2019 Annual Report to The School Community

School Name: Mount Erin Secondary College (7028)

- 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 25 June 2020 at 12:59 PM by Karen Lee (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 11 November 2020 at 11:50 AM by Jenny Ballard (School Council President)

About Our School

School context

Mount Erin College is a high performing school located in Frankston South, on a beautiful 15 hectare bushland setting. Enrollments in 2019 were 924 students, 426 female and 498 male. Over the past four years, enrollments increased by annually by approximately 30 students. 2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. Learning is our priority and we are dedicated to the success of every child. Teaching staff are skilled and innovative professionals focused on teaching and learning. They work hard to support every student to reach their potential; and to build those critical personal attributes of motivation, confidence, self-belief and resilience. Our teachers prepare students for the challenges of a rapidly changing world building opportunities for collaborative work and problem solving while encouraging curiosity, independence and reflection.

We are a school that sets high expectations for our students and our staff. The strength of the relationships between students, teachers and parents is highly valued and makes Mount Erin College stand out. Students are encouraged and supported to take risks in their learning, to strive for excellence and to achieve beyond their goals. We have a very clear vision for education and a set of values that reflect our belief that students can aspire. Our ASPIRE values: Adaptability, Social Awareness, Personal Best, Integrity and Excellence underpin all we do and create an inclusive learning environment, vital to maintaining this positive school culture.

The College has stunning facilities that provide state of the art facilities across a wide range of specialist areas including, Science, IT, Art, Design and Technology. We also have a wonderful Auditorium which supports a thriving Performing Arts program. The architectural design has been informed by the latest in educational research on best practice in teaching and learning. Technology underpins the learning in all areas and the augmented sound system ensures our Deaf and Hard of Hearing students are well supported. A competition grade hockey field was completed in 2019, which supports the high level sporting program in the College. Our new gymnasium and additional classrooms will be completed in Term Two, 2020 providing exceptional facilities for our sporting precinct.

Mount Erin College is a high performing school, offering a wide range of programs to cater for diverse student interests and passions. This includes a SEAL (Select Entry Accelerated Entry) Program; a comprehensive Sport program including the Sports Academy for high achieving athletes; an Arts Academy for students who are passionate about the performing and visual arts, and rich and comprehensive range of subjects and electives across the middle and senior years. We offer a wide-ranging VCE program and encourage highly able Year 12 students to undertake an Enhancement Study at university to extend their learning. Our students continue to achieve excellent VCE results and are able to take advantage of the many well established partnerships with Universities that enable access to many exciting tertiary pathways.

The College has a dynamic Arts program, offering drama, instrumental music and voice, and a College choir – One Note. Students have the opportunity to get involved in the College Production each year, to further build their performance skills and confidence. With an extensive camps program of local, interstate and international destinations open to our families; a sister school in Indonesia; an active Student Leadership Program; it is a rich and supportive learning community.

Mount Erin College provides individualized support for Deaf and hearing impaired students in mainstream classes across all year levels. Staff in our Deaf Education Centre work closely with classroom teachers to provide an inclusive program for students across all year levels. We are the only government school in the South Eastern region that provides support for these student by highly trained staff.

The College has established outstanding community links with the Village Baxter and Peninsula Health providing many enriching opportunities for our students in terms of community service and building pathways opportunities. MESEM, our student leadership program, supports a wide range of charities through fundraising and activities throughout the year. We value this highly as our vision of success for young people encourages them to be actively involved in understanding and shaping their communities.

The Student Family Occupation Education (SFOE) index was 0.45 in 2018–19. This school's socio-economic band is: Low - Medium.

The staffing profile of Mount Erin College includes a Principal and three Assistant Principals (2.6 EFT), 72 teachers and 17.3 full time equivalent Education Support (ES) staff who were working in a range of office administration and learning support roles.

