

IMPROVING SCHOOL  
GOVERNANCE

# STRATEGIC PLANNING

2

STRATEGIC PLANNING

# 2.0 Introduction

## Goal

To provide school councillors with further understandings about:

- working with the school leadership team to develop the key documents in the four year strategic planning cycle
- using data to identify what the school is doing well and what needs to be done to further improve student outcomes
- fulfilling their governance role by ensuring that the school's planning and practices reflect Departmental guidelines and community expectations.

## Overview

One of the key functions of councils is to contribute to the establishment of the broad vision and direction for the school. Strategic planning is the process of reflecting on past performance, establishing future directions and deciding what will constitute success. In other words, it involves the school community considering these questions:

- where have we been?
- where do we want to go?
- how will we get there?
- how will we know if we have been successful?

The School Accountability and Improvement Framework outlines a clear process for developing the school strategic plan and planning for improving student outcomes.

The process includes:

- **evaluating and reviewing** of the school's performance against its current school strategic plan
- developing a four-year **school strategic plan**, which includes statements of the school's purpose, values and environmental context, and the school's goals, targets and key improvement strategies
- developing **annual implementation plans** that describe how the key improvement strategies in the school strategic plan will be implemented and monitored
- publishing an **annual report** for the school community (including parents/guardians, students and other interested people) about the school's successes and challenges in implementing the strategic plan and improving student outcomes.

The Framework also outlines a process for schools to assess their compliance with legislation and Departmental policies.

The following table provides an overview of how the principal and staff, school council, and the

school community would typically be involved in the strategic planning process. These roles and responsibilities are examined in detail in the three units of the strategic planning module.

The principal ...	The school council ...
<b>Self-evaluation and review</b>	
<ul style="list-style-type: none"> <li>plans and manages the self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>reviews the plan and timeline</li> </ul>
<ul style="list-style-type: none"> <li>organises consultations, gathers and analyses data</li> </ul>	<ul style="list-style-type: none"> <li>participates in working groups and involves the community in consultations</li> </ul>
<ul style="list-style-type: none"> <li>drafts the self-evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>endorses the final report</li> </ul>
<ul style="list-style-type: none"> <li>plans for the school review, briefs the reviewer and provides performance data for the review</li> </ul>	<ul style="list-style-type: none"> <li>the school council president endorses the terms of reference for negotiated, diagnostic and extended diagnostic reviews</li> <li>participates in review panel meetings as required</li> </ul>
<b>School strategic plan</b>	
<ul style="list-style-type: none"> <li>plans and manages the planning process</li> </ul>	<ul style="list-style-type: none"> <li>supports the development of a long term view of the school's directions</li> </ul>
<ul style="list-style-type: none"> <li>organises consultations</li> </ul>	<ul style="list-style-type: none"> <li>involves the community in consultations</li> </ul>
<ul style="list-style-type: none"> <li>prepares a draft plan</li> </ul>	<ul style="list-style-type: none"> <li>endorses the draft plan</li> </ul>
<ul style="list-style-type: none"> <li>communicates the plan</li> </ul>	<ul style="list-style-type: none"> <li>communicates the plan</li> </ul>
<ul style="list-style-type: none"> <li>implements the plan</li> </ul>	<ul style="list-style-type: none"> <li>monitors the plan</li> </ul>
<b>Implementing, monitoring and reporting on the strategic plan</b>	
<ul style="list-style-type: none"> <li>develops the annual implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>contributes to developing the annual implementation plan</li> </ul>
<ul style="list-style-type: none"> <li>keeps the school community informed about progress in implementing the plan</li> </ul>	<ul style="list-style-type: none"> <li>endorses the plan</li> </ul>
<ul style="list-style-type: none"> <li>drafts the annual report</li> </ul>	<ul style="list-style-type: none"> <li>monitors progress in implementing the plan</li> </ul>
<ul style="list-style-type: none"> <li>organises a public meeting to present the annual report to the school community</li> </ul>	<ul style="list-style-type: none"> <li>endorses the annual report</li> </ul>
<ul style="list-style-type: none"> <li>organises a public meeting to present the annual report to the school community</li> </ul>	<ul style="list-style-type: none"> <li>reports to the community on the school's performance</li> </ul>

## 2.1 The school self-evaluation and review

### Why is this topic important?

The school self-evaluation is the stage of the accountability and improvement cycle at which the school analyses its performance against what it set out to do in its current school strategic plan, as the first step in developing its next strategic plan. Effective schools continuously and regularly evaluate their performance as a matter of course. The school self-evaluation formalises these on-going activities.

Most importantly, this stage is about enabling the school community to reflect on what the school has achieved and to influence where it is headed for the next four years. The community can do this by contributing to discussion about:

- how well the school is meeting the community's expectations
- where the school could improve its performance
- what the school's priorities should be for the next four years.

The self-evaluation leads into a review stage during which a school reviewer from outside the school, working with the Department, looks at the school's performance and makes recommendations for improvement. Combined, the recommendations from the self-evaluation and school review provide the basis for what will be in the school's next four-year strategic plan.

On completing this unit, school councillors should be able to:

- understand the evidence related to school performance
- identify how the school community could engage with the self-evaluation process
- consider the school self-evaluation report for endorsement
- understand the school review process and the way the school community could be involved.





The following table shows how the principal and staff, school councillors, and the school community (including parents, students and other interested people) would typically be involved in the self-evaluation process. The self-evaluation will usually be completed in term 1 for schools undertaking a review in term 2, and in term 2 for schools undertaking a review in term 3.

The principal will ...	Councillors will typically ...	The school community might ...
<ul style="list-style-type: none"> <li>plan the self-evaluation and timeline (over one school term)</li> </ul>	<ul style="list-style-type: none"> <li>review the plan and timeline for the self-evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>brief the school and its community about the self-evaluation process</li> </ul>		
<ul style="list-style-type: none"> <li>organise consultations with the council and school community</li> </ul>	<ul style="list-style-type: none"> <li>participate in working groups</li> <li>participate in consultations with the school community</li> </ul>	<ul style="list-style-type: none"> <li>contribute to surveys</li> <li>participate in parent meetings and focus groups</li> </ul>
<ul style="list-style-type: none"> <li>gather and analyse data</li> </ul>		
<ul style="list-style-type: none"> <li>draft the self-evaluation report</li> <li>keep everyone informed about the contents of the report</li> </ul>	<ul style="list-style-type: none"> <li>support the development of the report</li> </ul>	
<ul style="list-style-type: none"> <li>prepare the final report for council endorsement</li> </ul>	<ul style="list-style-type: none"> <li>endorse the final report</li> </ul>	
<ul style="list-style-type: none"> <li>forward the report to the reviewer and the Department</li> </ul>		<ul style="list-style-type: none"> <li>receive feedback on the outcomes of the evaluation process via the school newsletter</li> </ul>

# Establishing evidence of school performance

Information (evidence) from a range of sources is important in understanding a school's performance. In the school self-evaluation, school performance is reviewed against the three student outcome areas: student learning, student engagement and wellbeing, and student pathways and transitions.

## Student learning outcomes

Student learning outcomes relate to what students know and can do. Schools develop curriculum and report on achievement of student learning outcomes using data relating to:

### National Assessment Program – Literacy and Numeracy (NAPLAN)

Every year, all students in Years 3, 5, 7 and 9 are assessed using national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

### Victorian Essential Learning Standards (VELS)

For students in Years prep to 10, the VELS define three strands of student learning:

- Physical, Personal and Social Learning, which includes Health and Physical Education, Interpersonal Development, Personal Learning, and Civics and Citizenship
- Discipline Based Learning, which includes the Arts, English and Languages other than English, the Humanities (Economics, Geography and History), Mathematics and Science
- Interdisciplinary Learning, which includes Communication, Design, Creativity and Technology, Information and Communications Technology, and Thinking.

## Towards level 1 of the VELS

This supports the delivery of the VELS and provides a framework for developing effective learning programs and assessing students with disabilities and additional learning needs in Victorian schools who are recognised as working towards level 1 of the VELS.

### Student learning outcomes for students supported under the Program for Students with Disabilities (PSD)

Schools with PSD students assess their learning outcomes in relation to student progress in achieving the goals in their individual learning plans.

### English and Mathematics online interviews

Along with teachers' judgements in English, ESL and Mathematics, school achievement in literacy and numeracy outcomes is also measured in the English online interview, the Mathematics online interview and the Fractions and Decimals online interview.

### The Victorian Early Years Learning and Development Framework

This builds continuity between the first years of schooling and the learning and development that precede these years. This Framework describes the key learning and development outcomes for children from birth to eight and links to the first stages of the VELS.

### Senior secondary certificates and programs

Student learning outcomes in the senior secondary years are defined as attainment in the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET in schools), including school-based new apprenticeships. Information on this area is provided through school performance data available on the Victorian Assessment Software System and through the VCE data service.

### Other information

At the school level, many schools also collect information on student learning using a range of school developed and commercially produced assessment strategies and instruments.







## Student engagement and wellbeing outcomes

Student engagement and wellbeing outcomes relate to the extent to which students feel safe, secure and stimulated to learn at school.

Measures of student engagement and wellbeing include student attendance, students' ratings of their connectedness to school, motivation to learn and safety (Student Attitudes to School Survey), teachers' assessments of students' motivation (Staff Opinion Survey) and parents' perceptions of the school climate (Parent Opinion Survey). Information collected at the school level can also be used (for example, information about participation in support programs, suspension and expulsion data, and information from the Student Mapping Tool).

*The Effective Schools are Engaging Schools - Student Engagement Policy Guidelines* provide advice for schools about improving student engagement, attendance and positive behaviours.



## Student pathways and transitions outcomes

Student pathways and transitions outcomes relate to the quality of student transitions into, through and out of a particular educational context and the extent to which pathways meet the needs of students.

In the compulsory years, key transitions include early childhood services into school, early years to middle years, and primary school to secondary school. Other transitions include students who move between schools, students who move from specialist schools or English language schools into primary or secondary schools, and students with chronic illness requiring long periods of time away from school. Student movements from one year level to the next are also crucial transition points.

To support a positive start to school for all children, a common Victorian approach has been developed to guide families, early childhood services and schools about what is important for children and their families during this time of transition.

The Transition Learning and Development Statement provides schools with important information to assist with planning support and learning programs for children starting school and in transition from primary to secondary school.

In the senior secondary years, this outcome area focuses on retention, the type of studies being undertaken (VCE, VCAL or VET in schools) as well as students' destinations after leaving school. It also includes the quality of students' experiences in moving from Year 10 to VCE or other senior secondary options.

The system makes available a number of data sets for senior secondary pathways and transitions (retention, participation and attainment of VCE, VCAL, VET in schools, On Track). The Parent Opinion Survey includes a measure on parent perceptions of the quality of support for student transitions.

At the school level, many schools also collect information on parent and student satisfaction with transitions into, through, and out of the school.

## Additional outcomes data

Other outcomes data available for children that may be relevant for primary schools include:

- the **Australian Early Development Index (AEDI)**  
– This is a population measure that provides information on how children are faring and the success of early childhood services in supporting children and families prior to a child's entry to school. The AEDI is a summary indicator of children's progress and how well children are faring relative to others based on areas of early childhood development.
- the **Victorian Child and Adolescent Monitoring System (VCAMS)** - This reports on the safety, health, learning, development and wellbeing of children and young people in Victoria. This data is reported against the 150 VCAMS indicators and provides a sound basis to support school strategic planning. This data is published in annual reports as well as community level profiles.



## Data analysis

The principal and leadership team will use the data to:

- examine trends, to see how performance has changed over time
- consider the achievements of specific groups of students to assess their performance
- analyse outcomes for individuals and groups of students as they move from one year level to the next through the school
- evaluate differences in outcomes between different skill areas within English and Mathematics
- make comparisons with state averages or statewide information about schools with similar student backgrounds.

An annual summary of each school's performance is provided through the Government School Performance Summary and is available online on the Victorian Registration and Qualifications Authority State Register.

This information covers a summary of a school's performance in student learning and student engagement and wellbeing for primary schools; and for both these areas plus pathways and transitions information for secondary schools. It also provides information about whether a school, taking into account its students, is performing higher than, lower than, or broadly similar to other Victorian schools with a similar student intake. A more detailed School Level Report is made available to the school principal.

The self-evaluation process will contribute to council's understanding of the school's performance. This process may include:

- engaging in discussions and presentations about data by the principal
- participating in working groups
- collecting information from areas relevant to the school community.

Multiple sources of information will enable a school to make better decisions about how to improve its performance. It is important not to draw conclusions from one set of data, but to try to use a range of sources to understand the various factors that are contributing to an aspect of the school's performance.

Understandably, many councillors will not have experience in analysing data. The principal will explain to councillors the relevance of each set of data to school performance and will help councillors make sense of some specialised data, such as NAPLAN results.

The key points to remember with data analysis are that:

- **absolute** scores are useful for specifying targets and measuring increase or decrease in scores
- **relative** scores are useful for comparing one school's performance with schools with students from a similar background.

Councillors also need to be aware of the importance of maintaining confidentiality in respect of the data they may examine during the school self-evaluation process.



## Engaging the school community

When considering how best to consult with its community, a school might consider what form of consultation has worked well before, the resources available to the school for consultation, and the geographic spread and diversity of the community.

Opportunities for face-to-face consultations include:

- inviting the community to participate in forums to discuss the school's performance and its directions, making interpreters available if necessary
- holding small group discussions with parents/guardians, where performance data is presented and responses sought
- forming working groups to undertake a particular evaluation task.

### Other considerations

Small group discussions might also be an option if the school community is geographically dispersed, or has significant numbers of people who speak languages other than English. In these cases, the principal working with school councillors could:

- convene small group discussions in places, at times and in languages that suit participants
- talk to community organisations (such as cultural groups or local aboriginal education consultative groups in the case of Koorie families).

Other opportunities for consultation include:

- surveys of parents/guardians, asking for comments and opinions
- providing information about the self-evaluation in the school newsletter with an invitation to readers to comment
- suggestion boxes where people can leave their comments.

## The self-evaluation report

The principal and leadership team are responsible for drafting a report which draws together the evidence of the school's performance and feedback from community consultations. The principal will provide a copy of the report to the school council for consideration and endorsement.

The Department publishes guidelines about the self-evaluation process, including a template to help schools prepare their self-evaluation report. The report template requires schools to answer five questions about the three student outcome areas: student learning, student engagement and wellbeing and student pathways and transitions.

The five questions are:

- what student outcomes were we trying to achieve?
- what student outcomes did we achieve?
- why did we achieve/not achieve improved student outcomes?
- how effectively did we manage resources to support the achievement of improved student outcomes?
- what can we do in the future to continue to improve?

Self-evaluation reports should include:

- an executive summary summarising the main elements of the report, the school's strengths, areas for improvement, how effectively the goals of the last strategic plan were met, and recommendations
- a description of the self-evaluation process
- the school context, including the demographic and social characteristics of the school
- the evaluation of performance in detail for each of the three student outcome areas
- recommendations for improvement.

To provide feedback, councillors should reflect on the adequacy of the process to develop the draft, and particularly ensure that evidence from a wide range of sources has been considered to provide an accurate and agreed picture of the school's context and performance. They should be satisfied that the process has complied with the Department's guidelines for undertaking self-evaluations and that the views of the community are reflected in the evaluation report.

## Endorsing the report

The principal will present the final report to council for endorsement. Councillors should satisfy themselves that:

- the evaluation provides a valid explanation of the school's performance
- all relevant facts and opinions were assessed in the process of developing the report
- the conclusions and recommendations flow reasonably and logically from the information and data gathered
- the recommendations appear achievable given the likely resources available.

