

2019 Annual Report to The School Community



School Name: Sandringham College (8739)



SANDRINGHAM
COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 14 August 2020 at 12:22 PM by Amy Porter (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 August 2020 at 01:51 PM by Andrew Barlow (School Council President)

About Our School

School context

Sandringham College is located in the south eastern suburbs of Melbourne. The College caters for more than 1000 students from Years 7 to 12 and is situated across two campuses that are within a ten-minute walking distance. The Bluff Road Campus is the home of our Middle Years (Years 7 to 9) whilst the Senior Campus at Holloway Road, provides a mature setting for Year 10, VCE, VCAL and VET students. The school offers multiple pathways for students accepted into the school: general co-educational, an accelerated learning program and dance and sports academy programs. The school also offers a dynamic instrumental music, visual and performing arts program, and a French and Chinese LOTE program that encompasses international exchange opportunities. A robust International Student Program is in place with students from China, Vietnam, South America and Europe successfully undertaking secondary studies with the view of many to continuing tertiary studies in Australia

At Sandringham College our strong vision supports us to provide opportunities for students to achieve both academic excellence and to develop as young people of great character. Our desire is that our students cultivate their intellectual capacity and that they strive for excellence in all that they undertake. We believe that Sandringham College students, if supported in their learning and development, will become young people of great character who are able to engage with the world around them as tolerant, kind and consciously curious life-long learners. In order to achieve our vision we draw strongly on our school values of Respect, Excellence, Integrity, Creativity and Community. It is particularly important to our school that we work as a community; it is through the combined efforts of our students, staff and parents that we achieve our goals and that students succeed in their aspirations.

As a school we have continued to focus on developing and implementing a robust and innovative curriculum that challenges students to achieve their academic best and engages them within the classroom. We have set high standards and expect both students and staff to aspire to achieve these. Learning within the classroom is complemented by a strong and vibrant co-curricular program. Philosophically the school believes that involvement in co-curricular programs leads to improved outcomes for students both within the classroom and in future life.

In 2019 we received funding from the Victorian State Government to develop a new Master plan to rebuild the school, replacing facilities that have served generations of students, from 1956 onwards. The rebuild of the College comprises four stages and will result in an improved learning environment that will enhance curriculum delivery. At the completion of the redevelopment, the College will create a unique year 9 campus with a curriculum that draws heavily from the General Capabilities, with a focus on students becoming successful learners, confident and creative individuals, and active and informed citizens.

Sandringham College has an active School Council and Parents and Friends Association who continue to work collaboratively with the school to improve and build upon resources, impacting positively on student outcomes. Sandringham College enjoys a strong sense of community, working together to develop supportive and strong home school partnerships.

The school has the equivalent of 103 full time staff: including 4 Principals, 72 (EFT) Teaching Staff and 27 (EFT) Education Support Staff.

Framework for Improving Student Outcomes (FISO)

At Sandringham College we recognise that continuous improvement in student outcomes, is driven by teacher capacity to deliver high quality classroom instruction. Underpinning excellence within the classroom is a robust and innovative curriculum and consistent use of student learning and well-being data to inform practice. We value the growth and learning of our teachers as well as our students. In 2019 our focus has been on the FISO area of Excellence in Teaching and Learning and Positive Climate for Learning with a particular emphasis on the following:

1. Developing and embedding a College Wide Learning Architecture

2. Developing and embedding a College wide Instructional Model that includes the Department of Education and Training's High Impact Teaching Strategies (HITS)
3. Developing and embedding a Guaranteed, Viable and Rigorous Curriculum
4. Developing and implementing the School Wide Positive Behaviours for Learning Framework

In 2019 the College focused on developing a student-centred learning based on the gradual release of responsibility and HITS; to instruct less, to provide opportunities for critical thinking, increased group work, and to receive more feedback from students in order to improve levels of engagement within the classroom. In 2019 we made significant progress in the development of a teaching framework and the College instructional model is now embedded within teacher practice. The college continues to work to develop the capacity of teachers to engage with, and use, this model to improve student learning and outcomes.

Teachers have overwhelmingly supported the development of a guaranteed, viable and rigorous curriculum. The new curriculum aims to raise the bar for every student with a targeted approach to supporting the learning of all students through using data to identify the four instruction groups within each classroom. Data is used to tailor pedagogical approaches to meet student needs, and to provide both stretch and support to improve student confidence and capacity. In 2019 the focus was on working with the College's learning partner to develop the Year 7 Curriculum across all learning Domains. The College has high levels of academically capable students and this curriculum sets high expectations for students and provides differentiated learning opportunities for all.

In 2019 the College began working on The School Wide Positive Behaviours for Learning Framework (SWPB) with a cross-campus collegiate team. Consultative processes were undertaken with students and staff. The focus has been on developing a consistent, sound and well researched system of classroom management and shared expectations of school wide behaviours. In 2019 the work in this area has included investigating the use of whole school behaviours matrixes at other schools, and working with our key stakeholders to ensure all voices across the College have been embedded in finalised documentation.

