

2016 Annual Report to the School Community



School Name: Box Hill Senior Secondary College

School Number: 7050



Name of School Principal:

Steve Cook

Name of School Council President:

Lara Pimblett

Date of Endorsement:

March 28, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Box Hill Senior Secondary College is a truly dynamic, vibrant co-educational institution situated in Mont Albert North, which is in the heart of Melbourne's eastern suburbs. The senior campus consists of students in years 10-12. The College has gained formal status as a Specialist School in the field of Sporting Development which makes it one of only two Specialist Sports schools in the Victorian education system. BHSSC has no feeder schools and is not in any sense a local school. Instead it draws students from across metropolitan Melbourne with one third of students residing more than 20kms from the College and travelling up to three or four hours per day to and from school.

The majority of students are at the College for a maximum of two years (years 11 and 12), although a number of students enter the College at year 10. Our Advocacy program is critical in supporting the transition of new students and the development of coherent and sustainable pathways. The College has a strong Trade/Technology program (covering areas such as building, electrical, horticulture and plumbing).

Although traditionally a senior college, we also run a specialist tennis and basketball development facility (MYSC) for students in years 6-9. At the completion of their year 9 studies, students in the program are encouraged to continue on with their tennis or basketball development by enrolling in the senior college and joining the senior Sports Development program.

In 2016 a total of 560 students attended the college (211 females and 349 males). The College had the equivalent of 64.94 fulltime staff (3 Principal Class, 46.1 teachers and 14.84 Education Support Staff). Our overall socio-economic profile was HIGH. There were 2% of EAL students and 1% ATSL students.

Framework for Improving Student Outcomes (FISO)

In 2016 Box Hill Senior selected the FISO group "Building pedagogical practice through peer observation" as this aligned with our implementation of a whole school classroom observation model. Eleven other schools joined this group where we initially shared a brief synopsis of what each school was currently trialing regarding peer observation. Discussions at subsequent regional meetings led to division of the group, resulting in the formation of a smaller group consisting of Balwyn High, Swinburne Senior Secondary College, Vermont Secondary and Box Hill Senior.

The group decided that a teacher exchange would be one way of sharing pedagogical practice through peer observation. Box Hill Senior made arrangements for an experienced Chemistry teacher to visit Vermont for one day in Term 4 where she participated in a two-way exchange of resources and practice. The exchange provided an opportunity for resources and practice to be shared in an area of the Curriculum where there are only single classes and therefore little scope for collegial exchange or moderation within the college. Vermont Secondary plan a reciprocal visit of staff to Box Hill Senior during semester 1 of 2017.

Preliminary discussions of the FISO group in 2017 have focused on the possibility of extending exchange visits between the two School Improvement Teams to establish sharing of strategies for developing pedagogical practice at the leadership level.

Achievement

The students at our College are achieving similar outcomes to the majority of Victorian government schools in NAPLAN and AusVELS but slightly lower in VCE outcomes.

Our VCE completion rate of 98% is down from 99% in 2015, but continues a strong three-year period. Our VCAL completion rate of 87% is down on our 2015 figure of 100%. Our VET completion rate of 87% represents a marginal decrease from last years' 89%. 34% of student VCE programs were composed of VET subjects, compared to 14.1% in 2015. The State average is 5.1%.

The VCE Study score mean decreased from 28.73 in 2015 to 25.22 in 2016, which is significant and will be a focus area for improvement during 2017.

The year 5 NAPLAN results have insufficient data to achieve a school comparison. It should be noted that none of our Year 5 students were at the College in year 3. At Year 7, 40% of students in Writing, 26% in Numeracy, 20% in Grammar and Punctuation and 13% in Reading performed above the State average. The percentage of students in the top 3 bands of testing in NAPLAN at year 7 was significantly above the median of all Victorian government secondary schools in Reading and Numeracy. In terms of Relative Growth data only one year 7 student started at the College in grade 5 (achieving Medium growth).