The amount of time that council spends discussing the report will depend in part on the degree of councillors' involvement in the self-evaluation process. For example, the council of a small school might have been very hands-on developing the report and councillors would be very familiar with the contents. At a large school, working groups might have developed different sections and the whole report might have been brought together later in the process.

Once the report is endorsed, the principal briefs staff on the report and sends a copy to the regional network leader. The school community may also receive feedback on the important findings in the report through the school newsletter. The report is then used as the source of information for the school review.

## Contributing to the school review

The school review is intended to provide expert, independent analysis of current school performance and practice, and to make a positive contribution to the school's efforts to improve student outcomes.

There are four types of school review, of which the first three are undertaken by a school reviewer from outside the school, chosen for their educational expertise and trained in the Department's policies and guidelines. The types of review are:

- a continuous improvement review, which aims to identify the school's strengths and opportunities for improvement and is based on a one day panel meeting
- a diagnostic review, which provides detailed analysis of the school's performance and includes two days of field work at the school and a panel meeting
- an extended diagnostic review, which is similar to the diagnostic review but is broader in reach or analyses performance in greater depth over a longer time. This review provides for four days of field work and a panel meeting.

The fourth type of review is a negotiated review, which focuses on one or more areas where the school requires an independent perspective about how to move to the next level of improvement. The review is supported by a critical friend who provides an external perspective and is selected by the school.

In advance of the negotiated, diagnostic and extended diagnostic reviews, terms of reference are developed to identify the purpose and methodology for the reviews. The terms of reference are endorsed by the principal, school council president and regional network leader.





The school council president (or their representative) attends the review panel meeting and provides feedback to the council. The following table shows

how councillors, the principal and leadership team and school reviewer would typically be involved in the review process.

The principal will ...	School councillors will ...	The reviewer will ...
<ul style="list-style-type: none"> <li>plan and develop a timeline for the review</li> <li>help develop the negotiated, diagnostic and extended diagnostic reviews' terms of reference with the regional network leader</li> <li>identify a critical friend for a negotiated review</li> <li>endorse the terms of reference</li> </ul>	<ul style="list-style-type: none"> <li>the school council president endorses the terms of reference</li> </ul>	<ul style="list-style-type: none"> <li>support the development of the terms of reference by providing advice on the most appropriate methodology</li> </ul>
<ul style="list-style-type: none"> <li>coordinate the review panel and other review activities, in consultation with the regional network leader and reviewer if applicable</li> </ul>		
<ul style="list-style-type: none"> <li>brief the reviewer</li> <li>provide performance data to the reviewer</li> </ul>		<ul style="list-style-type: none"> <li>visit the school before the review to gain an understanding of the school's context and brief people on the process and the reviewer's role</li> </ul>
		<ul style="list-style-type: none"> <li>analyse the school self-evaluation report and other data</li> </ul>
	<ul style="list-style-type: none"> <li>participate in focus groups, interviews etc. as required</li> </ul>	<ul style="list-style-type: none"> <li>collect further information through focus groups / interviews etc.</li> </ul>

The principal will ...	School councillors will ...	The reviewer will ...
<ul style="list-style-type: none"> <li>participate in review panel meetings and ensure the regional network leader is involved</li> </ul>	<ul style="list-style-type: none"> <li>participate in review panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>attend the review panel meeting at the school</li> </ul>
		<ul style="list-style-type: none"> <li>brief the principal, school council president and regional network leader on the progress of the review</li> </ul>
		<ul style="list-style-type: none"> <li>prepare and submit a review report</li> </ul>
<ul style="list-style-type: none"> <li>set-up review meetings with staff and school council for the reviewer to present review findings</li> </ul>	<ul style="list-style-type: none"> <li>participate in the reviewer presentation of the review findings at a school council meeting</li> </ul>	<ul style="list-style-type: none"> <li>present review findings to meetings of staff and school council</li> </ul>
<ul style="list-style-type: none"> <li>keep staff and council informed of progress</li> </ul>		
<ul style="list-style-type: none"> <li>provide feedback on the draft review report</li> </ul>	<ul style="list-style-type: none"> <li>discuss the review report at school council</li> </ul>	
<ul style="list-style-type: none"> <li>prepare a response to the review report if considered necessary</li> </ul>	<ul style="list-style-type: none"> <li>contribute to, and endorse the school's response to the review report</li> </ul>	
<ul style="list-style-type: none"> <li>provide feedback to the School Improvement Division on the quality of the review process through an online survey</li> </ul>		



## Resources and links

### Government School Performance Summary

Summary of a school's performance in student learning and student engagement and wellbeing (primary schools) and both these areas plus pathways and transitions (secondary schools)

→ <http://www.vic.gov.au/news-detail/victorian-government-school-performance-summary.html>

### School Self-Evaluation Guidelines

Provide the rationale for preparing a self-evaluation, its context and processes involved in undertaking a self-evaluation

→ <http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/sseguidelines4.pdf>

### Step-by-step Guide to Completing the School Self-Evaluation Report

Comprehensive guide to the process, including prompts for questions and suggested data sources

→ <http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/ssestepbystep2.pdf>

### School Self-Evaluation Template

A ready-made tool to assist schools prepare their self-evaluation document

→ <http://www.education.vic.gov.au/management/schoolimprovement/accountability/evaluation.htm>

### Summary of information sources that can be used in school self-evaluation and school review

Lists sources of information for schools to consider

→ [http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010\\_SSE\\_Summary\\_of\\_Info\\_sources.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010_SSE_Summary_of_Info_sources.pdf)

### Information page for school communities

A ready-made tool to assist schools inform their school communities about the year of self-evaluation, review and planning

→ [http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010\\_SSE\\_Info\\_flyer.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010_SSE_Info_flyer.pdf)

### Suggested procedure for school self-evaluation discussions

Outlines a possible process to engage the school community

→ [http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010\\_SSE\\_discussions.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010_SSE_discussions.pdf)

### School review DVD and transcript

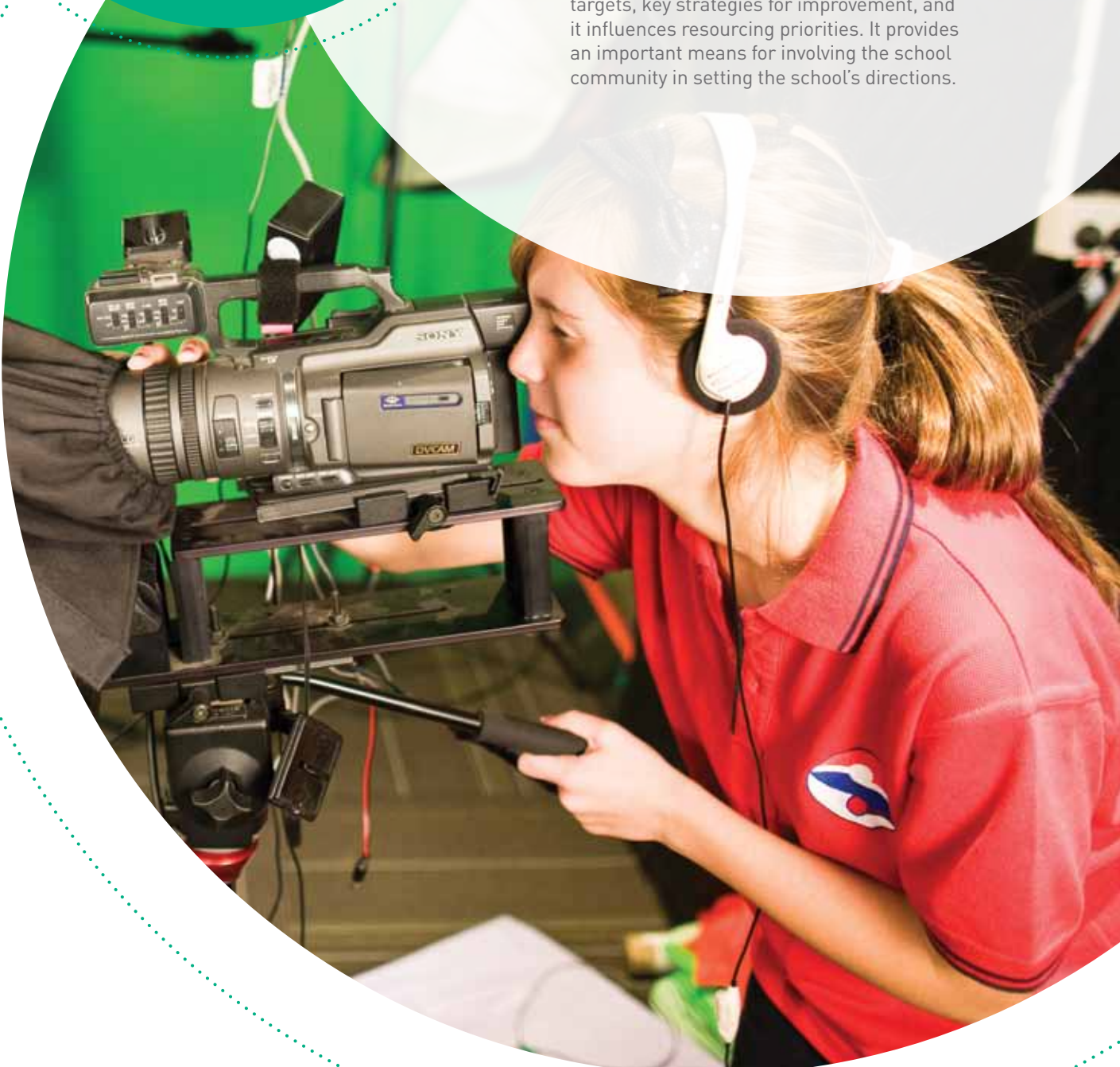
To enable school councillors to gain further insights into the review process

→ <http://www.education.vic.gov.au/management/schoolimprovement/accountability/review.htm>

## 2.2 The school strategic plan

### Why is this topic important?

The school strategic plan is the school's statement to its community about what it stands for and intends to do over the next four years to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement, and it influences resourcing priorities. It provides an important means for involving the school community in setting the school's directions.



On completing this unit, school councillors should be able to:

- support the development of a long term view of the school's direction
- help engage the community in the development of the strategic plan
- provide feedback on the draft plan
- consider the plan for endorsement
- help communicate the plan to the community.

The following table shows what councillors, the principal and leadership team are responsible for in the development of the school strategic plan.

The principal ...	School councillors ...
<ul style="list-style-type: none"> <li>• briefs the school community about the process of developing the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• develop a long term view of the school's directions</li> <li>• assist in setting the school's purpose and values</li> </ul>
<ul style="list-style-type: none"> <li>• reviews the findings and recommendations from the self-evaluation and review process</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on the findings and recommendations from the self-evaluation and review processes to identify priorities for the school</li> </ul>
<ul style="list-style-type: none"> <li>• develops draft goals, targets, key improvement strategies, key actions and milestones</li> </ul>	
<ul style="list-style-type: none"> <li>• prepares a draft plan</li> </ul>	<ul style="list-style-type: none"> <li>• read and comment on the draft plan</li> <li>• endorse the plan</li> </ul>
<ul style="list-style-type: none"> <li>• communicates the plan</li> </ul>	<ul style="list-style-type: none"> <li>• communicate the plan</li> </ul>

## Developing a long term view of the school's directions

Councillors make an important contribution to the strategic planning process through their contribution to determining a long-term view of where the school is headed, and why.

They can do this by:

- reflecting on the findings and recommendations of the school's self-evaluation and school review
- supporting the identification of environmental factors likely to influence the way the school operates over the next four years such as changing demographics, employment patterns and student and parent expectations
- contributing to the development of the school's purpose and values.

## Engaging the school community

When considering how best to consult with its community, a school might consider what form of consultation has worked well before, the resources available to the school for consultation, and the geographic spread and diversity of the community.

Opportunities for face-to-face consultations include forums, small group discussions, working groups and inviting observers to relevant parts of council meetings. Other opportunities for consultation include surveys of parents/guardians, coverage of the planning process in the school newsletter with an invitation to readers to comment, and suggestion boxes. There are more details about these methods of involvement in the school self-evaluation and review unit.



## Structure of the strategic plan

The principal and leadership team will draft the strategic plan.

The Department publishes guidelines about how to prepare the school strategic plan, including a template for the plan. The template has three parts.

**Part 1 the school profile** covers the school's:

- **purpose**, asking 'What are we here for?' for example, to provide a friendly, caring and dynamic learning environment that engages students who work to achieve their personal best
- **values**, asking 'What are our guiding principles and beliefs?' for example, our school demonstrates excellence, integrity, compassion and respect for all
- **environmental context**, asking 'What are the factors and risks impacting on our community into the future?' for example, the potential impact of a new housing development within the school's catchment area.

**Part 2 the strategic intent** lists goals, targets and key improvement strategies to improve student learning, student engagement and wellbeing and student pathways and transitions.

In terms of the strategic planning process:

- a goal is an aspirational statement that defines what student outcomes the school is trying to achieve
- a target is a measure of success in the achievement of the goal
- an improvement strategy is a high level action that the school will use to achieve its goals and targets.

For example, for student learning:

- a goal: to improve the numeracy of students at all year levels
- a related target: by 2015, the percentage of Year 5 students assessed at or above the national minimum standard in numeracy will increase by 10 per cent, from 80% to 90%
- a key improvement strategy: create a learning environment characterised by high expectations for all.

**Part 3** is an **indicative planner** providing more information about each key improvement strategy, including:

- what actions the school will take in each of the four years (for example, establish learning teams across the school)
- the changes in practice and behaviours the school expects to see if the strategy is successful (for example, by the end of term 2, professional learning teams will meet fortnightly).





## Communicating the plan

Councillors support the principal and leadership team in communicating the plan to the school community.

They can do this by:

- drawing on information in the plan when discussing issues with the school community; for example, to answer questions about what the school is doing to improve numeracy levels
- referring to the plan when opportune; for example, in meetings with parents/guardians and at open days
- supporting the principal at formal community reporting meetings; for example, when the annual report is presented to the community
- making reference to the plan when writing reports in school newsletters
- displaying the plan in school reception areas, on notice-boards, in offices, in classrooms and on websites
- encouraging celebration of important achievements, for example, at assemblies, in the newsletter or at a special function.

## Endorsing the plan

School council must endorse the final plan as part of its governance responsibilities. To do so, councillors must assure themselves that the plan:

- reflects the community's values and views about the school's purpose and direction and that the goals and targets in the plan are consistent with these views
- draws on the findings of the school self-evaluation and review
- provides a concise and clear picture of what the school wants to achieve over the next four years and the broad steps that will be undertaken to achieve this.

If a school's circumstances change it is possible for the school's strategic plan to be updated outside of the cycle. Endorsement by the school council and regional network leader is required.

### Resources and links

#### School Strategic Planning Guidelines

To assist school communities to engage in strategic thinking and planning to set the future direction of the school

→ <http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/sspgdls2011updated.pdf>

#### School Strategic Plan Template

A ready-made tool to assist schools to document their school plan

→ <http://www.education.vic.gov.au/management/schoolimprovement/accountability/strategicplan.htm>

#### Example School Strategic Plan (Primary)

A ready-made tool to assist primary schools to document their school plan

→ [http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/SSP\\_Primary\\_School\\_EXAMPLE\\_2012-2015\\_v2.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/SSP_Primary_School_EXAMPLE_2012-2015_v2.pdf)

#### Example School Strategic Plan (Secondary)

A ready-made tool to assist secondary schools to document their school plan

→ [http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/SSP\\_Secondary\\_College\\_EXAMPLE\\_2012-2015\\_v2.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/SSP_Secondary_College_EXAMPLE_2012-2015_v2.pdf)



## 2.3 Implementing, monitoring and reporting

### Why is this topic important?

The strategic plan establishes the broad direction for the school that is operationalised through the annual implementation plan. The annual implementation plan enables the school to deliver on the goals and targets identified in the school strategic plan.

