

2019 Annual Report to The School Community



School Name: Warrnambool College (8811)



- 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 2019 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 25 March 2020 at 01:20 PM by David Clift (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2020 at 01:52 PM by Leanne Williams (School Council President)

About Our School

School context

Warrnambool College has a student population of more than 1,200 students and is situated in the Victorian South West city of Warrnambool which has a population of 33,000 people. One of four secondary schools in the town, Warrnambool College has a rich history dating back to 1907 when it opened as Warrnambool Agricultural High School, the second state secondary school in Victoria. The school has [...] equivalent full time staff: 3.8 Principal class, [...] Teachers, 1 Paraprofessional, [...] support staff and 1.6 Language Assistants. A House System with Tutorial groups introduced in 2011 has continued to improve student wellbeing and has effectively improved relationships between families and the school. Students follow their Tutorial teachers throughout five years at Warrnambool College and mix with students from years 7-11. Our indigenous program is an embedded part of our school culture with the success of the Clontarf and Kalay Academies clearly evident in the high attendance rates and retention of indigenous students. The school is accredited to enrol international students, though with DET requirements for this changing this may not continue in the coming years. Our school academies and extensive music program have both seen significant growth in student involvement in extra-curricular activities in the past 5 years with over 800 students involved in at least one academy. A defining document, the Warrnambool College Way, articulates school values and highlights the need for consistent teaching and learning protocols, high expectations and authentic relationships to ensure all students achieve successful learning outcomes.

In 2016 the school completed a consultative approach to develop a school vision statement/noble cause. The end result was "Every Warrnambool Student Thrives". Once the vision was agreed upon a narrative was developed by the whole staff that told the story of our college. The narrative is embedded in the college website and provides the basis for public speeches and school assemblies.

At Warrnambool College we strive to be the best version of ourselves; to dream more, to be more, to do more. For us, learning doesn't just happen in classrooms. It's crafted by a community that inspires the drive to engage in opportunities, to work hard and to embrace challenges, whatever shape they may take. We want to discover something we can change every day, because it means that we haven't stopped looking for ways to grow. Warrnambool College acknowledges the traditional custodians of this land upon which we learn. We pay our respect to the elders past, present and future within the Maar Nation. We appreciate that diversity encourages learning and we recognise the need to be flexible, inclusive and proactive. We know that finding the pathway to achievement takes grit as well as the imagination to keep looking towards new possibilities. If we're reaching our goals then our staff, our students, together with our community will be working to build the skills they need to be successful today and to redefine tomorrow. We won't be working for you but with you – with students, with families, with employers and employees, with educational providers, with our region and our world. It is through relationships that we'll be able to choose a future where "Every Warrnambool Student Thrives".

Our Noble Cause has allowed us to develop a set of values that aim to put the student at the centre of all decision making. At Warrnambool College we achieve success through persistence, resilience and mutual respect. We value persistence through explicit modelling of a growth mindset; valuing effort and attitude as the tools that allow academic success to occur. A thorough and rigorous curriculum underpins resilience, where every student faces challenges and failures, but through learning we are able to grow. Mutual respect is at the centre of our work in School Wide Positive Behaviours, where we value the importance of educating on acceptable behaviours, and acknowledging and rewarding students when they meet and exceed expectations. Our noble cause is always used as a lens when major decisions are required to be made. It is the criteria we analyse ourselves, it is thought about in all meetings, strategic planning and reactive work. We actively encourage and model the values of strength, trust, accountability and honesty. We uphold ourselves to high expectations and are working on building these expectations in our students.

Framework for Improving Student Outcomes (FISO)

During 2019, Warrnambool College focused on three goals as part of its Annual Implementation Plan. They are listed below, with key improvement strategies and FISO dimensions also listed.