Framework for Improving Student Outcomes (FISO)

In 2019, the College's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams and Positive Climate for Learning. Significant professional development was undertaken to develop an agreed, school wide instructional model to bring a best practice approach to every classroom and have a consistent language and expectation for all students. Working with Educational Consultant, Chris Harte, high quality professional learning was focused on the Instructional Model and on building teacher capacity to implement High Impact Teaching Strategies (HITS) in their classroom. A HITS Team was established to guide this work and provided rich learning opportunities to all staff. Fully documented curriculum, Peer observations and feedback to and from students were key actions in 2019. This showed positive changes in teacher practice and student learning outcomes. We implemented a one to one coaching program to support members of the leadership team and others who nominated to participate in the program. Feedback on the support and value of the coaching was very positive and will continue into 2020. This has meant that teachers have felt well supported as we continue to strive for improved classroom practice. The impact of this work has been seen in the positive Staff Opinion Survey in regard to educational leadership.

Achievement

In 2019, the college continued to work on its strategic plan goal of maximising the learning growth in Literacy and Numeracy for each student. Significant work has been undertaken to differentiate the curriculum in both Mathematics and English to meet the range of abilities across Years 7 - 10. There was a particular emphasis on providing greater challenge for able students to increase their achievement levels and increase relative growth for all students. Explicit strategies put in place across Years 7 -10, including the Reading Plus Program, have had a positive impact. Students at Year 9 also participated in individual Growth Conversations where they examined their own data and set goals for improvement. This work resulted in student performance in NAPLAN testing showing real growth from Year 7 to 9 with 57.9 percent of students in Reading and 59.9 percent in Numeracy achieving above the expected one year growth placing Mount Erin above similar schools and the State in both Reading and Numeracy.

Our VCE mean study score for English in 2019 was 29.7 percent which continues to be ahead of the State average and is ahead of like schools. The mean study score was 27.85 which was similar to like schools. Throughout the year there was a focus on consistent practice and expectations and increasing the rigor across all subject areas. All VCE staff have been involved in one on one data conversations and have under taken Professional Learning to ensure they are providing targeted and useful feedback for students. The greater use of Edrolo as an on-line resource for students across most domains in Years 11 and 12 has proven highly valuable. 100 percent of students satisfactorily completed their VET studies and 95 percent of students satisfactorily completed their VCE. The students who did not complete have all successfully transitioned to further training or full time employment.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

2019 saw significant work on embedding the agreed Instructional Model and ensuring staff are confident with implementing it. This has been a successful goal. Having consistent language and approaches across every classroom has benefited all students and focused on the learning environment. This work will continue in 2020. Developing a planned professional Learning schedule to work with all classroom teachers, having all staff include numeracy and

literacy goals in their PDP plans is building an understanding of the importance of these skills as fundamental to success in all domains.

Establishing a coaching program to support the leaders in the school to drive the college goals has been highly successful. Building the confidence and capacity of these individuals to work more closely with and within their teams is vital to improving teaching and learning practices in the College.

Engagement

At Mount Erin College our ASPIRE values: Adaptability, Social Awareness, Personal Best, Integrity and Excellence underpin all we do and create an inclusive learning environment, vital to maintaining this positive school culture.

This year, the College focused on KIS related to the FISO dimension of Empowering Students and Building School Pride. This will be ongoing work as we develop a range of opportunities for student voice and the development of student agency through authentic means for students to engage as stakeholders. In 2019 student focus groups participated in the school review process and were able to provide insight into the views of students across the College. 2019 saw the establishment of SALT (Student Agency and Leadership Team), a group with representatives from all years levels whose goal is to work alongside teachers to improve teaching and learning in the College.

Through the AIP, the College had a focus on improving students' connectedness and confidence. We used the DET Amplify Document to develop a plan to deliver the necessary PL to teaching staff and this was undertaken throughout the year. Processes were put in place to link the student feedback for classroom teachers to the Student Agency best practices and ensuring that the Instructional Model reflected the commitment to student agency. Lesson Planning and curriculum development were required to demonstrate the understanding of the importance of student voice in improving student engagement and learning outcomes. This remains ongoing work into 2020 as we aim for school wide use of regular student feedback surveys and the analysis and actioning on that feedback by classroom teachers.

