

# 2018 Annual Report to The School Community



School Name: Northern College of the Arts and Technology (7300)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2019 at 03:40 PM by Raffaella Galati-Brown (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 11 April 2019 at 02:53 PM by David Redfearn (School Council President)

## About Our School

### School context

The Northern College of the Arts & Technology is located in Preston, approximately 10 kilometres north of the central business district of Melbourne. The college has a broad catchment area with students coming from across Melbourne because of its specialist programs and no zoning restrictions.

NCAT caters for Year 10, VCE, VCAL and post Year 12 students seeking a specialised education in the Visual Arts, Design, Media, Photography, Performing Arts or Trades & Technologies.

At Year 10 students choose either an Arts or a Technology stream, with students also choosing a Year 11 VCE VET program from either stream. Year 11-12 students can go on to VCE, VCAL & VET programs in their areas of specialisation or interest.

In addition to the traditional VCE subjects and an extensive range of VCE Art and Music subjects NCAT runs unique VCAL programs including integrated VET/VCALs in the Arts, Performing Arts and the Trades. Entry to Music and Dance programs at any level including VCAL is via audition. Similarly, students wanting to do Visual Arts or the VCAL Art Immersion program or any of the VCAL Senior Extension programs must present a folio of work.

NCAT is also a nationally registered training organisation delivering 25 VET programs from Certificate II to Diploma. NCAT offers the broadest range of VET programs of any school in Victoria including unique qualifications such as the Certificates III and IV in Musical Instrument Making & Repair for which NCAT is the sole provider in Australia, attracting students from around Victoria.

In addition to its own full time students, NCAT is also a regional VET provider running 12 VET programs for over 500 external students from other State, Catholic and Independent schools who come to the college one day per week.

Post Year 12 students can choose from a range of programs including a Certificate IV in Visual Arts, Design, Photography & Photo imaging, Music or Sound Production. They can also do the Certificate IV in Musical Instrument Making & Repair or the Diploma of Photography and Photo imaging.

The college has close ties with industry and tertiary institutions, and responds to regional training needs. Many of its programs have been established with the support of industry and in response to where industry is heading whether for the arts or technology. The NCAT Council includes representatives from industry.

NCAT has extensive specialist facilities. This includes state of the art technology facilities including a \$12 million trade training centre specialising in emerging industries as well as traditional trades; Drama, Drawing, Art, Design & Fashion studios; a dedicated Photoimaging centre with black & white and colour processing labs and three photographic studios as well as Mac labs and iPad & Multimedia suites.

The College is currently in the last six months of an 18 month \$12 million building project. Stage one, comprising a new Administration, two new large dance studios and a number of classroom was completed in November 2018. Stage two comprising a 350 seat (retractable) Performing Arts Centre as well as new Music facilities including large Music room, a suspended, industry level recording studio, 10 Music practice rooms and Music technology rooms will be ready by September 2019.

NCAT continues to be designated by DET as an "Influence School," its rating for schools where performance is high or very high with the college acting as an influencer and system leader.

Students are highly engaged and love coming to NCAT. They enjoy being in an adult environment with peers who have the same interests. This is evidenced in the Student Attitudes to School survey responses which, as in previous years, are again well above regional and state benchmarks with students very connected to the college, happy, engaged and motivated. Similarly, the Parent Satisfaction survey results once again are well above that of the majority of other secondary schools.

The Staff School Survey results on School Climate, which demonstrates the extent to which staff are positive, actively involved in school activities and promote a culture conducive to learning, show that morale and staff being positive about the school climate continue to be well above the median for all government secondary schools. Staff work as a team to support students and enhance their learning

In 2018 NCAT had 46.6 EFT staff: 2.4 Principal class, 35.4 teachers and 9.2 Education Support Staff, and 448 students.

## Framework for Improving Student Outcomes (FISO)

FISO Initiative: Excellence in Teaching & Learning

### 1. Evidence-based high-impact teaching strategies

As part of our Strategic Plan, for the past three years, we have been focusing on improving teaching practice, consistency of approach across the college and focusing on data to improve student outcomes, especially in VCE.

The 2018 NCAT Annual Implementation Plan focused on improving student achievement through continuing to build consistency in teacher practice using High Impact Teaching Strategies (HITS).

