

2018 Annual Report to The School Community



School Name: Belmont High School (7585)



- 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 2018 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 19 March 2019 at 01:29 PM by Sandra Eglezos
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2019 at 03:15 PM by Joe Ormeno (School
Council President)

About Our School

School context

Student Learning is our core educative purpose with our motto “Strive for the Highest” underpinning our work to achieve this.

In 2018 we had a total of 1272 students enrolled with the overall socio-economic profile registered “Mid” (Middle) on a 5 section scale. There were 12 students with Aboriginal or Torres Strait Islander background. It was the first year of our Strategic Plan with a stronger focus on teaching and learning practices using the High Impact Teaching Strategies (HITS) within Professional Learning Teams (PLTs).

Enrolments continued to be very strong and were at capacity in most year levels. The school’s Year 7 & 8 Middle Years structure provides an innovative program and the school has a Year 9 “Strive” program which focuses on community links. The school’s onsite English Language Centre and its Accredited International Student Program attracts overseas students. We also have a growing number of locally enrolled students requiring English as an Additional Language (EAL) support. There were a total of 50 students that required EAL support. This was made up of 21 full fee paying international students and 29 other locally enrolled students. We cater well for students of all abilities with our school’s acceleration and enrichment programs providing a wide range of opportunities for students. These include our Select Entry Accelerated Learning Program (SEALP), which continues to grow, and was in its seventeenth year, as well as a strong program of support for students with learning difficulties.

The school’s highly successful vertical House System provides strong support to students together with the Student Wellbeing Officer, the School Chaplain, the school based Network Psychologist and the Health Centre School Nurse that all contribute to providing outstanding services and support to our students. Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, together with sporting, camping, debating, performance and leadership opportunities. There are strong enrolments in VET and VCAL. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses. The school has an extensive overseas travel program, which gives students the opportunity to be immersed in another culture to help build global citizens and support their language skills. The Victorian Bio-science Education Centre (BioLAB) is located on site as a State wide resource and delivers specialist bio-science, health and sports science programs.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

- Building Practice Excellence.

In 2018, improving the teaching and learning of writing was the whole school priority. The Writing to Learn practices have been embraced particularly well by our teachers who have worked together in their teams to share their practices and learn from each other. The focus on writing to learn has helped students practice writing while building their confidence in this area. The Numeracy Leadership Team reviewed the mathematics teaching by gaining feedback from students and teachers, as they plan for improvement in 2019. The Learning Specialist has worked with the team to plan the 2019 focus on student engagement through differentiating the tasks to suit student point of learning. The continuation of Professional Learning Communities (PLCs) this year has enabled the school to make significant progress towards establishing a Guaranteed and Viable Curriculum (GVC), promoting distributive leadership, aligning practices and building the capacity of teachers to work collaboratively in most of our learning areas. Teams have developed curriculum and practiced High Impact Teaching Strategies with a focus on writing. In 2018, the school developed its own Lesson Framework in

consultation with staff and students. The research based effective practices which make up the framework will be implemented in 2019. Data analysis to plan and implement engaging tasks is still emerging, but has excelled in a number of teams this year. There is still work to be done to achieve a whole school approach to the use of data for student learning improvement. Teachers gained feedback regarding their teaching from their peers and their students in a variety of forums including the implementation of surveys completed by students about their teacher. The Performance & Development (P&D) plans were aligned to the AIP goals, which helped collect evidence showing practice development through peer observation, documentation, and student work samples.

Positive Climate for Learning

- Setting Expectations and Promoting Inclusion

In 2018, the Year 10 learning program was reviewed after consultation with teachers, parents and students. The program is aligned with the VCE blocks for 2019, allowing more choice for this year level. Students completed individual pathway planning sessions as part of the work to help them become intrinsically motivated and purposely choose a learning program that aligns with their career pathway plans.

The Student Engagement and Wellbeing processes were reviewed in 2017 and implemented in 2018 with the launch of the six step student management process. The Respectful Relationship processes ensured a consistent approach to student management. This has helped build a positive learning environment which was evident through classroom observations and survey results from students and parents. The leadership team have spent time learning about Growth Mindset to begin implementation in 2019.

Achievement

According to teacher judgment of student achievement, in 2018 the percentage of students in Years 7 – 10 working at or above the age expected standards in English and Mathematics was comparable to other similar schools. English was above the median, and Mathematics was well above the median of all Victorian schools. The 4 Year average growth data for students in the top 3 bands of testing in NAPLAN at Year 9 for Reading and Numeracy were above the median of all the Victorian Government Schools and similar to like schools.