The school council is required to report annually to their community through the annual report that provides a summary of the school's performance over the previous year. The reporting process also contributes to system level accountability and to meeting relevant legislative requirements.

On completing this unit, school councillors should be able to:

- understand the role and purpose of the annual implementation plan
- endorse the annual implementation plan
- monitor progress against the key improvement strategies and achievement milestones
- endorse the annual report.

The following table shows how councillors, the principal and leadership team would typically be involved in developing, monitoring and reporting on the annual implementation plan. As the table shows, the principal and leadership team are responsible for developing the annual implementation plan and for managing, monitoring and reporting activities.

The principal will ...	Councillors will typically ...
<b>Annual implementation plan</b>	
<ul style="list-style-type: none"> <li>• develop the annual implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• contribute to the development of the annual implementation plan</li> </ul>
	<ul style="list-style-type: none"> <li>• endorse the plan</li> </ul>
<ul style="list-style-type: none"> <li>• keep the school community informed about progress in implementing the plan</li> </ul>	<ul style="list-style-type: none"> <li>• monitor progress in implementing the plan</li> </ul>
<b>Annual report</b>	
<ul style="list-style-type: none"> <li>• draft the annual report</li> </ul>	<ul style="list-style-type: none"> <li>• review and comment on the draft report</li> <li>• endorse the report</li> </ul>
<ul style="list-style-type: none"> <li>• organise a public meeting to present the annual report to the school community</li> <li>• ensure that each member of the school community is provided with access to the report</li> </ul>	<ul style="list-style-type: none"> <li>• attend and present to (as appropriate) the public meeting</li> </ul>

## Developing the annual implementation plan

The annual implementation plan breaks down each improvement strategy into specific actions. For each action, it specifies:

- how it will be implemented and resourced
- the person or people who will implement the action and report back on progress
- the timeframe for completing the action.

One-year targets are developed as smaller steps towards achieving the broader targets set in the strategic plan. The school then reports to the community on its progress.

The annual implementation plan is operational. It is important for school councillors to be aware of the plan and how it reflects the goals and targets established in the strategic plan and understand their role in overseeing the annual budget and the resourcing of the identified actions.

## Endorsing the plan

The principal will present the final version of the annual implementation plan to school council for endorsement. Before endorsing it, councillors should satisfy themselves that:

- one-year targets are consistent with the goals and targets in the strategic plan
- the milestones are achievable given the likely available resources.

The plan must be endorsed by the school council and regional network leader by 31 March in the year of implementation.

## Monitoring progress

The annual implementation plan is the reference point to monitor the school's performance as it relates to its implementation of the goals, targets and strategies outlined in the strategic plan.

The council's role should focus on monitoring progress against the key improvement strategies, achievement of the annual milestones and one-year targets featured in the annual implementation plan.

Through this process it may become apparent that the school's circumstances have changed which may require the school's strategic plan to be updated outside of the cycle. In this situation any change will require endorsement of the school council and regional network leader.

## Structure of the annual report

The annual report contains:

- cover page
- *What Our School Is Doing* statement
- Government School Performance Summary
- financial performance and position statement
- National Partnerships annual statement (for participating schools).





## Approving the annual report

The annual report provides the community with information about the school's performance in implementing their improvement strategies and how the school's resources have been used.

Councillors need to be aware that:

- an annual report must be produced each year, including the year in which the school is doing its self-evaluation, review and strategic plan
- the annual report is tabled at a school council meeting for ratification and endorsement and must be forwarded to the regional network leader by 31 March of the next year
- the council must verify that the financial summary and commentary featured in the report are accurate and satisfy government requirements
- the council's endorsement of the annual report must be recorded in the school council minutes
- school councils are required by law to hold a public meeting each year to present the report
- the school's annual report must be published on the Victorian Registration and Qualifications Authority's State Register of Victorian Schools. This process is managed by the Department.

## Monitoring compliance requirements

The school compliance checklist is an online tool that enables schools to self-assess and monitor compliance with all relevant legislation and Departmental requirements. The checklist covers:

- facilities management
- emergency management
- financial management
- governance
- human resource management
- ICT management
- risk management
- student learning
- student engagement and wellbeing
- student pathways and transitions
- Commonwealth requirements.

The school's designated approver (the principal or a delegated member of staff) completes the checklist online, self-assessing whether the school is fully compliant, partially compliant or non-compliant with relevant checklist items. Where a school has assessed itself as non-compliant or partially compliant, it is expected to be working towards full compliance.

The principal will typically consult council about areas where support is required to ensure compliance.



## Resources and links

### Annual Implementation Planning Guidelines

Outline the policy and process for annual implementation planning and how key improvement strategies and other significant projects will be put into operation

→ <http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/aipgdls2011updated.pdf>

### Annual Implementation Plan Templates 2011

A ready-made tool to assist schools to document their annual implementation plan

→ <http://www.education.vic.gov.au/management/schoolimprovement/accountability/implementation.htm>

### Sample Ultranet Actions and Milestones

A resource to support schools implement their key improvement strategies

→ [http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010\\_AIP\\_Ultranet.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/2010_AIP_Ultranet.pdf)

### National Partnerships Annual Implementation Plan Appendix (National Partnership schools only)

A template to assist schools to document particular programs they are engaged in as part of the National Partnership initiative

→ <http://www.education.vic.gov.au/management/schoolimprovement/accountability/implementation.htm>

### Annual Implementation Plan Example 1 and 4 Year Targets and Key Improvement Strategies

→ <http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/aipexampletargets.pdf>

### Guidelines for the Annual Report to the School Community

Provide the means for the school to reflect on and communicate to the whole school community the successes of their improvement strategies, the effectiveness of resource allocation and their future directions

→ <http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/arguidelines3.pdf>

→ <http://www.education.vic.gov.au/management/schoolimprovement/accountability/report.htm>

## Sample School Level Report and Government School Performance Summary



Department of Education and  
Early Childhood Development

### **Nameless P-12 College (9999)** **2010 School Level Report**

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Please check the data in this report. If, after comparing it with your own records, you deem it to be incorrect or incomplete, follow the directions on the following website:  
- <http://www.education.vic.gov.au/management/schoolimprovement/performance/data>  
then select 'School Performance Reports'.

## Contents

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	<b>Page No.</b>
Privacy	3
SFO Density and LBOTE	4
English Online Interview - Reading	5
- Writing	6
- Speaking and Listening	7
Assessment of Reading Prep to Year 2	8-9
Teacher Judgments against the VELs	10-27
ESL Companion Guide	28
NAPLAN - Reading	29-30
- Writing	31-32
- Numeracy	33-34
AIM - Reading	35-36
- Mathematics	37-38
VCE	39-42
VET	43
VCAL	44
Teacher Assessment of Student Progress (PSD students)	45-46
Enrolment	47
Student Retention - Apparent	48
- Real	49
Exit Destination	50-53
Student Absence	54
Opinion Surveys - Parent	55
- Staff	56
Performance & Development Culture	57
Staff Sick Leave	58
Bank Balances	59

## Privacy

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When reporting on the school's performance to the school community, care must be taken to avoid the disclosure of information that can directly or indirectly identify an individual. This may be a particular issue when reporting on the achievement of specific cohorts of students or the opinions of staff where there are small numbers.

In situations where privacy cannot be assured, schools may wish to report on the mean result or provide a written comment on school, year level or cohort performance.

Where the School Level Report is provided to school council members as part of any annual reporting process, or used for discussion on a school's performance, such as in consultation with the school community in the school self-evaluation process, it is important to remind school community members of their duty to only use this information for the purpose it was provided, and that the material must be kept confidential.

It is important to note that information that identifies an individual or can be used with other readily available information to identify a person is now protected by the *Information Privacy Act 2000* (<http://www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm> ).

## SFO Density and LBOTE

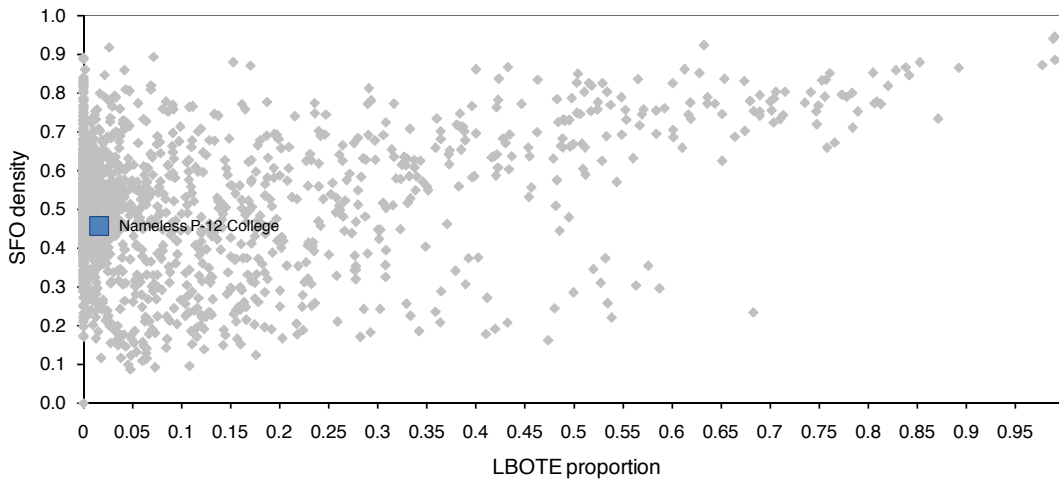
School no: 9999

School name: Nameless P-12 College

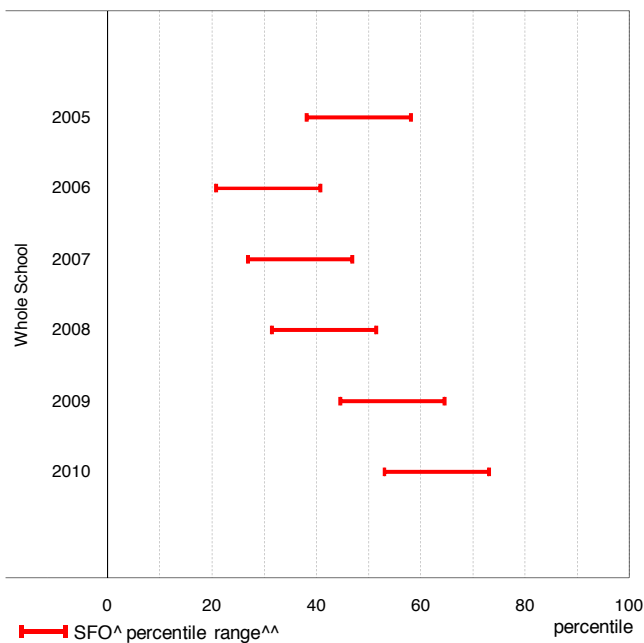
Explanation: This page contains the school's SFO (Student Family Occupation) density<sup>^</sup>, LBOTE (Language Background Other Than English) proportion\* and Stability rate<sup>†</sup> (a measure of student population stability).

	2003	2004	2005	2006	2007	2008	2009	2010
SFO density <sup>^</sup> :		0.66	0.48	0.55	0.54	0.52	0.49	0.46
LBOTE proportion*:	0.00	0.00	0.00	0.01	0.01	0.01	0.01	0.02
Stability rate <sup>†</sup> :								81.6%

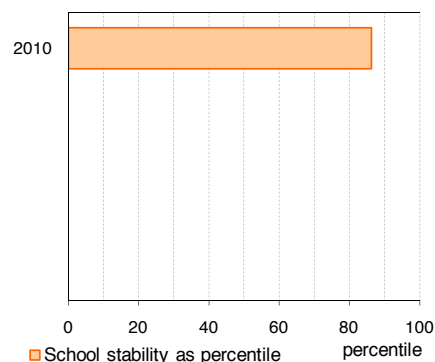
### School's 2010 SFO density and LBOTE proportion against that of all other government schools



### School's SFO<sup>^</sup> percentile range<sup>^^</sup> over time



### School stability rate as percentile



Notes: <sup>^</sup> The higher the SFO density, the lower the SFO percentile and the lower the socio-economic status (SES).

<sup>^^</sup> The school's SFO percentile range shows this school's SFO percentile +/- 10%.

\* From 2007, a student is LBOTE if either the student or one parent/guardian speaks a language other than English at home. Prior to 2007, a student is LBOTE if the student or one of the parents was born in a non-English speaking country.

<sup>†</sup> NAPLAN matched-cohort data is used to calculate the stability rate. Using 2010 stability as an example, the formula is:

$$\frac{\text{no. of unique students at both yr3 (2008) and yr5 (2010)} + \text{no. of unique students at both yr7 (2008) and yr9 (2010)}}{\text{sum of unique students at yr3 (2008) and yr5 (2010)} + \text{sum of unique students at yr7 (2008) and yr9 (2010)}}$$

**English Online Interview (EOI): Reading**

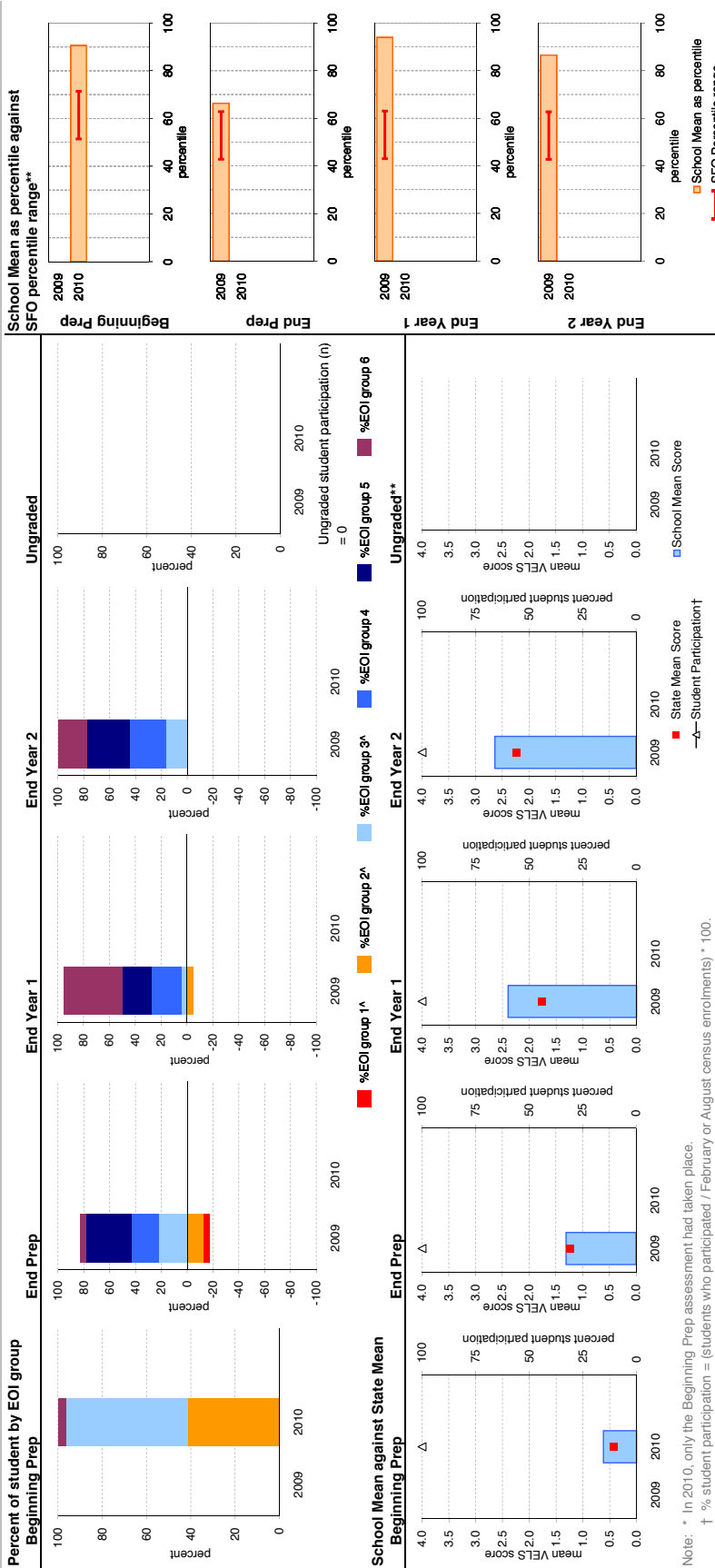
School no:	9999
School name:	Nameless P-12 College
Source of data:	English Online Interview application.
Explanation:	The English Online Interview is an assessment program that takes the form of an interview between a teacher and a student, with responses being recorded by the teacher in an online system. It was used for assessment of Prep-Year 2 students in Victorian government schools from October 2009*.

