

2019 Annual Report to The School Community



School Name: Warracknabeal Secondary College (8430)



- 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 03 March 2020 at 04:09 PM by Therese Allen (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 09 March 2020 at 05:07 PM by Kylie Zanker (School Council President)

About Our School

School context

This Annual Report is presented to the students, teachers, families, and friends of Warracknabeal Secondary College as well as to the wider community.

Warracknabeal Secondary College, is situated in the rural township of Warracknabeal, located 330km north west of Melbourne. The school buildings commenced being built in the 1920's, and as such are in need of regular maintenance. An anticipated significant infrastructure expenditure will be required in 2020, since the Stage 2 and 3 building works funding has been further delayed. The grounds are attractive and well maintained.

The College has strong links to the local community, and our students and staff are frequently involved in projects and activities around the town. Where possible, partnerships between the school and various service, sporting organisations and committees within the town, shire and network have been created and maintained. This includes partnerships with the Rural North West Health, WSMLLEN, Yarriambiack Shire Council, Lions Club, Rotary Club of Warracknabeal, Riding for the Disabled and sports coaching with feeder primary schools, to name a few. The School Council are strong supporters of the school and our improvement efforts.

The township of Warracknabeal has a population of approximately 2,438 people. Many of our students are from farming families, and hence a number of students travel to school by bus from surrounding towns. In 2019, the Student Family Occupation and Education index was 0.5332 which falls in the low-range. The 2019 enrolment was 169: 84 female and 85 male. At census there were no EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students. The decline in numbers as the students move through the College continues to be a challenge. However, at the end of 2019 no student transitioned to the private school system, which is against the established trend.

In 2019, the Principal was supported by an Assistant Principal, 3 Leading Teachers and a Business Manager and 20.6 full and part-time teaching staff and 7.5 ESS (Education Support Staff). Staffing has fluctuated a little over the last few years as staff relocate to larger regional settings which has made staffing more challenging. Teach For Australia and Melbourne Graduate School para-professionals have been employed in hard to staff subjects and retaining them is considered important by our school community.

We strive to provide inclusive education for all students, which will enable them to choose a life that has meaning and positively contribute to society. The school offered students a variety of senior pathways with students selecting a VCE, VCAL and VET pathway, or a combined pathway at the Senior level to best meet their interests and needs post schooling. Elective subjects begin in Year 9. VCE may begin in Year 10 in order to increase subject options for students and some Year 12 classes may be as small as only two students. Thus the school supports Virtual classes and Distance education, when necessary. Students can also select to enter VCAL and VET programs that operate in our closest largest regional town. In 2019, 25 students participated in the VET program.

Students have access to a range of support services and intervention programs. The small number of students at the school allows close attention to student wellbeing needs. In 2019, there was a designated member of staff overseeing the Wellbeing programs within the school. A Chaplain supported by KoreUs Connect (formally Access Ministries) was in place at the commencement of the 2019 school year. However, KoreUs Connect were unable to replace this Chaplain when their Leave commenced in March. In response, the school created a 0.8 ES position to provide additional Wellbeing support. This person oversees, in cooperation with the Student Engagement team leader, the Mates Mentoring, Hands On Learning and the Breakfast in Schools program, and liaises with Headspace in relation to TeleHealth conferencing. In 2019, the school was recognised by the WSMLLEN as the Mates Mentoring school of the year in 2019. The school has a Student Representative Council providing the students with an avenue to develop their Leadership capacity and to promote Student voice and agency. There were also two Student representatives on the School Council and two Student representatives on the School Wide Positive Behaviour Lead team.

The school competes strongly in Interschool competitions, be they sporting, Human Powered Vehicles (HPVs) for the RACV Energy Breakthrough, academic achievements, music programs, public speaking and the arts.

Emphasis is placed on the school values of: Honesty, Excellence, Respect, Resilience and Perseverance, their promotion and the acknowledgement of how and when these values have been exhibited by members of our school community.

The College has a Performance and Development culture that ensures staff are committed to meeting the goals and

targets of the Strategic plan. The staff undertake relevant whole school and individual professional development connected to school priorities, their subject area and current Performance and Development plans.

Framework for Improving Student Outcomes (FISO)

In 2019, the FISO improvement initiatives we focused on were: Evaluating impact on Learning and Empowering students, Curriculum planning and assessment and Building School pride. Overall, we have made progress towards meeting our targets. Having a 'clear line of sight' has enabled us to make focused improvement in 2019. The appointment of a Literacy Specialist has proven instrumental in achieving our 2019 Literacy KIS. The professional leadership provided by this leader has assisted to develop a shared understanding of the importance of having a whole school approach to the teaching of Writing. Maintaining consistency of practice and a unified approach to Literacy teaching is of paramount importance if we are going to make whole school improvement. We still have work to do in this area if we are going to see more of our students achieve High growth, an increase in the number of year 9 students performing in the top 2 bands and a decrease in the number of students performing in the bottom 2 bands. Overall, our Student survey results were a significant improvement on our 2018 results with the biggest areas for improvement being: Effective Teaching time-91.4%, High Expectations-91.1% and Teacher concern-90.8%. Our Parent Opinion results indicate improvement can still be made in a number of areas. The survey response rates for 2019 were disappointing with only a 42.5% response rate. This outcome means only 13% of our parents' opinions are represented in the data.

