

Northern Bay College Annual Report 2019

School Context

Northern Bay College was formed in 2011 as a result of a merger of nine schools into one multi-campus College. Our aim was to provide a supportive, coordinated and consistent approach to the education and wellbeing of children and young people living in the Corio/Norlane area.

Today Northern Bay College is a multi-campus school made up of four prep to year eight campuses and one year nine to year twelve campus. In addition to this the college also runs a Kindergarten, a Child Care Centre, a Family Centre and manages a Trade Training Centre. We are also the host for two Geelong English Language Centre Outpost and run a Hands on Learning program. The college has a steady enrolment of 1905 students.

The college has a long history of welcoming families from a refugee and asylum seeker background of Karen ethnicity from refugee camps along the Thai/Burmese border. In 2013 the college began to enrol families of Middle Eastern ethnicity. Many of whom came from refugee camps via Pakistan and Indonesia. Many of these are predominantly Afghani families on a 'women at risk' visa without support of a partner. More recently we have seen Karenni immigrants from Burma along with Arabic speaking refugees from Iraq and Syria. Currently thirty percent of students have a first language other than English with eleven percent of our students being of Middle Eastern origin and nine percent Karen / Karenni. Eight percent of our students are indigenous.

A high proportion of students are funded under the Program for Students with Disabilities and thirty percent are captured under the NCCD.

Northern Bay College faces significant challenges to improve education and work outcomes of students now and into the future. Corio and Norlane is among Victoria's six most disadvantaged suburbs and is driven to deliver positive learning outcomes for all students.

The college has an SFOE of 0.7344 with 1,522 students attracting equity funding.

Northern Bay College encourages the colocation of services with The Smith Family; CatholicCare; Ardoch; Bethany Community Services; and Barwon Child, Youth and Family operating on site. We also have a large number of Memorandum of Understandings operating with external agencies and services. 2019 marked the beginning of a new College Strategic Plan with an overarching goal of further developing practice that embeds the 'One College - One Team' ethos.

Our vision is to instill community commitment, confidence and high expectations in lifelong learning by:

- Developing young people who are engaged; motivated and challenged to fulfil their potential.
- Maximising the educational opportunities and creating purposeful and diverse pathways for all students
- Developing partnerships with other schools, community organisations and business which can empower a community through learning
- Integrating education and community /family services in one precinct
- Creating a community that is literate, numerate, curious, articulate, resilient and passionate

Achievement

All aspects of student achievement provide the college with an opportunity to re-focus and develop college wide processes and programs to address current standards of learning achievement and learning growth. The 2019 data places the college below similar schools in all areas. This data is included through the Annual Report. This is a concern for the college and has resulted in a number of initiatives to address this clear area for improvement. Through 2019 the college focused on developing improved systems throughout to address common areas of need. This ultimately resulted in the college

identifying methods in which staff can more effectively work together to improve student learning outcomes.

The development of a Professional Learning Community (PLC) model where cross college teams meet to review learning data and identify shared interventions and teaching practice is a most positive example of this work through 2019. This model includes teachers meeting in 'stages of schooling' groups across all campuses to identify and resolve areas of most need and concern. The process requires all PLC team members to contribute actively to the research and data collection associated with the trailing and implementation of improved teaching practice. Having these groups meet cross college allows for the development of greater consistency in the application of school-wide learning and teaching models and expectations.

The college has a number of cohorts that require effective and well informed Individual Education Plans (IEP's.) These groups include ATSI students, OOHHC students and PSD funded students. The college is proud of the program and strategies and framework in place to support all students with individual learning need and actively utilises regular SSG meetings to ensure that these IEP's are current, meeting the targeted need and allow for student and parent/career input.

Moving forward the college will work to provide all staff with a refined view of the practice required to ensure improved learning outcomes for all students. The 2020 AIP clearly articulates the major initiatives that will be in place to address our most pressing student achievement needs ensuring that concerted effort is put into developing college wide, consistent learning and teaching models.

Engagement

Overall engagement data at the college is extremely positive. Students respond with high levels of satisfaction in the Student Attitude to School Survey particularly around the areas of stimulating learning and high expectations for success. Staff and the college in general should be proud of this data as it does indicate that student's feel connected and valued here at NBC. The new school year presents as an opportunity for further in-depth discussion with students around these results. Developing an understanding of the 'metrics' students use to provide response to this data is essential to our ongoing work and evolution of strong Student Voice and Agency.