Table 1: Definition of EOI groups

	Beginning Prep / Ungraded	End Prep	End Year 1	End Year 2
EOI group 6:	VELS score $\geq 2.1$	>24 months above expected	>24 months above expected	>24 months above expected
EOI group 5:	VELS score = 1.6 to 2.0	12-24 months above expected	12-24 months above expected	12-24 months above expected
EOI group 4:	VELS score = 1.1 to 1.5	up to 12 months above expected	up to 12 months above expected	up to 12 months above expected
EOI group 3:	VELS score = 0.6 to 1.0	at or up to 6 months below expected	at or up to 12 months below expected	at or up to 12 months below expected
EOI group 2:	VELS score = 0.1 to 0.5	6-12 months below expected	12-18 months below expected	12-24 months below expected
EOI group 1:	VELS score = 0 (bottom of scale)	bottom of scale	>18 months below expected	>24 months below expected

	End Year 1						End Year 2					
Beginning Prep student participation (n) (%)†	1	2	3	4	5	6	Mean VELS Score	Percent of students by EOI group	Mean VELS Score	Percent of students by EOI group	Mean VELS Score	Percent of students by EOI group
2009	23	100	4	13	22	22	35	4	1.31	1.23	2.40	1.77
2010	29	100	0	41	55	0	0	3	0.6	0.4	2.64	2.24

Note: In 2010, only the Beginning Prep assessment had taken place.



Note: \* In 2010, only the Beginning Prep assessment had taken place.  
 † % student participation = (students who participated / February or August census enrolments) \* 100.  
 \*\* Percentiles and state means are not applicable for the ungraded cohort.  
 ^ EOI group definitions vary by year level. Refer to Table 1 above for EOI group definitions.

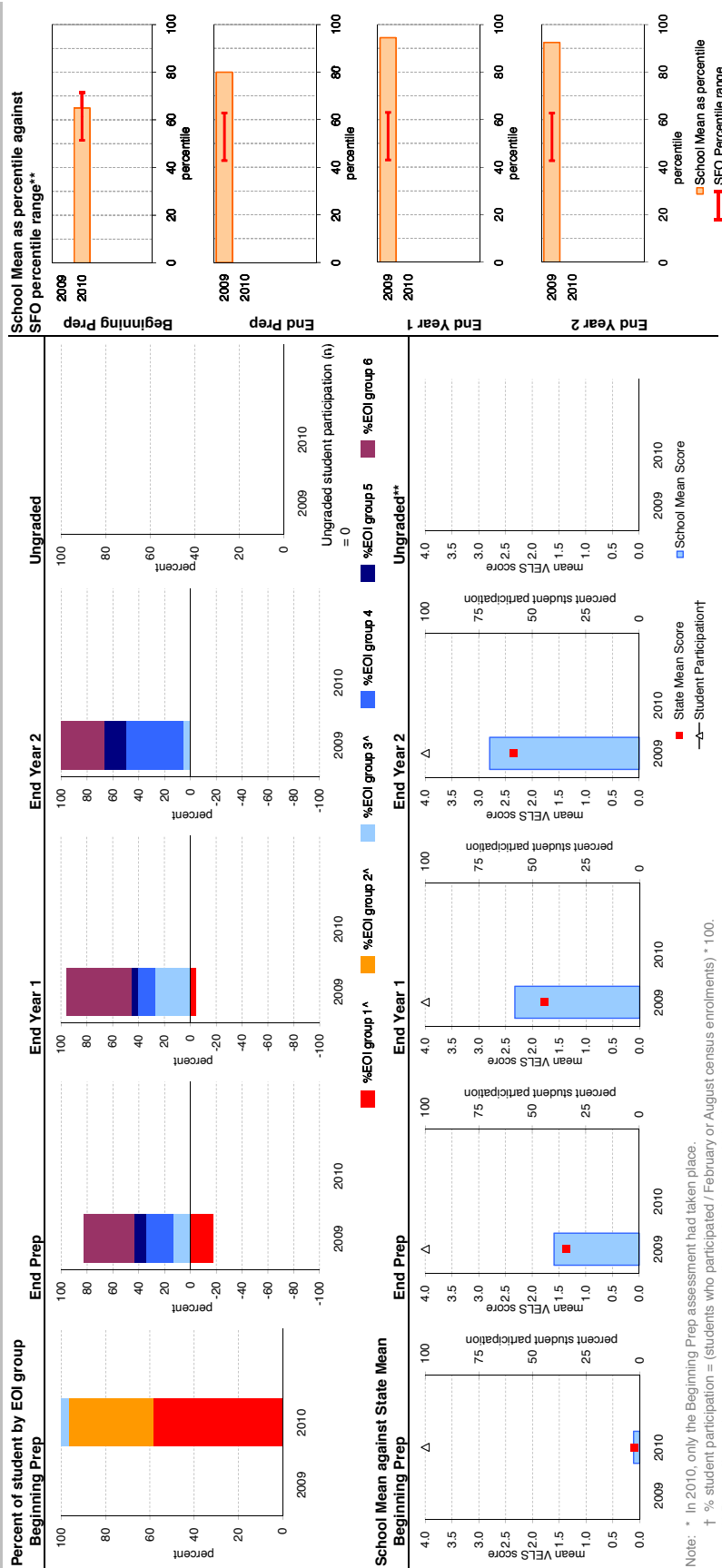


**English Online Interview (EOI): writing**

School no:	9999	Table 1: Definition of EOI groups									
School name:	Nameless P-12 College	Beginning Prep/ Ungraded		End Year 1			End Year 2			End Year 2	
Source of data:	English Online Interview application.	VELS score >= 2.1		>24 months above expected			>24 months above expected			>24 months above expected	
Explanation:	The English Online Interview is an assessment program that takes the form of an interview between a teacher and a student, with responses being recorded by the teacher in an online system. It was used for assessment of Prep-Year 2 students in Victorian government schools from October 2009*.	VELS score = 1.6 to 2.0		12-24 months above expected			12-24 months above expected			12-24 months above expected	
		VELS score = 1.1 to 1.5		up to 12 months above expected			up to 12 months above expected			up to 12 months above expected	
		VELS score = 0.6 to 1.0		at or up to 6 months below expected			at or up to 12 months below expected			at or up to 12 months below expected	
		VELS score = 0.1 to 0.5		6-12 months below expected			12-18 months below expected			12-24 months below expected	
		VELS score = 0 (bottom of scale)		bottom of scale			>18 months below expected			>24 months below expected	

	Beginning Prep			End Year 1			End Year 2			End Year 2		
	student participation (n)	Percent of students by EOI group (%)†	Mean VELS Score	student participation (n)	Percent of students by EOI group (%)†	Mean VELS Score	student participation (n)	Percent of students by EOI group (%)†	Mean VELS Score	student participation (n)	Percent of students by EOI group (%)†	Mean VELS Score
2009	29	100	0.1	23	100	1.59	22	100	2.33	18	100	2.79
2010	59	38	0.1	17	0	1.36	5	0	2.50	0	0	2.36

Note: In 2010, only the Beginning Prep assessment had taken place.



Note: \* In 2010, only the Beginning Prep assessment had taken place.  
 † % student participation = (students who participated / February or August census enrolments) \* 100.  
 \*\* Percentiles and state means are not applicable for the ungraded cohort.  
 ^ EOI group definitions vary by year level. Refer to Table 1 above for EOI group definitions.

**English Online Interview (EOI): Speaking & Listening**

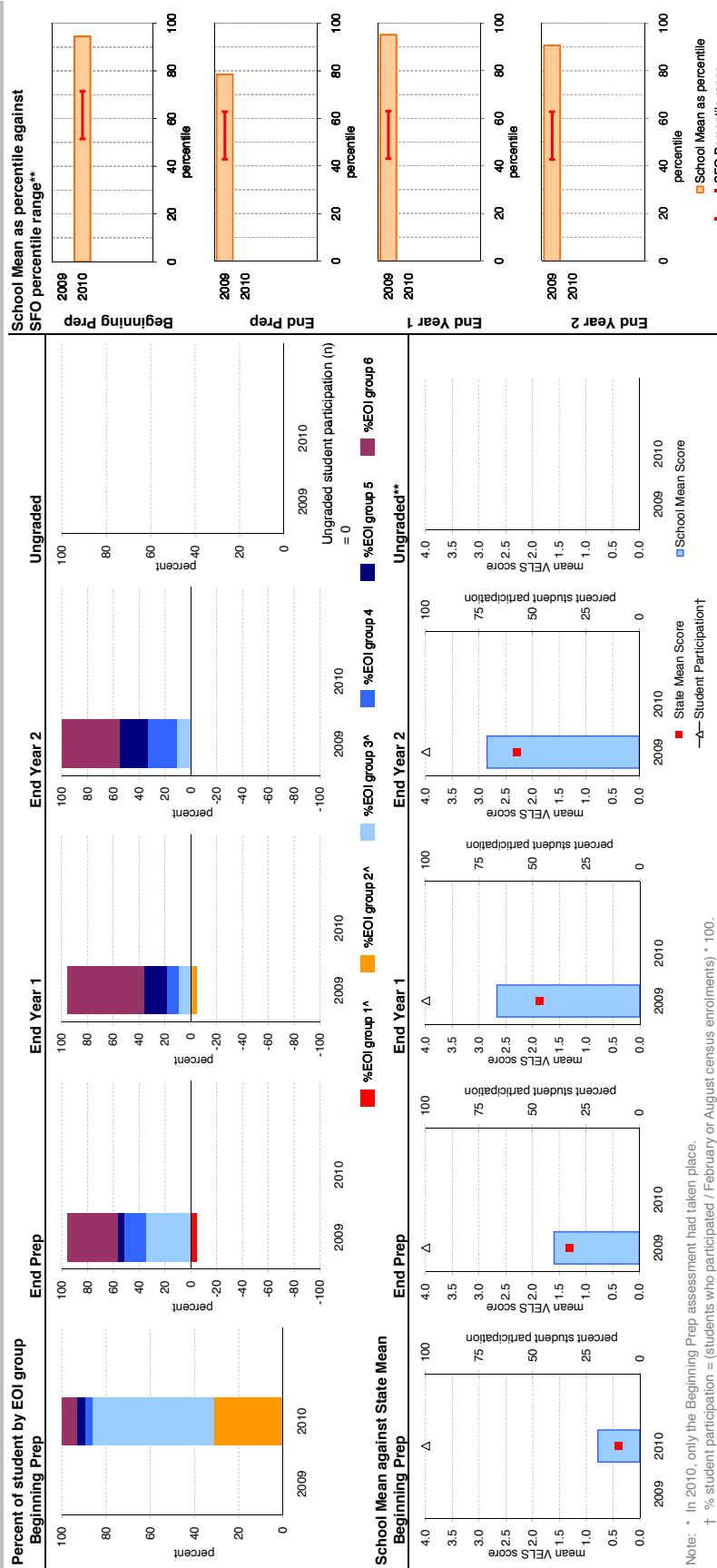
School no:	9999
School name:	Nameless P-12 College
Source of data:	English Online Interview application.
Explanation:	The English Online Interview is an assessment program that takes the form of an interview between a teacher and a student, with responses being recorded by the teacher in an online system. It was used for assessment of Prep-Year 2 students in Victorian government schools from October 2009*.

Table 1: Definition of EOI groups

	Beginning Prep / Ungraded	End Prep	End Year 1	End Year 2
EOI group 6:	VELS score >= 2.1	>24 months above expected	>24 mths above expected	>24 months above expected
EOI group 5:	VELS score = 1.9 to 2.0	12-24 months above expected	12-24 mths above expected	12-24 months above expected
EOI group 4:	VELS score = 1.1 to 1.5	up to 12 months above expected	up to 12 mths above expected	up to 12 months above expected
EOI group 3:	VELS score = 0.6 to 1.0	at or up to 6 months below expected	at or up to 12 months below expected	at or up to 12 months below expected
EOI group 2:	VELS score = 0.1 to 0.5	6-12 months below expected	12-18 mths below expected	12-24 months below expected
EOI group 1:	VELS score = 0 (bottom of scale)	bottom of scale	>18 mths below expected	>24 months below expected

	Beginning Prep	End Prep	End Year 1	End Year 2
Percent of students by EOI group	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
student participation (%)†	100	100	100	100
student participation (n)	23	100	22	18
Mean VELS Score	0.8	1.60	2.67	2.85
School State	7	39	59	44
2009	29	100	0	0
2010	0	31	55	3

Note: In 2010, only the Beginning Prep assessment had taken place.



Note: \* In 2010, only the Beginning Prep assessment had taken place.  
 † % student participation = (students who participated / February or August census enrolments) \* 100.  
 \*\* Percentiles and state means are not applicable for the ungraded cohort.  
 ^ EOI group definitions vary by year level. Refer to Table 1 above for EOI group definitions.

**Assessment of Reading: Prep to Year 2 (discontinued at the end of 2008)**

School no: 9999

School name: Nameless P-12 College

Explanation: Students' ability to read unsighted text is assessed at the end of each year. The data presented here includes 'deemed not capable' students.

Source of data: More detailed information (including data where deemed not capable students are excluded) is available in the Assessment of Reading report, available from the School Performance Reports website.

Source of data: Data transmitted from school to DEECD via an online web-form.

