

# 2018 Annual Report to The School Community



**School Name: Kew High School (7950)**

## 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 1187 students were enrolled at this school in 2018, 480 female and 707 male.

17 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: High

#### 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
<b>Percent endorsement (latest year)</b>	68.6	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)	69.9	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	96.8	79.1	64.9	89.9	Similar
Mathematics	92.6	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)	76.0	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	78.6	50.8	37.5	66.7	
Year 9	Reading (latest year)	65.8	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	70.4	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)	70.0	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	76.0	51.4	38.1	66.0	
Year 9	Reading (4 year average)	63.4	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	69.9	41.8	30.1	59.1	Similar

### 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	22.5	52.2	25.3
Year 5 to 7	Numeracy	24.5	53.8	21.7
Year 5 to 7	Writing	26.1	51.1	22.8
Year 5 to 7	Spelling	30.2	48.6	21.2
Year 5 to 7	Grammar and Punctuation	22.3	47.5	30.2
Year 7 to 9	Reading	20.0	44.3	35.7
Year 7 to 9	Numeracy	25.7	46.5	27.8
Year 7 to 9	Writing	24.8	53.8	21.4
Year 7 to 9	Spelling	19.2	49.3	31.5
Year 7 to 9	Grammar and Punctuation	23.3	51.4	25.3

### 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)	31.1	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	31.0	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: **3 percent**.

VET units of competence satisfactorily completed in 2018: **96 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **N/A 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)	13.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	12.4	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)	94	91	91	92	97	96

### 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)	82.2	75.0	66.7	81.7	Similar
Retention (4 year average)	79.8	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)	100.0	91.7	83.1	99.3	Similar
Student Exits (4 year average)	98.8	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)	58.7	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	59.6	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)	63.2	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	63.0	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	\$9,664,952
Government Provided DET Grants	\$1,694,296
Government Grants Commonwealth	\$32,375
Government Grants State	\$4,847
Revenue Other	\$71,435
Locally Raised Funds	\$2,779,751
<b>Total Operating Revenue</b>	<b>\$14,247,656</b>
Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$47,224
Equity (Catch Up)	\$0
Transition Funding	\$19,549
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$66,773</b>
Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,652,080
Adjustments	(\$749)
Books & Publications	\$13,440
Communication Costs	\$48,566
Consumables	\$288,159
Miscellaneous Expense <sup>3</sup>	\$1,046,934
Professional Development	\$66,614
Property and Equipment Services	\$1,032,424
Salaries & Allowances <sup>4</sup>	\$413,565
Trading & Fundraising	\$17,417
Travel & Subsistence	\$37,687
Utilities	\$141,784
<b>Total Operating Expenditure</b>	<b>\$13,757,919</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$489,736</b>
<b>Asset Acquisitions</b>	<b>\$5,280</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,746,739
Official Account	\$29,879
Other Accounts	\$900,862
<b>Total Funds Available</b>	<b>\$2,677,480</b>

Financial Commitments	Actual
Operating Reserve	\$470,119
Other Recurrent Expenditure	\$1,592
Provision Accounts	\$0
Funds Received in Advance	\$1,122,326
School Based Programs	\$435,000
Beneficiary/Memorial Accounts	\$3,277
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,400
Repayable to the Department	\$547,158
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$48,500
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,671,371</b>

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').

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School Name: Kew High School (7950)



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

Attested on 30 April 2019 at 12:49 PM by Clare Entwisle  
(Principal)

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

Attested on 01 May 2019 at 03:37 PM by Paula Davey (School  
Council President)

## About Our School

### School context

Kew High School is located on Burke Road. There is one main L shaped building and many portables. It is a co-educational school with students in year 7-12 and arranged in 3 subschools. In 2018, Kew High School had 1,187 local student enrolments, 480 female and 707 males. There were 17% of our students who were EAL. This school has 3 Principal class members, 96 teachers, including 8 Leading Teachers and 3 Learning Specialists. There are 31 Education Support Staff. Based on the school's student family occupation, the overall socio-economic profile is high.

Our vision is to be a high quality learning community which enables all to be their best and reach their potential.

Our purpose is clear, to create the young adults we want our students to become with the knowledge, skills, dispositions and values to participate in a rewarding future. Staff look through the lens of 6 Cs

- Character
- Citizenship
- Communication
- Critical Thinking
- Collaboration
- Creativity

The school motto is aspire, strive and achieve and the school values are accountability, social equity, participation, integrity, respect and excellence and these are embedded in the day to day operation of the school.

