

# 2019 Annual Report to The School Community



School Name: Healesville High School (7900)



- 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 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 27 August 2020 at 02:01 PM by Allan Rennick (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 28 August 2020 at 03:39 PM by Kylie Short (School Council President)

## About Our School

### School context

Healesville High School is a small semi-rural school in the Yarra Valley with a student population of 375. The school's socio-economic profile is in the low range. Our school has a very small proportion of students with English as a second language. Our aim is to provide engaging and effective learning experiences for all students within a caring school community that nurtures individuals and motivates them to reach their full academic and personal potential. The school's values of respect, responsibility, relationships and teamwork are fundamental to our core principles. A balanced and innovative program is offered to all students, with an overarching emphasis on academic excellence, beginning with a supportive program in Year 7, leading to a challenging Year 9 program and culminating in a comprehensive senior program.

Student needs are always paramount. The school offers programs to extend and support learning, with advanced classes operating at Years 7 through 9, Year 10 students encouraged to undertake one VCE study and selected students completing two studies, where appropriate. Students can study Japanese, become members of the highly successful instrumental music and band program, participate in a wide range of sports, develop leadership skills through various projects and perform in our annual school musical production.

The school has new and contemporary teaching facilities, structured around learning centres for specific year levels (Years 7 & 8, Years 9 & 10 and Senior School) as well as a new administrative building, library and specialist facilities that include home economics, art and ceramics rooms, a media centre, IT lab, science rooms and a performing arts centre. In addition the school has a purpose built Trade Training Centre offering Vocational Education and Training in Building & Construction and Automotive Mechanical. These new and modern facilities supplement already excellent sporting and other school facilities including indoor heated swimming pool, two stadia, gymnasium and music centre. Our jointly operated sporting and recreation facilities provide access for students both within and outside school hours, further enhancing the close links between the school and the broader community.

Throughout the life of the most recent School Strategic Plan the school focus has been on improving student academic outcomes, student wellbeing and student and parent engagement through a range of initiatives. The overriding priorities have been the development of a culture of excellence in teaching and learning, the creation of a positive climate for learning and the attainment of academic excellence, the provision of educational programs that meet the needs of students and the empowerment of students to have a greater say in their learning.

This school has 45.50 equivalent full time staff: 1 principal class, 1 assistant principal class, 30.50 teachers and 13.00 education support staff.

### Framework for Improving Student Outcomes (FISO)

The following three initiatives have been adopted to address the school priorities of 'Excellence in teaching and learning' and 'Positive climate for learning':

- Building practice excellence
- Curriculum planning and assessment and
- Empowering students and building school pride

Key improvement strategies linked to these initiatives are as follows:

- 1) Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model. Evidence indicates the consistent usage of the instructional model throughout the school.
- 2) Build teacher capacity to identify and teach to each student's point of need. Analysis and usage of data is now routine practice at domain level to inform and ensure accuracy of teacher judgements, support point of entry teaching, goal setting and enhance differentiation of work.
- 3) Build teacher capacity to implement a school-wide strategy that addresses literacy through the use of the Healesville High School instructional model. Teaching staff incorporated 'Writing to Learn' strategies as a goal within their Performance and Development Plan.
- 4) Build a guaranteed and viable curriculum to enhance student learning with a focus on the Victorian Curriculum. Significant progress was made toward the completion of school-wide curriculum documentation.
- 5) Embed a culture of detailed, effective and ongoing curriculum planning. Extensive time and resources were

allocated to this strategy with measurable effect.

6) Strengthen the partnership between staff, students and parents to share the responsibility for student wellbeing. Effective usage of the Compass management system enabled and encouraged students, staff and parents to communicate in areas including lesson content, academic progress and achievement, attendance and welfare.

7) Develop approaches to empower students, build school pride and enhance the school's standing in the local community. School pride and the reputation of the school have been a prime focus over the life of the existing School Strategic Plan, addressed variously via enhanced student leadership programs, celebration of individual, group and school-wide success and the development of additional mutually beneficial partnerships with local community groups.