Goal 1: Improve the learning performance of all students with a focus on learning growth in literacy and numeracy at Years 7-10, and VCE performance

- o Key Improvement Strategy: Develop and implement literacy and numeracy whole school plans to provide a

consistent and effective approach to literacy and numeracy learning for all students

- o FISO dimension: Building practice excellence

Goal 2: Enhance student engagement with their learning so that all students are engaged, stimulated and active participants in their own learning

- o Key Improvement Strategy: Implementing the micro-inquiry cycle to focus on effective use of the instructional model incorporating student agency

- o FISO dimension: Building practice excellence

Goal 3: Strengthen students' relationships with each other and their teachers so that an inclusive, safe, orderly and stimulating learning environment is created in every classroom

- o Key Improvement Strategy: Use student voice and School Wide Positive Behaviours program to ensure students feel genuinely cared for by all staff in and out of the classroom.

- o FISO Dimension: Health and wellbeing

Achievement

Significant changes were implemented in 2019 into junior English classes to account for the rolling out of the whole school literacy plan. Literacy circles, reading conferences, 'fully booked' reading program and two six year cycles of 'Spelling Mastery' were all been implemented in year 7 and 8 English classes to bring about a more relevant and evidence based approach to improving student learning outcomes in literacy. Results from the Spelling mastery program indicated that student growth in Spelling outstripped what would be expected over a term's learning which was encouraging. Progressive Achievement Tests in Reading (PAT R) will be completed at the start of 2020 to measure reading growth for other literacy initiatives.

Involvement in the Bastow 'Leading Maths' course throughout 2019 enabled leadership within the Maths learning area with the ability to establish a whole school numeracy plan (in development) and a refocusing of teaching efforts on the 'four proficiencies' within numeracy (fluency, problem solving, reasoning, understanding). Junior maths classes changed formal assessments to have a greater focus on critical thinking, goal setting and reflection. The Scaffolding Numeracy in the Middle Years program was fully rolled out to all classes in years 7 and 8 to increase multiplicative thinking and approaches to problem solving. Maths Pathways data continued to indicate that students' maths learning was showing more than 12 months growth for 12 months learning, but this is not replicated by NAPLAN results. We are hopeful that consistent work on critical thinking tasks in Maths classes will support students' achievement in NAPLAN moving forward.

Into 2020 the whole school literacy plan will extend to all faculties outside of English with a focus on reading strategies to be employed in all key learning areas (KLAs). The literacy learning specialist will lead this work and provide relevant professional development (PD) for all teaching staff to achieve greater self-confidence in providing contextualised and explicit teaching on reading skills in each learning area. Following training of some staff in 'Sounds Write', it is planned to withdraw identified students from classes throughout the week to support core systematic synthetic phonics, reading decoding, vocab and writing skills.

In 2020 the whole school numeracy plan will be finalised which will include further work around teacher collaboration and support for staff in other learning areas around explicit teaching of numeracy skills relevant to their subjects / units of work.

All 'Program for Students with Disabilities' (PSD) funded students at Warrnambool College received ongoing and explicit support, primarily from integration aides in class. Each PSD funded student had a termly Student Support Group meeting with parents / carers and support for classroom teachers ensured that these students could access differentiated learning opportunities relevant to their learning needs. It was a point of celebration that so many of our PSD funded students successfully graduated from year 12 at Warrnambool College in 2019.

Engagement

All staff at Warrnambool College included Micro Inquiry Cycles (MIC) as part of their PDP SMART goals in 2019 - it is significant that Education Support staff also used this self-reflective improvement approach to highlight areas of their roles that they felt needed improvement over the 6 week period of time. Rather than focusing on anticipated changes to student attitudes and behaviours, staff focused on what changes they were making to their teaching practice (and ES roles) in order to drive improved student learning outcomes in their classes. It has meant that staff genuinely see themselves as needing to reflect upon their current approaches and adopt alternate, evidence based ways of

supporting student learning. A key example was the use of the Spelling Mastery program in the English learning area throughout the MIC. During term 4, staff engaged in MICs that focused on improving student agency in the classroom. While we are still finding our way in this space, it has been encouraging to see many evidence-based approaches to supporting greater student agency, often based on the Amplify DET resource. Examples include facilitating student-led success criteria in lessons and supporting specific student learning goals that are regularly followed up in class. Student Attitudes to School data for 2019 has continued to demonstrate significant growth, in every area measured, across the school. Staff opinion survey data remains strong, but there are some key areas that require our continued focus (including teacher collaboration).

