

2019 Annual Report to The School Community



School Name: Bentleigh Secondary College (7255)

Bentleigh
Secondary College



- 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 12 May 2020 at 12:06 PM by Helene Hiotis (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 12 May 2020 at 12:35 PM by Andrew Clarke (School Council President)

About Our School

School context

Bentleigh Secondary College is a thriving, well-resourced school, proudly supported by its local community providing excellence in education. The Vision, Philosophy and Values Statement ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate in decision making and learn. The College continues to develop a culture of high expectations with a focus on learning. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing active evaluation. Our college has 102.22 equivalent full-time staff; 4 Principal class, 75.1 teachers and 23.12 Education Support Staff. Increasing enrolments reflect a strong and growing reputation in our local community and in 2019, 1055 students were enrolled. Based on the school's Student Family Occupation index we have a high socio-economic profile and 17% students had an additional language and 1% were Aboriginal or Torres Strait Islander. A key educational priority is to ensure students have access to curriculum activities that broaden and deepen their learning experiences. We value personal effort, perseverance and excellence.

Bentleigh Secondary College's vision is to develop students who:

- engage in their learning and become lifelong learners who will develop resilience and optimism
- are independent learners, whose learning is extended by teachers who use high impact teaching strategies and best practice based on data to achieve on-going learning growth
- utilise 21st Century skills (such as: Collaboration, Communication, Creativity, Critical Thinking) to enable them to enhance their learning at school and provide them with the knowledge and skills to apply this learning ethically and effectively in further study, work and in their personal lives.

Bentleigh Secondary College's philosophy is to recognise and build a culture of high expectations and excellence in education. This is reflected in the historical merging of schools from the college motto of 1956 Quare Veritatem, 'Seek the Truth' and current motto Optimum Esse Vos Esse, 'Being the Best You Can Be'. We enact our School Vision through:

- use of a range of evidence based pedagogy used by teachers in our classrooms
- collaboratively designed and innovative curriculum delivered in our classrooms
- feedback provided to students about their learning and where to go to develop next steps
- focus on Growth Mindset, Mindfulness and Meditation
- extra-curricular programs, such as House (Bentleigh's Got Talent, Carnivals, Chorals, and Debating), Music, Performing Arts, Sustainability, Sports and Sports Academy
- programs developed for student voice where opportunities are provided for students to show initiative
- the work within Bentleigh Secondary College's inclusive and diverse school community.

Our school programs and practices are designed to reflect this vision.

We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices are used to acknowledge conflict and to repair relationships. We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture.

Bentleigh Secondary College's values are:

- Excellence – excellence in education
- Inclusiveness – the right to feel safe
- Respect – the right to be treated with respect
- Responsibility – the right to learn
- Participation – the right to be supported by a positive community

Bentleigh Secondary College is a thriving, well-resourced school, proudly supported by its local community providing excellence in education.

This Vision, Philosophy and Values Statement ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate in decision making and learn.

Our Parent Satisfaction Summary indicates that our score is at the State median. Bentleigh's work in the area of sustainability has received national and international recognition. Our extra-curricular programs offer outstanding opportunities in Instrumental Music, the Performing Arts, LOTE study tour to Japan and a STEAM/History Tour to Europe, leadership (SRC), sport including a Sports Academy, camps and activities, International Student Program and community service. Strong and positive relationships are the cornerstone of our inclusive college culture. There is a genuine focus on student leadership and student voice in all areas of the college and a vibrant House System. The College works to maximise student learning in an inclusive learning environment that develops independent, creative, resilient and positive individuals; equipped with the personal, social, academic and technological skills necessary in a changing world.

Framework for Improving Student Outcomes (FISO)

In 2019, the College's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride to improve individual student learning outcomes for every student. This included:

- staff capability to use evidence-based targeted teaching (HITS) and data to make informed decisions about teaching and learning
- embedding the whole school literacy program, particularly writing in the documented curriculum
- improve NAPLAN/VCE student outcomes
- work on re-designing and implementing a new assessment and reporting regime
- implementation of a coaching program for Leading Teachers and other school leaders.

To support implementation of these KIS, two Learning Specialists were appointed Head of Instructional Practice and Head of STEAM and Partnerships. The three Assistant Principal roles were redesigned to support implementation; Wellbeing and Pathways; Curriculum, Feedback and Practice; and Engagement and Connectedness. These positions also relate directly to the main targets for the new Strategic Plan 2019 - 2023. Peer observation and learning walks have shown the curriculum documentation as a highlight, recorded as part of 2019 AIP monitoring and School Review. This showed positive changes in teacher practice and student learning outcomes. We have successfully implemented our Leading Teacher team structure, where a major focus has been providing coaching opportunities around the implementation of KIS and introduction of a Professional Learning Community (PLC) in 2020. This will lead to further teacher collaboration and consistency of practice that the college has sought through the Pedagogical Instructional Framework.

