

# 2018 Annual Report to The School Community



School Name: Rowville Secondary College (8734)



- 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 27 March 2019 at 04:41 PM by Julie Kennedy  
(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 13 August 2019 at 10:52 PM by Mareena Corbett  
(School Council President)

## About Our School

### School context

Rowville Secondary College's (RSC) moral purpose is to give young people the knowledge and skills they need to be successful in a rapidly changing world and prepare them for the possibility of having a range of different jobs, some that don't exist yet, using technology that hasn't been invented yet. The workforce of the future will need to be creative, collaborative and resilient problem-solvers. That is why at RSC, we have adopted a strength's based approach to education that values diversity and uses students' passions to motivate individuals to be curious and powerful learners.

RSC provides a multitude of pathway options for every student, ensuring that each individual is provided with the opportunity to fulfil his or her potential. Our focus is on high expectations, mastery and a strong sense of the importance of learning. Working through an individual's strengths increases confidence and promotes self-esteem. This enables students to take risks with their learning, even in subject areas and disciplines that they find challenging.

Students enrol in one of four learning programs.

Rowville Institute of the Arts (RIA) based at the Eastern Campus offers an integrated arts and academic education for talented and aspiring students who love dance, drama, media, music and/or visual art. Students spend one-third of the curriculum completing specialist and broad arts subjects that are enriched in a variety of ways including Artists in Residence, workshops led by industry professionals and regular excursions and incursions. The 500 seat Performing Arts Centre and two specialist dance studios allow students to participate in authentic performance and exhibition opportunities at an industry acclaimed standard.

Rowville Sports Academy (RSA) based at the Eastern Campus is a full time integrated academic and sporting program for students that love Football (Soccer), Basketball, Golf, Australian Rules Football, Volleyball, Cricket and Netball. Students spend one-third of the curriculum working with highly qualified sporting coaches to develop their skills, talent, strength and conditioning. The exceptional facilities available in the RSC Sports Precinct allow students to be supported by physiotherapists, exercise psychologists, dieticians, and podiatrists. An intensive leadership program is also an integral part of the development of our young athletes.

Rowville Maths and Science Academy (MSA) based at the Western Campus promotes academic excellence and innovative thinking through an integrated, themed and practical curriculum for students who love maths and/or science. Students spend one-third of the curriculum completing innovative mathematics and science curriculum including design and exploration through extended projects. Research and real life application of scientific method combined with an integrated robotics program underpins acceleration, enrichment and promotion of STEM from year 7 to year 12. We have built strong partnerships with CSIRO and Swinburne University who mentor students in Year 8 and 9. Mentoring is extended in Year 10 through our partnership with the Rowville-Lysterfield Rotary Club which enables students to contribute actively to the local, national and international community.

Rowville General Excellence (GE) based at the Western Campus is an academic program that provides for diversity of talent and interest. It has the broadest range of both core curriculum and elective subjects and allows students to explore and discover their strengths and passions. It provides curricula and extra curricula opportunities for students who love a combination of arts, sports, mathematics, science, language, literature, technology and humanities subjects. In year 11 and 12, students can select to complete VCE, VCAL, VET or SBAT.

All 'Program for Students with a Disability' students have an individual learning plan developed. These students are supported by an Integration coordinator and team of Integration aides to assist them in working towards achieving their goals.

Rowville Secondary College has a whole school approach to the health and wellbeing of students through vertical house based mentor groups, specific pastoral care curriculum, Learning Mentors who meet daily with their mentor group, Deans of Students, Heads of House, House Champions, School Nurses, Student Wellbeing Coordinators, Educational Psychologists, Social Workers, Youth Workers and Counsellors and access to a wide range of external services.

