

# 2021 Annual Report to The School Community



**School Name: Stawell Secondary College (8731)**



- 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 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 2021 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 04 May 2022 at 05:45 PM by Murray Hart (Principal)

- This 2021 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 04 May 2022 at 08:52 PM by Emily Dalkin (School Council President)

# How to read the Annual Report

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## 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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

Stawell Secondary College is a Year 7 to 12 school that serves the community of Stawell and surrounding areas. Stawell Secondary College provides its students with an inclusive curriculum, designed to meet students' varied needs and interests. Year 7 students enrol from eleven local primary schools and study a comprehensive curriculum across all learning areas. In Years 8 to 10, our students enjoy a wide selection of subjects as they progress through the school. Senior students study a range of pathways through the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), with access to a variety of Vocational Education and Training (VET) studies.

In 2015, the College focused its language program on the teaching of Chinese language (Mandarin); since 2016, the College has extended its highly successful program of Chinese language instruction to neighboring primary schools. In 2019, the College organized a study tour to China, which followed a six-week immersion tour to China as part of the VYLC - Victorian Young Leaders to China program in the previous year.

There is currently 50 EFT staff employed at the College. Staff are currently working collaboratively through the second phase of the PLC initiative. The school is working towards further strengthening the engagement with our indigenous community. There are currently no Indigenous or Torres Strait Islander staff members, but the school continues to engage with LAESCG to promote local Koorie education through the classroom.

Students belong to one of the three Houses, which are comprised of multi-age Home Groups. The Home Group program promotes and develops students' understanding of the College's values and seeks to proactively improve students' resilience and wellbeing. The House structure provides opportunities for students to develop their leadership skills and focus on building positive relationships. Students, teachers and the wider community have developed a new set of values as part of one of our goals in the strategic plan in 2020. These values are:

Participation

Aspiration

Inclusion

Resilience

Respect

Each of these values has a set of associated behaviours which guide all members of our college to live these values and cultivate a positive approach to relationships across our schools.

The student leadership program is expanding, with additional leadership opportunities available, beyond those of the School Captains and Year 9 Ambassadors. As part of the Student Support Program Year 11 students are provided with the opportunity to join the Peer Support Program which focuses on supporting identified students in the Junior school. Sport, music and various forms of activities use these values to ensure our students receive a well-rounded set of opportunities for their development.

Students at the College enjoy spacious grounds and a range of teaching and learning spaces with specialist equipment and facilities. The school is currently working through a \$11.125M redevelopment program with work expected to commence in mid-2022.

Stawell Secondary College has also adopted a relational approach to student management and teaching and learning, evidence shown in our 2020 review indicates a significant reversal of our trend data since 2019. Our school is optimistic and is continuing the improvement agenda through initiatives such as investing in Leadership Capacity and Professional Learning Communities, both of which are having a significant impact on the culture and the learning throughout our school.

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### Framework for Improving Student Outcomes (FISO)

Stawell Secondary College was successful in implementing and strengthening the Key Improvement Strategies in 2021 of "Learning, catch-up and extension". The school successfully implemented and strengthened the key AIP actions of establishing and imbedding the Professional Learning Communities (PLC) initiative and structures to support teacher collaboration and reflection of teaching practice. PLC Leaders were supported by the DSSI team with focus on evidence-informed teaching and learning through collaboration. PLC groups worked collaborative to review data,

identify key learning strategies and employ classroom initiatives to improve student outcomes. Whole school professorial learning activates provide key support to support the active promotion of evidence informed teaching and learning practices with support from DSSI team and PLC initiative. PLCs also reviewed data and implemented key improve strategies to support the action of improving the VCE average study score from 25 to 27. This area will require additional focus in 2022.

The school has also successfully actioned the Key Improvement Strategies in 2021 of "Happy, active and healthy kids". The school values have been embedded the schools' daily language and students' achievement is now being recognized via the values. Strategic planning was employed in 2021 to ensure a whole school approach to wellbeing and social-emotional learning vital work to be continued in 2022. The delivery of a broad curriculum program as well as the implementation of specific programs such as "Hands on Learning" ensured the students were able to re-engage with learning.