Achievement

In 2019, the school continued work on its strategic plan goal of maximising the learning and growth for each student. The school met its 12-month targets in two of the three identified areas. Students in Years 7 through to 10 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected. The College has seen an increase in student learning growth against the Victorian Curriculum, with students making one years growth particularly in Writing of 81%, meeting the 12-month targets set in the 2019 AIP, up from 75% demonstrating that the 'Writing to Learn' program and strategies has positively impacted student learning. The percentage of students who had achieved high or medium growth between Year 7 and Year 9 in Reading, Writing and Numeracy remains above the state average of 75%. It was noted that the Reading and Writing results had increased whilst the Numeracy results had declined marginally from 79% to 78%. The school is now reviewing its pedagogical practices in Mathematics by working with neighbouring primary schools. The percentage of students below the National Minimum Standard (NMS) in Writing was 3.2% well below 10% target in Year 7 for 2019.

The percentage in Year 9 was 8.1% which fell below 10% target in 2019. The school continued to increase the VCE Studies mean score in a number of subjects, although a previous mean score of above 30, was not met. The school has developed a 2020 VCE Strategy for implementation to build capability amongst staff and students. A Careers and Pathways Leader has expanded the VET offerings with more than 80 students participating in these courses. A range of additional literacy support in the classrooms and withdrawal groups were trialled in Year 7 classes in 2019 with some success.

This led to a review of the Literacy and Numeracy Strategy and in 2020, two Literacy Coaches will be appointed to

work with students to further enhance student literacy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects in VCE and university enhancement subjects. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

Engagement

Bentleigh Secondary College students are engaged and connected to their school. We are proud of the programs which support students in building student confidence and connectedness. This year, the College continued to focus on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2019 included programs such as School Leadership Programs - House Program, Sport, Sport Academy, Performing Arts, Music and Whole School Musical. Following student feedback programs were reviewed in 2019 for 2020: Learning Journey in Year 9 and Learning Leadership in Year 10 and Transition Programs along with student mentor partnerships; and VET. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. The school had a focus on improving students' sense of Learning Confidence, Stimulating Learning and Connectedness to School, as indicated in the 2019 AIP. There was some pleasing improvements in these areas where students were engaged as stakeholders in the school review process via focus groups. Their collective views and insights were presented to staff and led to 'Bentleigh Matters' being established to provide direct advice and thoughts on the running of the College for School Council consideration.

Student absences at each year level and overall at an average rate of 16 days, was below the State mean of 19 days. This was supported by the Sub School teams focus to work with families to ensure students were at school and learning. The College continues to send SMS messages to parents, requesting them to notify the school of any absences, send out reports to parents with unexplained absences and made phone calls after extended periods of absences. The College works closely with the Wellbeing Team to support chronic absences and return to school processes. Parents choosing to take family holidays longer than five days are required to apply to the principal and school work is then provided.

Wellbeing

We have made significant progress in student wellbeing at Bentleigh Secondary College during 2019. If students are feeling unsafe, or anxious, learning can often be a huge challenge. In 2019, the school continued to promote a positive learning environment for all students through School Wide Positive Behaviour Support and continued to employ two school-based counsellors and a psychologist, with a learning qualification as well as a mental health focus. Parent satisfaction, according to the Parent Opinion Survey, indicated some pleasing results, performing at the median 60% of all Victorian Schools. To build parent involvement we held a 'Meet and Greet' for parents of Year 7 students to enhance understanding of how to assist their student at home and set up Bentleigh Facebook to inform parents of events, in addition to Compass Newsfeeds. The staff satisfaction, according to the School Staff Survey, fell within the 60% of all Victorian school and state median. The College has made a significant investment in the wellbeing online tool, SchoolTV. This is proving very successful as a support tool for our parent and staff community.

Financial performance and position

Bentleigh Secondary College maintained a very sound financial position throughout 2019 and a commitment to maximise the learning for each student. The 2019-2023 School Strategic Plan (SP), along with the 2019 Annual Implementation Plan (AIP), continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$69,467. The Financial Position as at 31 December, 2019 shows a variance between the Total Funds Available and the Total Financial Commitments of \$390,991 which equates to the operating reserve which is part of the School Based Programs amount.

For more detailed information regarding our school please visit our website at
<https://www.bentleighsc.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

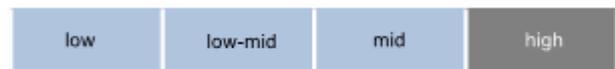
Enrolment Profile

A total of 1055 students were enrolled at this school in 2019, 466 female and 589 male.