**Framework for Improving Student Outcomes (FISO)**

In 2018 we had two FISO priorities. The first was Excellence in Teaching and Learning with the goal of maintaining a relentless focus on improving the quality of teaching and learning so that we have improved student outcomes and engagement. Actions to achieve this included staff learning collaboratively in teaching teams, focusing on Curiosity and Powerful Learning Theories of Action to share teaching strategies that refine instructional practice. We also continued to develop and refine the observation cycle, supported teachers to develop capacity to use a range of data sources to inform planning and delivery and further developed provision and use of feedback to promote student accountability and agency. Success was identified by students setting and monitoring learning goals, using feedback to guide self reflection and understanding and using tools and strategies to become powerful learners. Teachers built their expertise in building Curiosity and Powerful Learning Theories of Action, designed and implemented opportunities to make learning visible, collaborated to build collective capacity and used low-inference observations to inform the reflective cycle of teaching teams. Staff Development Team Leaders guided and supported professional growth in pedagogical practice, worked with their teams to maintain focus on best practice and provided opportunities for teaching staff to build expertise and skill to be successful.

Secondly we focused on Setting expectations and promoting inclusion with the aim of having a shared approach to positive classrooms, health, well-being and inclusion so that students, staff and families are connected to our school community. We implemented substantial change in structures and processes to support a vertical house based system which seeks to build a culture that ensures that student voice, student agency, and student leadership form the cultural cornerstones of school pride at Rowville Secondary College. We introduced Learning Mentors for all students, embed the work of BSEM into regular classroom practice, increased opportunities for student voice and made improvements to the physical environment.

Success was indicated through an increased sense of pride and connectedness for students, staff and parents and a greater sense of safety and inclusion. There were enhanced opportunities for student voice to be acknowledged and acted upon such as the selection of House names, the Pivot Survey and “Teach the Teacher” professional learning designed and delivered by students. Mentor sessions promoted visible mindfulness by teachers and students.

**Achievement**

In 2018 Rowville Secondary College consistently focused on improving student outcomes. All staff worked in Teaching Teams collecting and used data to track individual student learning growth. They trialled high impact teaching strategies, used low inference peer observation as a professional learning tool and then assessed the impact of the chosen strategies. The teams also planned collaboratively for differentiation. Continuous assessment and quality feedback further supported student learning emphasizing the learning cycle with students setting goals based on individual achievement, teacher feedback and self-assessments.

The ACE (Accelerate, Challenge, Extend) three teacher model continued at Years 7 and 8 to target teaching at the point of student learning needs in Literacy and Numeracy.

The College continued its commitment to Curiosity and Powerful Learning by operationalising the Learner Profile through the theories of action of Framing Effective Questions and using Assessment for Learning. The School Improvement Team developed Professional Learning resources for staff, including linking Multiple Ways of Knowing to the phases of the extended learning framework and learner strengths. These resources were designed to support teachers and students to know where they are at in their learning and building student agency and autonomy.

**Engagement**

In 2018 our theme for the year was “This is us”. Students, staff and the broader community were encouraged to consider the difference we can all make if we chose to support each other to be the best versions of ourselves. This thematic focus played a key role in shaping our approach to student engagement. The College continued to

develop and implement programs and processes to increase student engagement and connectedness to the school. There was a continued focus on building positive relationships between all school community members. Communication between the college and the wider community has improved with the increase in Compass functionality to broaden news notification. This has also proven successful with regards to improving parental/guardian awareness of student absences. We have continued to focus on enabling teachers, Learning mentors, coaches and wellbeing staff to communicate regularly with parents and guardians to address student learning needs, academic progress and wellbeing.

Perhaps most importantly, the Learning Mentor and House system had its first year of full implementation. Through this system our students had the opportunity to develop a stronger sense of connectedness with the school and their peers. This was primarily achieved through our Learning Mentor program, the Connect Ed Curriculum and our House Events. Our Attitudes to School Data suggests that this has resulted in a 2% increase in the positive data collected for Students Sense of Connectedness amongst our mainstream year levels. Overall our 54% positive rating was pleasing when compared to schools within our Network 50%. The focus for the First Term and Student led Conferences was on "Fostering Curiosity and a Growth Mindset". Ways and means of prompting students to incorporate this focus/theme into their goal-setting and discussions with parents were outlined during a Professional Learning session conducted for ALL staff. Staff (Learning Mentors) were provided with support material/documentation to assist them and their students with the preparation and conduct of these Conferences. Parent /Guardian attendance have been high with Learning Mentors following up with those who were unable to attend. The relationships built between staff, students, and families through this process has proved invaluable.