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## Achievement

In 2021 the school continued to consolidate the Literacy and Numeracy learning opportunities targeted at the students point of need.

A range of additional literacy support programs in the classrooms and via withdrawal groups were strengthened in Year 7 and 8 in 2021 with some success. In 2022, additional classes and students will access the program to further enhance student literacy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects.

Students in Years 7 through to 10 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected due to remote learning. The school maintained the VCE All Studies mean score of 24.6, with one student achieving an ATAR score of 95.35. Of the 34 graduating Year 12 cohort, 11 students obtained Apprenticeships and Traineeships, 10 went on to university and 11 moved into full/part time employment.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

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## Engagement

The school experienced only a small decrease in student engagement during the 2021 remote learning periods. The use of WEBEX and weekly check-in by Home Group teachers supported a consistent engagement period during this time. The return to onsite learning was an extremely positive experience for the school, with above average attendance numbers. A strategic whole school return to on-site learning plan focused on "Moving forward" with emphasis on future learning and avoidance on uncompleted material from the remote learning period. Student engagement provided a greater emphasis on Literacy and Numeracy learning opportunities targeted at the student point of need. A strong focus was presented on identifying students whose learning was impeded with individual Literacy and Numeracy programs.

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## Wellbeing

Stawell Secondary College spent much of 2021 strategically planning a whole school approach to staff and student wellbeing. The replacement of the school's Student Counsellor provided an opportunity to reassess the school needs and review the future direction of student wellbeing. The school engaged the Black Dog Institute and introduced the key stakeholders to the program. The program will continue through 2022 with the outcome of establishing an agreed whole school approach to wellbeing. The school successfully sort further support through the establishment of a school nurse and Mental Health Counselor who will commence work in the school in 2022. The PLC groups analyzed student wellbeing and behavior data and identified areas of improvement in relation to student wellbeing. Specific actions were identified and delivered through the embedment of the school values. Specific improvement was identified in the areas of participation and inclusion.

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## Finance performance and position

The 2021 Cash budget ended the year with a surplus of \$177,953. This was partially created by the reduced face to face classes as COVID once again impacted on the school's delivery of the curriculum. The funding that the school received for VCE Revision was unable to be fully expended as there were reduced opportunities for students to participate in worthwhile experiences. Planning for the 2022 VCE students to participate in VCE Revision opportunities commenced before the end of 2021. Similarly, the Active Schools Grant was also unable to be fully expended and this will be rectified in 2022 with the funds being permitted to be carried forward. In preparation for the commencement of the \$11 million plus building project in 2022 both grounds and maintenance funds were planned to carry into 2022 as the school will be required to complete additional works to ensure a satisfactory conclusion of the project.

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

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 393 students were enrolled at this school in 2021, 181 female and 212 male.

3 percent of students had English as an additional language and 5 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).

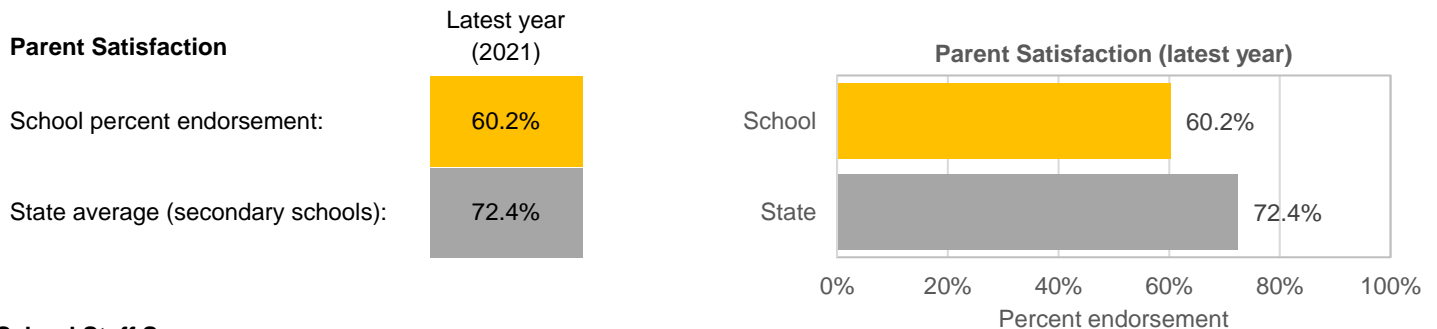
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