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

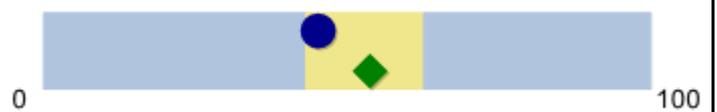
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



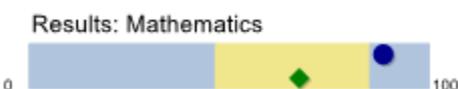
School Staff Survey

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>Similar </p> <p>Above </p>

Performance Summary

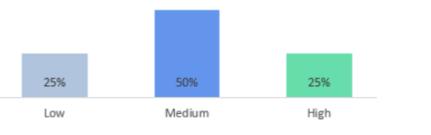
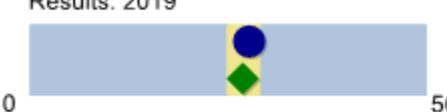
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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>Similar ●</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 style="text-align: center;">Reading</p> <p style="text-align: center;">29 % 41 % 31 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">33 % 43 % 23 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">22 % 57 % 21 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">32 % 39 % 29 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">30 % 48 % 22 %</p> <p style="text-align: center;">Low Medium High</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 style="text-align: center;">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 style="text-align: center;">Reading</p> <p style="text-align: center;">20 % 49 % 31 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">22 % 56 % 23 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">19 % 43 % 38 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">21 % 51 % 28 %</p> <p style="text-align: center;">Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">26 % 47 % 27 %</p> <p style="text-align: center;">Low Medium High</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 style="text-align: center;">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>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p style="text-align: center;">Below ●</p>

Students in 2019 who satisfactorily completed their VCE: **97%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **N/A**
 VET units of competence satisfactorily completed in 2019: **85%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A**

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													
<h3>Engagement</h3>	<h3>Student Outcomes</h3>	<h3>Similar School Comparison</h3>													
<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>Similar </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>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	91 %	91 %	90 %	93 %	92 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
91 %	91 %	91 %	90 %	93 %	92 %										
<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>Below </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>Above </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

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>Below ●</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>Below ●</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	\$9,451,355	High Yield Investment Account	\$1,514,353
Government Provided DET Grants	\$1,340,665	Official Account	\$24,021
Government Grants Commonwealth	\$12,651	Other Accounts	\$91,986
Government Grants State	\$46,831	Total Funds Available	\$1,630,361
Revenue Other	\$92,573		
Locally Raised Funds	\$1,288,442		
Total Operating Revenue	\$12,232,518		
Equity¹			
Equity (Social Disadvantage)	\$61,202		
Equity (Catch Up)	\$24,287		
Equity Total	\$85,488		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,834,692	Operating Reserve	\$360,991
Books & Publications	\$8,813	Funds Received in Advance	\$447,840
Communication Costs	\$25,777	School Based Programs	\$647,194
Consumables	\$316,741	Beneficiary/Memorial Accounts	\$5,118
Miscellaneous Expense ³	\$763,772	Repayable to the Department	\$382,451
Professional Development	\$101,236	Asset/Equipment Replacement < 12 months	\$111,899
Property and Equipment Services	\$467,122	Maintenance - Buildings/Grounds < 12 months	\$35,859
Salaries & Allowances ⁴	\$482,468	Total Financial Commitments	\$1,991,352
Trading & Fundraising	\$67,544		
Travel & Subsistence	\$7,139		
Utilities	\$87,748		
Total Operating Expenditure	\$12,163,052		
Net Operating Surplus/-Deficit	\$69,467		
Asset Acquisitions	\$247,019		

- (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 20 March 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)

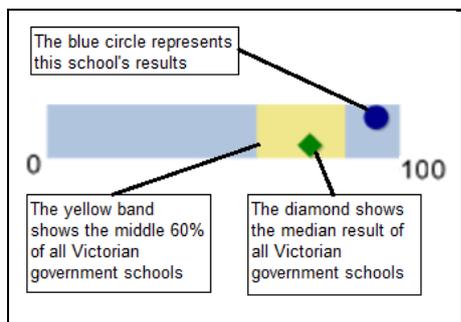
Engagement

- 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).

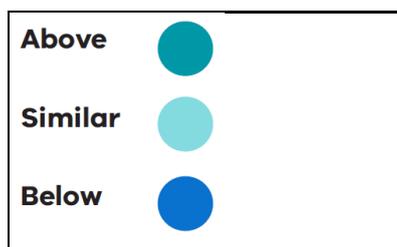


What does *School Comparison* refer to?

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').