Peer observations of classroom performance by and of teachers is now a routine component of school operations and is annually incorporated as a goal within teacher's Performance and Development Plans.

Student management processes for year level leaders and classroom teachers were refined in 2019 after being further clarified and enhanced in 2018, leading to consistency across the school and significantly increased student and teacher confidence in an orderly and effective school environment.

## Achievement

The percentage of students in Year 7-10 performing at or above the expected standards in English is within the 60% middle band and marginally below the median for all Victorian government secondary schools. The percentage of students in Year 7-10 performing at or above the expected standards in Mathematics is in the upper portion of the 60% middle band and above the median for all Victorian government secondary schools. The percentage of students in the top three bands of testing for NAPLAN for reading at Year 7 was at the lower end of the middle 60% of Victorian government secondary schools. The percentage of students in the top three bands for numeracy at Year 7 was at the mid-point of the middle 60% of Victorian government secondary schools. The percentage of students in the top three bands for reading at Year 9 was at the lower end of the middle 60% of Victorian government secondary schools. The percentage of students in the top three bands for numeracy at Year 9 was at the mid-point of the middle 60% of Victorian government secondary schools.

NAPLAN learning gain from Year 7-9 indicates that high gain at the expected level was achieved for reading, below the expected level for numeracy, writing and spelling.

NAPLAN learning gain from Year 5-7 indicates that high gain at or close to the expected level was achieved for numeracy and grammar and punctuation, well above the expected level for writing and spelling and below the expected level for reading.

The school uses NAPLAN top and bottom band data to target student extension and support provision and Year 5-7 and Year 7-9 growth data to inform teacher practice. This data is used in conjunction with other school based testing such as Progressive Achievement Testing which was administered consistently in 2019.

All later years students have Career Action Plans which ensure they have access to a full range of educational and vocational options.

Mean VCE study scores were at the upper end of the middle 60% of Victorian Government Secondary Schools and above scores achieved in schools considered as 'similar'.

100% of VCE students successfully completed their studies and 77% of Victorian Certificate of Applied Learning (VCAL) credits were satisfactorily completed in 2018.

## Engagement

Improving student engagement, collaboration and motivation to learn was the engagement goal maintained throughout 2019 and building the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model continued to be a key improvement strategy

The instructional model was in consistent usage across the school in 2019. Student and staff survey data in particular highlights and emphasizes the attainment of an orderly school learning environment. A behavior management approach based on concrete evidence was in operation throughout all student year levels and improved student

responses in the Student Attitudes to School Survey indicate the benefits in consistency of approach. Student response to 'management of bullying' in the Attitudes to School survey reflected the success of this approach. The percentage endorsement ranked above similar schools. Attendance data has again been improved across the school, highlighting improved student engagement in their learning, the value of an education campaign regarding the importance of school attendance, and the improvement in attendance monitoring for both school and parents via the use of the 'Compass' management system.

The school's data relating to average number of student absence days shows the school to be in the bottom 20% for all Victorian government secondary schools (a positive outcome- the lower the percentage the fewer absence days per student) and the 2019 result being further improved following improvement in 2017 and 2018. The four year average (2016-2019) places this school at the lowest end of the middle 60% of government schools (again, a positive outcome- the lower the percentage the fewer absence days per student). This figure is a cause for renewed celebration for we have moved from the top border of the middle 60% to consistently within the bottom 20% within the past three years, indicating far fewer absences per student across the whole school population for 2019 than was the case in 2016. We achieved a school comparison rating of 'Higher' in 2017, 2018 and 2019 indicating this school records fewer absences than expected, compared with schools of similar type, with students of similar background characteristics.

The percentage of students who commenced in Year 7 in 2016 and remain at the school in 2019 is at the mid-point of the middle 60% of Victorian government schools.