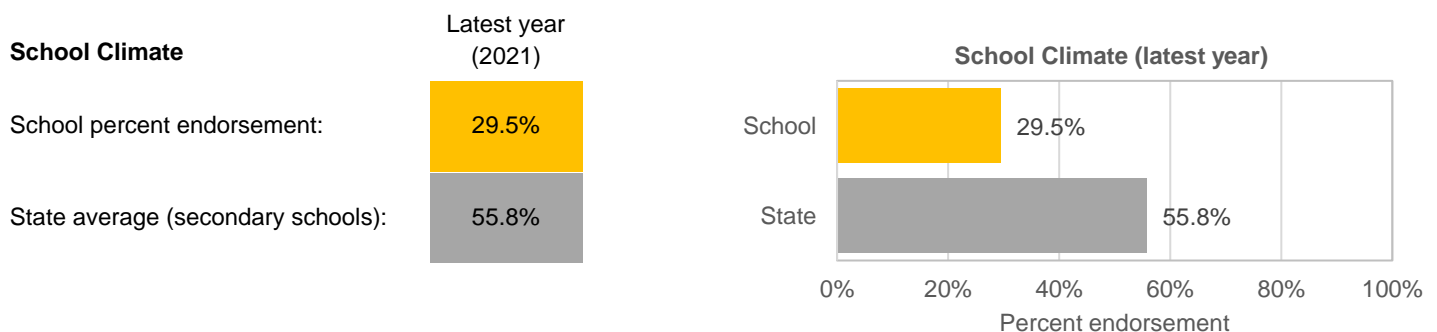


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

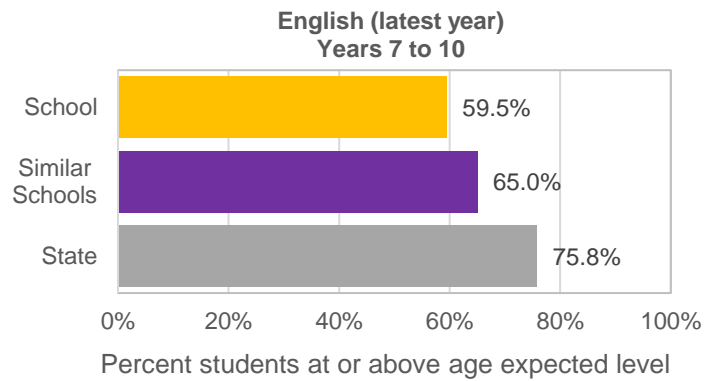
59.5%

Similar Schools average:

65.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

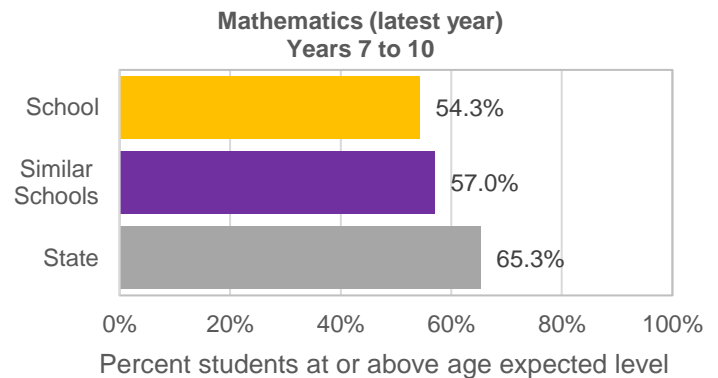
54.3%

Similar Schools average:

