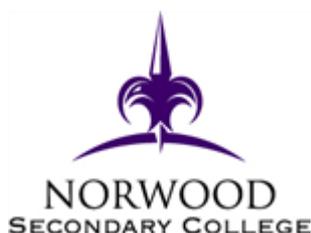


2018 Annual Report to The School Community



School Name: **Norwood Secondary College (8185)**



- 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 Regulation 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 25 March 2019 at 08:59 AM by Andrew Sloane
(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 Regulation 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 25 March 2019 at 09:59 AM by Tammie Palmer
(School Council President)

About Our School

School context

Norwood Secondary College is a co-educational government secondary college, Years 7 - 12, situated in the City of Ringwood, east of Melbourne, and catering to a community that stretches from Mitcham to Lilydale and from Ringwood to Park Orchards.

Overall enrolment in 2018 was 1027 students (502 female, 525 male) - the College has a cap of 1100 due to limits to accommodation and space in the yard. Enrolments in Year 7 usually come from over 20 primary schools, though the majority of incoming Year 7s come from a half dozen close primary schools. 8% of students have English as an additional language and 1% was Aboriginal or Torres Strait Islander.

The College is a school with a strong focus on academic studies, but it also emphasises its many co-curricular programs which include music, student performance, sport and leadership. This emphasis reflects the College's commitment to programs that develop the whole child while at the same time supporting and enhancing their academic progress.

The College has four key Values that underpin all our programs and practices: Responsibility, Aspiration, Resilience and Respect.

These were identified after considerable consultation with Staff, Students and Parents.

The College offers an enhancement program (a single class at Years 7 to 10) and in the senior years VCE, VCAL and VET programs are offered.

Norwood also offers a rich variety of co-curricular programs.

There is an annual musical Production, a vibrant Music program and a strong interschool sport program. In addition, the College is involved in interschool Debating competitions.

Norwood Secondary College is committed to providing our students with an environment that is both inspiring and nurturing. The College has a proud tradition of ensuring our students are provided with an excellent educational experience and opportunities to grow intellectually, socially and ethically. It is our belief that our students will benefit from their exposure to a broad range of learning experiences, in and out of the classroom, and our programs are developed with this as a core goal.

Our students leave the College equipped with the skills and self-belief to continue to learn as their lives progress. They also understand the importance of seeking to be the best they can be in all their endeavours.

While we have strong transition strategies for student movement from level to level, we are particularly proud of our Grade 6 to Year 7 Transition Program. With many students joining the College from small Primary Schools where they may be the only student or one of a small number of students coming to Norwood, the Transition Program ensures that they and their learning and social needs are 'known', prior to enrolment and addressed from commencement. We ensure the Year 7

Camp is placed early in Term 1 to ensure it provides the opportunity for all students to make new friends in their class and year level. It has been a very successful strategy for many years.

Norwood Secondary College values the support of and input from our parents. We believe our students' school experiences will be more productive and positive if parents and College staff work in a supportive and cooperative manner

The College employs equivalent full time staff, including 3 Principal class, 65.5 EFT teaching staff and 22.2 Education Support staff.

Framework for Improving Student Outcomes (FISO)

There are three main areas of focus for the College in 2019.

1. To enable every student to achieve to their potential and maximise their learning growth in all areas

Curriculum review and documentation was completed

Continuation of Whole School Approach to Literacy - all levels, all subjects and all teachers involved.

Achieved and student outcomes reflected a degree of improvement (most particularly NAPLAN 7 -9 Growth.)

All staff to become data literate. Staff have improved their capacity to source and use various sources of

student performance data.

Embed strategies that lead to an improvement in VCE strategies. Several key strategies are now built into all Y12 teachers' programs. Vocab lists and regular exposure to past exam questions, in particular. Edrolo, a commercial package providing a comprehensive range of lectures and explanations of aspects of theory across many subjects, has been made available to all Y12 and Y11 students and this offers all an opportunity to see/hear another person discuss and explain the theory. This provides significant opportunities for students to consolidate their understanding from home. The College also runs a revision program during the Term 3 break for all students studying Unit 3/ 4 subjects. Students from other local schools are also invited to attend.

2. To create a stimulating learning environment that maximises the learning outcomes of all students

Effective College wide implementation of MAPS - a comprehensive uptake by all staff.

Teachers effectively use data in their delivery of programs. Evidence was provided by all staff in their PDPs.