We provide a stimulating and secure learning environment involving a wide network of community partnerships. Our students are encouraged to take pride in their school and they are reminded of their responsibility to be positive ambassadors at all times. The school prioritises high expectations and a positive climate for learning with a focus on student agency, leadership and voice. Students are encouraged to be their personal best.

As the student is at the centre, the development and nurturing of respectful relationships is at the core of all we do. We work with our students through a restorative practices framework. We have a clear understanding of and belief in what constitutes appropriate behaviour and how all community members are to be treated. This results in a carefully managed wellbeing program and approach, and shared norms written around ASPIRE and posted in classrooms for constant reference.

Our staff is committed to a whole school focus on learning and teaching as evidenced by responses in the staff survey. Staff collaborate and accept collective responsibility for outcomes and endorse the existence and use of a viable and documented curriculum. They interrogate data and share resources. A balanced and diverse range of programs and extra curricular offerings is available to allow students to be engaged, to build on their strengths and interests and to select and complete an appropriate pathway.

Our international program, involving VCE students, adds to our cultural diversity of over 30 nationalities represented in the student cohort.

The percentage endorsement by parents on their school satisfaction level as reported in the annual parent opinion survey was 68.6% slightly below the state median of 72.4%. There is a difficulty in getting parents to return their surveys to the school.

The percentage endorsement by staff on School Climate as reported in the annual staff survey was 69.9% as compared to the state median of 51.5%. This is a pleasing result.

According to teacher judgements the percentage of students in year levels 7-10 working at or above the age expected standards is 96.8% in English as compared to the state median of 79.1% and 92.6% in Mathematics as compared to the state median of 69.4%. This is rated as similar to like schools.

### Framework for Improving Student Outcomes (FISO)

The school is focused on the two FISO areas of Excellence in Teaching and Learning and Positive Climate for Learning. We have developed our context diagram using the FISO framework as the base and adding in the Kew HS focus areas.

Our goals as set in our review are:

- to maximise every student's achievement and learning growth across all curriculum areas and year levels including those of local and overseas students.
- to create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning.

## Achievement

The targets in the strategic plan are: NAPLAN Relative Growth 85 per cent of students are achieving in the medium to high growth bands by 2020.

Victorian Curriculum teacher judgement data Years 7–10: Allocation of A's and B's increases each year over the period of the SSP.

VCE: Study scores—All Study and individual studies to meet or exceed State mean levels; an improving trend in the number of scores over 40.

The whole-school percentage endorsement of Teacher Collaboration and Guaranteed and Viable Curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 80 per cent by 2020. (69.9% -2018)

The whole-school percentage endorsement of and Leading Change and Instructional Leadership, in the School Leadership module of the SO Survey, to reach 80 per cent or better by 2020.

The whole-school percentage endorsement of and Active Participation and Feedback, in the Professional Learning module of the SO Survey, to reach 80 per cent or better by 2020.

The key strategies are:

Enhance teacher capacity to effectively analyse data to ensure the curriculum is differentiated.

Consistently employ evidence-based, high impact teaching strategies based on an agreed Kew High School instructional model.

Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching with a greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and moderation.

Develop a shared understanding of how to modify and extend on the basis of data.

Ensure all teachers understand their role as teachers of literacy.

Enhance the school's leadership capacity by enabling all the school's leaders to lead change and lead improved instructional practice through observation, coaching, mentoring, feedback.

In the Year 7 Naplan results, the percentage of students in the top three levels of testing in numeracy and reading was above the median of Government schools. In Year 9 the results were also above the median of government schools and similar to like schools. With teacher judgements, the percentage of students in Year 7-10 working at or above the expected standard in English and Maths was similar to like schools. 28% of students are above or well above the standard. In the numeracy, reading and writing relative growth, the percentage of students from Year 7-9 with high gain was similar to like schools. It is evident in the growth data that the growth for the top band is lower in spelling year 5-7. In Grammar and Punctuation, the high growth of students was above similar schools. In Year 7-9, the growth in the top band is higher in reading and spelling with both above similar schools. We have not reached our target of 85%. The Strategic Review in 2016 identified the need for a school wide focus on writing. In addition there is more work to be done on challenging our top students. We have developed processes in each Learning Area to identify these students and ensure they are recognised and catered for, extended through more challenging tasks and provided with the opportunity to participate in competitions and other extension activities. Students who are excelling in year 9 are offered the opportunity to access VCE in Year 10.