57.0%

State average:

65.3%





**ACHIEVEMENT (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.

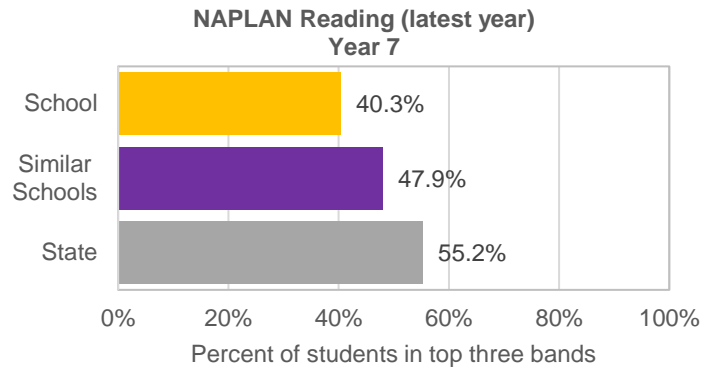
**NAPLAN**

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 2018, 2019 and 2021 data.

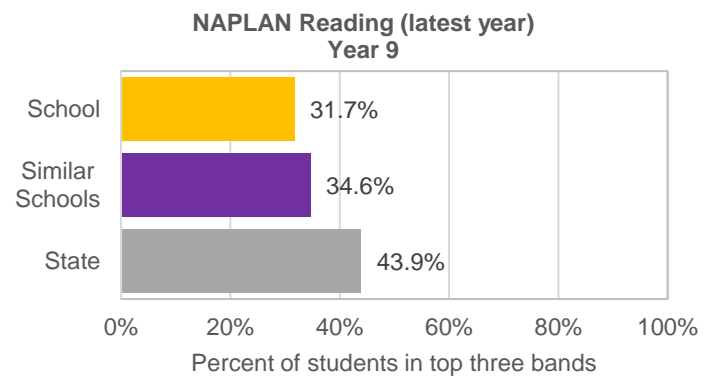
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.3%	44.6%
Similar Schools average:	47.9%	47.0%
State average:	55.2%	54.8%



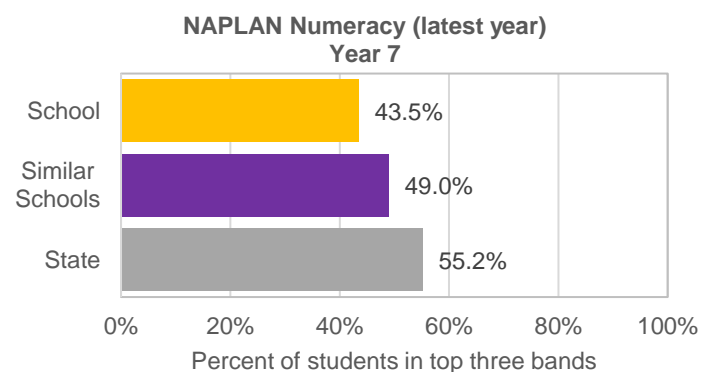
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.7%	32.2%
Similar Schools average:	34.6%	38.5%
State average:	43.9%	45.9%



