

2018 Annual Report to The School Community



School Name: Wodonga Senior Secondary College (8480)



- 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 01 April 2019 at 09:00 AM by Cassandra Walters
(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 10 April 2019 at 02:38 PM by Peter Willcox (School
Council President)

About Our School

School context

With the motto 'Every Student, Every Opportunity, Success For All', Wodonga Senior Secondary College's mission is to empower our students with the skills and attributes to become successful global citizens. Our aim is to provide all students with the opportunity to maximise their personal and academic growth in a supportive environment, one specially designed to advance students in their later secondary years.

Geographical Context and Infrastructure

Wodonga Senior Secondary College is a government year 10 to 12 co-education school in the local government area of Wodonga. The College is located 1km from central Wodonga on 7.84 hectares surrounded by residential housing.

Wodonga is one of the fastest growing regional cities in Victoria with a population of 39,351. It is located 3 hours and 20 minutes from Melbourne on the Hume Hwy. Being a regional centre families can access social services, health, employment, art and culture. Families are also able to commute to Albury (7.8kms) for work and leisure. Employment opportunities for parents and carers of student centre on Manufacturing, Health Care and Social Assistance, Public Administration, and Safety and Retail.

Wodonga Senior Secondary College has exceptional, all-abilities, access to high-quality facilities which meets the needs of our students and the wider community. The main building encompasses teaching and learning spaces for science, digital literacy, mathematics, literature, history and language. The College also offers industry standard learning spaces for trades, children services, hair and beauty, and hospitality. Students can also enjoy well equipped sporting and performing arts centres.

The Seymour, Shepparton, Benalla and Wodonga Flexible Learning Centres and Choice Wodonga are all campuses of Wodonga Senior Secondary College. These centres/program provide students who generally experience difficulties accessing mainstream school an educational pathway tailored to their often complex educational, social, developmental, psychological, health, legal or family situation.

History and Enrolment Trends

Wodonga Senior Secondary College was established in 2005-2006 through the regeneration of government secondary education in Wodonga. This initiative took the three existing secondary schools in the city to form one senior secondary college (10 to 12) and one Middle Years College with two campuses that specialise in the education of year 7, 8 & 9 students. Today, Wodonga Senior Secondary College and Wodonga Middle Years College work collaboratively to provide all students with every opportunity of success from 7 to Career.

Student and Community Demographics

Over the last five years enrolment trends have increased. The majority of students transition from year 9 at Wodonga Middle Years College into year 10 at the Senior College. While 5.5 % of students are drawn from neighbouring communities (including New South Wales), Independent schools and Catholic College.

The College serves a community with socially, economically and culturally diverse needs. It actively embraces, respects and promotes the uniqueness of all students. For 3.1% of students English is their additional language and 15.9% of students are Aboriginal or Torres Strait Islanders. The School Family Occupation (SFO) in 2018 was 0.6877. This has remained relatively consistent over the last 5 years.

Staffing and Leadership Profiles

The College benefits from the highly professional teaching and support staff. The majority 80% of teaching staff are highly experienced teachers. This blends well with a consistent flow of new teachers each year. The Executive Team at the Wodonga Senior Secondary College campus consists of 5 Principal Class focusing on high quality education for all students and continuous improvement. This team is supported by 17 leading

teachers. There is an additional 5 principal class supporting the Flexible Learning Centres.

The school is sustained by highly dedicated Education Support Staff 56. This includes laboratory technicians, Librarians, administrative staff, maintenance and grounds staff, IT assistants and trainees. The College has a strong commitment to the wellbeing of students and this is demonstrated through the four house leaders and assistant as well as a highly competent wellbeing team of social workers, Doctors in School program, Koorie Support mentor, Inclusion Support and a Defence Transition Mentor.

Curriculum and Specialisation

Wodonga Senior Secondary College has the broadest range of subject choices in the region across all subject areas. The College works with all students to design an individual pathway which provides them with every opportunity for success following their secondary education. VCE and VCAL are spread over two and half years at the College. Both pathways are well represented by students.

In partnership with our external Registered Trained Organisations, the College delivers a diverse range of VET Subjects. The VET program within the College has a strong reputation within the College and the community. This can be attributed to the Industry professional teaching staff, high quality facilities and supportive placement host from industry.

Students at the college have a wonderful opportunity to participate in and experience our global education programs. Each year the Senior College has a number of overseas students studying at the College, students can study Japanese or Indonesian face to face at the College as well as attend one of our international study tours to countries such as Cambodia, Japan, and Vietnam.

The College has a healthy focus on extra-curricular activities. Students are encouraged to participate in the annual swimming and athletic carnivals, Interschool sport, Instrumental Music program, College musicals and celebrity events.