All program for students with disability students showed progress at satisfactory or above in achieving their individual goals.

The mean study score for all VCE subjects undertaken by students at our school is higher than the median of

Victorian Government schools. In the four year average the median is 31. 100% of students completed their VCE and 3% undertook a Vet unit. The results are similar to like schools. Our camp at the commencement of the year, information dissemination, our processes and policies, moderation by teams of teachers, analysis of data, the opportunity for students to complete practice exams under exam conditions, externally supervised SACS, the head start sessions, holiday homework and preparation, challenge outcome tasks before SACs and a carefully planned Careers' program all contribute to improved VCE results. Our international students achieve excellent results 25.6% scoring an ATAR of 95 or above. Overall 9.5% of students scored 40 or above. Some subjects score well above this while there are still some subjects that score below this mean. Staff spend much time analysing this data.

The focus of our curriculum has been on developing the skills and concepts required by our students in VCE and beyond and ensuring these are included in classroom learning and school programs from years 7 - 10. Teachers agree on the essential learnings and understandings in each learning area and focus on enabling students to reach their potential. Resources and assistance have been provided to support all teachers to prepare units of work that enable opportunities for differentiated learning in the classroom. In order to improve teacher's pedagogical practice we have committed to professional learning to build teacher effectiveness. Survey results attest that staff plan differentiated activities. There is emphasis on ensuring there is curriculum documentation with a clear scope and sequence. Staff attest that there is a guaranteed and viable curriculum (78.06%) We have developed an instructional model with a focus on high impact strategies and teachers are working together in professional learning teams. There is collective responsibility (84.52%)

The school assessment and reporting processes and policies have been reviewed in order to embed a whole school approach to assessment and the use of data and evidence. Common assessment tasks are included in all subjects and link to rubrics related to VicVels. Learning tasks are available on line and the staff continually assess student work and have progressed to a continuous reporting process. All teachers analyse their data, undertake professional learning, share resources and moderate work samples.

To optimise the application of information and communication technologies that transform learning, the tablet PC has been introduced to all our students. All teachers plan to incorporate technology to enhance critical thinking, creation and collaboration and to ensure students are aware of the issues surrounding access and use. The focus is on developing 21st century skills for our students.

Whole school literacy and numeracy policies and practices have been developed. Literacy learning is the domain of all learning areas and all teachers in the classroom. Students in need of literacy support are identified in part through student data. Teachers aim to cater for these students within the classroom using a differentiated learning model but for some students there is the provision of a formal program where these students are monitored and provided with ongoing support.

The school has worked to improve teacher capacity and knowledge of pedagogy and high impact teaching strategies with staff working in teams and observing classes. There is a focus on teaching and learning. Staff survey results are positive in relation to an interest in improving practice, the use of a pedagogical model, use and knowledge of high impact teaching strategies. Student survey data indicates that the students do have a high expectation for success and high learning confidence. As a school we will monitor staff data in relation to academic emphasis.

Student data does indicate that there is room to increase the opportunity for student voice and agency. The school has been involved in the Amplify project with a focus on increasing student agency, voice and leadership. A Learning To Learn program has been introduced for Year 7 and 8 students as we focus on metacognition and increase student's responsibility for their own learning as the data indicates students are not positive about self regulation and goal setting.

## Engagement

In the strategic plan the targets are: School means for the ATS Survey measures of Stimulating Learning and Teacher Effectiveness to improve steadily, reaching the fourth quartile by 2020. School means for the ATS Survey measures of Learning Confidence (2018- 73% overall) and Student Motivation (2018 -63% overall) of girls to improve steadily, reaching the fourth quartile by 2020. The response rate for completion of the PO survey is 75 per cent by 2020. (2018- 63 responses) School means for the PO Survey of Parent Input, ( 52% positive in 2018) Stimulating Learning, (67% positive in 2018) Learning Focus and School Connectedness be 80% or better by 2020. School staff survey, safety and wellbeing module staff psychological safety to improve from 62.55 in 2016 (49.4%) (71.81- 2018). School staff survey, safety and wellbeing module consultation and participation to improve from 64.68 (51.7%) (73.26 in 2018) School staff survey, Safety and Wellbeing module Staff Professional Safety to improve from

62.55 in 2016 (48.6%). Redress the downward trend in the staff opinion survey, Staff and Wellbeing module Improve the staff survey school climate module Academic emphasis from 68.6 or 54.1% in 2016. (64.63 in 2018)

There are a range of key improvement strategies put into place.

Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement.

Develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse their own learning.

Develop a 'growth' mindset, practise 'good learning behaviours' and be actively involved in their learning.

Consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment.

Provide a process where students regularly provide feedback to their teachers about what they are learning and how they are learning.

Embed every teacher's capacity to create positive, respectful relationships to promote student engagement in learning.

Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning.

Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion.

Investigate and implement strategies to improve the outcomes for girls within the school.

The average attendance rate is above the median of all Victorian Government schools for all students at Kew High School for 2018 and similar to like schools, with above 90% attendance at all levels. We carefully monitor student attendance knowing the high correlation between attendance and student outcomes. Parents and teachers have access to live data so that it is possible to access attendance lesson by lesson. We have an ES staff member at each of the sub schools to monitor attendance. Students who are not attending are flagged. Parents are contacted and a return to school plan is enacted where there are ongoing absences.

The percentage of Year 7 students who remain at the school through to Year 10 is above other Government schools but similar to like schools. The percentage of students from Year 10-12 who are going on to further studies or full time employment is similar to like schools.

In the student survey, the positive response to student voice and agency was low, indicating that students want more agency in their learning. We have taken this seriously. In 2019 we are making a concerted effort to shift the lens a little to purposefully focus on them, considering their viewpoint and enhancing their capacity and involvement in the learning process.

A staff team has been immersed in a project entitled Amplify. It is about creating the conditions, employing the practices and developing the behaviours and attitudes to learning that are conducive to student voice, leadership and agency. We are aiming for our students to be more accountable, to understand their own learning and the learning process and realise that they have a significant role to play in their learning outcomes and their own success. We have initiated and implemented a Learning to Learn program for year 7 and 8 students to increase their ownership of their learning.

Student leaders are responsible for assemblies and the organisation of a variety of activities, fund raisers, competitions, talent shows, sporting event participation and performances, encouraging students to gain house points. Students are involved in whole school events Student success is celebrated. The Strategic Review process highlighted the need to empower the girls to a greater extent and this is a focus. The SRC is now organised into Houses to encourage connectedness. Students are continuing to discuss strategies for increasing House spirit. We are engaging our students as partners in their own learning through feedback, input into decision making through the SRC and by seeking ways for them to express their ideas through student forums and focus groups so that they will feel more connected and positive about the school, more empowered and more ready to participate in activities both inside and outside the classroom. Young people who are able to feel comfortable about airing their opinions in a school environment where they are encouraged and supported will be able to speak out more freely in the world. . We have a Careers Centre. Students at Year 10 are involved in Work Experience. Year 10- 12 students are interviewed and counselled in relation to their courses and career pathways. The Department of Education is supporting all secondary schools to provide comprehensive career education from Year 7. This includes a new, free, career advisory service for Year 9 students called "Morrisby Online." Kew High School is implementing this service by providing the opportunity for all year 9 students to participate in an online personal career discovery tool that identifies potential suitable careers which will provide the basis for an individual report. The report will be then

analysed by an accredited career practitioner. Following this, there will be a follow-up 1:1 career counselling session at the School for every Year 9 student to which parents are invited.

Individual teachers take responsibility for engaging, enriching and extending students in their classrooms, while a wide range of opportunities is offered to challenge, engage and enrich students outside the classroom through QUEST programs. There is an increased focus on STEM: Science, Technology, Engineering and Maths.

The school is committed to the continuation of the international student program with a focus on cultural diversity. We provide nurturing induction and support for international students in a language centre context as well as across the whole school. We have appointed a Vietnamese Aide to further support the Vietnamese international students.

## Wellbeing

Kew High School students demonstrate through surveys that they feel as connected to their school and peers (2018 parents and student survey data -88%) and as safe as others on average in other Government schools and this is similar to like schools. In the Attitude To Schooling survey held annually, the percentage endorsement on management of bullying was above the median of all Government schools and similar to like schools. (Parent survey, managing bullying 80% positive 2018). The school is aware that this can be a significant issue.

