

# 2019 Annual Report to The School Community



**School Name: Swinburne Senior Secondary College (7366)**



- 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 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 11 March 2020 at 02:08 PM by Michael O'Brien (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 30 April 2020 at 04:52 PM by Susan Robertson (School Council President)

## About Our School

### School context

Swinburne Senior Secondary College is one of only nine stand-alone senior secondary government schools in Victoria. Located in Hawthorn, the College provides excellent facilities in a young adult learning environment where students are accepted as individuals. The majority of students enrolling at the College were attracted by our strong Visual and Performing Arts, Design and Technology and Humanities programs. With a cohort of 429.3 students (279.4 female and 149.9 male) at the February 2019 Census, a broad selection of VCE studies including those in Science, Mathematics and Commerce were also offered. Students attending the College in 2019 originated from both non-government and government schools in roughly equal proportion. Only 4% of students identified as having English as an Additional Language and there was 1% of students with an Aboriginal or Torres Strait Islander background.

With both VCE and VCAL programs offered, students were also able to complement their studies by accessing a broad range of VET certificate courses provided onsite and through the Inner Melbourne VET Cluster at other educational providers. The College continues to strive to provide students with information and skills so that they can take up extensive and diverse post-secondary pathways.

The College has 36 teaching staff, of whom 13 are part-time. The College also has seven sessional VET teachers and four full-time and six part-time Education Support Staff. There are two full time Principal Class Officers, five Leading Teachers, three Learning Specialists and 28 Classroom Teachers.

As has been the case in previous years, the responses to the School Staff Survey-School Climate (percent endorsement of 62.3% compared to the State percent endorsement of 54.2%) positioned the school in the top 20% of secondary schools. The Parent General Satisfaction Summary (percent endorsement of 83.6% compared to the State percent endorsement of 73.0%) was also extremely positive and placed the school well inside the top 20% of secondary schools.

The Overall Socio-Economic Profile of our students' families continues to be high.

### Framework for Improving Student Outcomes (FISO)

Through the 2019 self-evaluation and peer review process associated with our four yearly school review, the College was recognised for its school culture which was inclusive, supportive and maximised students' academic achievement. This was evidence by:

- The calm and orderly learning environment and the inclusive culture
- A range of processes that were implemented to ensure students were supported with a comprehensive induction, both at the point of enrolment and throughout students' initial transition to the College
- A range of wellbeing supports that were available, widely accessed and valued
- Strong relationships between teachers and students
- Mentor groups that had a key role in supporting students' transition to the College and supporting them to achieve their best academically.

The College demonstrated that it was Embedding in ten of the sixteen elements of the Victorian Government's Framework for School Improvement Continua of Practice and Evolving in the other six.

Our challenges lie in our ability to continue to focus on developing our students by improving their learning outcomes, promoting their engagement in their learning and further enhancing their wellbeing.

The Key Improvement Strategies (KIS) linked to the three goals in the new School Strategic Plan, that was written and endorsed in June 2019, are explicitly linked to the schools' assessment against the FISO Continua of Practice, focussing on the areas identified for improvement.

1a. Build teacher capacity to implement a range of high-impact teaching strategies (FISO dimension: Evidence based

high impact teaching strategies).

1b. Implement and evaluate a consistent approach to instructional practice (FISO dimension: Building practice excellence).

1c. Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback (FISO dimension: Building practice excellence).

2a. Strengthen the culture of high expectations for all students, parents and staff (FISO dimension: Setting expectations and promoting inclusion).

2b. Enhance the approaches to induction for all members of the school community, so that they are ongoing and sustainable (FISO dimension: Intellectual engagement and self-awareness).

2c. Empower student voice and agency to enhance student engagement (FISO dimension: Empowering students and building school pride).

3a. Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness (FISO dimension: Health and well-being).

3b. Establish, implement and evaluate a whole school approach to the health and wellbeing of all members of the school community (FISO dimension: Health and well-being).

3c. Develop and nurture the College culture, vision and values (FISO dimension: Vision, values and culture).