Framework for Improving Student Outcomes (FISO)

During 2018 the College had a focus on two areas from the DET FISO Initiatives:

1. Excellence in Teaching & Learning: Evidence-based high-impact teaching strategies

Progress and Highlights: We established a five-year Literacy plan 7 to 12 based on best practice, researched-based strategies. This was done following the establishment of an LT Literacy who worked across 7 to 12. Leadership staff at both WSSC and WMYC were trained through the Bastow Leading Literacy program over a 6 month period. These staff developed and implemented the Literacy Plan, working alongside Learning Areas to develop writing strategies (including Quick writes and Vocabulary development).

2. Positive Climate for Learning: 'Setting expectations and promoting inclusion' and 'Empowering students and building school pride'

Progress and Highlights: Implemented the new House structure to support student wellbeing needs and improve connectedness to the College. Previously in 3 Year level groups, the House structure saw reduced numbers of students in each House group making it easier for the House Leaders (2 for each) to know their students better. The aim is for the same House Leaders to remain with each House each year (dependent upon staffing). Students were also grouped in 10-12 in each Graduate Program group with the view of the same teacher working with students over their 3-year enrolment period as well as mentoring provided by more experienced students. Implemented the new Year 9 into 10 Orientation program - feedback from students and staff suggested this was a great success (previously Headstart involved all three Year Levels).

Achievement

Being a Senior College there are only 2 sets of data that the College can be measured against other government schools in the Annual Report. The absence of like school comparison data means further analysis cannot be made.

The first measurement is teacher judgements of student achievement against the Victorian Curriculum at Year 10. This data indicates that our students are performing above the state median in English and slightly below similar schools in Mathematics.

The second measurement is against VCE results – our 2018 results are similar to other schools but are below the median for government schools. Results for the English and Mathematics study groups have improved compared to 2017. The proportion of students achieving study scores above 37 has increased in 2018. Our VCE satisfactory completion results show 91% which has declined somewhat from 2017. Engagement with VET subjects remains high, with 72% of students completing at least one VET unit which is markedly above the stage average of 27%. VCAL completion has increased significantly to 88%, well above the average for similar schools and the state.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

The College is committed to improving outcomes in all areas through a comprehensive program of personalising learning for our students and professional development programs for staff. The Mazarno Institute's research has significantly influenced the teaching and learning strategies used in the delivery of our complex curriculum. Ongoing collaboration with Wodonga Middle Years College to ensure a Guaranteed and Viable Curriculum from 7 to 12 provides a strong foundation for the future.

Engagement

During 2018 a particular emphasis was placed on improving consistency across the College in the area of teaching practice. This included consistent classroom management processes, the use of FLASH in the classroom and the beginning of a 5 year Literacy plan. This contributed to VCE, VET and VCAL completion rates remaining very high with VCAL completion rates increasing significantly in 2018 to be well above state and similar schools levels. The afore mentioned strategies were supported by an enhanced effort to engage students with individualised programs to suit their specific needs. The attitudes to school survey results for 2018 show significant improvement in all areas, specifically Stimulating Learning, Teacher empathy and School connectedness with all areas lifting to well above state, like school and network levels. This is reflective of the major change to a vertical House system that was implemented in 2018. These changes were brought about to support student wellbeing needs and improve connectedness to the College. House Leaders were able to build closer relationships with their students helping to foster greater engagement with the College.

Through close relationships with Tertiary institutions such as Wodonga and Riverina TAFE's, Charles Sturt University and La Trobe University we are able to guarantee a viable pathway for every student post school. These institutions worked closely with our careers team and students to ensure each student had an offer of a University or TAFE course. Each student had 1 On 1 interviews with careers, House and/or TAFE staff to ensure this was in place. The college also works closely with Geared 4 Careers, a philanthropic organisation, to foster high aspirations and to ensure that all students are ready for their post school life. Changes were also made to the structure of our careers team to have a 7 to 12 focus. This is aimed at further enhancing the already strong post school transition results.

Wellbeing

The College continued to invest heavily in student wellbeing to deal with the significant number of students who are experiencing hardship. The College has a large team catering to the complex needs of these students. Other areas of investment by the College are in Careers, Student Operations, Sport and Outdoor Ed, Koori outcomes, Doctors in Schools, Student Voice, Instrumental Music, School Production, Work Experience and Structured Workplace learning. All of these help our students feel connected to the College. This is reflected in the Attitudes to School Survey results which improves significantly in 2018. Student Safety, School Connectedness and Teacher Empathy all increased in 2018 to be well above state, network and like school levels. Attendance data reflects this with the number of "Unknown" absences reducing further in 2018 indicating that we know where the

students are when they are absent.