Conversely the attendance data that has been returned for 2019 indicates as an area for increased focus. In 2019 the college implemented a number of actions aimed at reinforcing the importance of regular school attendance. These measures included letters home to parents outlining the impact missing school regularly has on learning outcomes; using student reports to flag attendance concerns for individual students; engaging with regional staff to better educate college staff around evidence based strategies that improve student attendance and implementing positive reinforcement measures such as 'morning tea's' for students who have achieved high levels of attendance.

In 2020 this work will continue through ongoing communication with families and students around the importance of regular attendance. Student Forums will act as a tool to better understand what it is that engages our students in school. Positive reinforcement will continue to be used to encourage increased levels of student attendance.

Wellbeing

Wellbeing is at the heart of the work at NBC on a daily basis. The college is working hard to ensure that wellbeing is seen as a role the college can play for students and staff at the same time as striving for positive learning outcomes. Over the years the college has invested in programs such as Berry Street Education Model training for all staff and still ensures that this training makes up part of the induction of new staff to the college such is the importance of this work in guiding high expectations for learning.

The college is committed to a number of programs and partnerships that aim to support overall student wellbeing and learning opportunities. These include the finalisation of a partnership with Our Place - a learning partnership with the Coleman Foundation, DET and the City of Greater Geelong that will see families in the Northern Bay College Community supported from birth through their 13 years of Primary and Secondary schooling. This partnership provides an excellent opportunity for the college to further work already in place at the Goldsworthy ELC and the existing Community Hubs to better support parents and families through the vitally important Early Years education as well as navigating the complexities of Primary and Secondary schooling.

The college has embedded practice with regard to Focus Plans and De-escalation plans for all students. These plans along with a Tiered approach to supporting students with learning and wellbeing needs allows students, parents and teachers to be clear on what responsibilities and provisions will be expected and enabled for each stakeholder as we strive to ensure students are in the best mindset for learning. This work will follow the students through their learning week and supports classroom teachers and ES staff to provide informed and accurate support at all times.

The 2019 school year was also used to re-establish a college wide approach to Student Wellbeing. A College wide Wellbeing Coordinator was employed to begin in January 2020 and the structure of the Student Wellbeing was reviewed with the view of ensuring a college wide response to wellbeing was applied in a consistent manner. This team will build on the wonderful work already in place at NBC and will ensure Campus Wellbeing Coordinators and Workers have the opportunity to better share models of best practice and expertise.

Ongoing work at the college will focus on the increased consistency of these processes and better navigating the myriad of support agencies available for families and students at NBC.

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 Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

School Profile

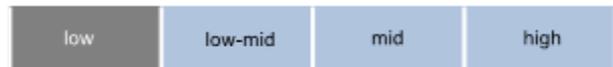
Enrolment Profile

A total of 1929 students were enrolled at this school in 2019, 940 female and 989 male.

29 percent were EAL (English as an Additional Language) students and 8 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).

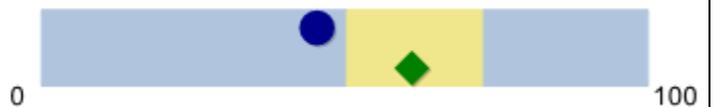
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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.



(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Below </p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>47%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>45%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>46%</td> <td>44%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	47%	15%	Numeracy	43%	45%	12%	Writing	35%	49%	16%	Spelling	35%	46%	19%	Grammar and Punctuation	46%	44%	10%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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(Primary Year Levels)

Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>88 %</td> <td>89 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	88 %	89 %	92 %	89 %	90 %	88 %	<p>Similar school comparison not available</p>
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(Primary Year Levels)

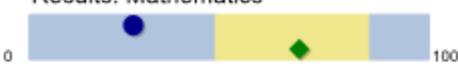
Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

(Secondary Year Levels)

Performance Summary

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

(Secondary Year Levels)

Performance Summary

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

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

(Secondary Year Levels)

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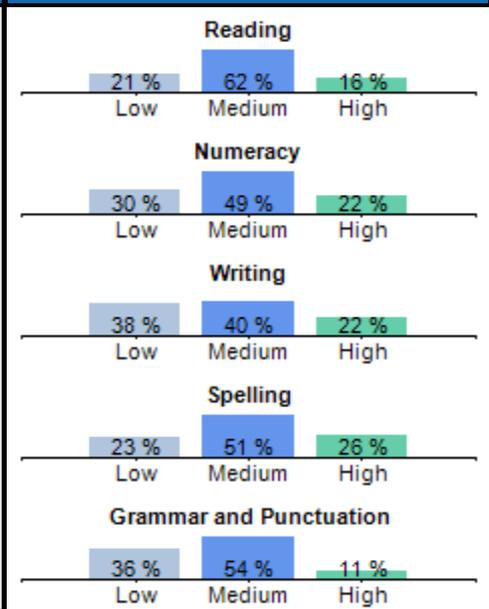
Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
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NAPLAN Learning Gain Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.