Throughout 2019 the school pursued the following initiatives to address non-attendance by students:

- Individual Education Plans for students considered 'at risk' of significant absence
- Career Action Plans for Year Nine students
- Further promotion of Compass green chronicle entries (celebrating positive student achievement) and regular celebratory Year Level assemblies
- Promotion to students and parents of the benefits of regular attendance including letters of congratulation sent to all students achieving 100% attendance during any school term
- Student forums encouraging student input into teaching and learning practices
- Continuation of Year Seven Wellbeing Day and the Year Eight Wellbeing Day.

## Wellbeing

The wellbeing goal in 2019 was the improvement of students' self-motivation, resilience and their responsibility as learners and leaders. The key improvement strategy of strengthening the partnerships between staff, students and parents to share the responsibility for student wellbeing has been maintained throughout the past three years. Improved communication between students, parents and school was a highlight of 2019 through more effective and timely use of the Compass management system and the use of social media platforms such as the school Facebook page. Immediate and convenient access to lesson plans and resources for both students and parents is the norm and the expectation, a routine emphasis upon the use of Green chronicle entries from staff gives immediate positive feedback to students; and parent engagement with school through interim reporting and attendance monitoring was a highlighted benefit of the adoption of the Compass system.

The use of classroom surveys, completed by students, has enabled increased student input into their learning and this focus will be maintained and enhanced in the future. Student forums and a greatly enhanced student leadership profile has also provided a more direct communication link between students and school leadership.

Data collected from the Student Attitudes to School Survey indicated 'Sense of Connectedness', a measure of a student's feeling of connection with the school, was again improved, and was above schools listed as 'similar' to Healesville High School. 'Management of Bullying' was another measure indicating significant improvement over the most recent period and again, Healesville High School was ranked as above 'similar schools'.

As required, Individual Learning Plans for all Program for Students with Disabilities funded students were completed. Pleasingly positive achievement and progress was identifiable in student data collected via the Student Attitudes to School Survey, via local school surveying mechanisms, in staff reflection and formal staff surveys. The significant improvement in student attendance data points to the efficacy of wellbeing and engagement measures adopted over the past three years.

## Financial performance and position

A comfortable budget surplus in each of credit and cash components of the school's financial operations is a cornerstone of the school's annual financial plans. Comfortable budget surpluses allows scope to meet unforeseen expenditure on an annual basis. The operating surplus of \$565,716 represents 8.2% of total operating revenue, a reduction of 03.% from the previous calendar year. Savings in staff salaries when comparing higher duties allowances to substantive salaries for two Leading Teacher positions and the Assistant Principal position created a significant credit surplus in 2018, which was carried forward into 2019. Plans for 2020 and 2021 are focused upon increased staffing costs to provide smaller class sizes at Years 7 and 8 in each of those years. A carried forward surplus allows these class sizes, significantly smaller than our nearest neighboring schools to become a reality. Cash held on reserve to fund improvements in 2020 to existing capital works, including an additional computer laboratory, replacement of playground equipment, the construction shade sails over areas of the school grounds and an extension to the Trade Training Centre also contributed to the cash surplus.

Additional staffing expenditure in 2019, and continued into 2020 included:

Literacy and numeracy support – employment of additional staff members via the Middle Years Literacy and Numeracy Support initiative

The continuation of an additional leadership position – Learning Specialist (Numeracy).

Substantial expenditure in Professional Learning to further accelerate teacher development

2019 saw significant further development of physical resources and assets, including landscaping, refurbishment and replacement of physical assets which further add to the reputation of Healesville High School as a school with outstanding physical resources

## 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 371 students were enrolled at this school in 2019, 190 female and 181 male.

ND were EAL (English as an Additional Language) students and 7 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).