The other focus in the AIP was to develop a positive learning culture based on the principles of the growth mindset. This involved undertaking an audit of the language within the data snapshot and all feedback tasks. In particular, in 2019 we focused on Year 9 through individual Growth conversations with students. By implementing a growth mindset we were aiming for a culture shift for staff and students to ensure that students are believing they are able to succeed with persistence and hard work no matter what the challenges faced. Parents were made aware of the changes to the reporting language and staff professional learning within this area with positive results.

Throughout 2019 Mount Erin College continued to work with families to ensure students were at school and learning. The College continued to send out SMS messages to parents every morning and extended this to afternoon sessions as well, requesting them to notify the school of any absences. The Attendance Officer produced daily Year level reports to each Year Level Leader. The Year Level Leader interrogated the absence data and followed up with Home Group teachers to contact families. Parents choosing to take family holidays, longer than five days, applied to the principal and school work was provided. This resulted in the average number of days decreasing to 21.9 days but this remains similar to the State median. Our data has been impacted upon by a significant number of school refusers and long term absentees.

The review and refinement of the Progress Committee as a way of identifying and working with students who are falling below the attendance expectation has meant greater supports are put in place. Across all year levels ASPIRE Evenings were held with students and families to celebrate and acknowledge those students with high attendance and link that to their performance goals.

Wellbeing

Student connectedness to peers and to the school is a positive in the ATSS. Student leadership and participation across the school is strong with students developing activity schedules and running events and charity work to engage

and build community awareness in the school. Students are involved in feedback on programs and domain work, however this is not systematic, regular and school wide. We have identified that student agency, students having a greater involvement in their learning and working with staff to develop shared goals for learning is an area of work for 2020. Celebration of success and developing school pride is often led by our student leaders who are actively involved in assemblies and major events within and outside of the school.

The school recognises the importance of a tolerant and inclusive learning environment and this is part of our school values. We actively engage in activities to support this and have a strong wellbeing approach across the school through our iASPIRE Program. Our school wide co-operative classroom procedures and code of conduct is a strength and is consistently applied across the school. While students are very supportive of the high expectations around behaviour and safety, further work has been identified in lifting expectations in regard to academic achievement and aspiration.

The social and emotional health and wellbeing of our students is strongly supported by staff. We have an active student services department and have dedicated time for every home group teacher to establish and follow up strong relationships with students in their class. Consistent policies are in place and a very accepting and inclusive approach is fostered that encourages students to reach their potential. Further work is required particularly with our students at risk and those with high level wellbeing issues to ensure students are attending and feel supported to remain at school and value their educational opportunities.

We have strengthened our community partnerships and have embedded a range of community groups within the school curriculum. This is particularly so for our Year 9 Centre Program where students are engaged in a wide range of community work, particularly with the Village Baxter and Peninsula Health. Work with tertiary partnerships continues and provides significant support for our students in raising awareness of the many options available to them for further study. The school has an extensive list of providers assisting us to ensure every student has a pathway from work placement, apprenticeships support, University programs and more. We work closely with a range of providers to meet the needs of students at risk of disengagement such as Navigator, Hand Brake Turn, Myuna Farm, and School Focused Youth Services. We will continue to build resources in this area. The school has engaged psychologists to work in the school to enable access for students with mental health issues to be supported, as well as the School Dental Program. In Term 4 we were able to engage our own Mental Health Practioner who has brought great depth and expertise to the team. The College is part of a pilot program working with the Primary Care Network to link programs and support services to students and families in need.

The school promotes and supports justice, fairness and tolerance and this is accepted in our codes of conduct for staff and students. We are involved in several international exchange programs to enhance the opportunity for cultural exchange of ideas and customs. We have language assistants from Indonesia working across all year levels on an international cultural program supported by the Indonesian Government. While some work with indigenous perspectives is undertaken, there is a great deal more to be done in this area of curriculum development. While a great deal of effort is put in to building responsible local citizens, further work needs to be done to broaden this and embrace a more global perspective.