	Prep										Year 1										Year 2									
	2004		2005		2006		2007		2008		2004		2005		2006		2007		2008		2004		2005		2006		2007		2008	
	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%
100%	(23)	76.7	(20)	100.0	(21)	100.0	(20)	90.9	(19)	90.5	(19)	100.0	(20)	90.9	(19)	90.5	(18)	100.0	(23)	100.0	(16)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	90.4	
90-99%	(6)	20.0	(1)	4.8	(1)	4.8	(1)	4.5	(1)	4.8	(1)	4.8	(1)	4.8	(1)	4.8	(1)	4.8	(2)	2.3	(2)	2.3	(2)	2.3	(2)	2.3	(2)	2.3	8.8	
80-89%	(1)	3.3																	(1)	0.2	(1)	0.2	(1)	0.2	(1)	0.2	(1)	0.2	0.3	
51-79%																													0.1	
50% or below	(30)	100.0	(20)	100.0	(21)	100.0	(22)	100.0	(21)	100.0	(21)	100.0	(20)	100.0	(18)	100.0	(18)	100.0	(23)	100.0	(16)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	0.4	
<b>Total</b>	<b>(29)</b>	<b>96.7</b>	<b>(20)</b>	<b>100.0</b>	<b>(21)</b>	<b>100.0</b>	<b>(22)</b>	<b>100.0</b>	<b>(21)</b>	<b>100.0</b>	<b>(21)</b>	<b>100.0</b>	<b>(20)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(23)</b>	<b>100.0</b>	<b>(16)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>99.2</b>	
<b>Subtotal 90-100%</b>																														
100%	(17)	56.7	(14)	70.0	(19)	90.5	(13)	59.1	(16)	76.2	(16)	76.2	(16)	76.2	(16)	76.2	(16)	76.2	(23)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	80.4	
90-99%	(11)	36.7	(5)	25.0	(2)	9.5	(8)	36.4	(3)	14.3	(3)	14.3	(3)	14.3	(3)	14.3	(3)	14.3	(2)	9.5	(2)	9.5	(2)	9.5	(2)	9.5	(2)	9.5	8.8	
80-89%			(1)	5.0															(1)	4.8	(1)	4.8	(1)	4.8	(1)	4.8	(1)	4.8	0.3	
51-79%	(2)	6.7																											0.1	
50% or below	(30)	100.0	(20)	100.0	(21)	100.0	(22)	100.0	(21)	100.0	(21)	100.0	(20)	100.0	(18)	100.0	(18)	100.0	(23)	100.0	(16)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	0.4	
<b>Total</b>	<b>(28)</b>	<b>93.3</b>	<b>(19)</b>	<b>95.0</b>	<b>(21)</b>	<b>100.0</b>	<b>(21)</b>	<b>95.5</b>	<b>(19)</b>	<b>90.5</b>	<b>(19)</b>	<b>90.5</b>	<b>(19)</b>	<b>90.5</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(23)</b>	<b>100.0</b>	<b>(16)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>99.2</b>	
<b>Subtotal 90-100%</b>																														
100%	(15)	68.2	(10)	55.6	(28)	90.3	(11)	57.9	(14)	77.8	(14)	77.8	(14)	77.8	(14)	77.8	(14)	77.8	(23)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	82.9	
90-99%	(7)	31.8	(8)	44.4	(1)	3.2	(7)	36.8	(4)	22.2	(4)	22.2	(4)	22.2	(4)	22.2	(4)	22.2	(7)	31.8	(7)	31.8	(7)	31.8	(7)	31.8	(7)	31.8	33.2	
80-89%			(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	1.8	
51-79%																													0.8	
50% or below	(22)	100.0	(18)	100.0	(31)	100.0	(19)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(23)	100.0	(16)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	1.4	
<b>Total</b>	<b>(22)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(31)</b>	<b>100.0</b>	<b>(19)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(23)</b>	<b>100.0</b>	<b>(16)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>96.1</b>	
<b>Subtotal 90-100%</b>																														
100%	(10)	45.5	(9)	50.0	(25)	80.6	(7)	36.8	(16)	88.9	(16)	88.9	(16)	88.9	(16)	88.9	(16)	88.9	(23)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	47.4	
90-99%	(12)	54.5	(9)	50.0	(4)	12.9	(11)	57.9	(2)	11.1	(2)	11.1	(2)	11.1	(2)	11.1	(2)	11.1	(4)	12.9	(4)	12.9	(4)	12.9	(4)	12.9	(4)	12.9	47.1	
80-89%			(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	(2)	6.5	2.4	
51-79%																													0.9	
50% or below	(22)	100.0	(18)	100.0	(31)	100.0	(19)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	(23)	100.0	(16)	100.0	(18)	100.0	(18)	100.0	(18)	100.0	2.2	
<b>Total</b>	<b>(22)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(31)</b>	<b>100.0</b>	<b>(19)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(23)</b>	<b>100.0</b>	<b>(16)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>(18)</b>	<b>100.0</b>	<b>94.5</b>	
<b>Subtotal 90-100%</b>																														
No. of students DNC <sup>1</sup> :	2004	0	2005	0	2006	0	2007	0	2008	0	2004	0	2005	0	2006	0	2007	0	2008	0	2004	0	2005	0	2006	0	2007	0	2008	0
No. of students at risk <sup>2</sup> :	2004	1	2005	0	2006	0	2007	1	2008	1	2004	0	2005	0	2006	0	2007	0	2008	0	2004	0	2005	0	2006	1	2007	0	2008	0

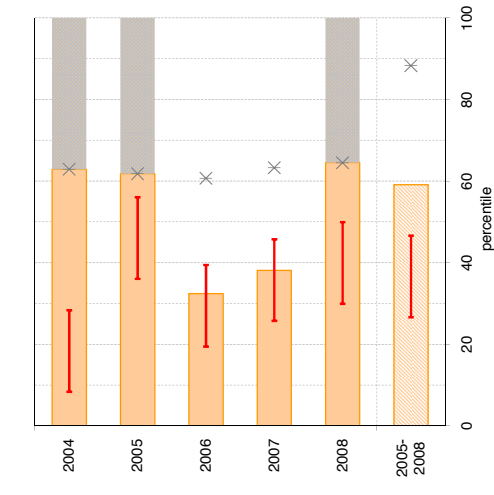
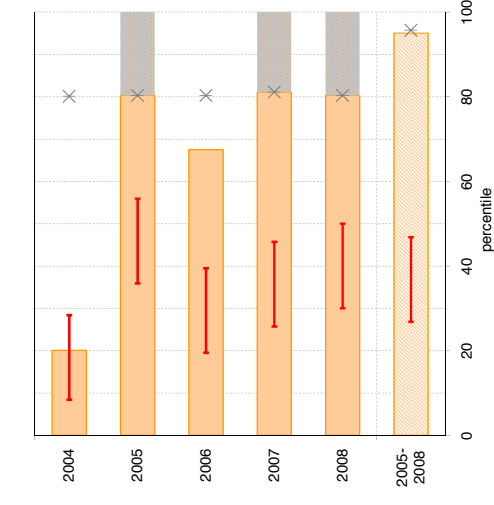
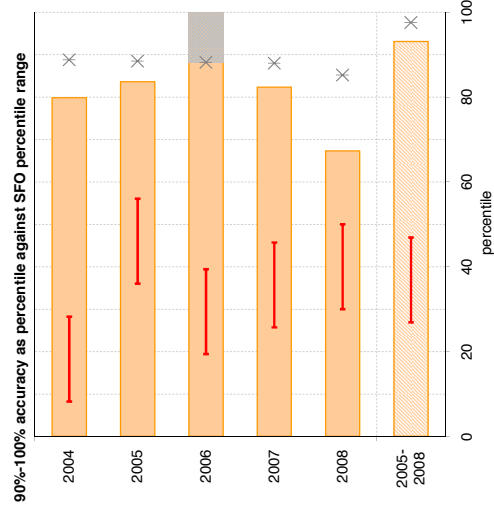
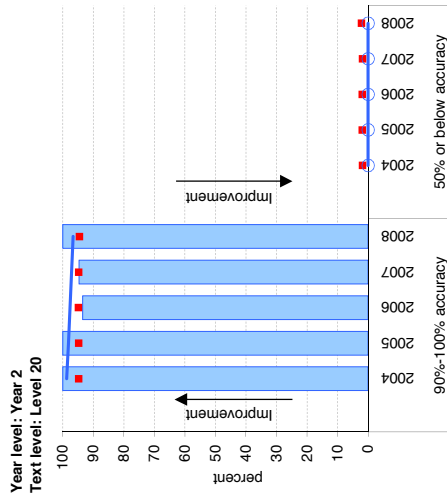
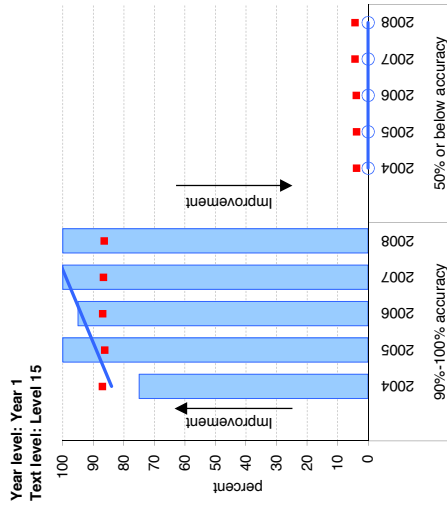
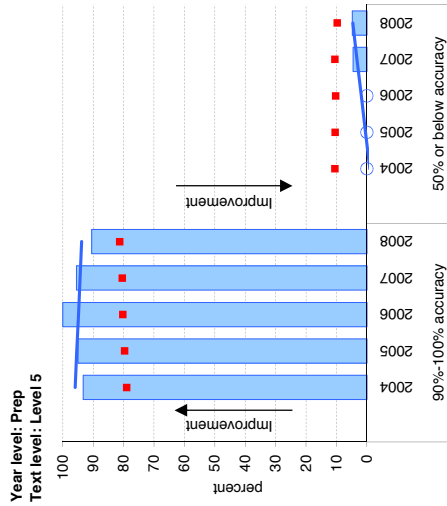
Notes: <sup>1</sup> Students can be DNC (deemed not capable) only if they meet one of the conditions (insufficient English, receiving D&I funding, insufficient attendance at the school or referred from Reading Recovery) AND read below the minimum standard.

<sup>2</sup> The number of students at risk is the number of students reading at less than 90% accuracy at Level 1 for Prep, Level 5 for Year 1 or Level 15 for Year 2.

**Assessment of Reading: Prep to Year 2 (discontinued at the end of 2008)**

School no: 9999  
 School name: Nameless P-12 College  
 Explanation: Students' ability to read unsighted text is assessed at the end of each year.  
 Source of data: Data transmitted from school to DEECD via an online web-form.

Note: ^ This data is highly skewed, with a lot of schools obtaining the best possible result, particularly in Year 2. The maximum achievable percentile is therefore significantly less than 100.



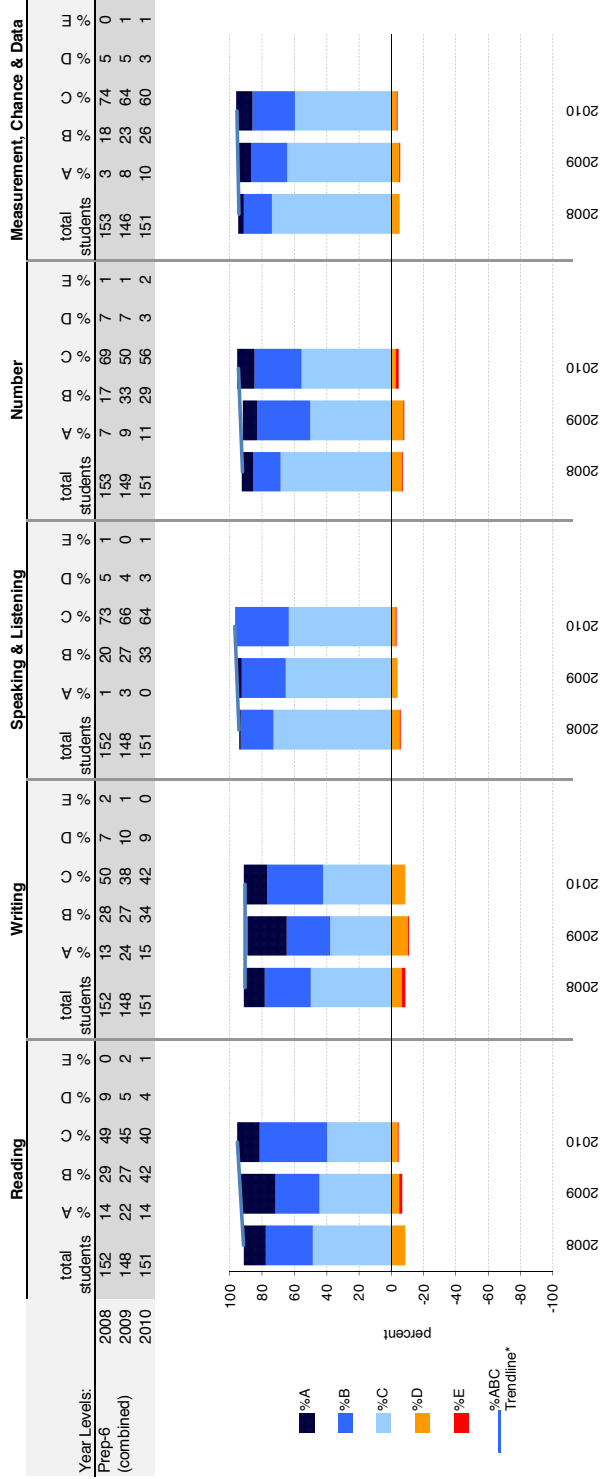
### Teacher Judgments against the VELS - Year levels Prep-6 combined

School no: 9999

School name: Nameless P-12 College

Source of data: Data retrieved electronically from CASES21.

Explanation: Semester 2 teacher judgments of student achievement against the VELS.



Note: \* The school trendline is only plotted when there is data for each calendar year.



### Teacher Judgments against the VELs - English (primary)

School no: 9999

School name: Nameless P-12 College

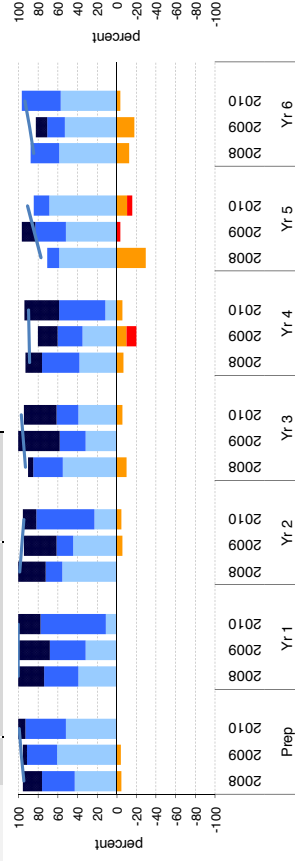
Source of data: Data retrieved electronically from CASES21.

