

2019 Annual Report to The School Community



School Name: Reservoir High School (8708)



- 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 13 August 2020 at 05:25 PM by Andrew Mcneil (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 17 August 2020 at 06:08 PM by Vaughn Koops (School Council President)

About Our School

School context

Reservoir High School enjoys a growing reputation for academic success, building strong relationships and providing exceptional well-being support for all of its students. Reservoir High is a medium sized Year 7 to 12 school located in Melbourne's Inner Northern suburbs surrounded by parkland and sporting facilities. We have exceptional transport links to the CBD of Melbourne as well as to a wide range of tertiary education providers. Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, life long learning is embraced and all students have the opportunity to develop as leaders in their community. Diversity adds to the richness and quality of the students' educational experience with a significant English as an Additional Language student cohort (34%) and over 60 other cultural groups represented in the school. The Reservoir High School International Student Program of 30 students provides a further global perspective. Reservoir High School's vision is to build resilient and reflective learners who strive for excellence and value diversity through showing respect for self, others and the community. Our mission is to ensure our students are successful learners, literate, numerate and empowered to be critical and creative thinkers in a changing world. Reservoir High's objective is to create an engaging environment which enables all students to be able to achieve their personal best. The school's values of Diversity, Success and Achievement are outlined in our mantra of - "Is it Kind? Is it Safe? Is it Fair?" Reservoir High is a school where everyone has the right to feel and be comfortable in their workplace and is challenged to achieve at their best.

The school's enrolment is increasing and is currently at 650 students. It is anticipated that the school will grow to approximately 750 in the near future. The school has 56.1 equivalent Full-Time Teaching Staff, 3 Principal Class Officers and 19.1 Education Support Staff. Our new Strategic Plan has a strong focus on Teaching and Learning and building high level connections between all members of our wider school community.

Reservoir High School is a Professional Learning Communities School and our staff work together to identify a student's point of need in their learning, plan viable and differentiated curriculum and challenging assessment for all students. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning Program (SEAL), Drama, Dance and Music performances as well as a wide range of pathways including VCE, VCAL (including School Based Apprenticeships) and VET. In addition, we have a close partnership with La Trobe University which enables students from Years 7 to 12 to experience life at university through various teaching and learning programs which are run throughout each year. Many students begin university study while enrolled at Reservoir High and this continues to be a focus to support the pathways of our students.

Reservoir High School reflects its diverse community with over 60 cultural groups represented in the school. Reservoir High proudly offers a highly successful International Student Program. The school remains highly sought after by both local and overseas communities. Currently we have 30 international students, primarily from mainland China and Vietnam. Reservoir High has established a strong sister-school relationship with the Tianjin Middle School in China and is planning a student tour in 2020.

Framework for Improving Student Outcomes (FISO)

Key to Reservoir High School's vision of success and achievement for all in the learning community is the development of a community of learners where life-long learning is valued by all. The Framework for Improving Student Outcomes (FISO) initiatives of "Excellence in Teaching and Learning" has been the key improvement focus, which has seen the school implement the Professional Learning Communities approach to Teaching and Learning. The school operates in nine curriculum-based PLCs, and in 2019 the PLC Teams approach was implemented across the school. This approach works toward consistency and excellence in developing a documented and viable curriculum, the embedding and use of the "EAGER" Explicit Instructional Model, build practice excellence through the increased use of the evidence based High Impact Teaching Strategies and the increasing use of a range of student data to evaluate the impact of learning. This has seen improved diagnosis of student knowledge and understanding, and allows the nine PLCs to develop a shared approach to whole school teaching and learning as well as determine specific actions and methods in each domain to improve student learning and outcomes.

Achievement

The achievement data for Reservoir High School shows consistently improving and above State outcomes in VCE results, NAPLAN results and student, staff and parent opinion of the School. Student achievement at VCE continues to improve. In 2019, 100% of all students completed their VCE, with 33% of students achieving an ATAR over 75 (placing them in the top 25% of the State) and 91% of VCE students transitioning to tertiary study. In 2019, 100% of Senior VCAL students achieved their Senior VCAL.

Attendance continues to be outstanding for Reservoir High School students, and participation in leadership and extra curricula activities continues to increase. Growth in Literacy and Numeracy for students from Year 7 to 9 is above State benchmarks. In 2019, Numeracy growth was again amongst the best in the State for secondary schools. As the school moves into the first year of its 2020-2023 Strategic Plan, the focus is on continuing to embed the foundation skills in Literacy and Numeracy for all students. This will see teams of teachers working in Professional Learning Communities using student learning data to identify learning needs of every student and planning curriculum and activities to extend every student.

All students in the Program for Student with Disabilities have Individual Education Programs and receive targeted aide support both in and out of classrooms. Pathways planning is a key feature to support PSD students and together with exceptional support, students from Reservoir High School achieve success while at school, and in their pathways outside of school.

Engagement

Student attendance is the key indicator for student engagement. Attendance at Reservoir High School is outstanding and the students' attitude to attendance in 2019 is at 92%. The school has a strict attendance policy which is supported through the sub school model. The school is split into three sub schools; Junior School (Years 7&8), Middle School (Years 9&10) and Senior School (Years 11&12) with a dedicated Sub-School Manager for each sub school with the responsibility to build relationships with students and families and implement the Reservoir High School Attendance Policy. It is clear that it is not OK to be away and through the use of the Compass learning management system and the Sub-School Manager, support is provided to ensure high levels of attendance. Supporting the attendance procedures of the school are a focus on creating an effective learning environment for all and development points of connection for students to the school.

