

# 2018 Annual Report to The School Community



School Name: Lyndhurst Secondary College (7108)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 14 March 2019 at 05:13 PM by Kondilo Prades  
(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 24 April 2019 at 09:42 AM by Rachelle  
Rochecouste (School Council President)

## About Our School

### School context

Lyndhurst Secondary College is situated just north of Cranbourne in the south-western corner of the City of Casey, an area of generally low socio-economic indicators. The College presently has an enrolment of 517 students who are generally from backgrounds in which completion of Year 12 or equivalent was and is seen as a major achievement. The Student Family Occupation (SFO) index has progressively increased over each of the past six years moving from 0.5658 to 0.6667 an increase of 18%.

Our students come from a large number of feeder primary schools, however we work closely with seven key primary schools to facilitate quality transition - Courtenay Gardens, Cranbourne- Carlisle, Lynbrook, Cranbourne Park, Cranbourne West, Lyndhurst and Rangebank Primary Schools.

Over recent years the cultural mix of the College has changed dramatically with an increasing number of students of a Non-English Speaking Background. Over the past five years the proportion of students with a Language Background Other Than English (LBOTE) has increased from 16% to 36%. There are approximately 27% of our students who come to our College who 'qualify' for English as an Additional Language and the proportion of Aboriginal/Torres Strait Islanders is 2% of the overall student population.

Physically, the College is situated adjacent to a major highway and has a very large Gymnasium, a well-resourced Drama Theatre, a large Library, and many significant specialist facilities: Music, Food Technology, Visual Arts, a state-of-the-art Automotive workshop, Wood and Metal technology rooms, as well as extensive Science based classrooms. The College also has a dedicated "English/Literacy Centre to support our Literacy and English program, as well as a Senior School area set aside for VCE and VCAL classes. The College has significant computer resources housed in a number of dedicated classrooms, supported by a student netbook program. Our staff are a very broad mix in terms of age and experience in teaching. Our workforce has 54.43 equivalent full time staff - 3 principal class, 38.6 teachers and 15.96 educational support staff. Our staff are willing participants in educational change that is aimed at improving student outcomes.

The College Council and staff have a strong commitment to further developing our College as a provider of an excellent secondary education for our local community.

### Framework for Improving Student Outcomes (FISO)

In 2018 we continued with the following FISO initiatives for Lyndhurst Secondary College were as follows:

- Building Practice Excellence
- Empowering Students and Building School Pride

In addition to these two major goals the College continued to have a real focus on Community Engagement, working with both our 7 main feeder Primary Schools and our wider community.

The College made significant improvement in all of the focus area, particularly in building collaborative teams where teachers looked at student data and identified where students were at and developed strategies to support student learning from their point of need. We have a well-documented curriculum and Assessment Tasks have been created and documented as have the VCE School assessed coursework and school assessed tasks. In 2018 staff in their collaborative team, known as Teaching and Learning Teams moderated student work to ensure consistency across classes with assessment.

We have a dedicated Student Voice Leader working with our students, running focus groups to get feedback from our students and working with our Wellbeing Team to run whole school community days. Our SATSS data shows our students are feeling more connected and safer at the College.

The school has continued to work with the community, both with our local primary schools and local industries,

such as local real estate agencies, Lynbrook Shopping Centre, Cranbourne Homes to promote and showcase our College as the School of Choice in our community. Our students have also been involved in giving back to our community by supporting the charity, “Mum’s Supporting Families in Need” and visiting Kindergartens, raising money for various charities to name just a few. This will continue to be a major focus of the College in 2019.

## Achievement

Overall, student outcomes in Years 7 – 9 are statistically similar to similar Victorian government schools. Our college has a focus on continual improvement in Teaching and Learning. The introduction of individual performance and development plans for staff, cooperative learning strategies, effective feedback strategies and conducting learning walks, have all contributed to building staff capacity and impacting teaching in the classroom. In 2018 we continued to embed the focus around pedagogy and the new ‘Teaching and Learning Model’ across all classrooms in the school, ensuring a consistent approach to Teaching and Learning. We continue to build teacher capacity in Literacy and Numeracy interventions. The continuation of the ‘Reading Block’ and ‘Writing to Learn’ strategies as well as the introduction of John Munro’s ‘High Reliability Literacy Teaching Procedures’ have allowed the college to have a school wide focus on literacy skills. Improvement in our Year 9 matched cohort growth across all most of our Literacy Domains and in particular reading is evidence that these strategies are starting to have an impact on improving student learning. Improvement in year 7 & 9 matched cohort Numeracy results was evident as a result of the continued Student Numeracy Intervention Program (SNIP). The learning gain for our Year 9 students had significant growth in 2018 with students growth was above the state in numeracy and, reading and our students were equal with the state in spelling and grammar. Our writing results were not as positive and attention is needed in this area in 2019. Student VCE results showed significant value added on student results, with a significant number of our students achieving results greater than GAT predicted. Our median study score increased by 2 points, going from 25 in 2017 to 27 in 2018. A focus on high expectations, ongoing meetings with students and parents supported this significant improvement in our student learning. Meetings and discussions occurred with all year 12 teachers, along with teams of teachers conducting moderation meetings. This allowed staff to have a more directed approach to using previous VASS data to implement change in the classroom regarding student learning. Our Year 12 VCE teachers aligned this work with their Professional Development goals. A significant number of our students received first round offers to further studies.