Using a mix of whole school and Professional Learning Team meetings, staff professional learning focused on improving teacher's understanding and use of effective questioning techniques as a HITS and the consistent use of learning intentions and success criteria across the college. The College used student surveys and peer observations to analyse staff use of these techniques and to gauge the effectiveness of the implementation and to identify gaps needing to be addressed.

There was also a focus on improving staff understanding, analysis, and interpretation of student feedback and achievement data including VCAA VCE data sets.

### 2. Curriculum planning and assessment

As part of continuous improvement, another key priority was ensuring all programs were reviewed in response to student feedback and student achievement data and that all programs were documented and available on the college intranet system.

Teachers reviewed their schedules of delivery and updated VCE and VET certificates documentation as required. Relevant teachers also developed new schedules of delivery and curriculum documentation for 3 re-accredited VCE Study Designs: Dance, System Engineering and Theatre Studies and for the VCE VET Certificate II in Engineering which were new in 2019. In preparation for the April 1 2019 deadline for all VET teachers in Australia to have completed the TAEASS502 "Design and Develop Assessment Tools" Unit, all VET teachers at NCAT completed two days of training in December and spent several weeks of the Christmas holidays completing all the required work to be deemed competent in the unit.

## Achievement

As mentioned above the 2018 School Performance Report from DET, rates NCAT as being in the "INFLUENCE" category, the highest rating for schools and given only to schools where "Performance is high or very high. This level of performance is maintained consistently over three years or is on a positive improvement trajectory with the school acting as an influencer and system leader."

The college is proud of its VCE, VCAL and VET results. The data shows that 97% of students in 2018 successfully completed their VCE, 98% successfully completed the VCAL and 95% of VET units were satisfactorily completed by students. The VCE Mean study score of 27.4 was just above the State Median with the college performing at a similar level to other secondary schools with alike student backgrounds and characteristics. There has been a strong focus on improving VCE results through reviewing previous years' student achievement data, sharing effective strategies and ensuring students use Edrolo to support their learning. The College also provided VCE students with Elevate programs to assist them in developing effective time management, study skills and exam techniques. Equity funding was used to provide Maths aide support for VCE students and supplementary Literacy and Numeracy classes and support for VCAL Pre-apprenticeship students.

Teacher Judgement of student achievement against the Victorian Curriculum for Yr 10 show that 83.1% of students are at or above the age expected standards in English which is above the State Median. For Maths this rises to 100% of students which seems anomalous and will require further investigation. Equity funding was used to provide additional support for Year 10 students in Maths.

## Engagement

Positive relationships between staff and students and between students and students along with high expectations regarding behaviour and learning are the bedrock of NCAT. The college prides itself on providing a welcoming and inclusive environment in which students are treated and expected to behave as responsible young adults. Students and parents comment on the culture of acceptance and the friendliness of the college where students can be themselves, follow their passions and not have to worry about cliques. This is evident in the fact that every year since it opened, the students' Sense of Connectedness factor in the annual Attitude to School Survey is well above state-wide medians with almost all survey factors in the top 10-15% when measured against other secondary schools.

Student attendance is excellent and well above the statewide median, with the college performing higher than other schools. This reflects both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their area of passion, be it the Arts or Technologies or a combination. Parents receive SMS for any absences and can check their child's attendance in real time on COMPASS, our e-management system, which is accessible from any computer or mobile digital device. Form teachers and sub-school leaders regularly monitor student attendance and call parents if they do not notify the college to explain the reason for any absences.

Year 10 Arts & Year 10 Trades & Technology streams provide a solid foundation for VCE or VCAL qualifications with all students embarking on a Year 11 VCE VET subject whilst in Year 10. Year 11 and 12 students benefit from tailored individualised programs that integrate VET Arts or VET Trades/ Technology certificates within a VCE or VCAL program. Post Year 12 students can complete the Folio Preparation program which includes a Certificate IV in Design or Visual Arts. Students can also complete a Certificate IV in Music, Sound Production, Musical Instrument Making & Repair, or Photography & Photoimaging or the Diploma of Photography & Photoimaging. These courses are also open to new post-secondary students who can apply directly or, as in the case of the Certificate IV and Diploma of Photography, via VTAC.

