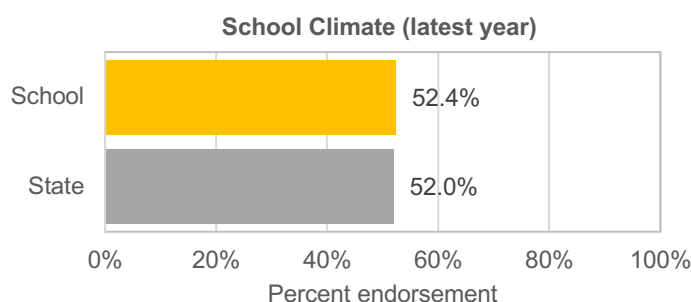
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	52.4%
State average (secondary schools):	52.0%



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

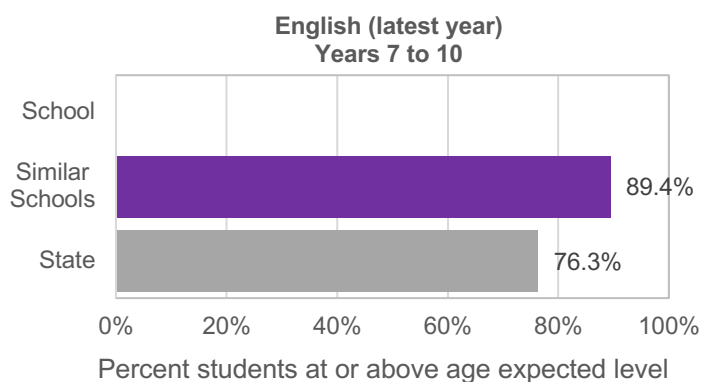
NDA

Similar Schools average:

89.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

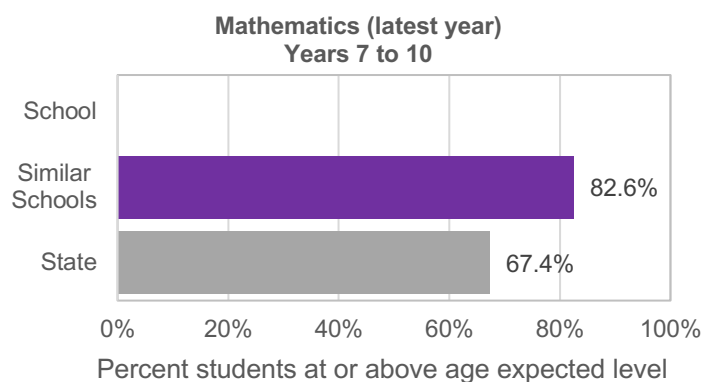
NDA

Similar Schools average:

82.6%

State average:

67.4%



LEARNING (continued)

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

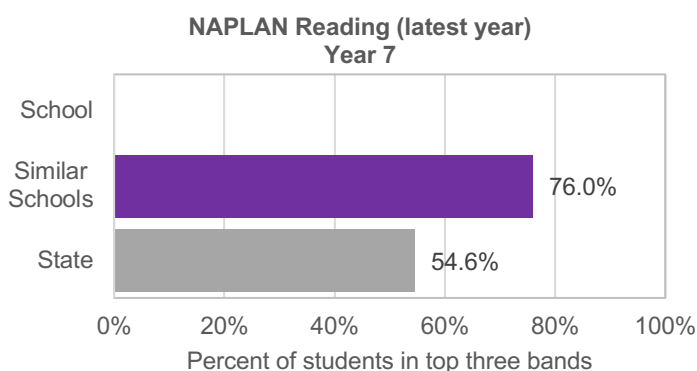
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

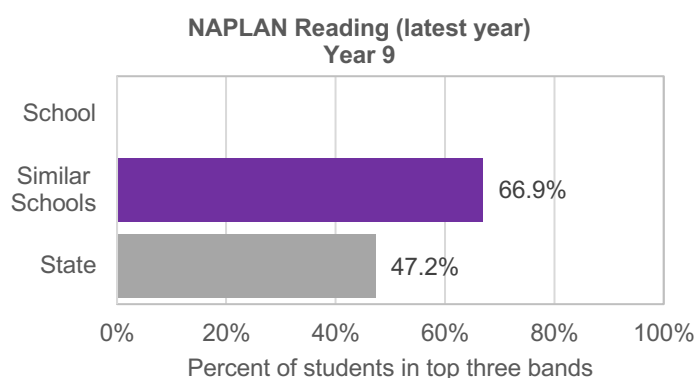
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	76.0%	76.1%
State average:	54.6%	55.3%