The wellbeing of our year 7 cohort and their smooth transition from primary school is of the utmost importance. The transition process, school tours, information evenings, the access to relevant information and the enrolment process are continually reviewed and altered as a result of feedback. (Parent survey 75% positive- 2018)

The school recognises the importance of building teacher collaboration and provides opportunities for structured dialogue to enable the transfer of knowledge of student learning from one year to the next. Effective processes are in place for the handover of student information and the dissemination of important and relevant data relating to students to assist with their transition and improve their learning outcomes at all levels.

Student Wellbeing continues to be integral to everything we do at Kew and is a priority for all of us. Building positive relationships, ensuring inclusive, safe classrooms, providing for the learning needs of students across all abilities, noticing and responding to student signs of distress, restoring relationships following conflict and focusing on strengths are all embedded in our culture.

The experienced wellbeing team is proactive, meets regularly and links to outside resources. We have established a Wellbeing Centre where resources and personnel are located for easy access for students. Our student wellbeing program provides continuous links between student management practices, restorative practices, respectful relationships, teaching and learning, academic achievement, our school values, the Connect program and the health curriculum.

Guest speakers and Theatre performances provide stimulus for discussion around issues such as respectful relationships, bullying, bystander behaviour, positive psychology, mental health, decision –making, self-regulation, empathy, social and emotional learning.

Programs such as Yoga at year 8 introduce students to the benefits of mindfulness and relaxation. The I Can program will provide an opportunity for students on the Autism Spectrum to recognise their strengths and embrace them.

Connect is embedded in the school program. There is a focus on a whole school approach to positive psychology, strengths and the importance of a growth mindset.

The ongoing approach to student issues using the principles and processes of restorative practices results in improved student staff relationships built on the cornerstone of respect.

Kew High School aims to provide a challenging learning environment where students feel safe and supported and are given every opportunity to reach their potential and achieve success. We promote our values and the motto of Aspire, Strive, Achieve and encourage each student to be their best. There are social justice captains who encourage student awareness of relevant local and global humanitarian issues. Students are informed about anti-harassment and anti-bullying. Students agree to a safe use policy when enrolled.

## Financial performance and position

### 1) Operating Statement Surplus

The operating statement surplus of \$489,736 was due to extraordinary revenue and expenditure items and significant budget variances.

- 9 additional international student enrolments (\$111,848)

#### **Actual collection rate for student levies reported 91.59% (anticipated 80% = variance of \$240,652)**

- Actual collection rate for Vol. Financial Contributions reported 35% (anticipated 28% = variance of \$28,731)
- Overall Budgets spent is reported 79%

### 2) Sources of Funding the school received in 2018 are:

#### Catch Up Funding 2018

Catch Up	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Grand Total
Catch Up Level 1	1.0	2.1	1.0	1.0	3.0	0	8.1
Catch Up Level 2	1.0	1.2	0.0	0.0	0.0	0	2.2
Total Catch Up Level 1&2	2.0	3.3	1.0	1.0	3.0	0	10.3
Calculations : Level 1 (non PSD funded) \$2188 Level 2 (PSD Funded) \$1094						Total 2018 Catch Up Funding \$19,549.00	

#### Equity Funding 2018

Equity (Social Disadvantage)	Equity Students	Rate	Total
Secondary Level 1	52.00	\$542	\$28,184
Secondary Level 2	70.00	\$272	\$19,040
Total Equity(Social Disadvantage)			\$47,224

### 3) Additional Specific Purpose Grants

Specific Purpose Grants received during the year of 2018 were

No	Description	Amount	Source	Date Received
1	StudyLink Le Hong Phong Vietnamese Students homestay funds	\$3120.00	State	24.07.18
2	GAT Supervision Payments	\$1727	State	22.06.18
3	Student Teacher Supervision – Deakin, Monash, Aust. Catholic university & University of Melbourne	\$12,375	Commonwealth	01.01.18-31.12.18
4	Sporting Schools Grant	\$5000	Commonwealth	31.07.18

				21.09.18
5	Commonwealth Stronger Community Grant	\$15,000	Commonwealth Dept of Infrastructure	27.02.18

#### 4) **Financial Commitments**

\$48,500 is a commitment estimation for Building Upgrades for 2019

\$50,000 is a commitment estimation for theatre upgrade 2019

\$391,236 is to meet SRP deficit repayment 2019

**For more detailed information regarding our school please visit our website at**  
<https://www.kew.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 1187 students were enrolled at this school in 2018, 480 female and 707 male.