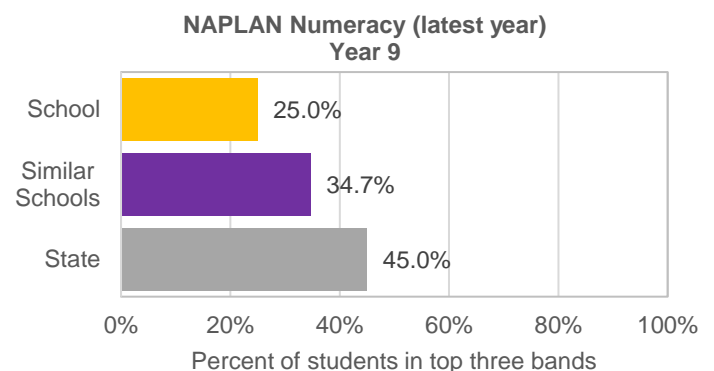
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.5%	46.2%
Similar Schools average:	49.0%	48.4%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	30.1%
Similar Schools average:	34.7%	37.8%
State average:	45.0%	46.8%



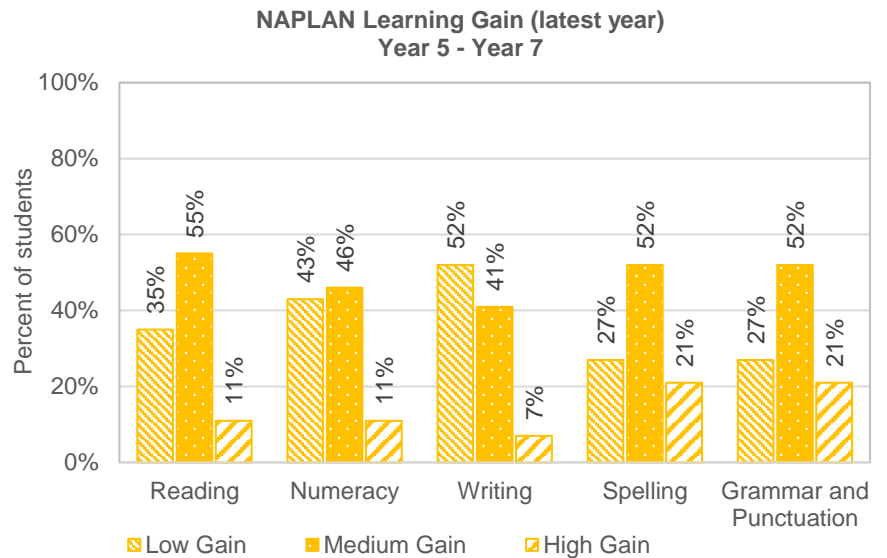
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

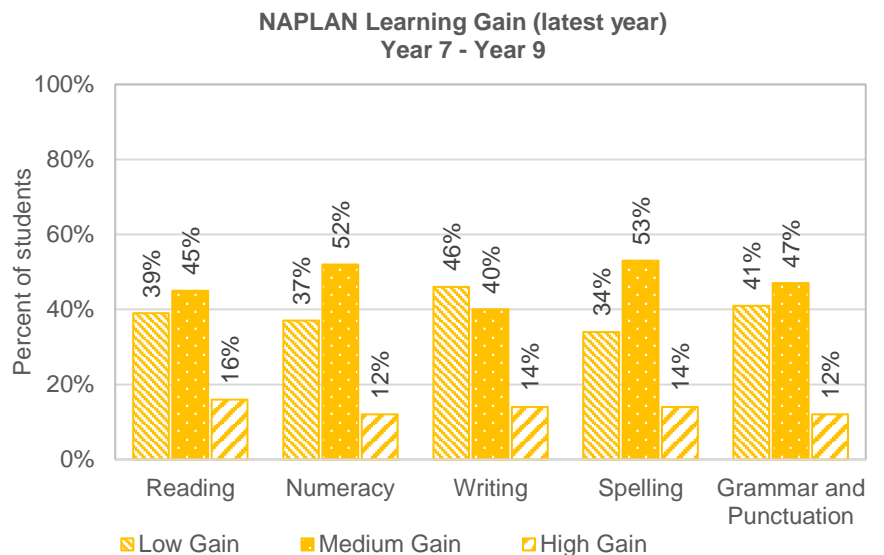
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	55%	11%	17%
Numeracy:	43%	46%	11%	23%
Writing:	52%	41%	7%	17%
Spelling:	27%	52%	21%	20%
Grammar and Punctuation:	27%	52%	21%	19%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	39%	45%	16%	21%
Numeracy:	37%	52%	12%	22%
Writing:	46%	40%	14%	20%
Spelling:	34%	53%	14%	20%
Grammar and Punctuation:	41%	47%	12%	18%