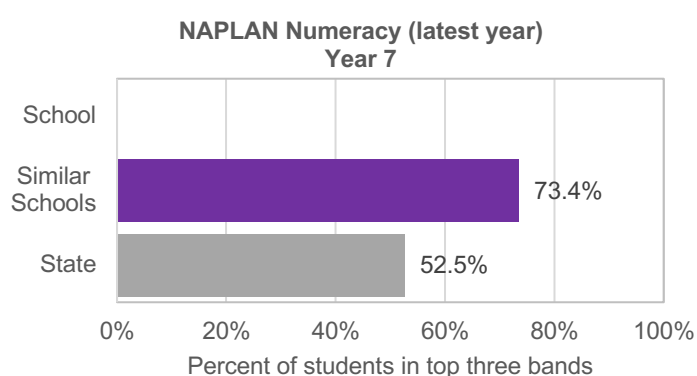
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	66.9%	65.1%
State average:	47.2%	46.0%



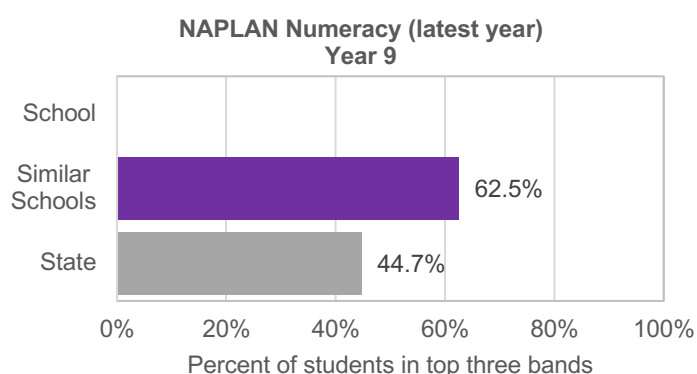
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	73.4%	74.7%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	62.5%	64.1%
State average:	44.7%	45.6%



LEARNING (continued)

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

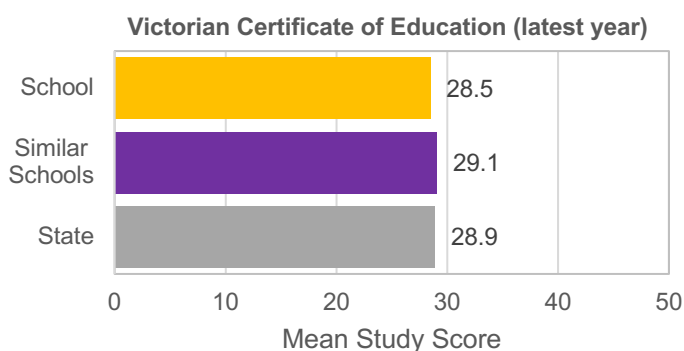
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	28.5	28.1
Similar Schools average:	29.1	29.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

22%

VET units of competence satisfactorily completed in 2022:

80%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

98%

WELLBEING

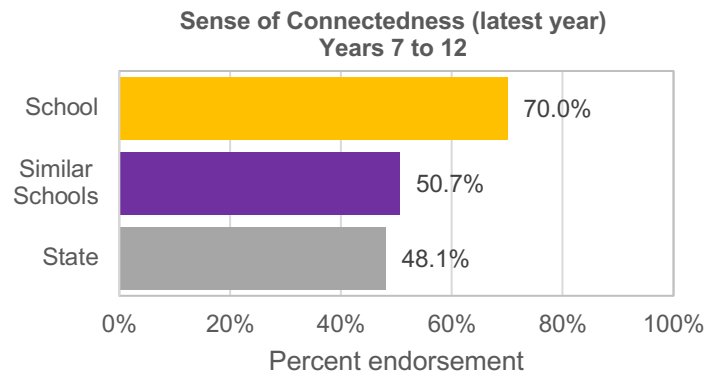
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	70.0%	73.1%
Similar Schools average:	50.7%	55.9%
State average:	48.1%	52.5%

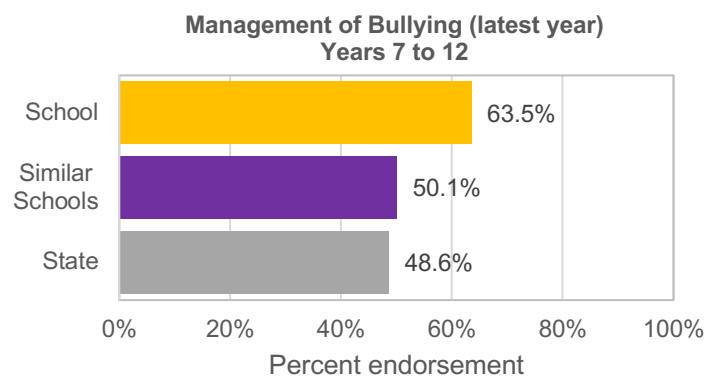


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	63.5%	71.2%
Similar Schools average:	50.1%	56.5%
State average:	48.6%	54.0%



