

2019 Annual Report to The School Community



School Name: Wangaratta High School (8425)



WANGARATTA
HIGH SCHOOL

- 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 27 April 2020 at 12:18 PM by Bradley Moyle (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 June 2020 at 10:08 PM by Deborah Fisher (School Council President)

About Our School

School context

The vision for Wangaratta High School is to empower all students to grow academically, socially and emotionally, through the provision of an outstanding learning environment built on high expectations for success that will enable all students, with support, to experience quality teaching within a positive climate for learning. Our graduates will be independent, lifelong learners who are equipped to make a positive impact on the world around them.

Wangaratta High School is located in the North Eastern region of Victoria, approximately 250 kilometers north east of Melbourne. Wangaratta High School is the only government secondary provider and is one of four government schools in the Wangaratta area. Wangaratta High School opened in 1909.

In 2019 Wangaratta High School supported 665 students in Years 7-12 to improve and enhance their learning, as they worked towards achieving learning growth, high levels of achievement and for our senior students pathways beyond school. Our students were supported by a team of 69.54EFT staff, including 50 teaching staff, 16.5 education support staff and 3 Principal Class employees.

The school facilities include a flexible learning center, senior building, gymnasium, performance hub and specialist and multipurpose learning spaces. The grounds include basketball and netball courts, an oval and both active and passive play spaces.

Wangaratta High School provides a Year 7 to 10 program based on the Victorian Curriculum frameworks and a senior year program through Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and a range of options from Vocational Education and Training (VET). The High School offers Language Other Than English (LOTE) through Italian.

Wangaratta High school provides a specialist instrumental music program, a select entry accelerated learning program (SEAL) and a wellbeing program supported by a social worker and youth worker.

In Term 4 of 2019, the school undertook a School Review, leading to the development of a new Strategic Plan for the period 2020-2023.

Framework for Improving Student Outcomes (FISO)

In 2019 Wangaratta High School strategically narrowed it's focus to ensure that school improvement areas were restricted to what matters most. As a result of this two FISO areas were identified as the key improvement foci, Excellence in Teaching and Learning and a Positive Climate for Learning.

The work in Excellence in Teaching and Learning was strongly linked to the 2016-2019 Strategic Plan goal of maximising the learning growth for all students in Victorian Curriculum, VCAL and VCE. This was narrowed through a key improvement strategy that focused on all levels of the school building practice excellence in curriculum, assessment and pedagogy. The specific actions, activities and milestones of this work then drilled deeper into Writing across the Curriculum, commencing the Professional Learning Communities (PLC) journey and data literacy with work linked strongly to the Benalla Mansfield Wangaratta Network critical friend, Lyn Sharratt and her school improvement initiatives.

The school continued to work on a Positive Climate for Learning, supporting the Strategic Plan Wellbeing Goal of creating a safe, secure environment that fosters a positive climate for learning and teaching. This include a key improvement strategy of creating an orderly learning environment which fosters a positive climate for learning and

teaching. This then translated to focused school improvement work for staff around School Wide Positive Behaviour Supports (SWPBS), student voice and agency and student attendance.

Achievement

In 2019 the Learning Culture at Wangaratta High School continued to develop and transform. This was enabled by a leadership team with a whole school focus on developing a culture focused on a positive climate for learning. This was evidenced by feedback in staff, student and parent focus groups.

The whole school focus on Writing to Learn established in 2019 was supporting consistent teaching and learning practices throughout learning areas. All key stakeholders outlined that the schools focus on a collaboratively designed curriculum had strengthened curriculum delivery.

The schools focus on collaborative planning had supported the development and implementation of a guaranteed and viable curriculum at Wangaratta High School. This was enabled by the schools supports and structures that established dedicated team meeting and planning time. Staff highlighted the collaborative approach to planning had strengthened their teaching practice, consistency through learning areas and the mapping of learning programs according to the curriculum guidelines. Staff also identified that there had been an increase in the sharing of practice of informal and formal feedback within learning areas.

The allocation of human resources including the Assistant Principal, Learning Specialists and opportunities for coaching had supported an enhanced culture. The school leadership team could articulate how the professional learning program was clearly aligned to the school's identified improvement strategies and a School Improvement Team (SIT) had also been established in 2019.

Student achievement at Wangaratta High School is measured through a range of variables and takes into account that both student learning growth and student achievement levels matter. The school examines teacher judgements, NAPLAN data and VCE/VCAL and VET data to obtain a realistic understanding of their success and the achievement and growth levels of students.

In Years 7-10 Teacher Judgements and NAPLAN performance are the two key measures reported on by the Department of Education and Training, specifically in the areas of English and Mathematics.