Achievement

Sandringham College is recognised as a school that is making significant growth in the area of improving student outcomes. On all measures, results indicate that we are on target to achieve the goals established in our 2019-2022 Strategic Plan.

In 2019, our Year 9 NAPLAN Numeracy and Literacy data shows that students are performing above the state median. In 2019 the College succeeded in its long term goal of achieving a VCE median Study Score of 30. This Study score places the school in the top 20% of the state for VCE results. This outcome reflects the strong commitment to developing teacher practice as well as the quality of the academic and co-curricular programs on offer to students.

2019 Attitudes to School data results indicate that students are engaged within the classroom and confident within their own abilities. The College is performing above like schools and the state in learning confidence of students, and similar to the state in stimulating learning within the classroom. Our students are academically curious and they rate their own expectations for success highly on the Student Attitudes to School Survey.

Staff Survey data places the College ahead of the state and like school groups in several key areas and indicates a desire of staff to learn and grow, to work collaboratively, and to develop best practice based on the High Impact Teaching Strategies. The support for this is indicated through the Staff Opinion Survey with a growth in the percentage endorsement in the areas of Practice Improvement and Teaching and Learning. There is overwhelming support from teachers for the development of a rigorous, guaranteed and viable curriculum. The new curriculum developed in 2019 aims to raise the bar for every student, to provide for high levels of engagement, and to develop capacity beyond the classroom.

In 2019 the College employed a Student Engagement Coordinator to oversee the Students with Disabilities program 7-12. The school caters for a number of funded students and 27 students classified as having a disability. In order to build student confidence and resilience in learning, the College runs targeted literacy and numeracy programs and

provides in-class and homework support for identified students. The College also has an established tutoring program, employing ex College students, to provide free tutoring to senior students. The strategic focus on supporting all students, including those with a learning and/or physical disability, is aimed at ensuring the successful completion of either a VCE or VCAL certificate at the conclusion of secondary studies.

Engagement

The school has a large study abroad and International Student Program, and once exit information regarding international students is factored in, the retention rates for the College are similar to state wide trends. Real retention from Years 7-12 is an area for continued focus and forms a part of the holistic work being done around School Wide Positive Behaviours for Learning and curriculum regeneration.

The College recognises the importance of providing varying pathways to meet individual student needs. Throughout a student's schooling, and particularly in their senior years, students are supported to develop their own pathway based on passion and future goals. The College offers pathways through VCE, VCAL and VET in order to cater for the individual and diverse needs of students. Students are encouraged to commence VCE studies in Year 10 and many students undertake a Unit 3&4 study in Year 11. At the completion of their secondary studies at Sandringham College, 72% of students move on to a positive tertiary or work pathway, and whilst this is a sound outcome, this is a focus area for continued improvement for the College.

Attendance data at the school indicates the school is tracking at a similar rate to like schools. Attendance issues are addressed holistically through engaging with relevant stakeholders. Student Managers at each year level support students with attendance concerns through parent interviews, student support plans and engagement with external agencies. Students from Year 7-12 generally maintain an average of 80% or more attendance through the year and which is equivalent to the state average. The College is continually looking at how to improve attendance to better reflect the positive attitudes that students show towards attendance in the Attitudes to School Survey.

Wellbeing

Sandringham College provides a safe, positive and inclusive learning environment for all students. We believe that a student's well-being is fundamental to their academic success and development as young people of great character. The school has progressed its student well-being goals through a systematic and coherent approach to student support across all year levels. In order to facilitate a proactive well-being approach the school employs a range of staff including a Student Engagement Coordinator, two full time Student Well-Being Coordinators and a 0.8 Mental Health Practitioner who is a qualified psychologist. We also engage psychologists and youth mental health organisations to support the additional needs of students. The College well-being team is available to meet with students or parents to provide support or referrals and additional services.

The 2019 "Sense of Contentedness" in the Student Attitudes to School Survey indicates that our students feel connected to their school and the result is above state median scores. On adjusted school performance, the school is also performing above like schools in this area. In the 'Experience of Bullying' response, the College's positive result is significantly above the state median with over 90% of students in all year levels reporting that they have not experienced bullying whilst at school, this reflects the College's consistent focus on appropriate conduct, kindness and the consistent communication of the school's values of respect and integrity.

The school has worked as a community to foster a sense of contentedness and safety through a range of proactive programs such as School Wide Positive Behaviours for Learning framework. Within the classroom, the College is delivering the Education Department's Respectful Relationships curriculum through Health and Physical Education classes. This program focuses on challenging negative attitudes such as prejudice, discrimination and harassment, which can lead to violence, often against women. Throughout the year, all students participate in targeted programs specific to their needs and level of readiness. In 2019 targeted programs included cyber safety, Man Cave, Tomorrow Woman, Elephant Education (sex and relationships), drug education and the Rock and Water Program. In 2019 there was a strong focus on the provision of workshops for students, parents and staff on mindfulness, gratitude and kindness. This work was undertaken with John Hendry, a leading expert in this field.

In 2020, we will continue to work as a community to develop happy, respectful and resilient students who display growth mindsets and behaviours that reflect school values.