Twenty four of our Year 12 students in 2018 decided to continue a post-secondary course with NCAT in 2019. In terms of students exiting to further studies, apprenticeships and full time employment, the data in the performance summary includes the past four years. There has been a marked improvement in the percentage of Year 10-12 exiting to full time education, training or employment over the past three years. The figures for 2018 shows that 83.8% of students who left the college were in full time education training or employment; 5.7% were employed part time, 3.1% were looking for work and 7.4% were not seeking work. Of the students going to University 39% chose RMIT with Monash University next at 22.5% and the University of Melbourne/ Victorian College of the Arts third at 13%. Almost all students gained their first preference in terms of tertiary entrance. Of the students choosing TAFE, the majority went to RMIT with Melbourne Polytechnic second. It was great to note that 57 students gained apprenticeships. As part of the school review all students who had left school to pursue an apprenticeship for the past three years were contacted with 95% of them either still in the apprenticeship or completed the apprenticeship and working.

Students are supported to develop defined pathways to further education or employment. The college has strong partnerships with industry as well as tertiary institutions. Students completing Cert IV Arts programs can gain direct entry to second year courses with some of our tertiary partners. Maton Guitars and Cole Clark employ a number of our Certificate IV Musical Instrument Making and Repair (Guitar) graduates.

## Wellbeing

Student engagement and wellbeing is a high priority for the college. Students are supported by form teachers, coordinators and a full time Student Support Officer. There are regular student wellbeing meetings where key staff discuss student needs and strategies to support them.

Our Student Attitudes to School survey responses are consistently well above the result for other secondary schools. Factors such as Sense of Confidence, Sense of Connectedness, Stimulating Learning, Motivation & Interest, Not Experiencing Bullying, Student Voice & Agency, Respect for Diversity and Teacher Concern are all in the top 90% percentile and almost all factors are well above Region and State benchmarks. This indicates that students feel connected, safe and are motivated to learn, and this is evidence of the College's positive learning environment.

Almost two thirds of the school student population is new each year and the Student Attitude to School survey

results clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and the College. NCAT performs higher than other secondary schools in this regard.

The College supports and values a strong student voice and student leadership with students being able to engage in a range of student leadership activities and student led events. The College has a very strong student leadership program with students not only involved in college life, on student action teams, but also highly active on the Victorian Student SRC. Student driven events include the college formal, the Couch Fest Music and Arts Festival, Twilight Market and other enterprise/fundraising activities for charities as well as lunchtime activities. Student voice is also extremely important. All teachers, as part of their Professional Development Plan, are required to obtain formal student feedback for their subjects twice a year through the online Student Feedback Survey and demonstrate that they act on this feedback. In 2019, teachers and students will be involved in the Teach the Teacher Program, initiated by the student leadership team.

Students and parents appreciate the college's zero tolerance of any form of bullying and this is reflected in the high level of positive responses from students in the Attitude to School Survey on the College's Management of Bullying which is well above the State median.

### **Financial performance and position**

1) The Equity funding reported above is a subset of overall revenue reported by the school. It was used to provide a Literacy Coordinator, Maths aide and other support staff.

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll; that is staff paid for directly by the college from locally raised funds.

Locally raised funds include fee for service charges to other schools for external VET students as well as material charges to NCAT students and funds raised by the college. The college spent \$918,867 of these locally raised funds on specialist VET teaching and support staff, and Music/ Instrumental Music staff. It also used these funds to repay DET \$176,449 for which it was in deficit for staffing costs for centrally paid staff. The rest of the funds collected were used on consumables and equipment. The College has also allocated \$300,000 from its funds for additional capital works in 2019 to support the building works being completed at the college.

**For more detailed information regarding our school please visit our website at**  
<http://www.ncat.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 442 students were enrolled at this school in 2018, 209 female and 233 male.

3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

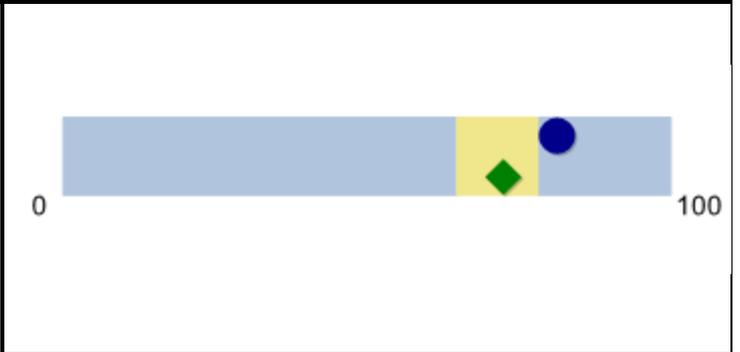
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**Parent Satisfaction Summary**