The use of Compass has enabled greater communication with parents regarding student learning and progress. This has assisted in improving things such as absence notification and direct contact with teachers. Through the College Newsletter and on the College Facebook page, regular articles are included which offer support and research based information to support parents responding to their child/rens' needs whether educational or social emotional. The Newsletter has been increased to fortnightly and includes opportunities for engagement with local community activities or information sessions. Parents have been more willing to be involved in programs offering to support them with their children. 10 parents completed the Mental First Aid training that has been conducted at the college alongside the staff who undertook the course. Regular sessions are offered to support parents in understanding Compass, school processes, pathways and more. We have responded to community need, offering information sessions on Self Harm for parents and families. Parents volunteer with fund raising BBQ's such as on election days and have arranged Bunnings BBQ Days to support student led projects in the school. Parents are heavily involved in supporting the College Production and Wakakirri performance each year.

Financial performance and position

The school finished 2019 in surplus, having worked hard to reduce costs and increase parent payments. A review of processes and communication to parents has seen a significant increase in the number of families entering payment plans to support the cost of electives. A number of leases have been finalised, bringing savings into the budget and monies have been set aside for specific items, such as a new school bus, entering into a 7 year planned maintenance program for painting the school and updating furniture and technology across the school. We were fortunate to receive funding for a shade sails project which enabled the redevelopment of an area in the central courtyard. Equity funding has supported the purchase of additional laptops, available to students who are not part of the one to one program. We have been able to provide a very broad curriculum while maintaining very tight staffing over 2019 and have also seen the retirement of a number of experienced teachers. This has enabled a more balanced staffing profile with a number of graduate teachers coming into the school. This has left us in a positive financial position at the end of 2019.

For more detailed information regarding our school please visit our website at
https://mounterin.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 924 students were enrolled at this school in 2019, 426 female and 498 male.

2 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.

| low | low-mid | mid | high |

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.
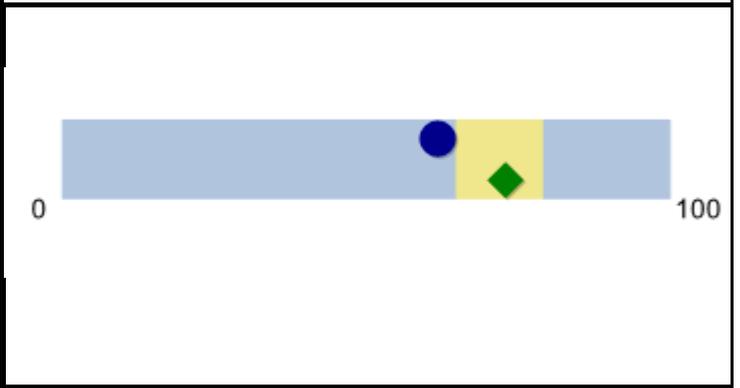
School Staff Survey

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
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Above Similar
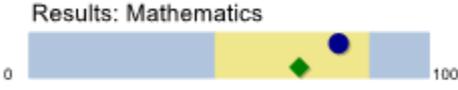
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above 🟢 Above 🟢

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

NAPLAN Learning Gain Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.

Reading
| 31 % | 48 % | 21 % |
| Low | Medium | High |

Numeracy
| 34 % | 52 % | 14 % |
| Low | Medium | High |

Writing
| 23 % | 40 % | 37 % |
| Low | Medium | High |

Spelling
| 24 % | 46 % | 30 % |
| Low | Medium | High |

Grammar and Punctuation
| 29 % | 52 % | 20 % |
| Low | Medium | High |

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.

| 25% | 50% | 25% |
| Low | Medium | High |
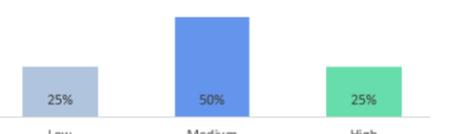
Statewide Distribution of Learning Gain (all domains)

NAPLAN Learning Gain Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.