In 2019 teacher judgements for students in Years 7-10 for English indicated that 58.2% of our students were working at or above the age expected level, this is considerably below the state mean of 78.4% of students working at or above the age expected level. In NAPLAN Reading assessments in 2019, Wangaratta High School had 48.9% of students performing in the Top 3 bands, just below the state mean of 52.6% of students. This gap between the schools performance and state mean results increased at Year 9 with only 34.4% of students achieving in the Top 3 bands, compared to 43.8% of students at a state level. NAPLAN Learning growth data between Year 5-7 in Reading demonstrated that just over 10% of our students had high learning growth and over 40% of students had low learning growth over the 2 years of their learning.

In the area of Mathematics at Year 7-10, teacher judgements indicated that 80.8% of students were achieving at or above the age expected level in mathematics, well above the state mean of 67.9% of students. These results have the school performing above the level of similar schools in this area of the curriculum. NAPLAN achievement performance at Year 7 and Year 9 was not nearly as positive. In Year 7, 41.5% of students achieved in the Top 3 bands, compared to 53.9% of students across the state. In Year 9, this performance gap became greater again, with 28.9% of students recording results in the Top 3 bands, as opposed to 42.9% of the students across the state. NAPLAN Learning growth in Mathematics was stronger than English. Student Low Growth in Number between Year 5-7 was recorded as 34.9% of students, with 16.9% of students achieving High Growth. At Year 9, 28.2% of students recorded Low Growth and 16.7% demonstrated High Growth.

In 2019, 96% of students studying VCE Unit 3/4 subjects at Wangaratta High School satisfactorily completed their VCE. The Mean Study Score for our students was 27.1, slightly below the state median of 27.3 and our 4 year

average of 27.4. The maximum student study score is 50 and when compared to schools with a similar student demographic Wangaratta High School is performing above those other schools. In 2019, 36% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence. 75% of VET units of competence undertaken in 2019 were completed successfully. In 2019 Victorian Certificate of Applied Learning (VCAL) courses were offered to students at Foundation, Intermediate and Senior level, with 53% of VCAL credits being satisfactorily completed.

Engagement

A focus on a positive climate for learning and lifting expectations to enhance the culture of achievement at Wangaratta High School continued to evolve in 2019. The school had focused on lifting the High School culture through symbolic upgrades to the facilities and focusing staff collaborative time on learning and teaching. This key achievement was evidenced by feedback in staff, student and parent focus groups in 2019. The Student Attitudes to School Survey results mostly displayed an increase in positive endorsement of all factors providing an overall improvement in positive climate for learning.

A structured student leadership council was in operation throughout 2019. Students describe student leaders as symbolic leaders representing the school at public forums and in 2019 they had an impact on school culture playing a key role in the Year 6 to 7 transition program.

The High School has documented processes for the establishment of Individual Learning Plans and student management and engagement structures across the school.

Student attendance at school continues to be a challenge for the High School despite a tiered system of supports to encourage high rates of attendance. The average number of absence days, per student, across Year 7-12 in 2019 was 28.7 days. This figure is well above the state median of 21.3 days and our student attendance is below that of students in similar schools. Student attendance at Year 7 continues to be the strongest, with the average attendance rate being 90%, this is followed at Year 12 with an attendance rate of 88%. Our lowest attending cohorts being Year 11 (82%) and Year 9 (83%).

Student retention at school can reflect student engagement levels with their school and their learning. At Wangaratta High School in 2019 the retention rate or the percentage of Year 7 students who remain at school through to Year 10 was 76.2% in 2019. This is a similar figure to schools with a similar student demographic and slightly above the State Median and our own 4 year average,

Student engagement at school often ensures that students have a pathway both through and beyond school. At Wangaratta High School we believe that we are successful if when students exit the school they have a pathway that includes an apprenticeship, TAFE Course, Work or University. In 2018, 81.4% of our students who exited the school in Year 10, 11 or 12 went on to further studies or full-time employment. This is significantly below the state median of 90.1% and the performance of schools similar to ours.

Wellbeing

A calm and orderly learning environment is evident across the school and positive relationships are highly valued. The success of the school's focus on engagement policies, programs and implementation was evident throughout Student Attitudes to School Survey results, student, staff and parent forums. The school has successfully adopted a Team Around the Learner (TAL) approach. The High School has documented processes wellbeing of students and the support structures that can be accessed as part of this process.

Student Wellbeing is supported by a dedicated team within the school that includes an Assistant Principal (Positive Climate for Learning), Leading Teacher (Student Wellbeing), Social Worker, Counsellor and School Nurse. This team is ably supported by Year Level Leaders and Mentor Teachers who both maintain strong links with our student cohort.

