

2022 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).
- 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 03 May 2023 at 08:14 AM by Murray Hart (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 15 June 2023 at 08:46 AM by Emily Dalkin (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

Stawell Secondary College is a Year 7 to 12 school that serves the community of Stawell and surrounding areas. Stawell is located approximately two and a half hours drive along the Western Highway from Melbourne. Participation, Aspiration, Inclusion, Resilience, and Respect are the key values that cultivate the learnings, behaviours, relationships, and outcomes across our school community.

Stawell Secondary College provides a flexible and broad curriculum that encourages students to develop independence, think creatively and critically, enhance life skills, and face their future with confidence. 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 middle years. Senior students study a range of pathways through the Victorian Certificate of Education (VCE) that now includes the VCE Vocational Major and a variety of Vocational Education and Training (VET) studies. The school continues to provide a highly successful Chinese language program (Mandarin) that extends in to five neighbouring primary schools. Literacy and Numeracy learning assistance is provided across all year levels through individual and small group interventions programs with further teacher aid support for most junior classes.

Student wellbeing is a strong feature of the College. Students belong to one of the three Houses, with each House comprised of nine multi-age Home Groups. The Home Group program promotes and develops student wellbeing that is supported by a proactive wellbeing team. The College continues to enhance student voice through School Leaders (Captains), House leaders, Marrung program, Year 9 Ambassadors, and the Student Leadership Team.

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 later in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Stawell Secondary College was successful in implementing and strengthening the Key Improvement Strategies in 2022 of "Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy". The school successfully strengthened the key AIP actions of establishing PLCs structures to support teacher collaboration and reflection, to strengthen teaching practice for learning extension and catch up. A feature of this process involved a review of data and subsequent reflection during term 2, which clearly indicated a need to focus on classroom differentiation. A mid-year review of the AIP resulted in key actions that included a staged approach to developing an agreed understanding of Differentiation and an agreed Teaching Model supporting classroom differentiation. The College continued to make impressive implementation of the TLI and MYLNS initiative in 2022, supported by a comprehensive Literacy intervention program as evident in the Year 7 and 9 Reading data. Year 7 Numeracy data also indicates that students are performing above average with more work required at the Year 9 level. The school experienced a slight increase in the VCE Mean Study mean score of 24.7 as compared to the 4-year average. While this is a positive outcome, more strategic intent needs to focus on moving towards the state average. Of the 47 graduating Year 12 cohort, 5 students obtained Apprenticeships and Traineeships, 10 went on to university, 3 to TAFE and 18 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

Wellbeing

The school successfully actioned the Key Improvement Strategies of "Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable". Staff worked collaboratively to achieve our key activities of investigate and establish a whole staff wellbeing program. The introduction of the Black Dog Institute provided a clear starting point for staff collaboration. A representative working group was established to analyse the staff culture and provide the feedback and data for staff to determine an agreed wellbeing policy and guidelines. While there is still some work to be done to implement and review the agreed policy and guidelines during 2023, the performance data in comparison to 2021 clearly indicates an improvement in staff endorsement of the School Climate. The student wellbeing team was also strengthened in 2022 with the addition of a Mental Health Practitioner for 2 days per week. Furthermore, the move to student Wellbeing in 2023 has already gained momentum with the

implementation of “School Wide Positive Behaviours” and “Respectful relationships” programs for 2023. The school values have been embedded in the schools' daily language and students' achievement is now being recognized via the values. These combined actions related to wellbeing has provided a positive outcome on the performance data with student connectedness and management of bullying above the similar school average.

Engagement

The school experienced an increase in student absence during the 2022 as compared to the 4-year average. This is an area of concern for the school and efforts will be made in 2023 to analyse and address the reason for this increase. The local principals have combined to identify and action potential community-based strategies that will help improve student attendance across all years of schooling. On a positive note, student engagement across the school focused on “Student Voice” through the establishment of a student leadership team. This initiative was investigated, and the foundation developed to implement a student leadership team in 2023. Further student leadership opportunities through School Captains, House Captains, Bus Captains, Year 7 ambassadors and Year 9 ambassadors provided the opportunity for students to engage in the school outside the classroom. The sports program was again popular with many students achieving personal best results in their chosen sports. The school took advantage of the “Positive School Start Camps” Government initiative and offered free camps to all year levels. Most students took advantage of this opportunity and gained valued learnings from a variety of experiences.