The NAPLAN results for Year 7 – 9 Learning Gain were recorded in a 3 sections scale of low, medium and high. The data indicated that there continues to be strong growth in Spelling, with 74% of students showing medium or high growth. Reading, Grammar and Punctuation and Numeracy data indicates 77% of students achieving medium or high growth. 68% of students showed medium or high growth in Writing, and this continues to be a priority area for our Strategic Plan. We implemented a 'Writing to Learn' program and in 2019 will be launching our 'Learning to Write' program at Year 8 and 9 level. The school has developed a Lesson Framework that is research based to support effective teaching and learning practices in every classroom.

The VCE mean study score across all subjects undertaken by students in this school was slightly above the State mean in 2018, but lower than similar schools. The 4-year average was slightly above the State mean and similar to like schools. 99.4% of our students successfully completed their VCE in 2018, indicating high level teaching and learning, support and pathway planning. 15% of students (37 in total) achieved a VCE study score of 40 or more in a subject, which is higher than the State average.

9 students obtained an ATAR of 90, which is lower than the previous two years. The school will continue to focus on VCE improvement through the work of the team of VCE teachers that use data and student feedback to further enhance their learning program. 62% of students who completed VCE, also completed a VET certificate. 83% of students completed VCAL credits satisfactorily. Many of the students that did not complete VCAL credits were offered traineeships and apprenticeships throughout the 2018 year.

Our school's success reflects the passion and dedication of our teaching staff and educational support staff in our collaborative and innovative approach to learning.

Engagement

Student attendance for 2018 and across the 4-year average continues to be better than the State median and similar to other schools on adjusted school performance. The 2018 average attendance rate was above 90% at each year level. Our electronic student attendance system is COMPASS. This Learning Management System was implemented in 2017 and it has helped the school to be more accurate in monitoring student attendance and helped effective and timely communication with our parent community. The number of unexplained absences has dropped considerably due to regular monitoring and communication with families. In 2017, the introduction of Compass initially resulted in a higher number of days absent for students in Years 7-12, due to the collection of more accurate data, however, in 2018, absences were reduced to 16.91 which was lower than the state average of 19.41. To further improve the monitoring and the consistent addressing of issues related to absences, in 2019 all House Leaders are located in one office and are supported by an administration staff member that supports this work.

In 2018 the percentage of Year 7 students who remained at the school through to Year 10 as well as the 4-year average, was better than the state average but similar to other schools that are comparable given the background characteristics of their students.

The percentage of students from Years 10 to 12 going onto further studies or full-time employment had improved from the 4-year average and is now better than the median of all Victorian Government Schools. 99.4% of students who were eligible, completed VCE. This was a higher percentage than the state average. The 2018 exit destination and four year average was comparable to other similar schools. Belmont High School devoted additional human resources to expand the Managed Individual Pathways (MIPs) counselling in 2018 to help student focus on pathway planning that is continually monitored and reviewed.

In 2018, teachers continued the collaborative work in Professional Learning Teams developing their teaching and learning capacity using research based High Impact Teaching Strategies. Throughout the year, they were involved in reflective practices such as peer observations and sharing of effective practices. James Anderson commenced his work on Growth Mindset with the school Leadership Team and this work will continue in 2019 with all teachers. The school continually focuses to improve student engagement and connectedness to ensure that students enjoy their time at school as well as provide effective learning experiences to help students build their skills and knowledge.

Wellbeing

Overall student wellbeing data is very positive with the connectedness to school in the higher range and in the 90th percentile. The management of bullying over the two-year average is also within the higher range, yet the 2018 data is similar to similar schools. Other measures of school safety as reported on the student attitudes to school survey are also positive. Respect for diversity has increased from the 75.8 percentile to 79.8 and advocate for school increasing from 78.7 to 89.1. The school had a focus upon building resilience and intrinsic motivation within the student cohort. This, coupled with Belmont High School's House system, has led to strong results within the wellbeing domain. Targeted work with staff around "Growth Mindset" and the professional development in 'Mental Health First Aid' training has further supported this positive result. The school has developed an agreed lesson framework and a new "6 Step" classroom management plan to further support the learning environment for our students. A further focus on "teacher concern towards their students" saw an increase from the 63.4 percentile to 86.9 percentile.

Further work around the management of bullying will be a focus going forward as results in this area declined from the 90.4 percentile to 82.6. The alignment of the Year 10 cohort to the senior school (with student consultation) and subsequent curriculum changes are designed to build a more positive learning environment for our students.

Financial performance and position

Belmont High School, including the BioLab, has used part of the cash component of the SRP and part of the International Student Program fees to resource staffing in particular priority areas.