The annual Student Attitudes to School Survey contains two key measures of student wellbeing. The first measure is Student Connectedness, which recorded a 47.1% positive endorsement rate in 2019. This rate was slightly below the state, similar to other schools with the same student demographic and 4% higher than our 3 year average. The other key measure found within the student survey is Management of Bullying. The school saw an increase in positive responses for this variable of the survey, rising to 51.7% positive endorsement in 2019. This figure is slightly below the state average, similar to similar schools and 7% above our 3 year average.

Financial performance and position

In 2019 Wangaratta High School continued to manage the effects of a declining student population, an enrolment trend that has been evident for the previous 10 years. This declining enrolment trend and experienced staff profile places fiscal challenges on the High School that have been managed by the careful use of credit and cash surpluses built up over previous years. In 2019 the staff profile was managed within the Student Resource Package provided by DET and this in turn will allow other funds to be utilised beyond 2019 for targeted improvement work that supports students learning, such as IT infrastructure and equipment.

Wangaratta High School has been in receipt of Equity Funding to support the Low-Median classification of the school community. In 2017 and 2018 these funds were utilised to ensure a stable and experienced staffing profile for the High School. In 2019 Equity Funding was utilised to deliver an evidence based literacy intervention program for students in Years 7 & 8, MacqLit. Funding was also used to enable the provision of a Social Worker and Leading Teacher to support the wellbeing of students, individual support for targeted low achieving students and increased educational support staff to support student attendance.

For more detailed information regarding our school please visit our website at
<http://www.whs.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 662 students were enrolled at this school in 2019, 343 female and 319 male.

2 percent of students had English as an additional language and 5 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: Low - 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)	62.7	73.0	64.9	79.3

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)	40.8	54.2	43.8	63.0

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	58.2	78.4	63.3	90.2	Below
Mathematics	80.8	67.9	47.2	85.5	Above

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	48.9	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	41.5	53.9	40.0	67.6	-
Year 9	Reading (latest year)	34.4	43.8	31.4	57.9	Below
Year 9	Numeracy (latest year)	28.9	42.9	29.9	59.9	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	44.2	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	44.7	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	44.3	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	34.4	41.5	29.9	57.9	-

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'.

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.

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 Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	41.2	48.2	10.6
Year 5 to 7	Numeracy	34.9	48.2	16.9
Year 5 to 7	Writing	34.6	48.1	17.3
Year 5 to 7	Spelling	41.8	49.4	8.9
Year 5 to 7	Grammar and Punctuation	39.2	46.8	13.9
Year 7 to 9	Reading	42.0	42.0	16.0
Year 7 to 9	Numeracy	28.2	55.1	16.7
Year 7 to 9	Writing	34.2	46.8	19.0
Year 7 to 9	Spelling	34.5	50.0	15.5
Year 7 to 9	Grammar and Punctuation	33.3	47.6	19.0

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)	27.1	27.3	25.5	29.7	Above
Mean Study Score (4 year average)	27.4	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **96 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **36 percent.**

VET units of competence satisfactorily completed in 2019: **75 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **53 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	28.7	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	26.4	20.4	15.8	25.1	-

Attendance Rate

Average 2019 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)	90	86	83	84	82	88

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	76.2	75.6	66.7	82.1	Similar
Retention (4 year average)	75.8	75.3	67.1	80.8	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	81.4	90.1	81.8	98.6	Below
Student Exits (4 year average)	84.3	91.1	83.0	97.4	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	47.1	52.0	43.6	61.9	Similar
Percent endorsement (3 year average)	43.3	52.3	44.5	62.0	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	51.7	56.2	45.1	66.9	Similar
Percent endorsement (3 year average)	44.2	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$7,273,894
Government Provided DET Grants	\$1,308,839
Government Grants Commonwealth	\$0
Government Grants State	\$10,725
Revenue Other	\$93,235
Locally Raised Funds	\$377,418
Capital Grants	\$0
Total Operating Revenue	\$9,064,110

Equity ¹	Actual
Equity (Social Disadvantage)	\$488,776
Transition Funding	\$0
Equity (Catch Up)	\$51,856
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$540,632

Expenditure	Actual
Student Resource Package ²	\$6,905,860
Adjustments	\$0
Books & Publications	\$3,537
Communication Costs	\$20,873
Consumables	\$208,204
Miscellaneous Expense ³	\$485,953
Professional Development	\$27,652
Property and Equipment Services	\$427,414
Salaries & Allowances ⁴	\$452,200
Trading & Fundraising	\$28,745
Travel & Subsistence	\$4,061
Utilities	\$195,242
Total Operating Expenditure	\$8,759,742
Net Operating Surplus/-Deficit	\$304,368
Asset Acquisitions	\$18,980

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$94,412
Official Account	\$66,005
Other Accounts	\$0
Total Funds Available	\$160,416

Financial Commitments	Actual
Operating Reserve	\$160,416
Other Recurrent Expenditure	\$24,150
Provision Accounts	(\$19)
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$184,547

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').