Financial performance

The 2022 Operating budget ended the year with a surplus of \$88,014. This surplus was partly created by strategic planning in relation to teacher replacement during term 3 and 4. The College directed all the equity funding towards Literacy and Numeracy support for students in the junior school with positive outcomes as indicated in the reading learning data. The school also received funding through the “Active Schools” grant which provided new outdoor table tennis tables and soccer goals to support student recreation during recess and lunchtime. The College has retained a substantial balance in the Buildings/Grounds budget to support the \$11.125 million College building project, proposed to commence early in 2022. Unfortunately, the economic climate during 2022 stalled the progress and at the end of the 2022 year, the College was awaiting further advice from the Victorian Schools Building Authority as to the future of this 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 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 373 students were enrolled at this school in 2022, 174 female and 199 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.

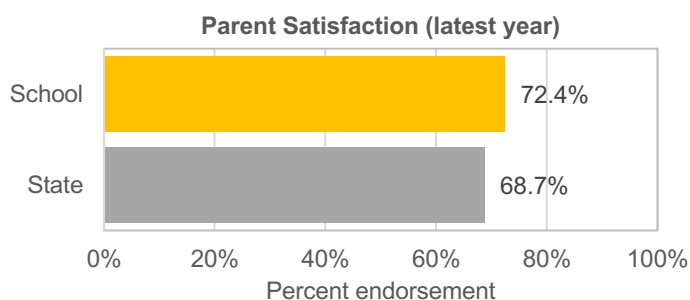
This school's SFOE band value is: Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	72.4%
State average (secondary schools):	68.7%



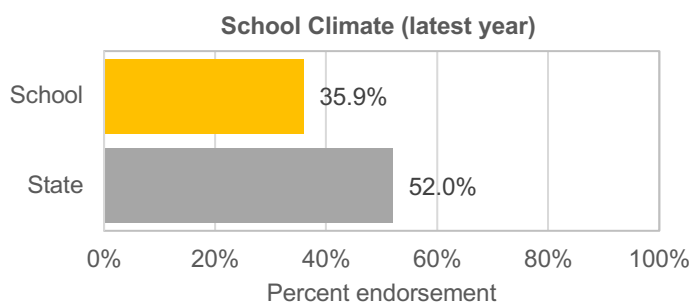
School Staff Survey

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:	35.9%
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:

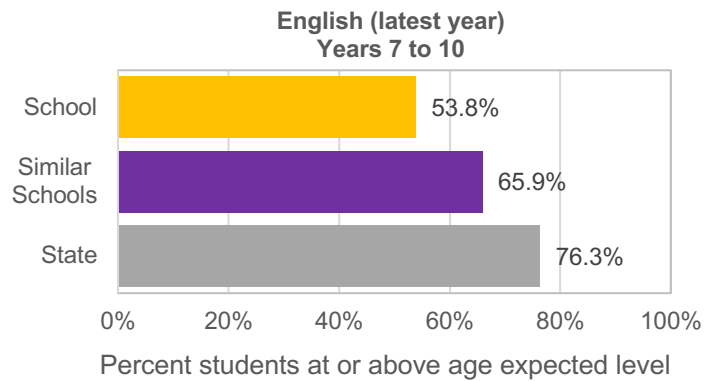
53.8%

Similar Schools average:

65.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

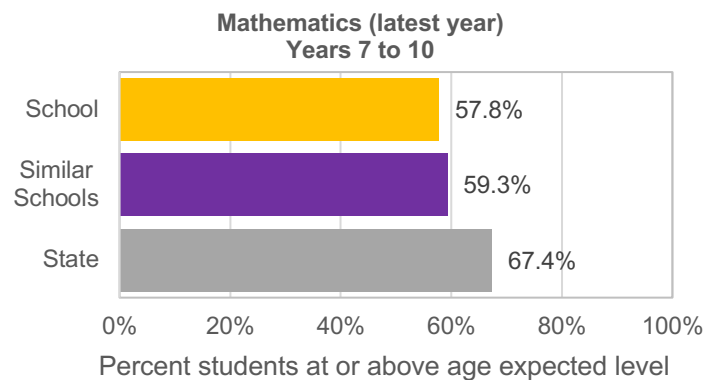
57.8%

Similar Schools average:

59.3%

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.