Explanation: Semester 2 teacher judgments of student achievement against the VELs.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 ^ 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

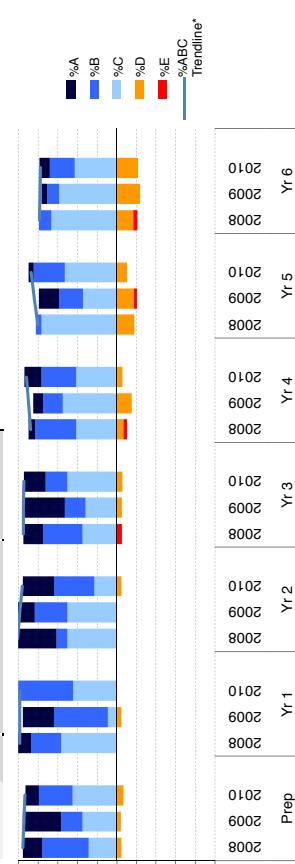
#### Reading

	% of students by grade					total students	% of students by grade					Mean Score	School State <sup>^</sup>
	A	B	C	D	E		A	B	C	D	E		
Prep	2008	21	19	33	43	5	0	1.15	1.01	0	3.13	2.99	
	2009	23	4	30	61	4	0	0.99	1.02	10	3.00	3.02	
	2010	29	7	41	52	0	0	1.09		0	3.26		
Yr 1	2008	23	26	35	39	0	0	1.75	1.58	0	3.29	3.47	
	2009	22	32	36	32	0	0	1.74	1.58	0	3.59	3.49	
	2010	18	22	67	11	0	0	1.78		5	3.30		
Yr 2	2008	18	28	17	56	0	0	2.18	2.06	0	3.96	3.96	
	2009	18	33	17	44	6	0	2.25	2.07	0	3.94	4.00	
	2010	22	14	59	23	5	0	2.18		0	4.03		
Yr 3	2008	20	5	30	55	10	0	2.53	2.52	0	2.83	2.54	
	2009	19	42	26	32	0	0	2.83		0	2.76	2.46	
	2010	18	33	22	39	6	0	2.69		0			

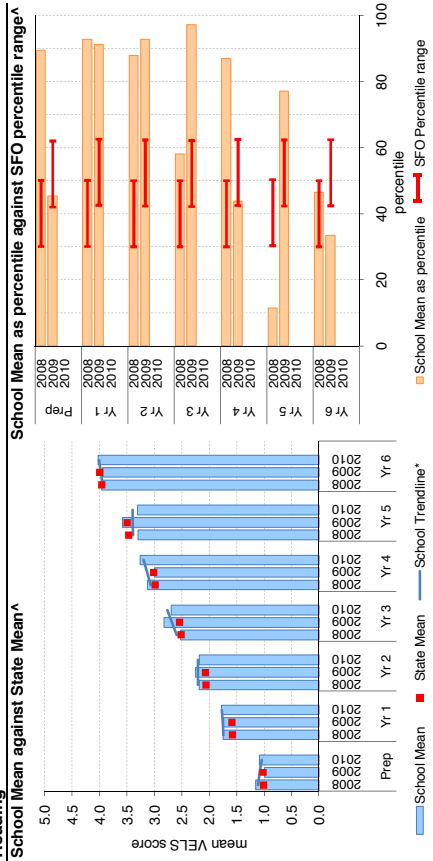


#### Writing

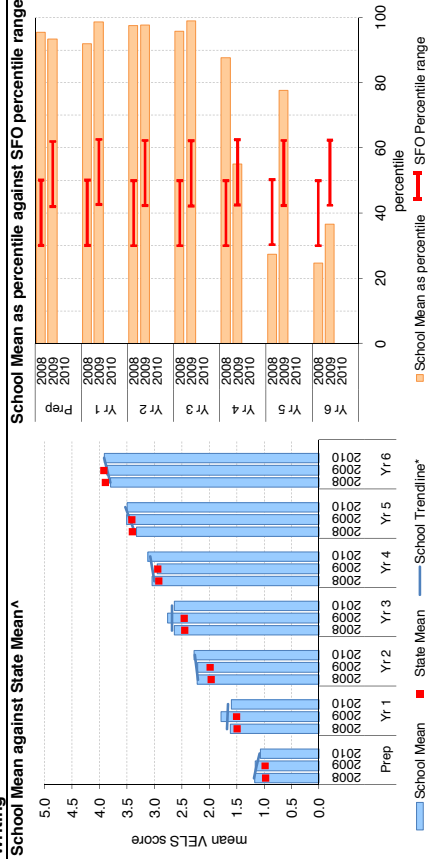
	% of students by grade					total students	% of students by grade					Mean Score	School State <sup>^</sup>
	A	B	C	D	E		A	B	C	D	E		
Prep	2008	21	19	48	29	5	0	1.17	0.97	0	3.04	2.92	
	2009	23	39	22	35	4	0	1.16	0.96	0	2.95	2.94	
	2010	29	14	34	45	7	0	1.07		0	3.12		
Yr 1	2008	23	13	30	57	0	0	1.62	1.49	0	3.32	3.40	
	2009	22	32	55	9	5	0	1.78	1.50	0	3.51	3.42	
	2010	18	0	56	44	0	0	1.60		0	3.50		
Yr 2	2008	18	39	11	50	0	0	2.22	1.97	0	3.80	3.90	
	2009	18	17	33	50	0	0	2.21	1.98	0	3.87	3.92	
	2010	22	32	41	23	5	0	2.27		0			
Yr 3	2008	20	20	40	35	0	5	2.64	2.44	0	3.87	3.92	
	2009	19	42	21	32	5	0	2.76	2.46	0			
	2010	18	22	22	50	6	0	2.64		0			



#### Reading



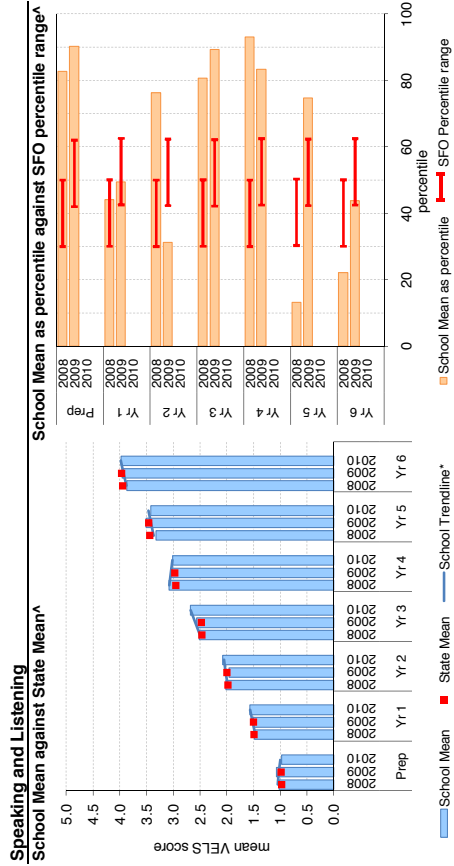
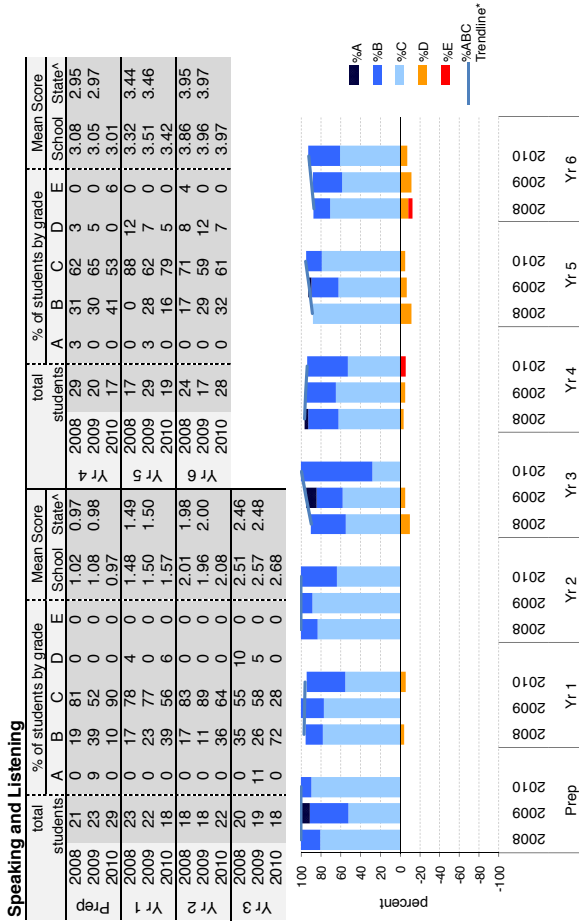
#### Writing



## Teacher Judgments against the VELs - English (primary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELs.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 ^ 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

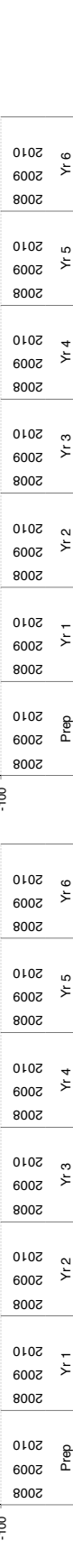
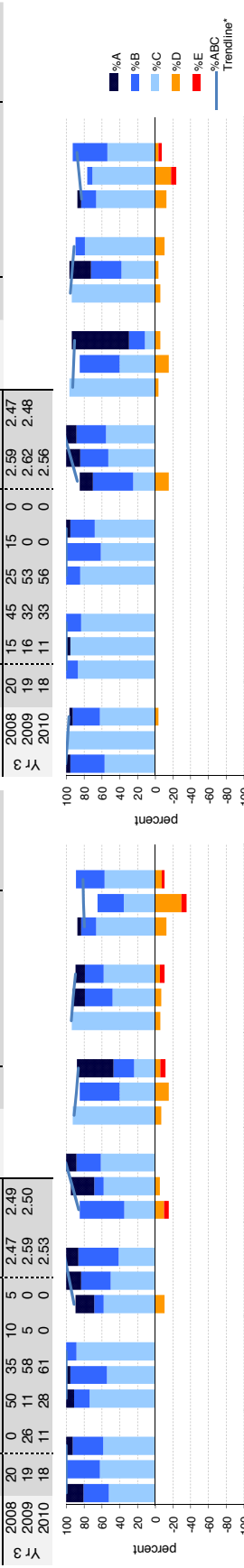


### Teacher Judgments against the VELs - Mathematics (primary)

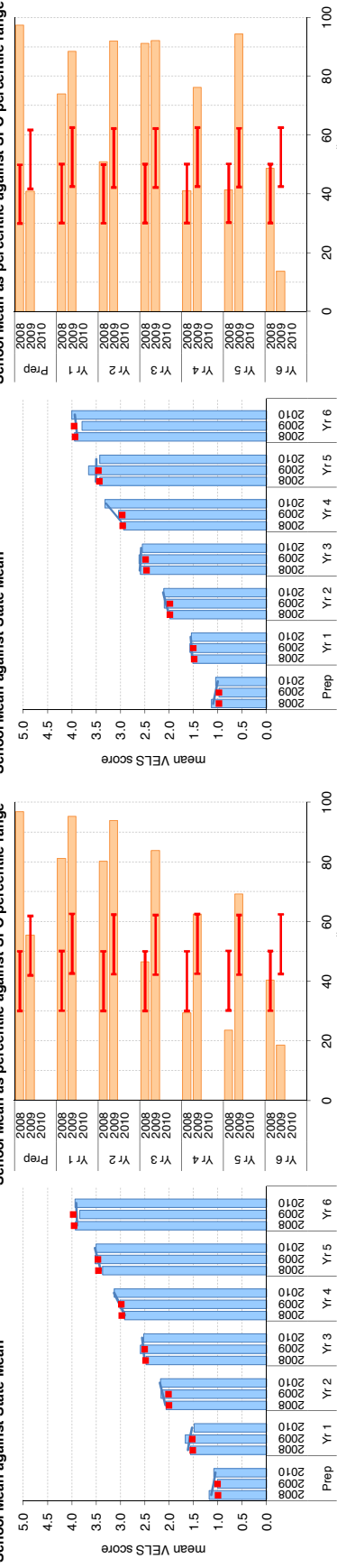
School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELs.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 ^ 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

Number	% of students by grade					Mean Score	School	State <sup>^</sup>	Mean Score	% of students by grade					Mean Score	School	State <sup>^</sup>
	A	B	C	D	E					A	B	C	D	E			
Prep	21	19	29	52	0	1.18	1.00	2.91	2.97	29	0	93	7	0	2.91	2.97	2.97
Yr 1	24	0	36	63	0	1.01	1.01	3.01	2.89	20	0	45	40	15	3.01	2.89	2.89
Yr 2	29	7	34	59	0	1.09	1.09	3.13	3.13	17	41	24	24	6	3.13	3.13	3.13
Yr 3	23	9	17	74	0	1.57	1.51	3.37	3.45	0	0	94	6	0	3.37	3.45	3.45
Yr 4	22	5	41	55	0	1.67	1.53	3.53	3.46	29	14	31	48	7	3.53	3.46	3.46
Yr 5	18	0	11	89	0	1.49	1.49	3.50	3.50	19	11	21	58	5	3.50	3.50	3.50
Yr 6	19	21	11	58	11	2.07	2.00	3.93	3.95	24	4	17	67	13	3.93	3.95	3.95
Yr 7	18	17	33	50	0	2.17	2.02	3.84	3.97	17	0	29	35	29	3.84	3.97	3.97
Yr 8	20	0	50	35	10	2.47	2.49	3.84	3.97	20	0	32	57	7	3.84	3.97	3.97
Yr 9	19	26	11	58	5	2.59	2.50	3.84	3.97	19	16	32	53	0	2.59	2.50	2.50
Yr 10	18	11	28	61	0	2.53	2.53	3.84	3.97	18	11	33	56	0	2.53	2.53	2.53



Measurement, Chance and Data  
 School Mean as percentile against SFO percentile range



Measurement, Chance and Data  
 School Mean as percentile against State Mean



### Teacher Judgments against the VELS - English (primary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

**Reading**

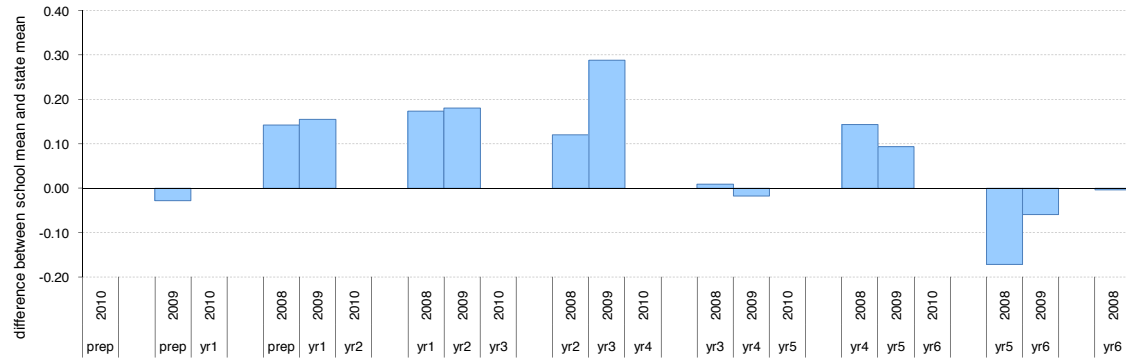
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2				Level 3				Level 4				Level 5				Level 6				Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50	5.75	6.00	6.25	6.50	6.75			
prep	2010	29	29	3	12		12	2																					1.09			
prep	2009	23	23	1	3	11	7	1																				0.99	1.02	-0.03		
yr1	2010	18	18		2	12	4																					1.78				
prep	2008	21	21	1	1	8	7	2	1		1																	1.15	1.01	0.14		
yr1	2009	22	22		2	5	8	6		1																		1.74	1.58	0.16		
yr2	2010	22	22		1	1	4			13	3																	2.18				
yr1	2008	23	23				9	8	4	1	1																	1.75	1.58	0.17		
yr2	2009	18	18		1	2	6			3	1	3	2															2.25	2.07	0.18		
yr3	2010	18	18				1			3	4	4	4	1	1													2.69				
yr2	2008	18	18						10	3	5																	2.18	2.06	0.12		
yr3	2009	19	19				1	5	5	5			1	2														2.83	2.54	0.29		
yr4	2010	17	17					1		2			8	6														3.26				
yr3	2008	20	20				2			1	10	6		1														2.53	2.52	0.01		
yr4	2009	20	20					2		1	1	7		5	4													3.00	3.02	-0.02		
yr5	2010	19	19							1	1	1		9	4	3												3.30				
yr4	2008	29	29							2	3	8		11	4	1												3.13	2.99	0.14		
yr5	2009	29	29							1				5	10	9	2	2										3.59	3.49	0.09		
yr6	2010	28	28											1	6	10		11										4.03				
yr5	2008	17	17								1	4		5	5	2												3.29	3.47	-0.17		
yr6	2009	17	17								1	2		1	2	4	5		3	2								3.94	4.00	-0.06		
yr6	2008	25	24											1	2	4	10		7									3.96	3.96	0.00		