At Year 9, 15% of students in Grammar and Punctuation, 12% in Writing, 8% in Reading, 7% in Spelling and 6% in Numeracy performed above the State average. It is worth noting that of the 24 students at year 9 in 2016, 16 of them were in the basketball program and thus were new to the College, being here for only one term before sitting their NAPLAN tests. Despite this, the percentage of students in the top 3 bands of testing in NAPLAN at year 9 was above the median of all Victorian government secondary schools in Reading and Numeracy. Only 3 students in year 9 were with the College in year 7. Of these students two showed Medium growth and one showed High growth.

Teacher assessments for AusVELS in English and Mathematics are similar to comparison schools, although for 2016 both were well above the median for all government schools.

Achievement levels were supported and enhanced by Specific Improvement Targets that are rigorous and measurable and are designed to 'value add' to student achievement levels. At MYSC, based on NAPLAN results, Individual Learning Plans will continue to be developed for students who are not demonstrating significant relative growth.

The consolidation of the College BHSSC four pillars, Instructional Teaching and Learning model continued throughout the year. During



2016 the focus was on underpinning the teaching and learning model through the lens of Classroom Observation. In 2017 our focus will again be on building practice excellence for teachers and creating a positive climate for learning. Our Instructional model is underpinned by the CIA (Clarify, Incubate and Amplify) method of data analysis.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The attendance rate of our students is similar to the majority of Victorian government schools based on 2016 and for the period 2013-16. In 2016 attendance levels were above 90% for all year levels except for year 9 (89%). In 2017 we won't run a grade 5 class at MYSC.

The continued emphasis on high levels of attendance aligned with developing a culture of high expectations was again a focus of the College. Students are encouraged to be "At School Every Day" to maximise their opportunities to succeed at VCE and to build their connectedness to the College. Parents are alerted, via SMS through the COMPASS portal when a student is marked absent and a reason has not been pre-recorded on the system. Staff monitor and identify students at risk during Advocacy time scheduled for one hour each Thursday.

Two staff are allocated to the combined year 10 / year 11 groups for an Advocacy session. Teachers work with students in their care to monitor the data and liaise with other teachers and parents. Students significantly at risk are identified and referred to the Student Management Team. Of the students identified as significantly at risk in 2016 over 60 % were re-engaged in school via a modified support program and the remaining students secured an alternative pathway that was sustainable and met DET requirements. Our re-engagement strategies typify the success we have in getting students to complete their secondary education.

We continue to offer a broad range of curriculum offerings in the post-compulsory years of schooling, including senior VCAL and VET. These options, together with a wide range of traditional VCE subjects ensure a myriad of career pathways are available for students post completion of VCE or an equivalent certificate.

As is reported every year the percentage of students who remain at our College through to year 10 is lower than other Victorian government schools because MYSC (years 6-9) is essentially a different campus to the senior school (years 10-12) and there is never any guarantee that students will automatically proceed from MYSC into the senior school.

Wellbeing

Ensuring the wellbeing needs of our students remains a high priority and is vital to developing positive student/teacher relationships which enhance student learning. Our parent and student satisfaction levels are above state averages and illustrate the productive 'climate' of the College.

The Parent Satisfaction Summary, derived from the Parent Opinion survey, places the College at about level 6 (on a 7-point scale) and is above the median for all Victorian government secondary schools.

A significant level of support is provided to students at risk of disengaging with their education. Early intervention strategies such as internal referrals, advocacy support, tutoring and access to external agencies through case workers are a strong part of the College culture.

In 2016 to support the wellbeing needs of students and to ensure they were able to complete their academic studies, nearly \$70,000 was spent to employ an additional Welfare Officer and to outsource difficult wellbeing and psychological services to external providers. This was necessary as the College had previously lost its funding under the Chaplaincy program changes. A 0.8 social worker is partially funded through school fund raising activities such as the Debutante Ball and from the parents' voluntary contributions. The Nirodah Trust provides an onsite psychologist one day per week, again partially funded from school contributions and paid for via GP referrals subsidized by Medicare and other providers. The College has ongoing connections with Family First and has signed up to the Safe Schools Coalition program. In 2017 we will join the Whitehorse School Wellbeing Project and be a partner school in the DET Respectful Relationship program.

The College has also resourced wellbeing support for all students through a dedicated Leading Teacher (Director of Wellbeing and Advocacy) who oversees our Advocacy program. The College and the Student Engagement and Wellbeing team explored a range of Positive Psychology approaches used in other schools during 2015 and adopted a 'Mind Matters' program into the 2016 Advocacy program.