Our transition Coordinators have continued to focus on the organization of activities and events to support our transition program with our feeder primary schools. This enabled RSC students to run a diverse range of curricula and extra curricula activities for primary school students including sports coaching, Maths games, creating storybooks, Humanities activities conducted in rotating classrooms, Drama and Magic workshops.

RSC has also invested significant school council funds into upgrading our facilities in order to foster a stronger sense of pride amongst our student cohort and the broader community. In 2018 we commenced the construction of our new Year 7 Building on our West Campus, and completed upgrades of school buildings and classrooms across both campuses. This has included complete internal and external renovations (painting/flooring), brand new furniture for staff and students, brand new digital screens, whiteboards etc. Our relentless pursuit of high quality facilities and resources for our students is something we will continue to strive toward as the positive reaction from our students, and parent community, is playing an important role in our capacity to engage our community positively. 2019 will see the roll out of further building upgrades and our whole school heating and cooling initiative.

## Wellbeing

The introduction of the House system and the extended role of the Learning Mentor in 2018 is ensuring that every student in the college has a significant adult in the school that they can approach and more importantly who has an in depth knowledge of that student including their educational, emotional and social needs. The vertical nature of the Learning Mentor group supports our focus on building stronger relationships between students across the College and across cohorts.

Year 7 Transition has been a significant focus including the construction of a Year 7 Learning Centre and the strong work of the Year 7 Learning Mentors who work with the partner primary schools to develop a profile of each student prior to them commencing at Rowville Secondary College. There was a very positive response from Year 7 and new students on the Attitude to Schools Survey which reflects this College priority.

The student attitude to school survey indicates the sense of connectedness is positive and is around the state average while a strong response to safety and having an advocate at school on the survey is pleasing. Student voice and agency is developing through increased student leadership opportunities including Learning Mentor representatives and House Captains.

The Wellbeing team is ably lead by our two Wellbeing Coordinators with support from not only DET personnel

but also psychologists, social workers and a therapy dog provided by Rowville Secondary College. The team works closely to meet the ever increasing needs of the student cohort while at the same time supporting parents on an individual basis and providing a range of parent workshops that allow parents to understand and support College priorities.

### **Financial performance and position**

In 2018 Rowville Secondary College continued to effectively allocate resources to meet the unique requirements of our four strength based learning programs.

The net operating surplus was the result of strong cost control measures.

We anticipate that 2019 will deliver a net operating deficit due to increased casual relief staffing requirements for professional practice days and the Repairs and Maintenance projects on both our campuses.

The differentiated learning model called “ACE” (accelerate, challenge and extend) was continued in 2018 to improve literacy & numeracy outcomes. This model was funded by way of the Equity Funding (\$338k) plus a substantial investment by the School Council.

Rowville Secondary College was the lead school in the Knox Innovation Opportunity and Sustainability Centre (KIOSC) and holds considerable funds on its behalf for capital and staffing purposes. KIOSC is an innovative shared learning environment which inspires students to prepare for the careers of the future. The day-to-day operations of KIOSC have been taken over by Swinburne in 2019. The capital funds continue to be held by Rowville Secondary College on behalf of the Consortium Schools.

School Council further supports great learning outcomes by funding additional staff in literacy & numeracy programs (Quiksmart and the ACE program), facilities manager, information officer and manager, social workers and school nurse(s).

Surplus funds are fully committed in accordance with our approved priorities to achieve great student outcomes.

These include the KIOSC program, additional staff, Western Campus Repairs and Maintenance (we aim to be a great place to learn and work), and the vertical house system implementation (we aim to provide a great student experience). In deciding these priorities the School Council took into account the feedback received from our community (we aim to be a great partner with parents and community).