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group





### Teacher Judgments against the VELS - English (primary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

#### Writing

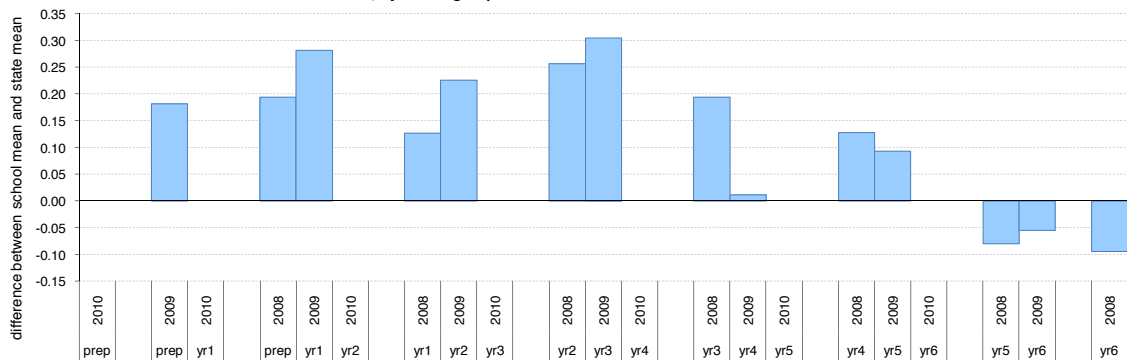
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>4</sup>	Difference between school and state mean <sup>4</sup>	
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50				5.75
prep	2010	29	29	2	1	12	10	4																		1.07		
prep	2009	23	23	1	2	6	5	9																		1.16	0.98	0.18
yr1	2010	18	18				3	5	10																	1.60		
prep	2008	21	21	1	1	5	10	3	1																	1.17	0.97	0.19
yr1	2009	22	22			1	2	12	6	1																1.78	1.50	0.28
yr2	2010	22	22				1	5	9	4	3															2.27		
yr1	2008	23	23				4	9	7	2	1															1.62	1.49	0.13
yr2	2009	18	18						9	6	3															2.21	1.98	0.23
yr3	2010	18	18						1	3	6	4	2	1	1											2.64		
yr2	2008	18	18					2	7	2	5	2														2.22	1.97	0.26
yr3	2009	19	19					1		3	3	4	5	2	1											2.76	2.46	0.30
yr4	2010	17	17							1	2	5	6	3												3.12		
yr3	2008	20	20				1			1	6	8	4													2.64	2.44	0.19
yr4	2009	20	20							2	1	4	7	4	2											2.95	2.94	0.01
yr5	2010	19	19							1	1	1	3	7	6	1										3.50		
yr4	2008	29	29					1		1	1	3	9	12	1	1										3.04	2.92	0.13
yr5	2009	29	29								1	1	4	5	5	7	4	2								3.51	3.42	0.09
yr6	2010	28	28											2	4	10	2	7	2	1						3.91		
yr5	2008	17	17								1	2		6	7	1										3.32	3.40	-0.08
yr6	2009	17	17											2	2	3	7	2	1							3.87	3.92	-0.05
yr6	2008	25	24										1	1	3	9	7	3								3.80	3.90	-0.09

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>4</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>4</sup>, by cohort group



### Teacher Judgments against the VELS - English (primary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

#### Speaking and Listening

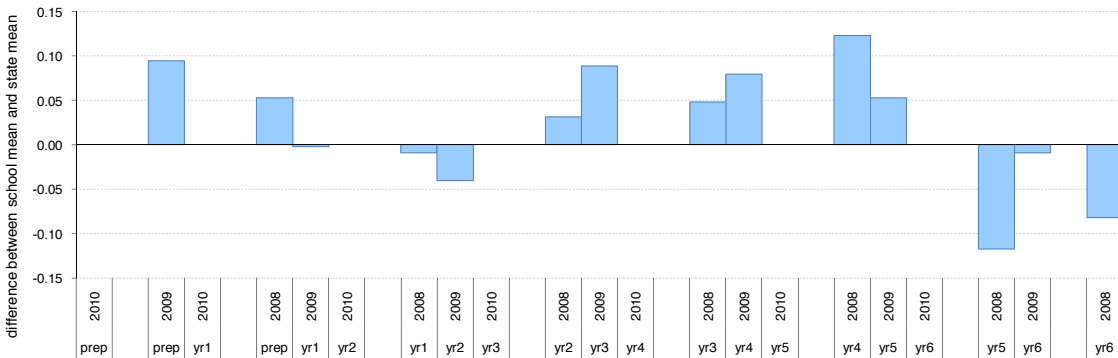
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>		
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50				5.75	6.00
prep	2010	29	29	3	23																						0.97		
prep	2009	23	23	3	9	9	2																				1.08	0.98	0.09
yr1	2010	18	18	1	10	7																					1.57		
prep	2008	21	21	1	16	4																					1.02	0.97	0.05
yr1	2009	22	22		5	12	5																				1.50	1.50	0.00
yr2	2010	22	22			1	13	8																			2.08		
yr1	2008	23	23		1	4	14	4																			1.48	1.49	-0.01
yr2	2009	18	18				5	11																			1.96	2.00	-0.04
yr3	2010	18	18									5	13														2.68		
yr2	2008	18	18			2	13	3																			2.01	1.98	0.03
yr3	2009	19	19				1	2	9	5	2																2.57	2.48	0.09
yr4	2010	17	17				1	2	7			7															3.01		
yr3	2008	20	20			1	1	1	10	7																	2.51	2.46	0.05
yr4	2009	20	20					1		13	6																3.05	2.97	0.08
yr5	2010	19	19							1	7	8	3														3.42		
yr4	2008	29	29					1	1	17	9	1															3.08	2.95	0.12
yr5	2009	29	29						2	6	12	8		1													3.51	3.46	0.05
yr6	2010	28	28							1	1	7	10	9													3.97		
yr5	2008	17	17							1	1	7	8														3.32	3.44	-0.12
yr6	2009	17	17							1	1	3	7	5													3.96	3.97	-0.01
yr6	2008	25	24							1	1	1	8	9	4												3.86	3.95	-0.08

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group



## Teacher Judgments against the VELS - Mathematics (primary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

### Number

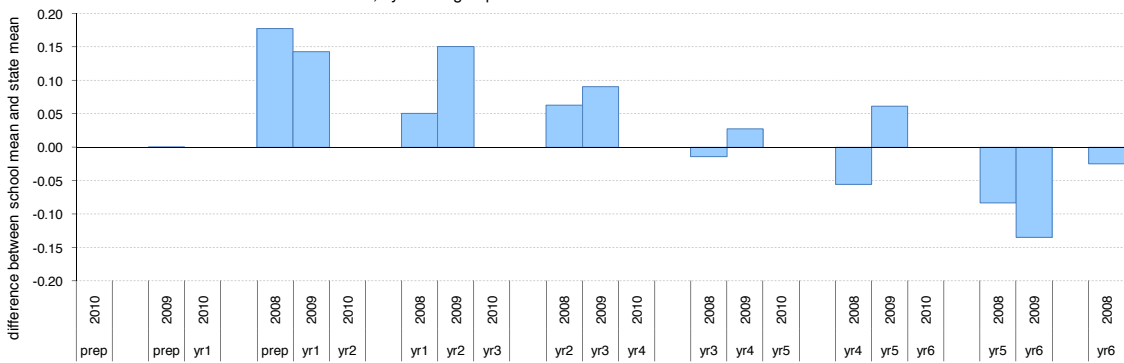
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>		
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50				5.75	6.00
prep	2010	29	29	2	15	10	2																				1.09		
prep	2009	24	24	4	11	9																					1.01	1.01	0.00
yr1	2010	18	18	3	13	2																					1.49		
prep	2008	21	21	1	10	6	3			1																	1.18	1.00	0.18
yr1	2009	22	22			1	11	9					1														1.67	1.53	0.14
yr2	2010	22	22				5	4	10	2				1													2.18		
yr1	2008	23	23			2	15	4	2																		1.57	1.51	0.05
yr2	2009	18	18					9		6	3																2.17	2.02	0.15
yr3	2010	18	18							7	4	5	2														2.53		
yr2	2008	19	19			2	1	10	2	4																	2.07	2.00	0.06
yr3	2009	19	19					1	2	9	2	5															2.59	2.50	0.09
yr4	2010	17	17						1	1	3	1	4	7													3.13		
yr3	2008	20	20				1	2	2	5	10																2.47	2.49	-0.01
yr4	2009	20	20						1	2	1	7	9														3.01	2.99	0.03
yr5	2010	19	19						1	1	1	10	4	2													3.50		
yr4	2008	29	29						2	6	21																2.91	2.97	-0.06
yr5	2009	29	29							1	1	10	4	9	3	1											3.53	3.46	0.06
yr6	2010	28	28							1		2	7	9	9												3.94		
yr5	2008	17	17								1	7	9														3.37	3.45	-0.08
yr6	2009	17	17								1	4	1	5	5												3.84	3.97	-0.13
yr6	2008	25	24									2	1	5	11	4	1										3.93	3.95	-0.03

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

### Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group



## Teacher Judgments against the VELS - Mathematics (primary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

### Measurement, Chance and Data

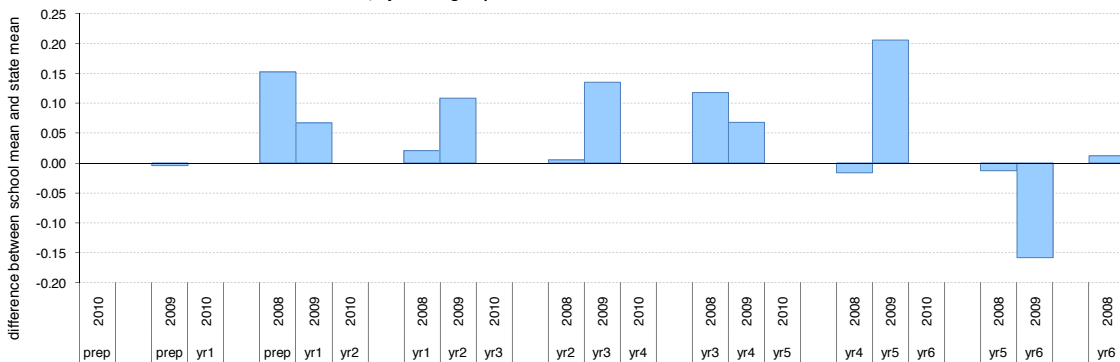
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50			
prep	2010	29	29	1	1	17	9	1																	1.04		
prep	2009	24	21		1	20																			0.98	0.98	0.00
yr1	2010	18	18				15	3																	1.54		
prep	2008	21	21		1	11	8			1															1.13	0.98	0.15
yr1	2009	22	22				21				1														1.57	1.50	0.07
yr2	2010	22	22				3	12	6			1													2.11		
yr1	2008	23	23				2	18	3																1.51	1.49	0.02
yr2	2009	18	18						11	7															2.10	1.99	0.11
yr3	2010	18	18							6	4	6	2												2.56		
yr2	2008	19	19					4	12	3															1.99	1.98	0.01
yr3	2009	19	19							5	5	6	1	2											2.62	2.48	0.13
yr4	2010	17	17							1	1	1	3	11											3.32		
yr3	2008	20	20					1	2	1	4	9	3												2.59	2.47	0.12
yr4	2009	20	20							3		8	9												3.04	2.97	0.07
yr5	2010	19	19							1	1	3	12	2											3.42		
yr4	2008	29	29							1	5	23													2.94	2.96	-0.02
yr5	2009	29	29								1	4	7	10	7										3.66	3.45	0.21
yr6	2010	28	28							1	1	5	10	11											4.00		
yr5	2008	17	17								1	3	13												3.43	3.44	-0.01
yr6	2009	17	17								1	1	2	4	8	1									3.79	3.95	-0.16
yr6	2008	25	24									1	2	4	12	4	1								3.95	3.94	0.01

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

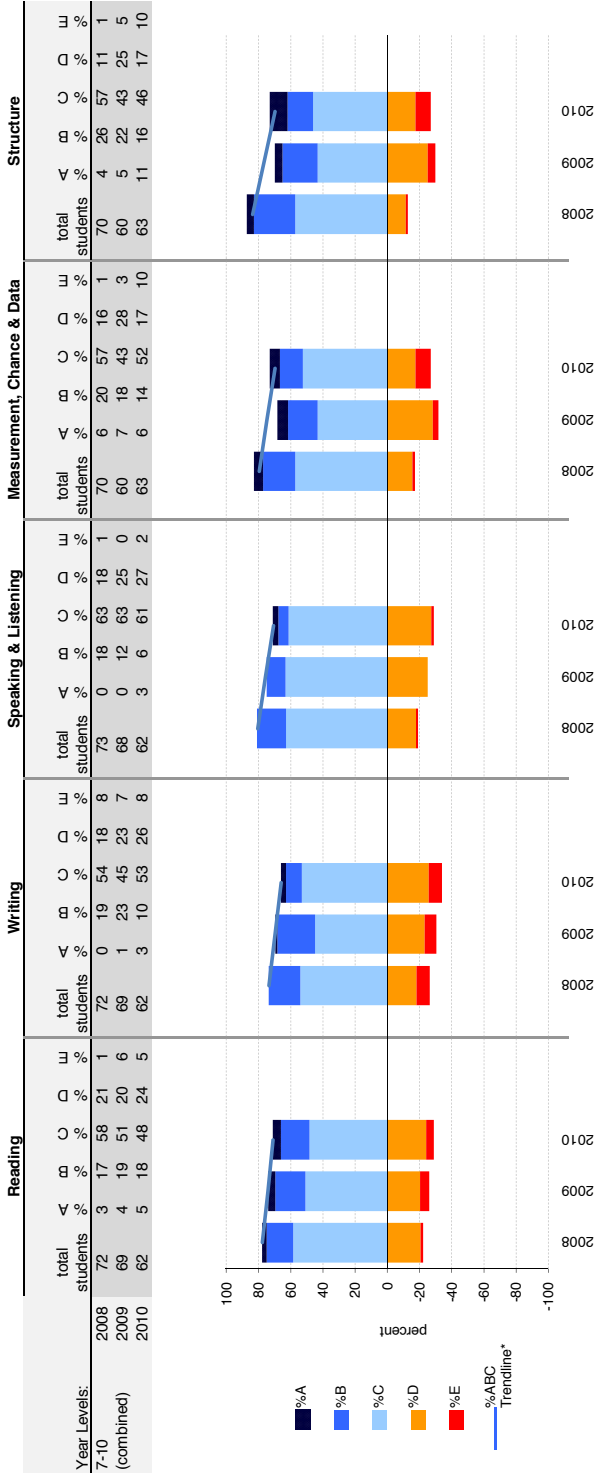
Difference between school mean and state mean<sup>^</sup>, by cohort group





### Teacher Judgments against the VELS - Year levels 7-10 combined

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.



Note: \* The school trendline is only plotted when there is data for each calendar year.