The College Advocacy program is a significant factor in the Student Attitude to School Survey results showing levels of Connectedness to School and Student Perceptions of Safety being above the state mean in 2016 and across the 2013-16 period.

For more detailed information regarding our school please visit our website at
www.bhssc.vic.edu.au



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,266,201	High Yield Investment Accounts	\$60,700
Government Provided DET Grants	\$563,096	Official Accounts	\$64,851
Government Grants Commonwealth	\$5,338	Other Accounts	\$583,094
Government Grants State	\$19,425	Total Funds Available	\$708,646
Revenue Other	\$53,095		
Locally Raised Funds	\$1,274,941		
Total Operating Revenue	\$7,182,097		
Expenditure		Financial Commitments	
Student Resource Package	\$5,549,935	Operating Reserve	\$321,224
Books & Publications	\$5,910	Asset/Equipment Replacement < 12 months	\$57,277
Communication Costs	\$21,460	Revenue Received in Advance	\$41,977
Consumables	\$168,805	Repayable to DET	\$288,167
Miscellaneous Expense	\$772,614	Total Financial Commitments	\$708,646
Professional Development	\$27,545		
Property and Equipment Services	\$362,815		
Salaries & Allowances	\$466,003		
Trading & Fundraising	\$140,016		
Travel & Subsistence	\$2,430		
Utilities	\$67,680		
Total Operating Expenditure	\$7,585,213		
Net Operating Surplus/-Deficit	(\$403,116)		
Asset Acquisitions	\$11,395		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 560 students were enrolled at this school in 2016, 211 female and 349 male. There were 2% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 14%, Medium: 71%, High: 14%</p> <p>Numeracy Low: 8%, Medium: 54%, High: 38%</p> <p>Writing Medium: 64%, High: 36%</p> <p>Spelling Low: 20%, Medium: 53%, High: 27%</p> <p>Grammar and Punctuation Medium: 80%, High: 20%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 11%, Medium: 61%, High: 28%</p> <p>Numeracy Low: 15%, Medium: 65%, High: 20%</p> <p>Writing Low: 17%, Medium: 50%, High: 33%</p> <p>Spelling Low: 16%, Medium: 53%, High: 32%</p> <p>Grammar and Punctuation Low: 16%, Medium: 53%, High: 32%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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: 2016 0 to 50 scale, school score (blue dot) is ~45, state mean (yellow diamond) is 30.</p> <p>Results: 2013 - 2016 (4-year average) 0 to 50 scale, school score (blue dot) is ~45, state mean (yellow diamond) is 30.</p>	<p>Lower ●</p> <p>Lower ◆</p>
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 34% VET units of competence satisfactorily completed in 2016: 87% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 87%</p>		



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>92 %</td> <td>89 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	89 %	94 %	92 %	92 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	89 %	94 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Lower</p> <p>● Lower</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Lower</p> <p>● Lower</p>												



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

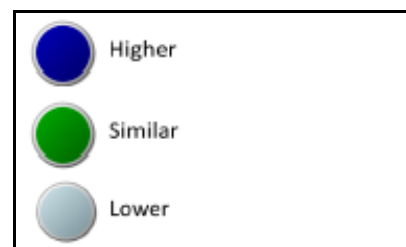
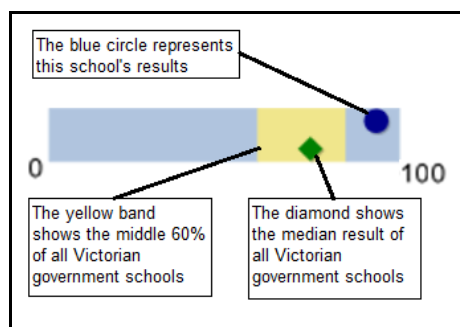
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

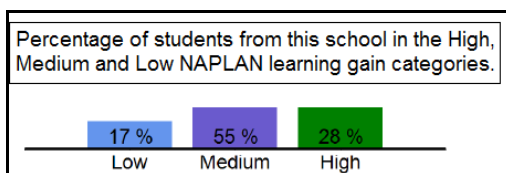
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