Achievement

In general, Warracknabeal Secondary College's overall student learning outcomes were within the expected range given the background and characteristics of our students.

In 2019, the percentage of students in years 7-10 working at or above age expected standards in Mathematics, according to teacher judgement remained lower than comparison schools. In 2019, English teacher judgement of student achievement was also lower than similar schools. In 2019, a closer analysis of multiple sources of data, and an emphasis on moderating student work samples to ensure consistency in Teacher judgement was undertaken. And, while the Teacher judgment was below Similar school comparison, it must be noted that both Teacher judgement in English and Mathematics moved significantly closer to the Median in 2019.

While there is no school comparison data for year 7 NAPLAN achievement, the 2019 cohort's performance is within the lower end of the expected range for Victorian Government Secondary schools, and over the 4 years for both Reading and Numeracy. The NAPLAN year 9 results indicate that the school's performance in 2019 was below that of comparison schools for both Reading and Numeracy. In 2019, 83% of year 9 students experienced Medium to High growth in Reading and 80% of students made Medium High growth in Writing. The significant proportion of our students achieve Medium learning gain. There has been an ongoing emphasis placed on Writing improvement and the focus of developing a whole school approach to the teaching of Writing. Students performing near or below the NMS in year 7 have been provided with a differentiated learning experience and supported through relevant Intervention opportunities. The 2019 School performance report places Warracknabeal Secondary College's performance for Reading (meeting or above benchmark growth) within the Influence performance group. From 2019, students performing near or in the top 2 bands in NAPLAN at year 7 will be identified, tracked and provided with point of need teaching to ensure that their performance levels are maintained or improved with the aim of ensuring the percentage of students in the top 2 bands in Reading and Numeracy at year 9 lifts over time.

In 2019, our students scored just above the state-wide mean and higher than comparison schools for all study scores, with a 100% completion rate achieved. In 2019, 60% of VCAL credits and 95% of VET units were satisfactorily completed which was similar to 2018's results. Developing successful Individual Pathways within a tailored Careers program continues to be an ongoing focus of the school, and one of its strengths.

In 2020, the school will embed the revised Instructional model that draws upon the High Impact Teaching strategies. The SIT will focus their attentions, along with the staff and wider school community in participating in the School review process. This will involve, the creation of a PRSE that reflects an analysis of the school's progress towards meeting the goals and targets of the previous Strategic plan, a FISO audit, VRQA and Child safe compliance audit, and the creation

of a new Strategic plan. The school will be continuing its focus on the creation of a whole school approach to Writing across domains, with a focus on Writing to Learn and the documentation of our approach. The English domain will also have a particular focus on Reading. In 2020, the school will be participating in DET's Accelerating Improvement initiative which is focused on improvement in year 9 NAPLAN Reading achievement. Alongside this Literacy focus, we will be embedding the next phase of the SWPB program and continue providing professional support to staff and students to ensure that the school remains a safe and engaging place to work and learn.

Engagement

Our student attendance, retention, pathways and transitions data is noted as below schools with similar backgrounds. The Exit Destination data indicates there is a lower percentage of students going on to further studies or full-time employment in the year after finishing schooling. Warracknabeal Secondary College continues to experience a rise in students taking a 'gap' year prior to commencing university studies. During this year, students may be undertaking a number of part time employment opportunities rather than full time employment.

Absences data is below comparison schools. At WSC there is no significant difference in attendance rates occurring across year levels, with the percentage of days absent ranging from 81% to 92%. In year 7 and year 12 the attendance rate was highest with a 91 and 92% attendance rate experienced at each level. In 2019, a range of strategies were implemented to monitor and improve attendance. The Attendance processes included: ensuring all rolls were marked every lesson, absences were regularly followed up by office staff through contacting parents daily, attendance was reported to parents via the 'Learning Practices' section of the school reports, and an acting Leading Teacher (Student Engagement) position continued in 2019. The roles and responsibilities of this position include monitoring and following up student absences along with providing support to students and families or referring cases to the Department or other support services such as Child First. Some students had individualised arrangement based on their identified needs. These arrangements may have involved part time attendance, access to a modified work program or alternate learning settings to the classroom etc. Other engagement programs noted in the School context section were continued and enhanced in 2019. These strategies will continue to be employed in 2020.