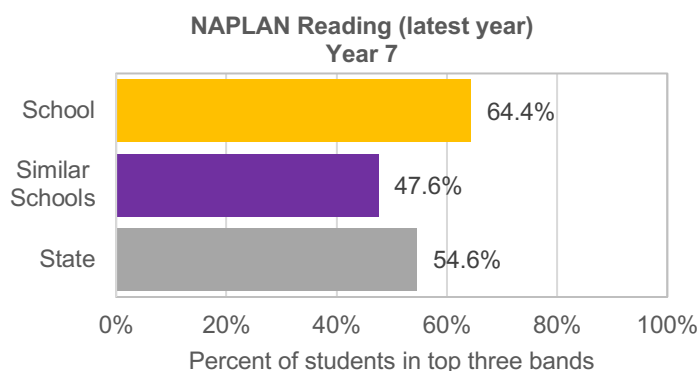
NAPLAN

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.

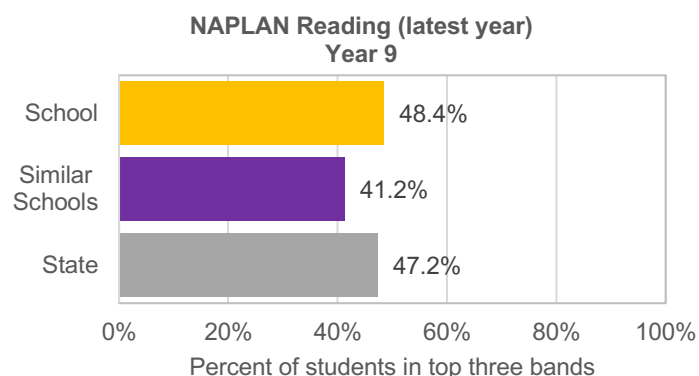
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	48.6%
Similar Schools average:	47.6%	47.6%
State average:	54.6%	55.3%



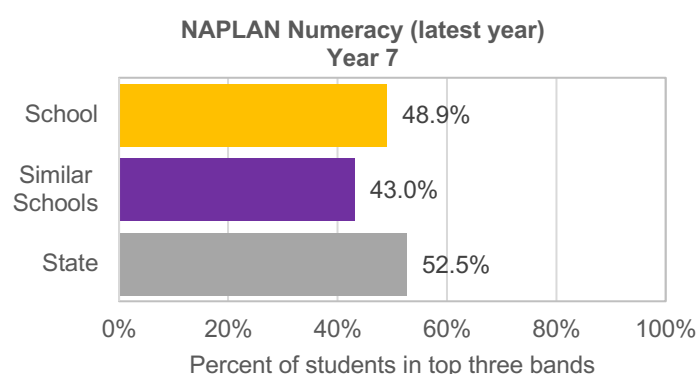
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.4%	38.6%
Similar Schools average:	41.2%	38.3%
State average:	47.2%	46.0%



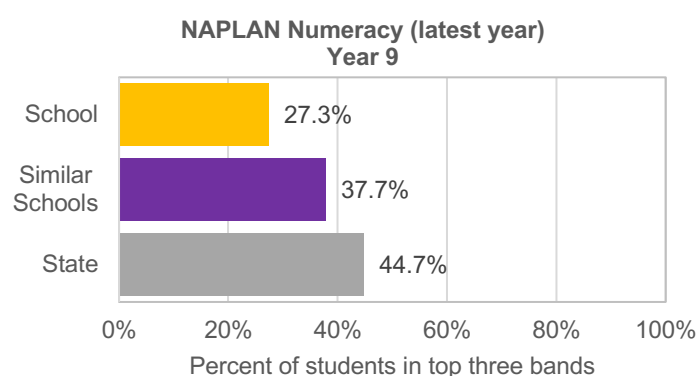
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	47.8%
Similar Schools average:	43.0%	47.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	30.7%
Similar Schools average:	37.7%	37.0%
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.