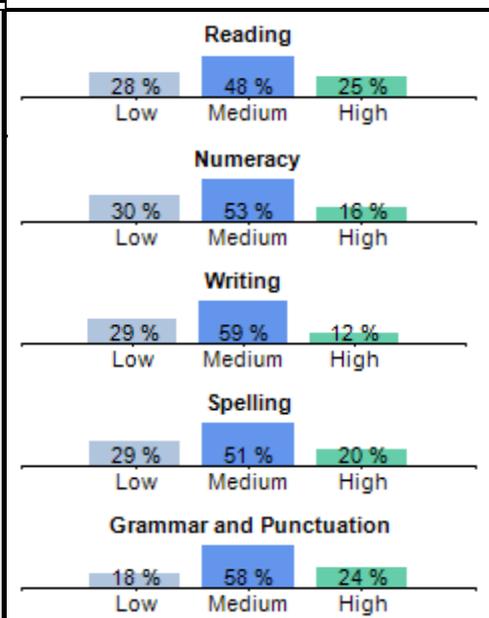
There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

NAPLAN Learning Gain Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.



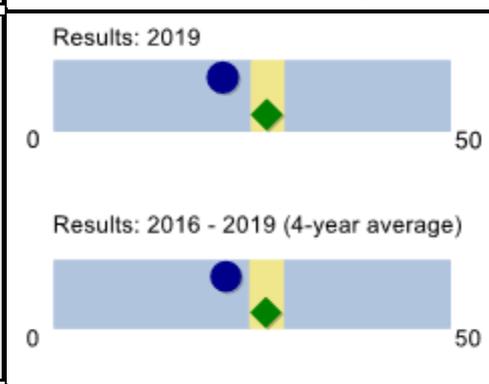
There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Statewide Distribution of Learning Gain (all domains)

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.



Below ●

Students in 2019 who satisfactorily completed their VCE: **86%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **48%**
 VET units of competence satisfactorily completed in 2019: **77%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **50%**

(Secondary Year Levels)

Performance Summary

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Key: Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>86 %</td> <td>83 %</td> <td>84 %</td> <td>77 %</td> <td>79 %</td> <td>77 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	86 %	83 %	84 %	77 %	79 %	77 %	<p>Similar school comparison not available</p>
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<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												

(Secondary Year Levels)

Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>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, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$24,420,072
Government Provided DET Grants	\$5,346,391
Government Grants Commonwealth	\$362,015
Government Grants State	\$262,538
Revenue Other	\$943,231
Locally Raised Funds	\$1,031,731
Total Operating Revenue	\$32,365,979

Funds Available	Actual
High Yield Investment Account	\$4,306,610
Official Account	\$130,359
Other Accounts	\$0
Total Funds Available	\$4,436,969

Equity ¹	
Equity (Social Disadvantage)	\$6,501,264
Equity (Catch Up)	\$124,278
Equity Total	\$6,625,543

Expenditure	
Student Resource Package ²	\$25,809,514
Books & Publications	\$44,913
Communication Costs	\$145,187
Consumables	\$816,717
Miscellaneous Expense ³	\$2,242,105
Professional Development	\$80,352
Property and Equipment Services	\$2,453,284
Salaries & Allowances ⁴	\$1,561,994
Trading & Fundraising	\$46,465
Travel & Subsistence	\$9,330
Utilities	\$208,833
Adjustments	\$135

Financial Commitments	
Operating Reserve	\$1,095,294
Other Recurrent Expenditure	\$18,290
Funds Received in Advance	\$430,504
School Based Programs	\$523,466
Repayable to the Department	\$1,503,818
Asset/Equipment Replacement < 12 months	\$200,400
Maintenance - Buildings/Grounds < 12 months	\$665,198
Total Financial Commitments	\$4,436,969

Total Operating Expenditure	\$33,418,828
Net Operating Surplus/-Deficit	(\$1,052,850)
Asset Acquisitions	\$176,028

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

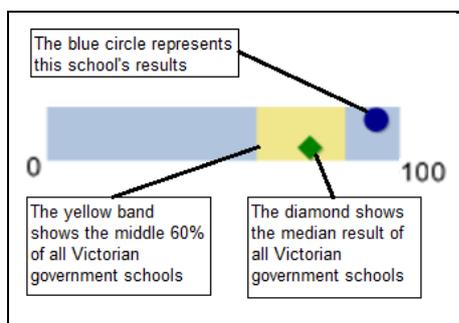
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').