MICs will continue to be a focus for improving the capacity building of staff into 2020, particularly around the consistent implementation of the agreed school instructional model (for teaching staff). The use of the 'Quality Teaching Rounds' program for supporting teacher observations, reflections on practice and goal setting will also be rolled out to up to 32 staff next year and used in conjunction with at least two MICs for all staff. There is a need to engage with high quality student agency PD, which seem to be rather thin on the ground at the moment from a secondary school context. The Communities of Practice in Principal network meetings may also provide further insights into the next steps for our school community.

Student absences continued to be of concern during 2019. Despite an increased focus on the importance of attendance with parents and students, and an increased focus on following up on absences, the overall student attendance data for 2019 remained similar to the poor results for 2018. In 2020, we have employed six additional education support staff to work in each one of our houses and to provide greater accountability to the attendance timeline processes that the school has in place. This will hopefully create a culture of support and accountability for students who miss school. It will take some time to embed within the house structure, but on the basis of how a role such as this works in other schools, we are confident that this will help to turn a culture of 'school attendance isn't that important' around for a number of our students and families.

Wellbeing

The School Wide Positive Behaviours (SWPB) team with the support of our Area based coach, used 2019 to drive a change in mindset amongst staff around effective and positive approaches to supporting expected student behaviour at Warrnambool College. During 2019 we focused on 'Tier 1' supports and interventions that are designed for all staff to use with all students. Staff responded well to our whole school PD on this during term 3 and were able to successfully complete their SMART goals linked back to their personal commitment to SWBP initiatives. Many teaching staff now use 'behaviour intentions' as part of their engagement to lessons and 'free and frequent' rewards and acknowledgements of positive behaviours being exhibited in the classroom. This ensures that students are explicitly aware of the expected behaviours in lessons to ensure everyone can succeed with their learning.

We are now able to measure student behaviour qualitatively and quantitatively at Warrnambool College through the use of Compass Chronicles entries for 'minor' and 'major' behaviour incidents. This has enabled us to check for when, where and what the incidents are over a fortnightly basis. The number of student merits that have been handed out in 2019 has grown significantly – in 2018 approximately 20 students received the top prize (100 merits), whereas in 2019 over 100 students received this reward.

Into 2020 the SWPB Action Learning team (which meets on a fortnightly basis) will continue to work with our Area coach to more formally implement tier 2 strategies for SWPB at Warrnambool College. These tier 2 strategies are targeted to support students who are not consistently engaging with whole school programs and approaches. The creation of a coordinator role at the school to see this work driven forward in a consistent manner will be a key enabler. SWBP remains an important focus for the school as part of our next school strategic plan.

Financial performance and position

The 2019 school year saw Warrnambool College finish with a surplus of \$486,799. This was primarily due to funds being carried forward to 2020 to support the \$5.1m VSBA building works project which is currently renewing 4 of our 6 wings (\$340,000+ Asset/Capital/Maintenance Financial commitments). These funds will provide new classroom furniture and resources in the renewed classrooms. Warrnambool College also received \$249,030 in Maintenance Blitz funding (10/2019) which will be spent on projects in 2020 such as grounds improvements, student seating, providing secure lockers spaces and compliance checks on playground equipment. As can be seen in the financial report \$851,874 was expended in Property and Equipment Services, which was primarily facilities/grounds

improvements. Transfers to/from schools of \$111,033 and locally raised funds of \$84,098 was attributed to employing additional staff to provide the Big Life Wellbeing Program and employing of staff to run the Network Work Experience program. Together with this, Equity funds were used to support the employment of additional staff to run Literacy and Numeracy Programs, providing 3 Student Counsellors and triage staff in our wellbeing centre and the Middle Years Numeracy Support program. Warrnambool College continues to offer a substantial camps/excursions program with \$342,625 of the miscellaneous expenditure above being attributed to year level and international camp opportunities for our students. Another component of the Miscellaneous line is the provision of our communication package of Compass which ensures families are in constant contact with the College and their students learning. Schools charges to families are kept to a minimum, which is extremely well appreciated and supported by our families. Our staff are provided with fortnightly internal opportunities for Professional Development sessions provided by our staff and also sessions sourced externally (\$90,248). This continues to provide our students with every opportunity for success.