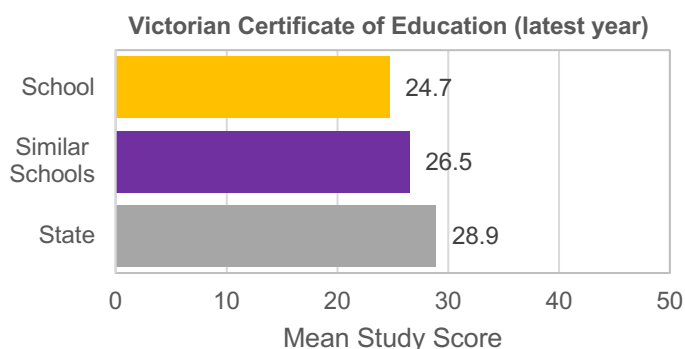
Victorian Certificate of Education (VCE)

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	24.7	24.3
Similar Schools average:	26.5	26.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

94%

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

51%

VET units of competence satisfactorily completed in 2022:

43%

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

47%

WELLBEING

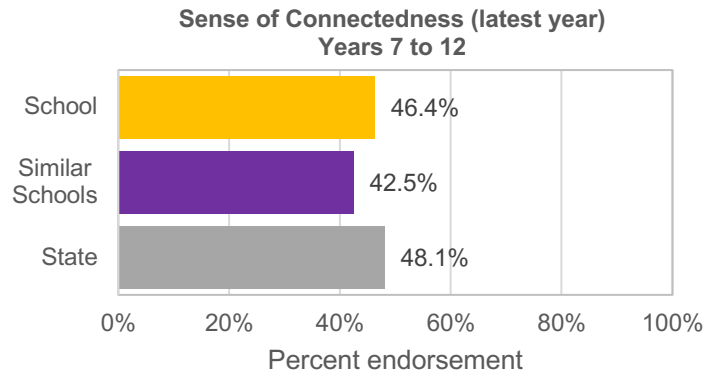
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	46.4%	44.9%
Similar Schools average:	42.5%	47.7%
State average:	48.1%	52.5%

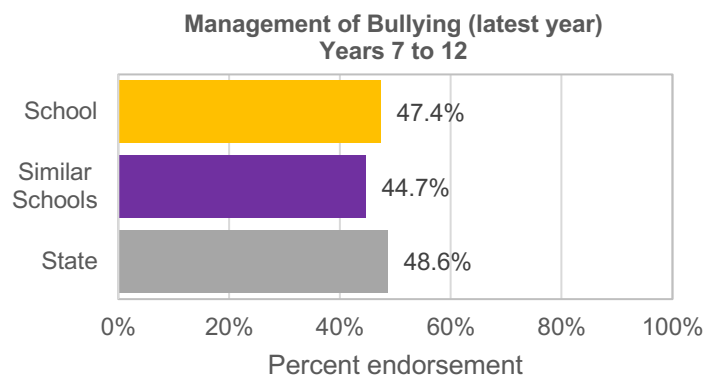


Student Attitudes to School – Management of Bullying

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:	47.4%	47.6%
Similar Schools average:	44.7%	50.3%
State average:	48.6%	54.0%



ENGAGEMENT

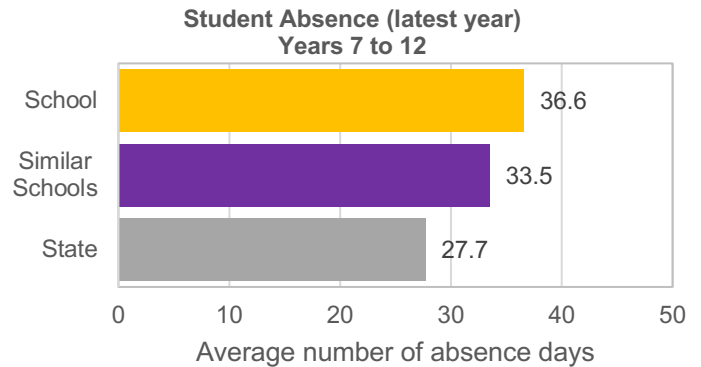
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	36.6	28.8
Similar Schools average:	33.5	27.4
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.