In the last six months of 2019 the highlights related to the development of the KIS included:

- the decision to introduce the Berry Street Education Model with the 2020 Year 11 cohort, after a successful pilot (KIS 3a)

- the development of online Staff and Student Handbooks assisted in drawing attention to any shortcomings with our induction programs (KIS 2b)

- a new four-day Transition Program for students moving from Year 11 into Year 12 was developed and conducted (KIS 2b)

- progress was made by teachers to provide more differentiated learning activities was made according to the 2019 Attitudes to School Survey (KIS 1a)

- the Parent Opinion Survey saw improvements across a number of factors including General Satisfaction reaching 100%. The parent workshops that were conducted each term were well received. Communication between teachers and parents also improved with parents reporting increased levels of involvement with their child's education (KIS 2a)

- Student feedback has been sought and provided through the SRC and in individual classrooms. A high percentage of this feedback has been taken on board and enacted (KIS 2c)

- Throughout 2019, teachers engaged in collaborative Action Research in small multi-disciplinary teams (KIS 1a and 1b)

TERM 1: Teams were established and investigative questions were constructed by each team.

TERM 2 + 3: Teams devised their investigations through methodical implementation of their chosen HITS, contextualised for their specific learner cohort.

TERM 4: Each Action Research Team presented their findings at the End of Year Professional Learning Season and produced a report.

## Achievement

The College does not have any data for teacher assessments against the VELS or any NAPLAN data as it is a senior (years 11 and 12) only institution.

The mean study score from all VCE subjects undertaken by students at this school was 27.5. This result was consistent with the previous four years 26.92 (2015), 28.27 (2016), 27.53 (2017) and 28.11 (2018). The four-year average (2016-2019) result was 27.8.

After taking into account our students' characteristics, the mean study score was below what would reasonably be expected.

The proportion of students who satisfactorily completed their VCE was 96%, which was higher than 2016 (94%) and 2017 (92%) but lower than 2018 (97%).

19% of Year 12 students in 2019 undertook at least one Vocational Education and Training (VET) unit of competence (17% in 2017 and 19% in 2018) and 87% of VET units of competence were satisfactorily completed (78% in 2017 and 91% in 2018). These results tend to be volatile and expected as our students come with such a range of previous educational experiences.

The proportion of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019 was 91% which was similar to the results of the previous four years- 93% (2018), 99% (2017), 97% (2016) and 93% (2015).

The current strategic plan (2018-2022) details a range of strategies that are being adopted to ensure that our students' academic results are optimized. Considerable work has been undertaken using an action research model to raise teachers' awareness and delivery of high impact teaching strategies that will further improve instructional practice.

## Engagement

In 2019 the Absent Days per Full Time Equivalent for combined Year 11 and 12 was 21.3 days (State 21.3). The four year average was 19.8 days compared to the State 20.4 days. The school's Year 11 attendance rate was 90% and Year 12, 89%. It is worthwhile noting that the College's attendance policy for VCE students requires an attendance rate of at least 85%, which is equivalent to attending for 146 days of a possible 172 days or conversely, not attending for 26 days. At this rate, students satisfy the mandated requirement for attendance set by the Victorian Curriculum and Assessment Authority (VCAA) of at least 50 hours of instruction for each VCE unit of work.

The real retention from February 2018 to August 2019 was 69% compared with 2015-16 (65.0%), 2016-17 (65.8%) and 2017-18 (72%) results. These results have been consistently below the State mean (79% in 2018-19). It is anticipated that one of the consequences of the strategies to improve students' learning confidence, motivation and connectedness to one another will be an improvement in real retention. However, despite the college's attempts to provide a learning environment that meets the requirements of all students, there is further work to be done to improve real retention. This is an ongoing focus for the college.

The College's careers and pathways education program enables all students to access current information and to develop their decision making skills. It enables them to make informed choices regarding their transition from secondary schooling. In 2018, 75.3% of students who exited the College continued with further education and training or moved into the workforce. This result represented an improvement over previous years and accounts for the increase in the average over the past four years (2015-2018) 74.3%. The majority of exiting students enrolled in tertiary courses in Creative Arts, Society and Culture or Management & Commerce.