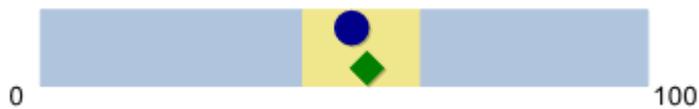
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



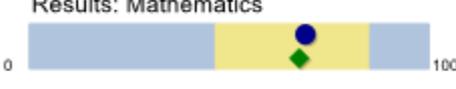
#### School Staff Survey

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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Similar</b> </p> <p><b>Above</b> </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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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><b>Below</b> <span style="color: blue; font-size: 2em; vertical-align: middle;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em; vertical-align: middle;">●</span></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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Victorian Certificate of Education (VCE)</b></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><b>Above</b> <span style="color: teal;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **31%**  
 VET units of competence satisfactorily completed in 2019: **88%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **77%**

## Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar												
 Below															
Engagement	Student Outcomes	Similar School Comparison													
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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 &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>													
<p><b>Average 2019 attendance rate by year level:</b></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>92 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>95 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	91 %	92 %	95 %	97 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
92 %	91 %	91 %	92 %	95 %	97 %										
<p><b>Student Retention</b></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>Below </p>													
<p><b>Exit Destinations</b></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: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span>		<span style="color: teal;">●</span> Above	<span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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

Revenue	Actual
Student Resource Package	\$4,986,620
Government Provided DET Grants	\$951,442
Government Grants Commonwealth	\$1,868
Government Grants State	\$13,452
Revenue Other	\$165,987
Locally Raised Funds	\$718,336
<b>Total Operating Revenue</b>	<b>\$6,837,704</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$388,487
Equity (Catch Up)	\$40,697
<b>Equity Total</b>	<b>\$429,184</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$4,721,324
Books & Publications	\$1,555
Communication Costs	\$10,583
Consumables	\$114,565
Miscellaneous Expense <sup>3</sup>	\$362,017
Professional Development	\$31,020
Property and Equipment Services	\$525,793
Salaries & Allowances <sup>4</sup>	\$352,126
Trading & Fundraising	\$18,215
Travel & Subsistence	\$1,459
Utilities	\$133,330

<b>Total Operating Expenditure</b>	<b>\$6,271,988</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$565,716</b>
<b>Asset Acquisitions</b>	<b>\$253,365</b>

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,729,768
Official Account	\$257,876
Other Accounts	\$152,916
<b>Total Funds Available</b>	<b>\$2,140,561</b>

Financial Commitments	
Operating Reserve	\$219,508
Other Recurrent Expenditure	\$65,976
Provision Accounts	\$40,000
Funds Received in Advance	\$106,078
School Based Programs	\$250,000
Beneficiary/Memorial Accounts	\$9,000
Funds for Committees/Shared Arrangements	\$50,000
Repayable to the Department	\$125,000
Asset/Equipment Replacement < 12 months	\$220,400
Capital - Buildings/Grounds < 12 months	\$145,000
Maintenance - Buildings/Grounds < 12 months	\$614,727
Asset/Equipment Replacement > 12 months	\$54,200
Capital - Buildings/Grounds > 12 months	\$240,660
<b>Total Financial Commitments</b>	<b>\$2,140,549</b>

- (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)

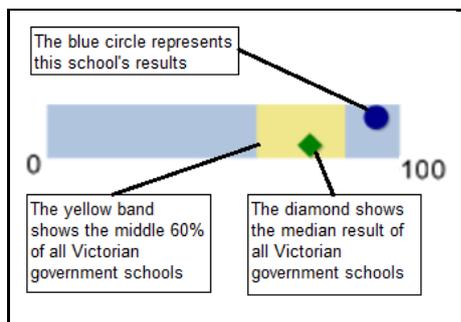
### Engagement

- 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).

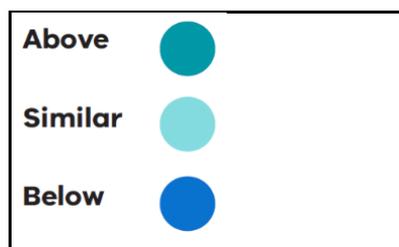


## What does *School Comparison* refer to?

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').