Learning needs of all students are met on an individual basis, and based on the use of multiple sources of data.

Peer observation embedded in teacher practice. At least 6 observations by all full time staff (and pro-rata for P/T staff) - and evidenced in PDP discussions.

3. To foster a safe, supportive and connected environment

Staff effectively implement strategies to improve student perceptions of safety & connectedness. All staff are 'Mentors' for a group of students. There is room for continuing to develop this program and to increase the level of personal interest by staff in their mentor group students, but there is already a pleasing level of commitment of the mentor staff. Students have also indicated that the sessions are appreciated and contributing to improving staff student relationships.

The College Values are embedded in all aspects of College life. The Values are able to be applied to all manner of student behaviours (both the laudable and those that are less so) and all discussions of such issues by Coordinators and Heads of Year Level will be in the context of the College Values.

Achievement

There has been very encouraging progress in both VCE outcomes and in NAPLAN Growth Y7-9, in areas of Literacy

NAPLAN Year 7 - 9 growth in Literacy has been very pleasing. There has been improvement from 2017 to 2018.

Reading: 2018 High plus Medium = 76%. (2017 High plus Medium = 69%)

Grammar and Punctuation: 2018 High plus Medium = 79.4% (2017 High plus Medium = 73%)

Writing: High plus Medium = 75.4 (2017 High plus Medium = 70%)

The improved growth from 2017 to 2018 can be attributed to a range of strategies that the school has been developing over the past three years. Some can be attributed to our involvement in the Bastow PL sessions and some can be attributed to the College's Whole School Approach to Literacy - an outcome of a Professional Learning Team.

VCE data has also improved from 2017 to 2018. Both ATAR Median and number of 40 or over study scores improved from 2017 to 2018. (Median Up from 28 to 29; Percentage of study scores 40 and over Up from 3.3% to 5.9%)

The improvements can be attributed to a range of strategies that have targeted improved performance of students in VCE. They include literacy strategies that commence in junior classes (such as vocabulary lists) and some that are specific for Y11 and 12 classes/teachers (such as regular exam question exposure, data analysis of past years' exam performance and Term 3 break revision sessions.)

The College intends to continue to develop our VCE-specific strategies and to embed the Teaching and Learning Model we use in all classes across the school. We will also increase our use of data to personalise students' learning. Further, we will continue to strongly encourage students in Y11 to study a Unit 3 / 4 subject as our experience is that it prepares students well for when they get to Y12 and have a full load of 3 / 4 subjects and for many, it is one of their best VCE results.

Engagement

The College has introduced a Teaching and Learning Model that all staff are expected to implement in their classes. 'MAPS' offers students a degree of consistency and predictability in classes - with a check towards the end of each class to determine whether the 'Learning Intention' was achieved. This has been well-implemented and student feedback has been encouraging. Curriculum outlines in every subject have been completed and are documented on our 'Compass' information management system to assist any replacement teachers in preparing for classes. These strategies and others (including data-driven personalisation of programs) are starting to positively impact on students. Interestingly, data shows each cohort (year level) of students is quite idiosyncratic in the Student Survey data. There are noticeable differences between cohort data Overall, however, across the four areas of Effective Teaching practice for Cognitive Engagement domain, there has been an improvement in each category.

Our 'transitions' continue to be successful throughout the College, but of particular strength is the Grade 6 to Year 7 transition process. The College continues to ensure the Grade 6 teacher of every child joining us is visited by one of the Year 7 Team and all relevant educational, social and personal information is collected. This information, along with the testing that is done late in the year prior, helps us structure classes, prepare programs and address individuals' needs. The Year 7 Mentor team creates Individualised Learning Programs for every Year 7 student and this greatly assists students to settle into a productive start to Year 7 with the best opportunities to achieve success in endeavours across all areas of programs.

Student attendance and retention are both strong at Norwood Secondary College. Both are a measure of the level of student engagement across the year levels.

Wellbeing

Data from surveys and anecdotal records indicate that student connectedness to school is similar to other schools. There are many strategies employed to ensure that are in place to offer students a sense of being cared for and valued at school. The Mentor program in which staff members each have a class or group of students that they 'mentor' and our various avenues for 'student voice' ensure students know they have several ways of sharing their thoughts about the school with staff.

All students, from Year 9, are involved in a comprehensive pathways counselling process in which their aspirations and possible career interests are discussed. This leads to a greater sense of clarity about what their future may hold and a heightened sense of purpose about their schooling.