For more detailed information regarding our school please visit our website at
<https://wblcoll.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 1193 students were enrolled at this school in 2019, 586 female and 607 male.

1 percent were EAL (English as an Additional Language) students and 6 percent 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.



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.




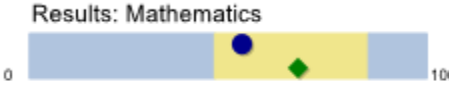


School Staff Survey

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	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p>Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **23%**
 VET units of competence satisfactorily completed in 2019: **73%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **69%**

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:

Key: Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>89 %</td> <td>86 %</td> <td>85 %</td> <td>86 %</td> <td>88 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	86 %	85 %	86 %	88 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	86 %	85 %	86 %	88 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Similar </p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison: ● Above ● Similar ● Below	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆			
Wellbeing	Student Outcomes	Similar School Comparison	
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,585,697	High Yield Investment Account	\$901,097
Government Provided DET Grants	\$1,816,086	Official Account	\$93,688
Government Grants Commonwealth	\$9,725	Total Funds Available	\$994,785
Revenue Other	\$189,157		
Locally Raised Funds	\$1,488,481		
Total Operating Revenue	\$15,089,146		
Equity¹			
Equity (Social Disadvantage)	\$398,384		
Equity (Catch Up)	\$88,395		
Equity Total	\$486,779		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,595,320	Operating Reserve	\$473,621
Books & Publications	\$11,351	Other Recurrent Expenditure	\$8,348
Communication Costs	\$37,497	Provision Accounts	\$1,306
Consumables	\$270,979	Funds Received in Advance	\$76,170
Miscellaneous Expense ³	\$1,032,669	School Based Programs	\$446,727
Professional Development	\$90,248	Beneficiary/Memorial Accounts	\$29,800
Property and Equipment Services	\$851,874	Funds for Committees/Shared Arrangements	\$85,584
Salaries & Allowances ⁴	\$376,356	Asset/Equipment Replacement < 12 months	\$117,032
Trading & Fundraising	\$78,712	Capital - Buildings/Grounds < 12 months	\$79,648
Travel & Subsistence	\$82,784	Maintenance - Buildings/Grounds < 12 months	\$150,170
Utilities	\$228,627	Total Financial Commitments	\$1,468,406
Adjustments	\$1,012		
Total Operating Expenditure	\$14,657,430		
Net Operating Surplus/-Deficit	\$431,715		
Asset Acquisitions	\$43,855		

- (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 26 February 2020 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)

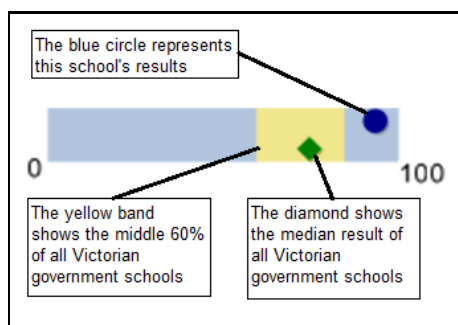
Engagement

- 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).

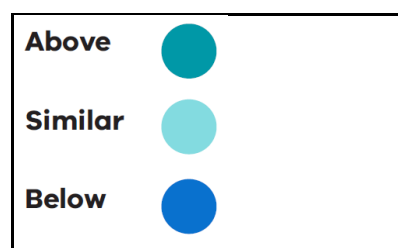


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').