The College prides itself in supporting students in selecting their most appropriate pathway. Our highly effective VCAL is continuing to expand and be seen as an equal pathway within the whole school community. Student numbers in VET programs are strong and the College continues to provide a broad VCE offering, implementing whole school approaches to improving senior outcomes. We are committed to ensuring our students have the necessary skills and knowledge to transition into further education and training. Our school motto created in term 4, 2014: ‘Empowering students for learning and life’, is placed in every classroom and has the intent on having a positive impact on our students, aiming to improve students focus on departing school primarily for further studies and full time employment.

Most students in the Program for Students with a Disability showed progress at the expected level or have shown growth. An increased number of students enrolled in VCAL are a part of the PSD program. This allowed these students to move into successful pathways for their future.

## Engagement

Lyndhurst Secondary College continues to work towards strengthening student engagement, attendance and improving behaviour. We are now in our second year as a School Wide Behaviour and Supports (SWPBS) school, achieving a Blue Award in February 2019. SWPBS continues to give us a framework for how we recognise positive behaviour, striving for all students to be safe, respectful learners. We teach Positive Behaviours as part of our weekly Engage Program in years 7 to 12. We have begun a review into how our curriculum engages our students with several exciting options being considered for the Strategic Plan.

We continue to work closely with our community to improve attendance with targeted monitoring and the use of early prevention and intervention strategies. We have continued to emphasise the importance of student attendance to all stakeholders and now give feedback on a regular basis via our Progress Reports. A systematic approach to attendance/lateness has been continued to improve students being in class, on time and ready for learning. This has continued to make marked improvements to student lateness to school and class.

The College has increased the number of student led teams, increasing student voice and agency at school. This includes the SRC, Peer Support and important roles as part of our Interview Process. Our award winning 'Multipride' program has focussed on the promotion of a safe school environment through the improvement of cultural links within the wider school community, which culminated in an award for Educational Excellence at the Victorian Government Multicultural Awards in 2013. This group has now established significant relationships with the City of Casey and is a leader for local schools. This group worked with the Courage to Care program which encouraged students to not be a 'bystander' using the Holocaust as the basis of education, providing real stories to support students understanding of the importance of acceptance and understanding of all cultures. Other schools were invited to Lyndhurst to take part in this program. Our new Academy Program allows students to select an area of passion and develop skills in this area for two periods a week. From 2019 students are engaged in multiple sports, baking, STEM learning, performance and creative arts options.

## Wellbeing

The Lyndhurst Secondary College community is committed to providing a safe, challenging and stimulating learning environment. We champion commitment, excellence and integrity in order to develop open-minded citizens capable of contributing confidently and responsibly to an ever-changing world.

To do this we focus on three core elements:

**Learning:** We expect all students to value learning, to make the most of every opportunity to learn, to set high expectations of themselves and others, to achieve excellence.

**Students:** Our focus is on students, their commitment to their growth as individuals in a strong and supportive learning environment.

**Community:** We expect all students to value their community, both locally and world-wide, and to conduct themselves with integrity as they go about their day to day lives.

These values are underpinned by a focus on high expectations based around respect for self, others and the environment.

The college has reinvigorated our focus on attendance and lateness to school/class. Currently, the college is achieving less average days absent per student than predicted and is statistically similar to similar Victorian government schools

Real retention summary data shows Lyndhurst Secondary College results to be similar to those from other schools.

The College provides broad opportunities in VCAL, VET and VCE, with significant VET provision via a partnership as part of the Cranbourne VET Cluster. The College is the Lead School in a Trade Training Centre, known as CRTSC, to be based within four schools in the local Cranbourne area. Construction was completed at all sites by the end of 2017, ready for the commencement of classes at the start of the 2018 school year.

Destination data in 2017 was statistically similar to similar Victorian government schools, performing greater than the state median.. The college continues to provide a range of pathway programs to enhance student skill and motivation. There is a team of careers and MIPs dedicated staff who work with students in Years 7-12.

We strive to overtly encourage students to stay in further education and training in order to maximise transition to fulfilling careers. This includes developing students via practice interviews with business and community leaders, targeted course counselling and a work experience program. Students develop their pathways plan by engaging with these and other opportunities provided by the broader community. In 2019 a new subject was introduced at year 10 called World of Work, which focuses on getting students prepared with the necessary skills to be ready for the workplace when students leave school.