Reading
| 23 % | 49 % | 28 % |
| Low | Medium | High |

Numeracy
| 24 % | 50 % | 26 % |
| Low | Medium | High |

Writing
| 30 % | 57 % | 13 % |
| Low | Medium | High |

Spelling
| 21 % | 55 % | 24 % |
| Low | Medium | High |

Grammar and Punctuation
| 37 % | 40 % | 23 % |
| Low | Medium | High |

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.

| 25% | 50% | 25% |
| Low | Medium | High |
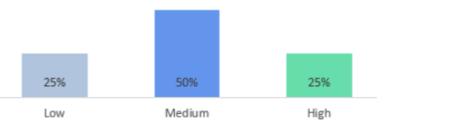
Statewide Distribution of Learning Gain (all domains)

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.

Results: 2019
0 ─────── 50
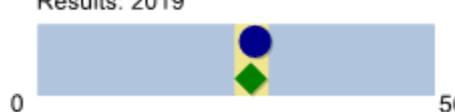
Results: 2016 - 2019 (4-year average)
0 ─────── 50
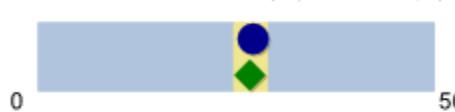
Similar ◯

Students in 2019 who satisfactorily completed their VCE: 95%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 29%
VET units of competence satisfactorily completed in 2019: 100%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 72%

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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.	Results: 2019 0 ——— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ——— 50 Few absences <------> Many absences	Similar ●

Average 2019 attendance rate by year level:	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Similar school comparison not available
	90 %	86 %	86 %	90 %	90 %	94 %	

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2019 0 ——— 100 Results: 2016 - 2019 (4-year average) 0 ——— 100	Below ●

Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2019 0 ——— 100 Results: 2016 - 2019 (4-year average) 0 ——— 100	Above ●

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Below** ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Below** ●

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

Revenue	Actual
Student Resource Package	$9,483,499
Government Provided DET Grants	$1,463,475
Government Grants Commonwealth	$21,870
Government Grants State	$15,314
Revenue Other	$97,048
Locally Raised Funds	$861,115
Total Operating Revenue	**$11,942,323**

Equity[1]	
Equity (Social Disadvantage)	$335,971
Equity (Catch Up)	$51,856
Equity Total	**$387,827**

Expenditure	
Student Resource Package[2]	$9,224,853
Books & Publications	$9,671
Communication Costs	$25,515
Consumables	$222,076
Miscellaneous Expense[3]	$918,622
Professional Development	$44,442
Property and Equipment Services	$647,377
Salaries & Allowances[4]	$143,489
Trading & Fundraising	$45,091
Travel & Subsistence	$7,853
Utilities	$120,051
Adjustments	$45

Total Operating Expenditure	**$11,409,086**
Net Operating Surplus/-Deficit	**$533,238**
Asset Acquisitions	**$12,799**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	$651,832
Official Account	$49,321
Other Accounts	$0
Total Funds Available	**$701,153**

Financial Commitments	
Operating Reserve	$338,406
Other Recurrent Expenditure	($44)
Funds Received in Advance	$351,527
Funds for Committees/Shared Arrangements	$57,679
Asset/Equipment Replacement > 12 months	$15,000
Total Financial Commitments	**$762,568**

(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).
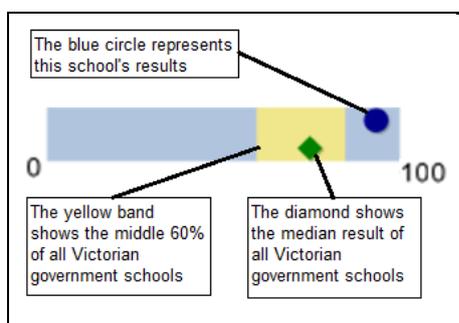
What does *School Comparison* refer to?

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').