## Wellbeing

Student Wellbeing continued to be a major focus of the college. Considerable effort was made to provide a supportive environment where young people could grow into the person that they would like to be whilst completing their VCE or VCAL program.

The results of the 2019 Attitudes to School Survey-Sense of Connectedness, the extent to which students feel they belong and enjoy attending school, was 72.0% indicating that our students rated the College in the top 20% of all government schools. This measure has remained consistently high over 2017-2019 (71.9%). This is pleasing given that our students' previous educational experience has taken place in a variety of government (51%), independent and Catholic (49%) settings. Similarly, the results of the Attitudes to School Survey-Management of Bullying, the extent to which students feel they are safe from bullying and harassment, was 75.0%, therefore ranking in the top twenty percent of secondary colleges in the State.

The responses from students for Sense of Confidence, the extent to which students have a positive perception of their ability as a student, was 16.1% down from 51.7% in 2018. Interestingly the results based on Year Levels were polarising with Year 11 recording a result of 45.9% and Year 12, 8.6%. The student responses for Motivation and

Interest, the extent to which students are motivated to achieve and learn, improved from the 2018 result of 81.0% to 86.5%. However compared with other secondary schools we had a percentile of 92.5%. The huge discrepancy in year to year results is an indication of how volatile our data can be and emphasises the fact that each cohort can have very different characteristics.

### **Financial performance and position**

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. The majority of the small Net Operating surplus of \$16,774 can be attributed to additional funding of \$9969 to the SRP for enrolling students from the Independent and Catholic sectors in June. The remainder of the surplus of \$6805 can be attributed to spending less on Salaries and Allowances than expected.

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

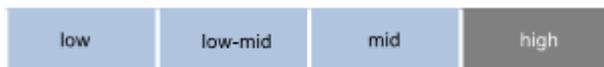
#### Enrolment Profile

A total of 427 students were enrolled at this school in 2019, 278 female and 149 male.

4 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: <span style="color: yellow;">■</span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span>		Key: Similar School Comparison <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	No Data Available	No Data Available	
	No Data Available	No Data Available	

## 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><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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>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>

## Performance Summary

Achievement	Student Outcomes	Similar 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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</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><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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</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><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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below </p>
<p>Students in 2019 who satisfactorily completed their VCE: <b>96%</b>            Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>19%</b>            VET units of competence satisfactorily completed in 2019: <b>87%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: <b>91%</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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p><b>Below</b> </p>												
<p><b>Average 2019 attendance rate by year level:</b></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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	90 %	89 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	90 %	89 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</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: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p><b>Below</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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,446,597	High Yield Investment Account	\$722,100
Government Provided DET Grants	\$511,939	Official Account	\$31,019
Government Grants Commonwealth	\$12,052	Other Accounts	\$474,040
Government Grants State	\$28,718	<b>Total Funds Available</b>	<b>\$1,227,159</b>
Revenue Other	\$247,432		
Locally Raised Funds	\$605,278		
<b>Total Operating Revenue</b>	<b>\$5,852,016</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$12,163		
Equity (Catch Up)	\$14,222		
<b>Equity Total</b>	<b>\$26,385</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,436,628	Operating Reserve	\$209,912
Books & Publications	\$4,380	Other Recurrent Expenditure	\$8,353
Communication Costs	\$20,722	Provision Accounts	\$40,000
Consumables	\$141,996	Funds Received in Advance	\$399,580
Miscellaneous Expense <sup>3</sup>	\$447,833	Beneficiary/Memorial Accounts	\$37,147
Professional Development	\$101,296	Funds for Committees/Shared Arrangements	\$65,955
Property and Equipment Services	\$287,371	Capital - Buildings/Grounds > 12 months	\$919,131
Salaries & Allowances <sup>4</sup>	\$272,369	<b>Total Financial Commitments</b>	<b>\$1,680,078</b>
Trading & Fundraising	\$6,476		
Travel & Subsistence	\$14,891		
Utilities	\$101,281		
<b>Total Operating Expenditure</b>	<b>\$5,835,243</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$16,774</b>		
<b>Asset Acquisitions</b>	<b>\$7,610</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 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').