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

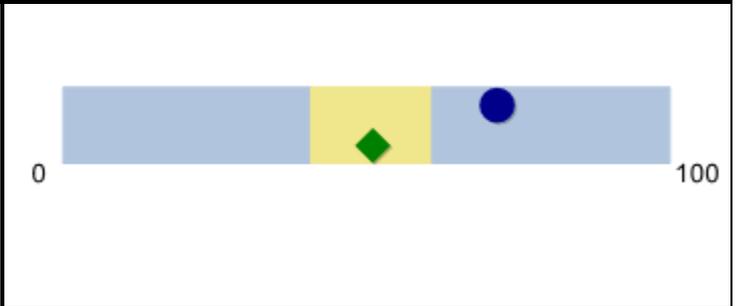
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



**School Staff Survey**

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

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





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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

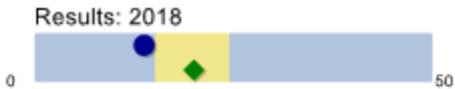
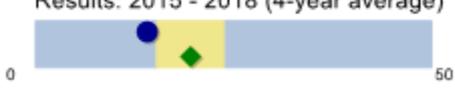
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN 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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><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>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>97%</b>            Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>92%</b>            VET units of competence satisfactorily completed in 2018: <b>95%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>98%</b></p>		

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	93 %	92 %	93 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>No Data Available</p> <p>No Data Available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	93 %	92 %	93 %									
<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>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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>												



## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,381,647	High Yield Investment Account	\$1,156,562
Government Provided DET Grants	\$1,434,683	Official Account	\$69,326
Government Grants Commonwealth	\$3,896	Other Accounts	\$273,379
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$1,499,267</b>
Revenue Other	\$134,136		
Locally Raised Funds	\$1,501,903		
<b>Total Operating Revenue</b>	<b>\$7,465,990</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$285,433		
Transition Funding	\$12,796		
Equity (Catch Up)	\$44,200		
<b>Equity Total</b>	<b>\$342,429</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,557,962	Operating Reserve	\$392,054
Communication Costs	\$18,559	Other Recurrent Expenditure	\$12,774
Consumables	\$421,294	Provision Accounts	\$46,000
Miscellaneous Expense <sup>3</sup>	\$360,190	Funds Received in Advance	\$148,669
Professional Development	\$16,889	School Based Programs	\$7,240
Property and Equipment Services	\$638,847	Beneficiary/Memorial Accounts	\$1,720
Salaries & Allowances <sup>4</sup>	\$918,867	Funds for Committees/Shared Arrangements	\$35,354
Trading & Fundraising	\$2,467	Repayable to the Department	\$176,449
Travel & Subsistence	\$4,654	Capital - Buildings/Grounds < 12 months	\$300,000
Utilities	\$124,105	Maintenance - Buildings/Grounds < 12 months	\$183,294
		Capital - Buildings/Grounds > 12 months	\$195,713
		<b>Total Financial Commitments</b>	<b>\$1,499,267</b>
<b>Total Operating Expenditure</b>	<b>\$7,063,834</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$402,156</b>		
<b>Asset Acquisitions</b>	<b>\$67,082</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

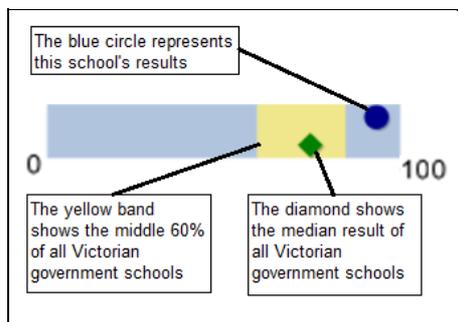
### Engagement

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

### Wellbeing

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

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

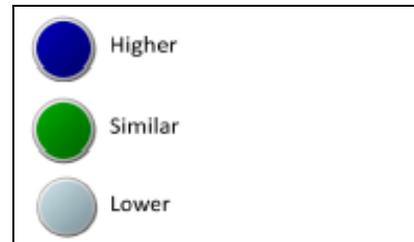


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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