**For more detailed information regarding our school please visit our website at**  
[www.rowvillesc.vic.edu.au](http://www.rowvillesc.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 1778 students were enrolled at this school in 2018, 847 female and 931 male.

5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





#### School Staff Survey


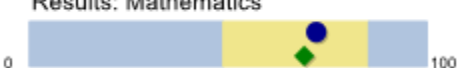


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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










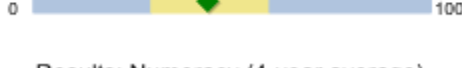




## Performance Summary

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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> 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 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> 	<ul style="list-style-type: none"> <li> Lower</li> <li> Similar</li> <li> Similar</li> <li> Similar</li> </ul>















## 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>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>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: lightblue; font-size: 2em;">●</span> Lower</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>92%</b>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>35%</b>                      VET units of competence satisfactorily completed in 2018: <b>86%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>81%</b></p>		






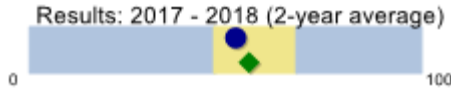


## Performance Summary

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>92 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	89 %	91 %	92 %	90 %	<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									
92 %	90 %	89 %	91 %	92 %	90 %									
<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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></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

Revenue	Actual
Student Resource Package	\$16,621,308
Government Provided DET Grants	\$2,191,852
Government Grants Commonwealth	\$13,091
Government Grants State	\$123,470
Revenue Other	\$240,115
Locally Raised Funds	\$4,906,075
<b>Total Operating Revenue</b>	<b>\$24,095,912</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$218,335
Equity (Catch Up)	\$119,425
<b>Equity Total</b>	<b>\$337,760</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$16,134,305
Books & Publications	\$13,219
Communication Costs	\$122,397
Consumables	\$473,223
Miscellaneous Expense <sup>3</sup>	\$2,838,633
Professional Development	\$95,781
Property and Equipment Services	\$1,588,784
Salaries & Allowances <sup>4</sup>	\$1,351,293
Trading & Fundraising	\$189,038
Travel & Subsistence	\$185,178
Utilities	\$273,423
<b>Total Operating Expenditure</b>	<b>\$23,265,275</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$830,637</b>
<b>Asset Acquisitions</b>	<b>\$459,295</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,726,306
Official Account	\$114,390
Other Accounts	\$5,623,522
<b>Total Funds Available</b>	<b>\$7,464,218</b>

Financial Commitments	
Operating Reserve	\$1,079,542
Other Recurrent Expenditure	\$6,416
Provision Accounts	\$20,000
Funds for Committees/Shared Arrangements	\$1,429,357
Asset/Equipment Replacement < 12 months	\$469,537
Capital - Buildings/Grounds < 12 months	\$2,615,000
Maintenance - Buildings/Grounds < 12 months	\$1,132,223
Asset/Equipment Replacement > 12 months	\$210,135
Capital - Buildings/Grounds > 12 months	\$500,000
<b>Total Financial Commitments</b>	<b>\$7,462,210</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)

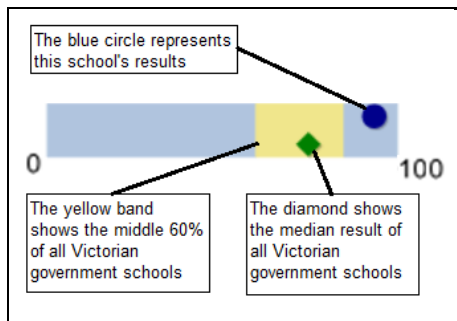
### Engagement

- 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).

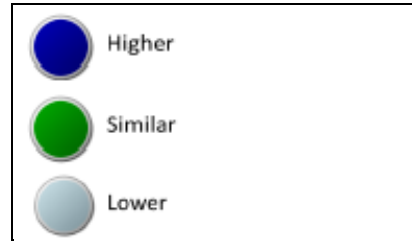


## What does *School Comparison* refer to?

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').