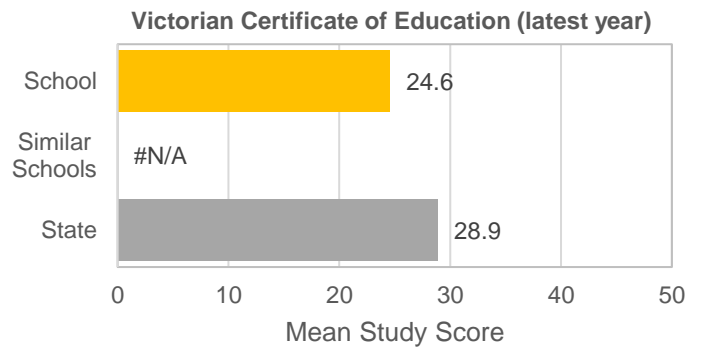
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	24.6	24.6
Similar Schools average:	26.7	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

96%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

33%

VET units of competence satisfactorily completed in 2021\*:

55%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

74%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

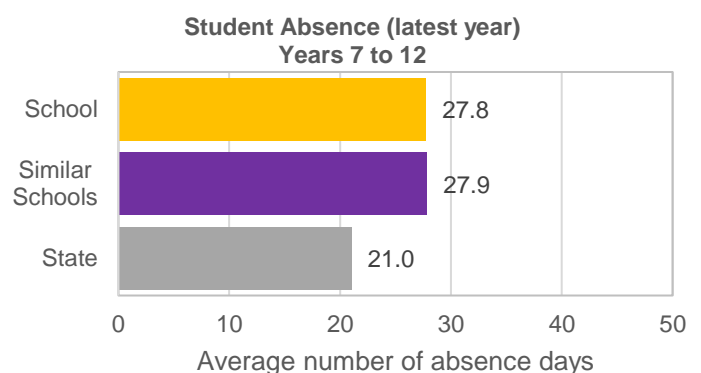
## ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	27.8	26.3
Similar Schools average:	27.9	25.0
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

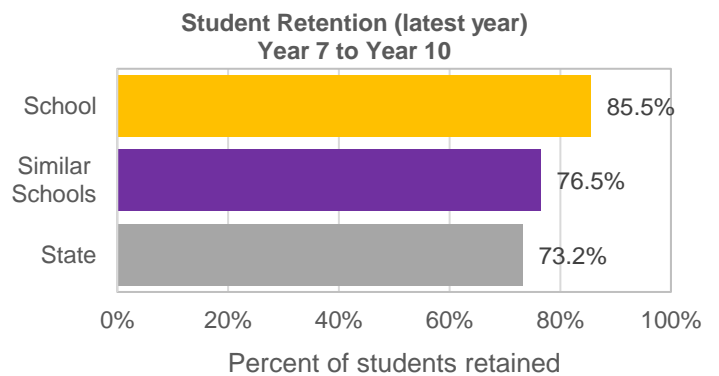
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	86%	84%	82%	92%	94%

**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 (2021)	4-year average
School percent of students retained:	85.5%	77.8%
Similar Schools average:	76.5%	76.3%
State average:	73.2%	72.9%