The College invests heavily in the transition from Yr 9 to 10 process. We have a highly successful transition program that was reviewed by the Regional office in 2018 and was deemed to be an exemplary model. A major focus of the transition program is our Orientation week which was modified for 2018. Student and staff feedback was extremely positive with a vast majority of responders indicating that the goals of getting to know the College and staff/students, forming a sense of connectedness and finding out what the College can offer were met. Part of the curriculum for the Graduate Program has a focus each semester on student wellbeing and addresses issues relevant to senior students. Student voice has played a part in designing the content of this program. Significant work is being done by staff and student bodies to implement the House structure into the college. This is to improve school connectedness, staff/student relationships and student outcomes.

Financial performance and position

In 2018, we formalised our leadership structure with the Wodonga Middle Years College including establishing a grounds and maintenance team across all school campuses which will provide a more efficient system to enable our students, staff and our local community to work and visit in a school they can be proud of. Overall student numbers at Wodonga Senior Secondary College for 2018 were 852 which was in line with our predictions. The College is in a strong financial position with a operating surplus to cover our current operating commitments and cash reserves are being held to meet our obligations to DET for the 2018 SRP deficit, alternative setting funding from the DET region to cover major building & maintenance works. As advised in 2017 Annual report we are still looking at the proposed project to support the funding of the erection of a basketball/gymnasium at the College in the near future. On top of the \$110k spent on Professional Learning in 2017, a further \$172k was contributed to staff professional development in 2018.

For more detailed information regarding our school please visit our website at
<http://www.wssc.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 1221 students were enrolled at this school in 2018, 611 female and 610 male.

4 percent of students had English as an additional language and 9 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: Low

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)	62.0	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)	60.1	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	85.6	79.1	64.9	89.9	
Mathematics	48.3	69.4	49.3	85.5	

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)					
Year 7	Numeracy (latest year)					
Year 9	Reading (latest year)					
Year 9	Numeracy (latest year)					

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)					
Year 7	Numeracy (4 year average)					
Year 9	Reading (4 year average)					
Year 9	Numeracy (4 year average)					

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			
Year 5 to 7	Numeracy			
Year 5 to 7	Writing			
Year 5 to 7	Spelling			
Year 5 to 7	Grammar and Punctuation			
Year 7 to 9	Reading			
Year 7 to 9	Numeracy			
Year 7 to 9	Writing			
Year 7 to 9	Spelling			
Year 7 to 9	Grammar and Punctuation			

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)	24.8	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	24.8	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **91 percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **28 percent.**

VET units of competence satisfactorily completed in 2018: **94 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **67 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)	14.2	20.6	15.9	25.1	
Average number of absence days (4 year average)	13.1	20.2	16.0	24.5	

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)			100	91	94	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)					
Retention (4 year average)					

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)	84.7	91.7	83.1	99.3	
Student Exits (4 year average)	92.6	91.6	83.5	97.7	

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)	55.1	53.1	43.3	63.2	
Percent endorsement (2 year average)	48.3	52.9	44.5	61.9	

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)	59.4	56.7	47.0	68.0	
Percent endorsement (2 year average)	52.0	56.0	47.5	66.4	

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$12,637,167
Government Provided DET Grants	\$4,141,984
Government Grants Commonwealth	\$41,720
Government Grants State	\$74,737
Revenue Other	\$445,086
Locally Raised Funds	\$1,091,430
Total Operating Revenue	\$18,432,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,547,401
Equity (Catch Up)	\$0
Transition Funding	\$164,366
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,711,767

Expenditure	Actual
Student Resource Package ²	\$14,438,705
Adjustments	\$0
Books & Publications	\$85,718
Communication Costs	\$51,505
Consumables	\$300,221
Miscellaneous Expense ³	\$926,781
Professional Development	\$183,902
Property and Equipment Services	\$1,044,318
Salaries & Allowances ⁴	\$794,757
Trading & Fundraising	\$81,500
Travel & Subsistence	\$107,814
Utilities	\$271,802
Total Operating Expenditure	\$18,287,024
Net Operating Surplus/-Deficit	\$145,102
Asset Acquisitions	\$174,058

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$2,645,336
Official Account	\$482,132
Other Accounts	\$4,408,934
Total Funds Available	\$7,536,402

Financial Commitments	Actual
Operating Reserve	\$602,077
Other Recurrent Expenditure	\$223,529
Provision Accounts	\$0
Funds Received in Advance	\$341,882
School Based Programs	\$72,398
Beneficiary/Memorial Accounts	\$35,485
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,648,211
Repayable to the Department	\$1,900,000
Asset/Equipment Replacement < 12 months	\$452,820
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$1,800,000
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$7,536,402

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').