Financial performance and position

Sandringham College has achieved a stable financial position in 2019 and the net financial position has continued to improve from previous years.

School budget resources come from a combination of local, state and federal contributions and are used to deliver a broad and varied curriculum, including VCE, VET and VCAL. The school has a strong cash reserve, with planned drawdown in progress to benefit current students. This shows a consistent approach to our financial responsibilities, whilst also being able to achieve significant improvement in grounds and maintenance projects – the highlights being the continuous refurbishment of the Bluff Road Campus classrooms, student safety and wellbeing facilities as well as grounds improvement at both campuses.

To improve student outcomes Sandringham College has also invested significant financial resources into curriculum restructure/development in line with the Strategic Plan. Financial resources have also been targeted to support the specific needs of students achieving below expected standard in NAPLAN through the provision of a specialist Literacy and Numeracy support.

The financial performance of the College involves many groups across the school. This includes the College Finance Committee with their involvement in setting and managing budgets and the College Council in providing direction for the coming year. Our College Parents' Association has again contributed to funds throughout the College including platform seating and partial funding accumulated for planned theatre air-conditioner project.

THE FUTURE: In 2020 we look forward to the work of the Curriculum Team and the Wellbeing Team in their important role in supporting and improving student achievement.




For more detailed information regarding our school please visit our website at
www.sandringhamsc.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 990 students were enrolled at this school in 2019, 421 female and 569 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.




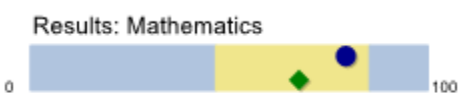
School Staff Survey

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

| 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>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</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: ◆ **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>Above ●</p> <p>Above ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar 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 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>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> |
| <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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | | <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> |
| <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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p> | <p>Similar ●</p> |

Students in 2019 who satisfactorily completed their VCE: **96%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **33%**
 VET units of competence satisfactorily completed in 2019: **78%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **87%**

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

| 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>Similar </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>91 %</td> <td>88 %</td> <td>94 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 91 % | 88 % | 94 % | 89 % | 91 % | 92 % | <p>Similar school comparison not available</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 91 % | 88 % | 94 % | 89 % | 91 % | 92 % | | | | | | | | | |
| <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>Similar </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> | | | | | | | | | | | | |

Performance Summary

| 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>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>Below </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 | Funds Available | Actual |
| Student Resource Package | \$9,489,278 | High Yield Investment Account | \$1,324,034 |
| Government Provided DET Grants | \$1,385,891 | Official Account | \$254,774 |
| Government Grants Commonwealth | \$78,606 | Other Accounts | \$60,738 |
| Revenue Other | \$80,815 | Total Funds Available | \$1,639,546 |
| Locally Raised Funds | \$2,294,386 | | |
| Total Operating Revenue | \$13,328,976 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$51,651 | | |
| Equity (Catch Up) | \$27,350 | | |
| Equity Total | \$79,001 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$10,246,009 | Operating Reserve | \$613,459 |
| Books & Publications | \$30,004 | Other Recurrent Expenditure | \$9,421 |
| Communication Costs | \$37,678 | Funds Received in Advance | \$643,742 |
| Consumables | \$387,050 | Beneficiary/Memorial Accounts | \$7,400 |
| Miscellaneous Expense ³ | \$1,879,108 | Funds for Committees/Shared Arrangements | \$83,574 |
| Professional Development | \$82,255 | Repayable to the Department | \$135,153 |
| Property and Equipment Services | \$751,790 | Asset/Equipment Replacement < 12 months | \$40,000 |
| Salaries & Allowances ⁴ | \$591,291 | Capital - Buildings/Grounds < 12 months | \$100,000 |
| Trading & Fundraising | \$53,267 | Total Financial Commitments | \$1,632,748 |
| Travel & Subsistence | \$26,861 | | |
| Utilities | \$154,881 | | |
| Adjustments | \$112 | | |
| Total Operating Expenditure | \$14,240,305 | | |
| Net Operating Surplus/-Deficit | (\$911,329) | | |
| Asset Acquisitions | \$345 | | |

- (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)

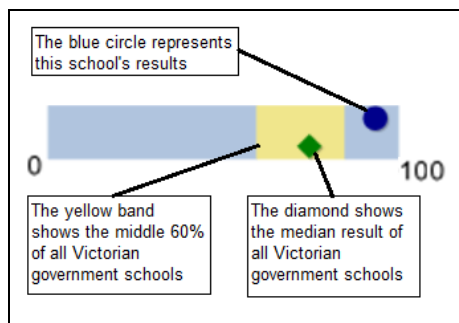
Engagement

- 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).

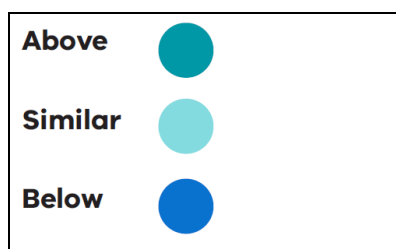


What does *School Comparison* refer to?

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').