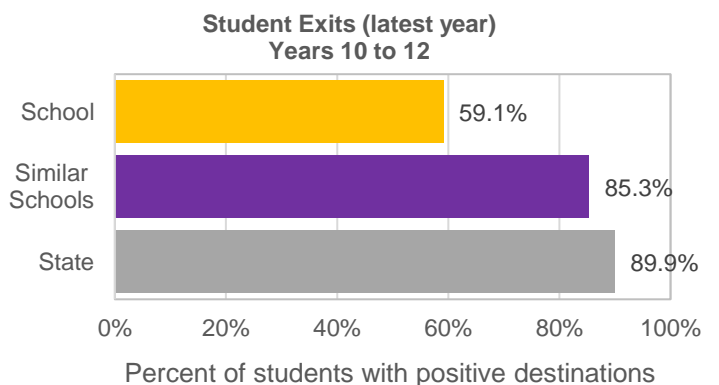
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	59.1%	63.5%
Similar Schools average:	85.3%	84.0%
State average:	89.9%	89.2%



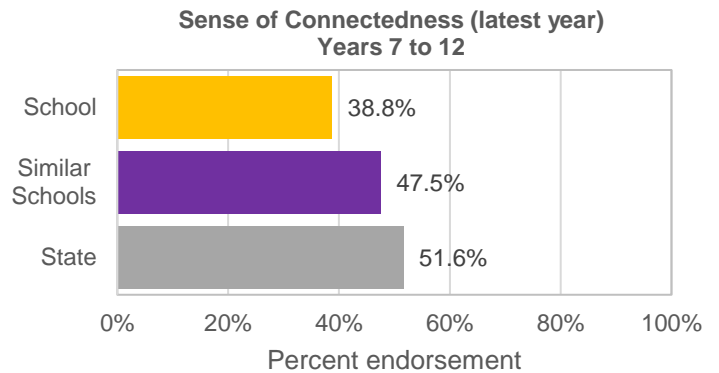
**WELLBEING**

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	38.8%	44.7%
Similar Schools average:	47.5%	49.8%
State average:	51.6%	54.5%

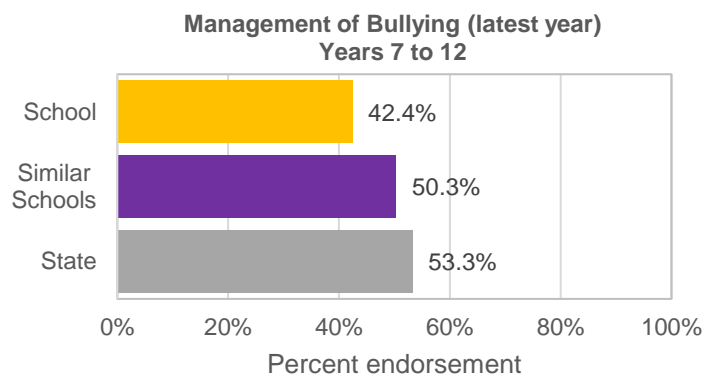


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	42.4%	47.1%
Similar Schools average:	50.3%	52.5%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,117,395
Government Provided DET Grants	\$1,017,155
Government Grants Commonwealth	\$1,552
Government Grants State	\$14,032
Revenue Other	\$8,873
Locally Raised Funds	\$70,668
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,229,674</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$229,156
Equity (Catch Up)	\$42,081
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$271,237</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,090,492
Adjustments	\$0
Books & Publications	\$5,956
Camps/Excursions/Activities	\$63,362
Communication Costs	\$12,390
Consumables	\$176,580
Miscellaneous Expense <sup>3</sup>	\$47,013
Professional Development	\$31,022
Equipment/Maintenance/Hire	\$315,862
Property Services	\$111,380
Salaries & Allowances <sup>4</sup>	\$144,066
Support Services	\$150,235
Trading & Fundraising	\$43,661
Motor Vehicle Expenses	\$79
Travel & Subsistence	\$601
Utilities	\$66,322
<b>Total Operating Expenditure</b>	<b>\$6,259,021</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$29,347)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 10 Mar 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$974,963
Official Account	\$194,214
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,169,177</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$177,046
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$102,181
Beneficiary/Memorial Accounts	\$50,673
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$480,101
Asset/Equipment Replacement < 12 months	\$204,333
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$154,843
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,169,177</b>

*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.*