Reservoir High School reflects the diversity of its local community. The diversity of the school is celebrated and developed through the key value of respect; both respect for self and others and for the school. The key mantra of "Being Safe, Being Kind and Being Fair" underpins all restorative conversations at the school. The school runs its Athletics carnival as a "Fair Go Sports" event, the RAH (Reservoir Against Hate) Student Club continues to grow and many points of connection are provided to students through extra-curriculum activities. These include: Annual School Production; the Reservoir High School Football Academy; Instrumental Music opportunities and a focus on increased ensembles; Dance events such as Wakakirri and Flash Mob Dance Group; a lunch time Clubs program with a range of activities including Games Club and E-sports Club, a Homework Club staffed by teachers every night of the week and Leadership opportunities for all, including the Student Representative Council.

Aligned with the extra-curriculum activities are a focus on developing engagement in the curriculum. Student choice in curriculum is fundamental through offering elective choices for students in Years 9 to 12 to select subjects that cater to their interests and talents and allow them to pursue their pathways in the Middle and Senior School in either VCE, VET or VCAL. The school has committed to expanding its vocational pathways, by offering VCAL at both Intermediate and Senior Level with designated classes at each year level, increased scope to access external and internal VET offerings, increased participation in School Based Apprenticeships and Traineeships and an on-going commitment to being a foundation member of the North East Melbourne Area Head-Start Program to develop SBATs as a meaningful pathway for VCE and VCAL students.

Wellbeing

Students at Reservoir High School rate their school experience as positive in all areas. They feel personally accepted, respected, included, valued and supported by others in the school social environment. Connected and engaged

students generally have greater well-being and higher achievement outcomes. One particular highlight has been the positive support in student endorsement of transitions both into the school, transition through the sub schools and transition into post schooling destinations. The school plays a key role in the "Joining the Dots" Transition Network in the wider Melbourne North area, and students at Reservoir High present to the Network on transition programs. The Year 10 Peer Leaders receive training in both leadership and well-being support, and support the transition program within the school. In order to support the emotional development and well-being of all students, Reservoir High has proudly become a lead school in the Respectful Relationships program. This has seen a Leadership role for the Respectful Relationships Program established and planning for dedicated health immersion days as part of the curriculum.

Reservoir High School also proudly is a lead school in the Doctors in Secondary Schools Program. This Government initiative sees a Doctor and Nurse at Reservoir High School supporting our well established holistic well-being program. The Doctor has become an integral part of the school, speaking at assemblies and supporting the well-being approaches of the school, as well as supporting individual students. Reservoir High also provides a dedicated Student Well-being Coordinator, a further School Nurse, Chaplain, Social Workers, Psychologists and has developed external links with agencies and support services such as Headspace and The Salvation Army in order to provide both pro-active and one on one support for students.

Financial performance and position

Reservoir High School is financially secure. While the school recorded a deficit in 2019, the equity funding the school receives is used to fund teaching and support staff as part of the Student Resource Package. In 2019, the school significantly invested in infrastructure development, including a new STEAM centre, air conditioning in classrooms and large spaces such as the Library, a new school bus and a complete renewal of computers and devices to support its curriculum program. The school has continued to see a decrease in its equity funding in 2019 while at the same time a slight increase in terms of overall student numbers. The overall staffing FTE remains constant. The equity funding is used to employ Specialists and Learning Coaches and teaching and support staff in literacy and numeracy programs to support student achievement and learning growth. The total funds available to the school at the end of 2019 and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at
<http://reservoirhs.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.

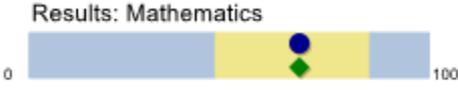
All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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: 

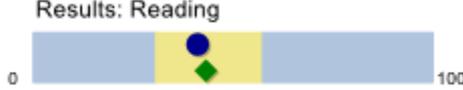
School Profile	
<p>Enrolment Profile</p> <p>A total of 653 students were enrolled at this school in 2019, 306 female and 347 male.</p> <p>33 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>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>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above ●</p> <p>Above ●</p>

Performance Summary

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Achievement	Student Outcomes	Similar School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>34%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	52%	26%	Numeracy	26%	34%	40%	Writing	25%	50%	25%	Spelling	19%	53%	29%	Grammar and Punctuation	27%	51%	22%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above ●</p>																								

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **36%**
 VET units of competence satisfactorily completed in 2019: **73%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **97%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison													
Results for this school:  Median of all Victorian Government Secondary Schools: 		 Above	 Similar												
 Below															
Engagement	Student Outcomes	Similar School Comparison													
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Above </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	90 %	92 %	92 %	91 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
91 %	90 %	90 %	92 %	92 %	91 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Similar </p>													
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Below </p>													

Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$7,214,546
Government Provided DET Grants	\$1,409,180
Government Grants State	\$9,725
Revenue Other	\$156,007
Locally Raised Funds	\$349,745
Total Operating Revenue	\$9,139,203

Equity ¹	
Equity (Social Disadvantage)	\$813,274
Equity (Catch Up)	\$56,779
Equity Total	\$870,052

Expenditure	
Student Resource Package ²	\$7,591,647
Books & Publications	\$5,719
Communication Costs	\$30,803
Consumables	\$210,597
Miscellaneous Expense ³	\$528,628
Professional Development	\$40,213
Property and Equipment Services	\$401,864
Salaries & Allowances ⁴	\$540,831
Trading & Fundraising	\$5,628
Travel & Subsistence	\$70,378
Utilities	\$123,210
Total Operating Expenditure	\$9,549,518

Net Operating Surplus/-Deficit **(\$410,315)**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,054,614
Official Account	\$72,085
Other Accounts	\$0
Total Funds Available	\$1,126,699

Financial Commitments	
Operating Reserve	\$304,452
Other Recurrent Expenditure	(\$2,821)
Total Financial Commitments	\$301,632

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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