ENGAGEMENT

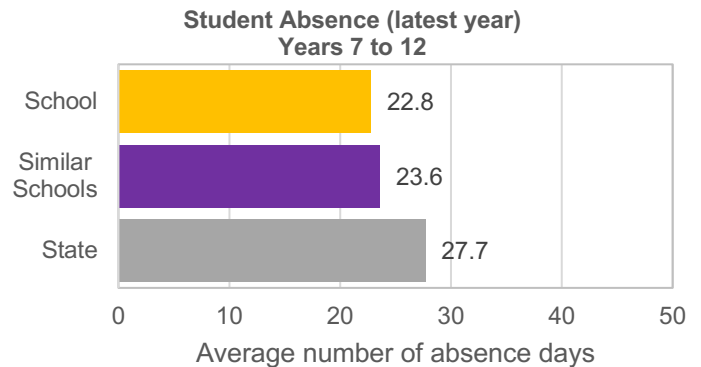
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	22.8	23.2
Similar Schools average:	23.6	17.7
State average:	27.7	21.8



Attendance Rate (latest year)

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

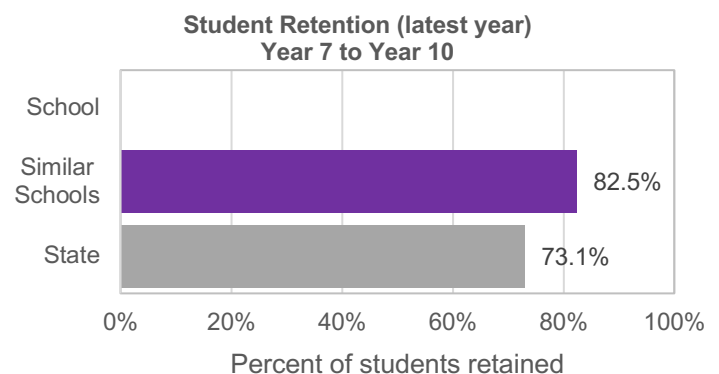
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	NDA	88%	89%

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 (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	82.5%	80.8%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

Latest year
(2021) 4-year
average

83.2%

78.4%

Similar Schools average:

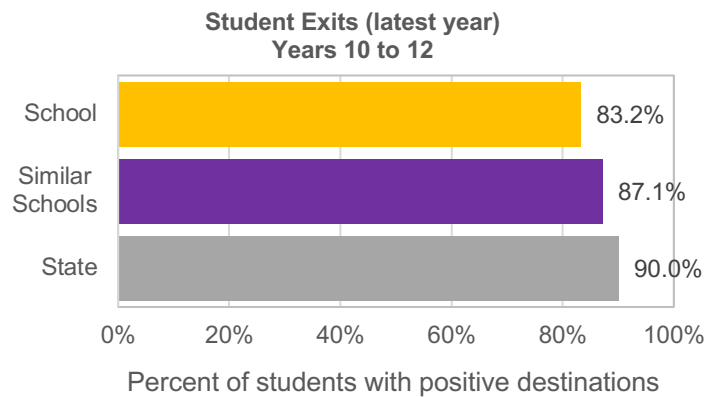
87.1%

85.9%

State average:

90.0%

89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$4,811,735
Government Provided DET Grants	\$526,353
Government Grants Commonwealth	\$10,620
Government Grants State	\$35,462
Revenue Other	\$262,731
Locally Raised Funds	\$391,491
Capital Grants	\$0
Total Operating Revenue	\$6,038,393

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,569
Equity (Catch Up)	\$4,948
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,516

Expenditure	Actual
Student Resource Package ²	\$4,944,246
Adjustments	\$0
Books & Publications	\$3,227
Camps/Excursions/Activities	\$99,772
Communication Costs	\$18,301
Consumables	\$154,961
Miscellaneous Expense ³	\$33,257
Professional Development	\$27,895
Equipment/Maintenance/Hire	\$116,898
Property Services	\$148,048
Salaries & Allowances ⁴	\$148,489
Support Services	\$351,593
Trading & Fundraising	\$6,357
Motor Vehicle Expenses	\$4,444
Travel & Subsistence	\$3,640
Utilities	\$85,002
Total Operating Expenditure	\$6,146,131
Net Operating Surplus/-Deficit	(\$107,738)
Asset Acquisitions	\$108,179

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$936,150
Official Account	\$98,779
Other Accounts	\$258,010
Total Funds Available	\$1,292,939

Financial Commitments	Actual
Operating Reserve	\$179,372
Other Recurrent Expenditure	\$0
Provision Accounts	\$40,000
Funds Received in Advance	\$177,650
School Based Programs	\$191,229
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$87,350
Capital - Buildings/Grounds < 12 months	\$51,000
Maintenance - Buildings/Grounds < 12 months	\$85,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$811,601

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.