Our International Student Program has continued to develop with numbers growing to 21 in 2018. We had a number of camps such as the overseas trips to Fiji and two World Challenge trips to Vietnam/Cambodia and Nepal. Other trips included the Sydney Music Festival Trip, the Ski Trip, surf camps, outdoor education camps, annual Year 7 and 12 camps and the Year 9 Strive Camp. Our canteen had another successful year with \$22,774 profit. This was the first year of our EFTPOS system in the Canteen.

We appreciate the Belmont High School community for their donations. We had a successful year in fundraising, generating \$28,912 with our Parents Association's second hand book sales raising approximately \$6,116.

In 2018 we were in the final stages of the completion of the Performing Arts Centre (PAC) and the reinstatement and refurbishment of the Library Resource Centre (which was taken offline for almost 2 years). The school contributed to the capital works of the PAC and the library by providing funding for items such as the retractable seating in the main stage theatre room and the technical audio and lighting system that enables the facility to be used for its purpose. We completed a number of projects including the demolition of the A block at the end of November and creating space for the two new portable classrooms L17 & L18, and upgrading of classrooms with the latest AV technology including 9 new projectors. A portion of our budget is for building and grounds services which enable the upgrade of our facilities and the beautification of our school grounds to remain at a high standard.

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

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1266 students were enrolled at this school in 2018, 597 female and 669 male.

6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.3	72.4	64.8	78.4

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	54.2	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.9	79.1	64.9	89.9	Similar
Mathematics	93.1	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	67.3	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	65.3	50.8	37.5	66.7	
Year 9	Reading (latest year)	59.4	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	61.1	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	65.7	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	66.8	51.4	38.1	66.0	
Year 9	Reading (4 year average)	61.2	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	59.8	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	29.5	50.3	20.2
Year 5 to 7	Numeracy	23.7	56.1	20.2
Year 5 to 7	Writing	24.3	51.4	24.3
Year 5 to 7	Spelling	25.4	53.5	21.1
Year 5 to 7	Grammar and Punctuation	27.6	54.1	18.4
Year 7 to 9	Reading	22.6	58.4	18.9
Year 7 to 9	Numeracy	22.9	56.4	20.7
Year 7 to 9	Writing	32.3	51.9	15.9
Year 7 to 9	Spelling	25.7	45.0	29.3
Year 7 to 9	Grammar and Punctuation	23.6	49.7	26.7

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	27.6	27.1	25.3	29.7	Lower
Mean Study Score (4 year average)	28.4	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **99 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **11 percent**.

VET units of competence satisfactorily completed in 2018: **89 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **79 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.9	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	14.8	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	90	90	90	93	93

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	80.8	75.0	66.7	81.7	Similar
Retention (4 year average)	84.4	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	97.9	91.7	83.1	99.3	Similar
Student Exits (4 year average)	91.3	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	67.4	53.1	43.3	63.2	Higher
Percent endorsement (2 year average)	67.0	52.9	44.5	61.9	Higher

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	69.0	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	70.5	56.0	47.5	66.4	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$11,798,012
Government Provided DET Grants	\$2,137,098
Government Grants Commonwealth	\$19,598
Government Grants State	\$26,046
Revenue Other	\$112,683
Locally Raised Funds	\$1,352,852
Total Operating Revenue	\$15,446,289

Equity ¹	Actual
Equity (Social Disadvantage)	\$194,304
Equity (Catch Up)	\$0
Transition Funding	\$34,742
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$229,046

Expenditure	Actual
Student Resource Package ²	\$12,187,587
Adjustments	\$0
Books & Publications	\$5,114
Communication Costs	\$35,507
Consumables	\$400,554
Miscellaneous Expense ³	\$838,804
Professional Development	\$95,454
Property and Equipment Services	\$715,455
Salaries & Allowances ⁴	\$730,398
Trading & Fundraising	\$273,199
Travel & Subsistence	\$41,329
Utilities	\$152,454
Total Operating Expenditure	\$15,475,856
Net Operating Surplus/-Deficit	(\$29,568)
Asset Acquisitions	\$260,730

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$289,094
Official Account	\$55,369
Other Accounts	\$2,218,322
Total Funds Available	\$2,562,785

Financial Commitments	Actual
Operating Reserve	\$250,000
Other Recurrent Expenditure	\$37,963
Provision Accounts	\$20,208
Funds Received in Advance	\$276,563
School Based Programs	\$897,166
Beneficiary/Memorial Accounts	\$26,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$28,037
Repayable to the Department	\$458,547
Asset/Equipment Replacement < 12 months	\$393,388
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,417,873

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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, including:
 - 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) factors:
 - 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The 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').