17 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

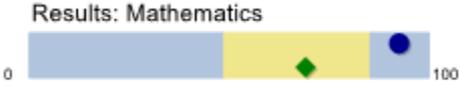
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



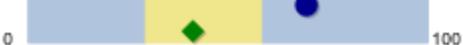
## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

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

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

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">23 %    52 %    25 % Low    Medium    High</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">24 %    54 %    22 % Low    Medium    High</p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">26 %    51 %    23 % Low    Medium    High</p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;">30 %    49 %    21 % Low    Medium    High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p style="text-align: center;">22 %    47 %    30 % Low    Medium    High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">20 %    44 %    36 % Low    Medium    High</p> <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;">26 %    47 %    28 % Low    Medium    High</p> <p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">25 %    54 %    21 % Low    Medium    High</p> <p style="text-align: center;"><b>Spelling</b></p> <p style="text-align: center;">19 %    49 %    32 % Low    Medium    High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p style="text-align: center;">23 %    51 %    25 % Low    Medium    High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>100%</b>          Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>3%</b>          VET units of competence satisfactorily completed in 2018: <b>96%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>N/A</b></p>		

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>97 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	91 %	91 %	92 %	97 %	96 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	91 %	91 %	92 %	97 %	96 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												

### Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$9,664,952
Government Provided DET Grants	\$1,694,296
Government Grants Commonwealth	\$32,375
Government Grants State	\$4,847
Revenue Other	\$71,435
Locally Raised Funds	\$2,779,751
<b>Total Operating Revenue</b>	<b>\$14,247,656</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$47,224
Equity (Catch Up)	\$19,549
<b>Equity Total</b>	<b>\$66,773</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$10,652,080
Books & Publications	\$13,440
Communication Costs	\$48,566
Consumables	\$288,159
Miscellaneous Expense <sup>3</sup>	\$1,046,934
Professional Development	\$66,614
Property and Equipment Services	\$1,032,424
Salaries & Allowances <sup>4</sup>	\$413,565
Trading & Fundraising	\$17,417
Travel & Subsistence	\$37,687
Utilities	\$141,784
Adjustments	(\$749)

**Total Operating Expenditure** **\$13,757,919**

**Net Operating Surplus/-Deficit** **\$489,737**

**Asset Acquisitions** **\$5,280**

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,746,739
Official Account	\$29,879
Other Accounts	\$900,862
<b>Total Funds Available</b>	<b>\$2,677,480</b>

Financial Commitments	
Operating Reserve	\$470,119
Other Recurrent Expenditure	\$1,592
Funds Received in Advance	\$1,122,326
School Based Programs	\$435,000
Beneficiary/Memorial Accounts	\$3,277
Funds for Committees/Shared Arrangements	\$3,400
Repayable to the Department	\$547,158
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$48,500
Maintenance - Buildings/Grounds < 12 months	\$25,000
<b>Total Financial Commitments</b>	<b>\$2,671,371</b>

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

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

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

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

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

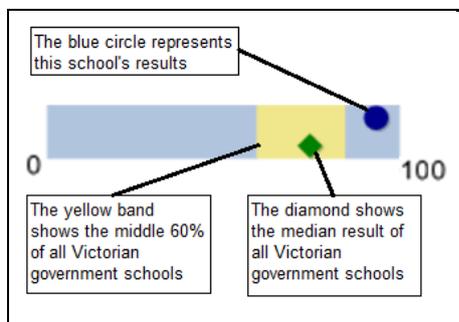
### Engagement

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

### Wellbeing

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

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

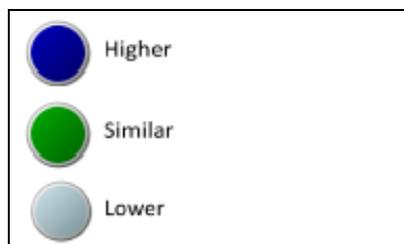


## What does *School Comparison* refer to?

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

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

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



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

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

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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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