The College has also created a Wellbeing Team led by a qualified counsellor who leads a team that also contains two teachers with a particular interest and requisite skills for counselling and support of students. This team is now located in a space that is comfortably accessed by students and offers the privacy of separate quiet spaces for discussion.

The College also provides a very comprehensive range of extra-curricular programs to meet the many and varied interests of young people. The College has a vibrant music program, an annual drama Production (usually a musical) and a very successful inter-school sporting program. Various other activities are run, such as inter-school debating, Advance, camps and tours and Games Clubs. The College also runs an Antipodeans Abroad overseas trip every two years - this has a strong service component.

Financial performance and position

The College aims, in each year's financial planning, to ensure there is a budget surplus. The 2018 year sees a modest surplus, but in a context where there has been additional spending on the Gymnasium during construction. As does happen during construction of facilities, the funds don't cover all the items/facilities that are desired. Further, several internal redevelopments of rooms and facilities have been self-funded.

Equity funding has been invested in our Quicksmart Literacy intervention program and maintenance funds have, as in past years, been invested in making the best of our aging facilities.

Of great importance to our future budgets, we entered an agreement with the Ringwood Basketball Association for them to be the sole hirer of the Gymnasium, out of school hours, seven days a week. This will see both an appropriate level of use of this wonderful facility (by school and local community) and provide funds to ensure it is kept in excellent condition.

For more detailed information regarding our school please visit our website at
<https://norwoodsc.norwood.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1027 students were enrolled at this school in 2018, 502 female and 525 male.

8 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.4	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	52.7	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.3	79.1	64.9	89.9	Similar
Mathematics	86.8	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	49.7	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	54.3	50.8	37.5	66.7	
Year 9	Reading (latest year)	60.1	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	59.6	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	56.5	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	62.0	51.4	38.1	66.0	
Year 9	Reading (4 year average)	51.1	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	57.5	41.8	30.1	59.1	Higher

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	29.4	58.9	11.7
Year 5 to 7	Numeracy	18.1	63.1	18.8
Year 5 to 7	Writing	42.6	44.4	13.0
Year 5 to 7	Spelling	39.3	44.2	16.6
Year 5 to 7	Grammar and Punctuation	29.4	52.1	18.4
Year 7 to 9	Reading	24.5	54.0	21.6
Year 7 to 9	Numeracy	27.5	47.1	25.4
Year 7 to 9	Writing	24.6	59.2	16.2
Year 7 to 9	Spelling	29.1	42.6	28.4
Year 7 to 9	Grammar and Punctuation	20.6	53.2	26.2

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	28.9	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	28.7	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **19 percent**.

VET units of competence satisfactorily completed in 2018: **82 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **93 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.7	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	16.9	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	87	89	92	92	94

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	82.3	75.0	66.7	81.7	Similar
Retention (4 year average)	84.1	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	91.9	91.7	83.1	99.3	Similar
Student Exits (4 year average)	89.5	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	48.9	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	49.6	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	58.1	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	55.9	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$9,017,871
Government Provided DET Grants	\$875,758
Government Grants Commonwealth	\$11,197
Government Grants State	\$15,725
Revenue Other	\$96,949
Locally Raised Funds	\$1,968,989
Total Operating Revenue	\$11,986,490

Equity ¹	Actual
Equity (Social Disadvantage)	\$65,696
Equity (Catch Up)	\$0
Transition Funding	\$37,825
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$103,521

Expenditure	Actual
Student Resource Package ²	\$9,178,587
Adjustments	(\$100)
Books & Publications	\$20,486
Communication Costs	\$18,858
Consumables	\$234,092
Miscellaneous Expense ³	\$952,605
Professional Development	\$60,148
Property and Equipment Services	\$719,290
Salaries & Allowances ⁴	\$435,597
Trading & Fundraising	\$213,968
Travel & Subsistence	(\$84)
Utilities	\$118,292
Total Operating Expenditure	\$11,951,738
Net Operating Surplus/-Deficit	\$34,752
Asset Acquisitions	\$66,792

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$685,791
Official Account	\$179,686
Other Accounts	\$717,412
Total Funds Available	\$1,582,889

Financial Commitments	Actual
Operating Reserve	\$433,912
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,539
Funds Received in Advance	\$444,953
School Based Programs	\$106,770
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,697
Repayable to the Department	\$165,251
Asset/Equipment Replacement < 12 months	\$295,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$139,371
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,664,493

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').