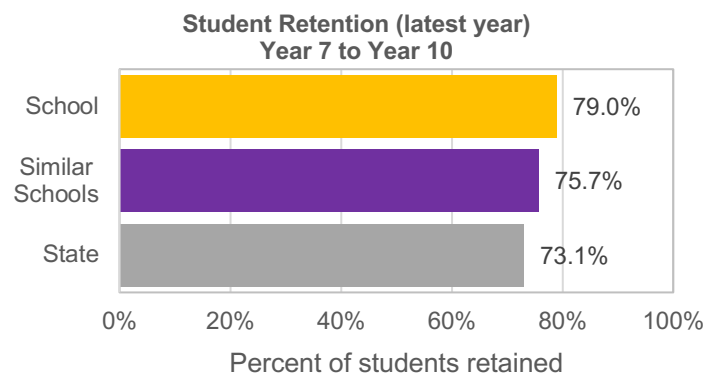
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	75%	78%	79%	87%	91%

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:	79.0%	78.7%
Similar Schools average:	75.7%	75.9%
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

Latest year
(2021) 4-year
average

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

72.6%

69.4%

Similar Schools average:

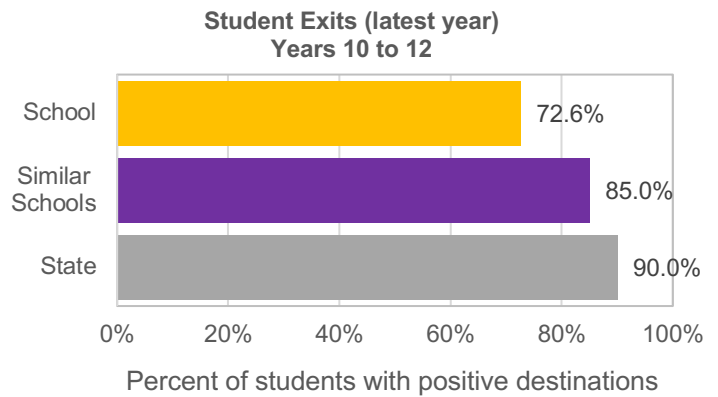
85.0%

84.1%

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	\$5,127,304
Government Provided DET Grants	\$1,072,501
Government Grants Commonwealth	\$2,025
Government Grants State	\$29,889
Revenue Other	\$39,803
Locally Raised Funds	\$182,277
Capital Grants	\$0
Total Operating Revenue	\$6,453,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$247,113
Equity (Catch Up)	\$36,636
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$283,748

Expenditure	Actual
Student Resource Package ²	\$5,274,665
Adjustments	\$0
Books & Publications	\$7,838
Camps/Excursions/Activities	\$100,029
Communication Costs	\$15,067
Consumables	\$244,393
Miscellaneous Expense ³	\$46,371
Professional Development	\$30,311
Equipment/Maintenance/Hire	\$192,590
Property Services	\$41,177
Salaries & Allowances ⁴	\$210,748
Support Services	\$240,714
Trading & Fundraising	\$61,260
Motor Vehicle Expenses	\$78
Travel & Subsistence	\$1,065
Utilities	\$75,506
Total Operating Expenditure	\$6,541,812
Net Operating Surplus/-Deficit	(\$88,014)
Asset Acquisitions	\$0

- (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 25 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	\$1,135,643
Official Account	\$97,862
Other Accounts	\$0
Total Funds Available	\$1,233,506

Financial Commitments	Actual
Operating Reserve	\$205,994
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$29,160
Beneficiary/Memorial Accounts	\$51,324
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$586,482
Asset/Equipment Replacement < 12 months	\$143,078
Capital - Buildings/Grounds < 12 months	\$197,122
Maintenance - Buildings/Grounds < 12 months	\$20,135
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,233,295

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.