Wellbeing

In 2020 the Attitudes to School survey results that focus on connectedness to school were above comparison schools. The Management of Bullying factor's percent endorsement was similar to comparison schools, with a significant improvement noted from the 2018 results. In 2019, the students were supported by the ongoing inclusion of a Student Engagement and Wellbeing Acting Leading teacher and the introduction of a 0.8 ES staff member. The students have access to a range of programs and experiences to support Wellbeing including: the Reach- Resilience program, Cyberbullying information sessions, Rock and Water, Telehealth- Headspace, Hands on Learning, Mates Mentoring, Safe schools and Respectful relationships. Additionally, the increased time allocation for Health classes across year 7-9 was maintained. A consistent implementation of the AtoSS was implemented in 2019 in an attempt to ensure data reliability. The SRC was utilised to garner student voice and their input was sought in response to a number of key matters. In particular, the review of the Learning Practices document and establishing Expected Behaviours as a part of the School Wide Positive Behaviour program. The Values award system was continued. In 2020, there will be an increased focus on strengthening the Student voice opportunities and processes that exist within the school, continuing the 2019 programs and initiatives that proved beneficial, and engaging with School Youth Focused Service (SYFS) to enhance our current Wellbeing program. The student cohort will be engaged in providing feedback and insights into their experience of schooling throughout the Review process and establishment of a new Strategic plan. The next implementation phase of the School Wide Positive Behaviour initiative and student voice will provide a framework for our Improvement efforts in 2020.

Financial performance and position

The school has continued to maintain a strong financial position, operating with a surplus and a \$114,760 operating reserve. Strategic financial decisions are made to ensure that the school is able to meet current expenditure while still planning for future workforce budgeting needs, replacement of equipment and technology, current school building

maintenance and future infrastructure costs. The confirmed enrolment figure in 2019 was 168 was significantly lower than expected. It indicates a downward trend in student enrolment similar to the experience of other schools in the network. In 2019 there was no opportunity to utilise a Credit to Cash conversion to enhance the school's Budget position. Strategic management of the SRP's Cash and Credit components must be maintained to ensure the provision of a quality education is delivered in a supportive environment. This a priority if we are going to enable our students to 'Choose a life that has meaning'.




For more detailed information regarding our school please visit our website at
<http://warracksc.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 169 students were enrolled at this school in 2019, 84 female and 85 male.

ND were EAL (English as an Additional Language) students and 5 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>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>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>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 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: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **21%**
 VET units of competence satisfactorily completed in 2019: **95%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **60%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:		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>Below </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>90 %</td> <td>81 %</td> <td>82 %</td> <td>88 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	81 %	82 %	88 %	92 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
91 %	90 %	81 %	82 %	88 %	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>Below </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

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>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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Similar ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,739,636	High Yield Investment Account	\$1,349,169
Government Provided DET Grants	\$583,996	Official Account	\$15,158
Government Grants Commonwealth	\$9,725	Other Accounts	\$0
Revenue Other	\$71,590	Total Funds Available	\$1,364,327
Locally Raised Funds	\$131,060		
Total Operating Revenue	\$3,536,007		
Equity¹			
Equity (Social Disadvantage)	\$174,110		
Equity (Catch Up)	\$16,410		
Equity Total	\$190,520		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,912,761	Operating Reserve	\$114,760
Books & Publications	\$2,409	Other Recurrent Expenditure	\$4,043
Communication Costs	\$5,540	Funds for Committees/Shared Arrangements	\$19,900
Consumables	\$71,966	Asset/Equipment Replacement < 12 months	\$80,000
Miscellaneous Expense ³	\$247,119	Capital - Buildings/Grounds < 12 months	\$50,000
Professional Development	\$22,170	Maintenance - Buildings/Grounds < 12 months	\$80,000
Property and Equipment Services	\$171,048	Asset/Equipment Replacement > 12 months	\$243,597
Salaries & Allowances ⁴	\$82,525	Capital - Buildings/Grounds > 12 months	\$500,000
Trading & Fundraising	\$29,521	Maintenance - Buildings/Grounds > 12 months	\$150,000
Travel & Subsistence	\$9,671	Total Financial Commitments	\$1,242,300
Utilities	\$58,614		
Adjustments	(\$1,120)		
Total Operating Expenditure	\$3,612,224		
Net Operating Surplus/-Deficit	(\$76,217)		
Asset Acquisitions	\$0		

- (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)

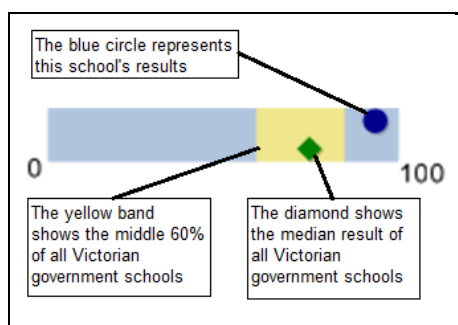
Engagement

- 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).

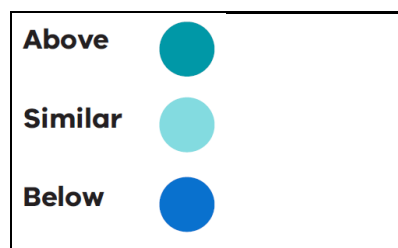


What does *School Comparison* refer to?

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').