The College provides an extensive range of support options for students experiencing challenging circumstances and also provides many opportunities for students to forge connections with one another. Year 7 students engage in an orientation/transition program at the beginning of the year, which is then followed up by a Peer Support Program. Across all year levels, students are afforded the opportunity to participate in cross-year level activities,

such as a lunchtime activity program to facilitate stronger connections to peers and school. We have a very strong Wellbeing support program run by 6 highly experienced and dedicated staff who work tirelessly keeping our students safe and supporting their various wellbeing needs. Our SATSS data indicates that our students are feeling more connected to the College and safer, a significant improvement to 2017.

Our performing arts program, provides opportunities for many of our students to engage with their peers and showcase their talents.

Our students have been involved in Whole School Community Days, the 4Cs cultural dance event, a number of VCAL community excursions and Art Competitions, just to name a few of the opportunities provided to our students to connect with the wider community.

Our students matter and we are constantly striving to provide as many opportunities as we can for them as well as providing support and looking after their health and wellbeing.

### **Financial performance and position**

Equity funding is targeted towards programs to directly improve outcomes for our students, including additional support and proactive Wellbeing programs, pathways support and a focus on improving community engagement. The College continues to commit to the effective resourcing of all initiatives aligned with our Strategic Plan. We have a continued focus on improving Literacy and Numeracy outcomes for all students along with a focus on improving student engagement and wellbeing.

Deficit was covered by prior year's committed funds, held to fund long term strategic plan outcomes focussed on creating opportunities for our students as well improving our College facilities.

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

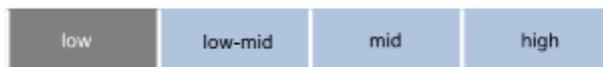
#### Enrolment Profile

A total of 451 students were enrolled at this school in 2018, 229 female and 222 male.

27 percent were EAL (English as an Additional Language) students and 2 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

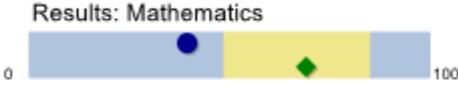
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

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

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>97%</b>                  Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>51%</b>                  VET units of competence satisfactorily completed in 2018: <b>98%</b>                  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>78%</b></p>		

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>87 %</td> <td>83 %</td> <td>83 %</td> <td>87 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	83 %	83 %	87 %	90 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	83 %	83 %	87 %	90 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,359,453	High Yield Investment Account	\$579,056
Government Provided DET Grants	\$1,058,871	Official Account	\$49,602
Government Grants Commonwealth	\$26,515	Other Accounts	\$750,694
Government Grants State	\$14,362	<b>Total Funds Available</b>	<b>\$1,379,352</b>
Revenue Other	\$73,661		
Locally Raised Funds	\$148,541		
<b>Total Operating Revenue</b>	<b>\$6,681,404</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$782,138		
Equity (Catch Up)	\$61,200		
<b>Equity Total</b>	<b>\$843,338</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,688,526	Operating Reserve	\$199,944
Books & Publications	\$8,899	Other Recurrent Expenditure	\$9,030
Communication Costs	\$14,632	Funds Received in Advance	\$118,458
Consumables	\$102,315	School Based Programs	\$122,902
Miscellaneous Expense <sup>3</sup>	\$521,774	Funds for Committees/Shared Arrangements	\$84,952
Professional Development	\$25,289	Repayable to the Department	\$460,000
Property and Equipment Services	\$450,259	Asset/Equipment Replacement < 12 months	\$168,000
Salaries & Allowances <sup>4</sup>	\$108,955	Capital - Buildings/Grounds < 12 months	\$29,682
Trading & Fundraising	\$33,429	Maintenance - Buildings/Grounds < 12 months	\$135,000
Travel & Subsistence	\$5,294	Asset/Equipment Replacement > 12 months	\$48,000
Utilities	\$98,199	<b>Total Financial Commitments</b>	<b>\$1,375,968</b>
<b>Total Operating Expenditure</b>	<b>\$7,057,569</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$376,165)</b>		
<b>Asset Acquisitions</b>	<b>\$97,140</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 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)

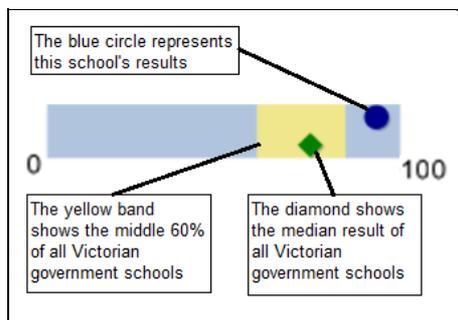
### Engagement

- student attendance and engagement at school
- 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).

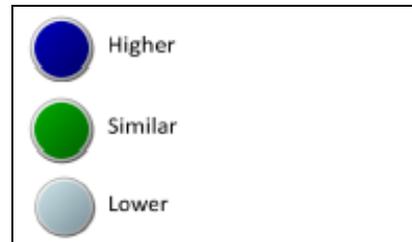


## What does *School Comparison* refer to?

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 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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## 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').