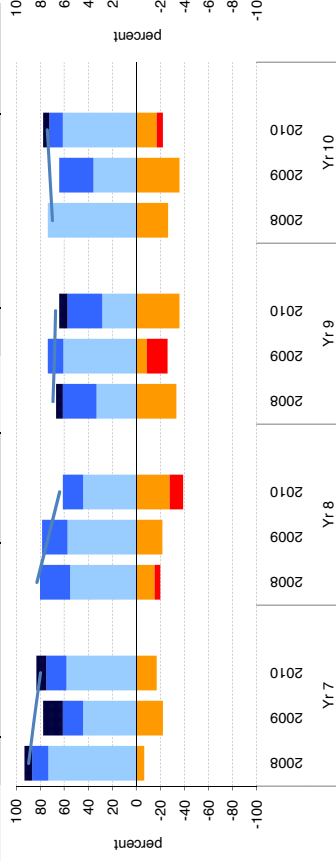
### Teacher Judgments against the VELs - English (secondary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELs.

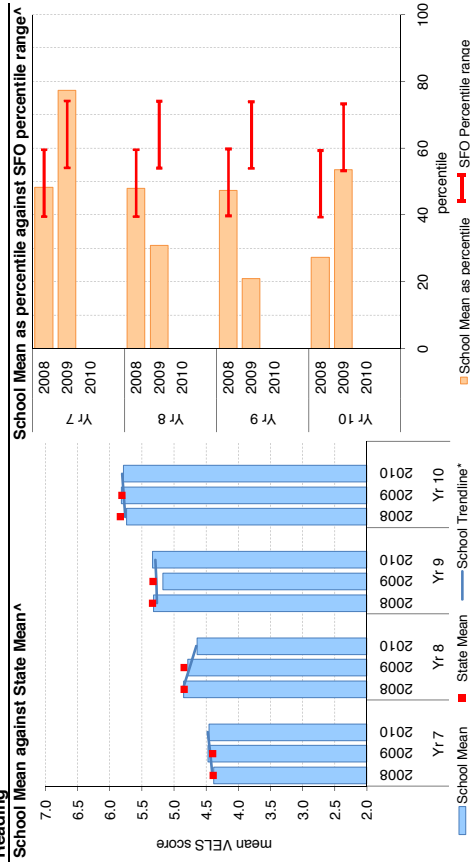
Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 ^ 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

#### Reading

	% of students by grade					total students	% of students by grade					Mean Score						
	A	B	C	D	E		A	B	C	D	E		School	State <sup>^</sup>				
Yr 7	2008	15	7	13	73	7	0	4.38	4.39	2008	18	6	28	33	33	0	5.32	5.34
	2009	18	17	17	44	22	0	4.47	4.40	2009	23	0	13	61	9	17	5.17	5.33
	2010	12	8	17	58	17	0	4.46		2010	14	7	29	29	36	0	5.34	
Yr 8	2008	20	0	25	55	15	5	4.85	4.84	2008	19	0	0	74	26	0	5.74	5.83
	2009	14	0	21	57	21	0	4.79	4.85	2009	14	0	29	36	36	0	5.82	5.81
	2010	18	0	17	44	28	11	4.64		2010	18	6	11	61	17	6	5.79	

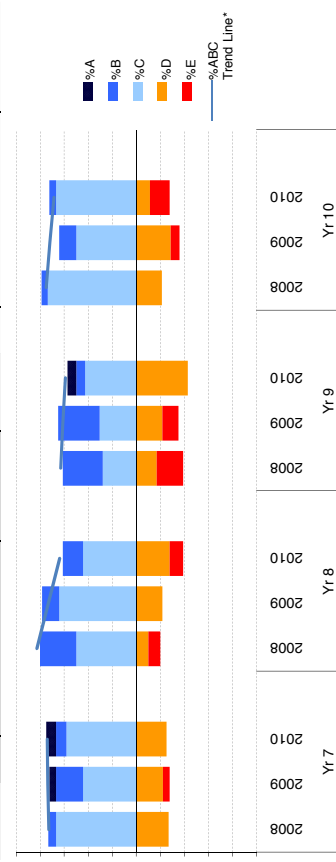


#### Reading

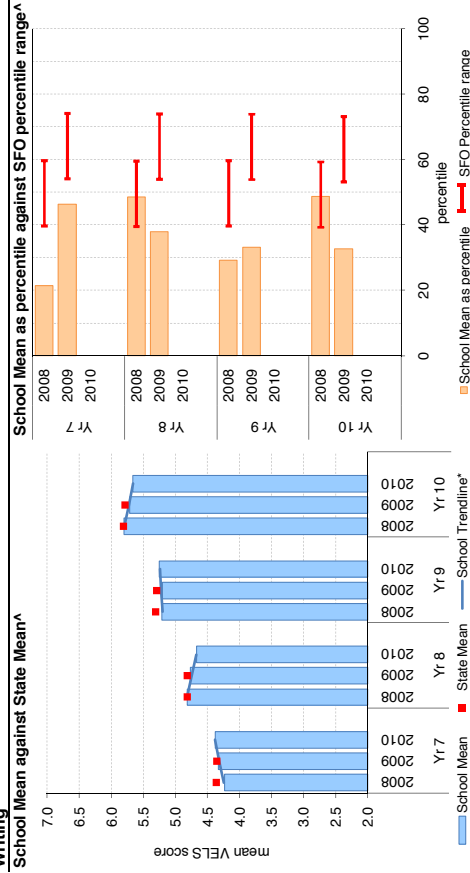


#### Writing

	% of students by grade					total students	% of students by grade					Mean Score						
	A	B	C	D	E		A	B	C	D	E		School	State <sup>^</sup>				
Yr 7	2008	15	0	7	67	27	0	4.23	4.36	2008	18	0	33	28	17	22	5.21	5.31
	2009	18	6	22	44	22	6	4.33	4.35	2009	23	0	35	30	22	13	5.21	5.29
	2010	12	8	8	58	25	0	4.38		2010	14	7	7	43	43	0	5.25	
Yr 8	2008	20	0	30	50	10	10	4.81	4.82	2008	19	0	5	74	21	0	5.80	5.81
	2009	14	0	14	64	21	0	4.77	4.81	2009	14	0	14	50	29	7	5.71	5.79
	2010	18	0	17	44	28	11	4.67		2010	18	0	6	67	11	17	5.67	



#### Writing

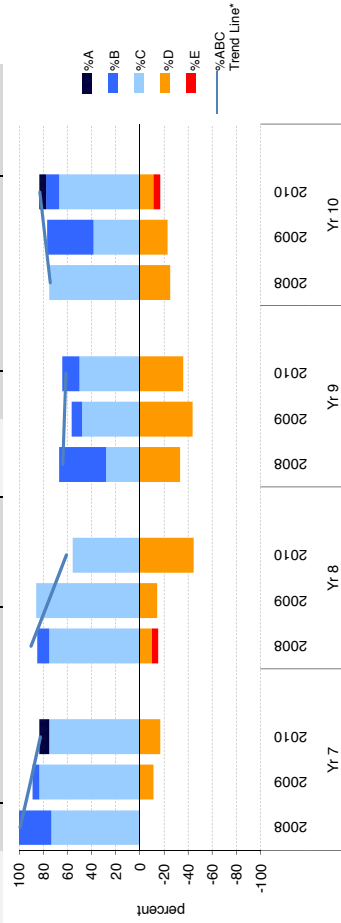


### Teacher Judgments against the VELs - English (secondary)

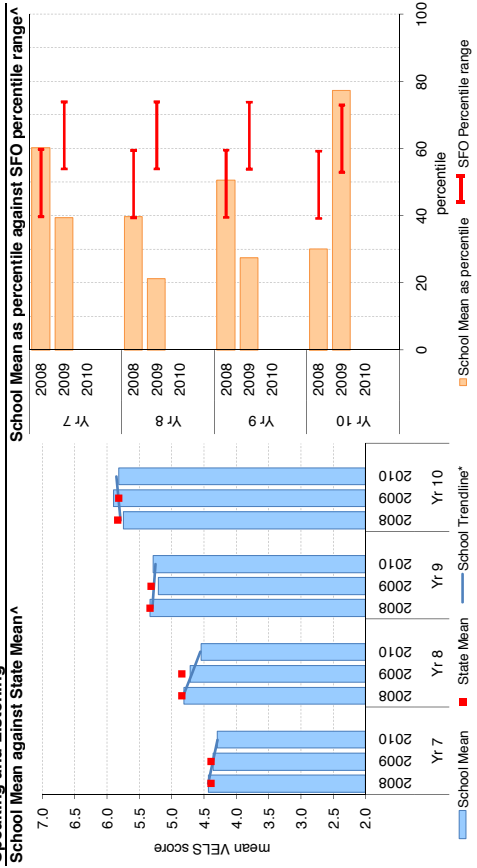
School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELs.

#### Speaking and Listening

	% of students by grade					% of students by grade					Mean Score						
	A	B	C	D	E	A	B	C	D	E	School	State <sup>^</sup>					
Yr 7	0	27	73	0	0	4.43	4.39	2008	18	0	39	28	33	0	5.33	5.34	
2009	18	0	6	83	11	0	4.36	4.39	2009	23	0	9	48	43	0	5.21	5.32
2010	12	8	0	75	17	0	4.29	2010	14	0	14	50	36	0	5.29		
Yr 8	20	0	10	75	10	5	4.81	4.85	2008	20	0	0	75	25	0	5.75	5.83
2009	14	0	0	86	14	0	4.71	4.84	2009	13	0	38	38	23	0	5.90	5.82
2010	18	0	0	56	44	0	4.54	2010	18	6	11	67	11	6	5.82		



#### Speaking and Listening



Notes: \* The school trendline is only plotted when there is data for each calendar year.

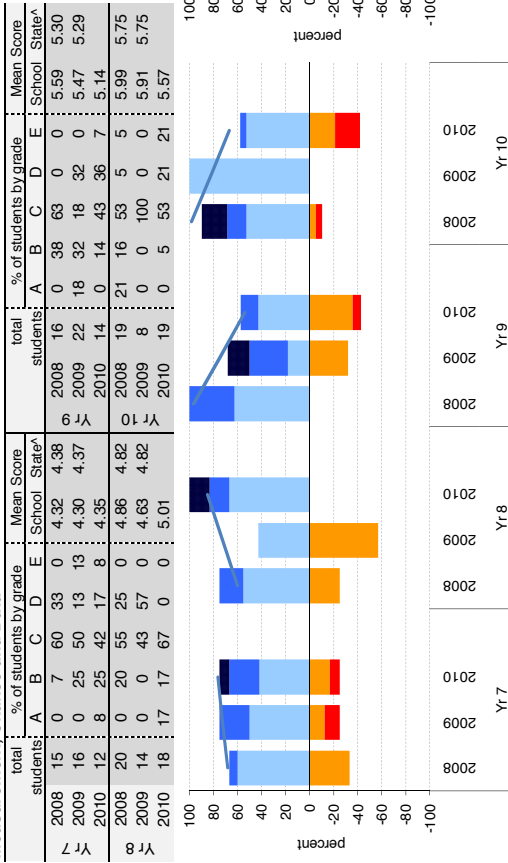
<sup>^</sup> 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

### Teacher Judgments against the VELs - Mathematics (secondary)

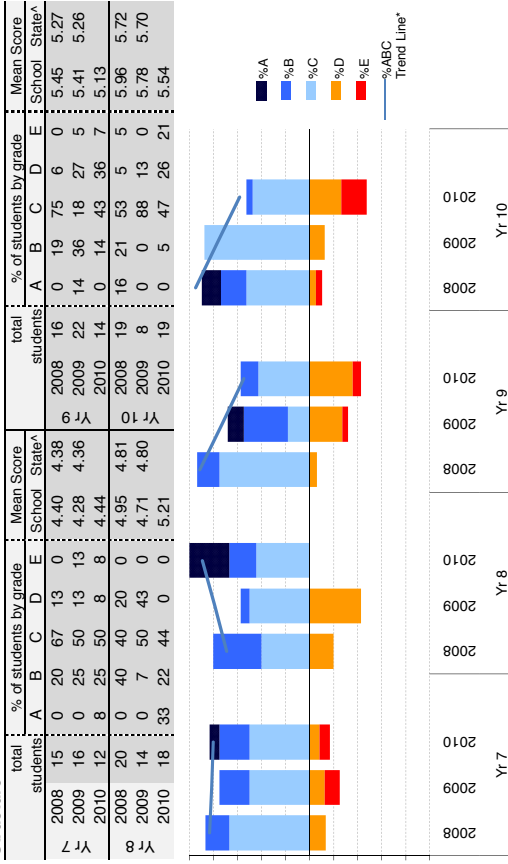
School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELs.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 ^ 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

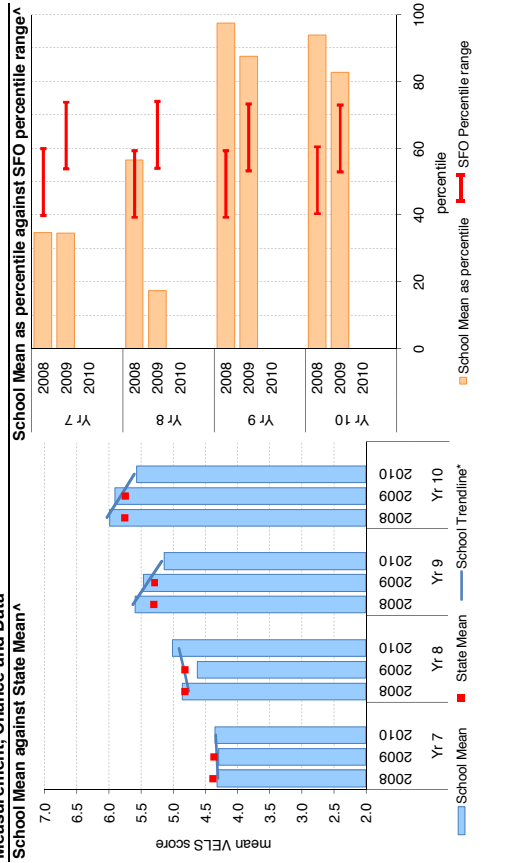
#### Measurement, Chance and Data



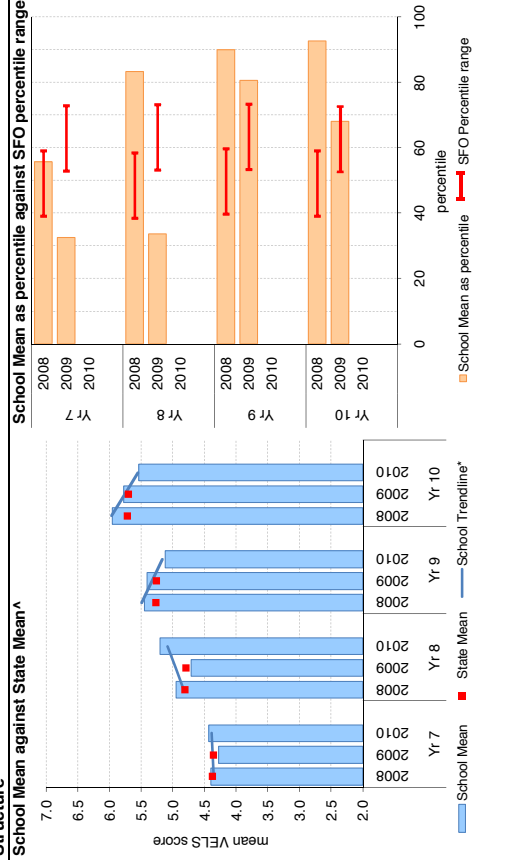
#### Structure



#### Measurement, Chance and Data



#### Structure



### Teacher Judgments against the VELS - English (secondary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

#### Reading

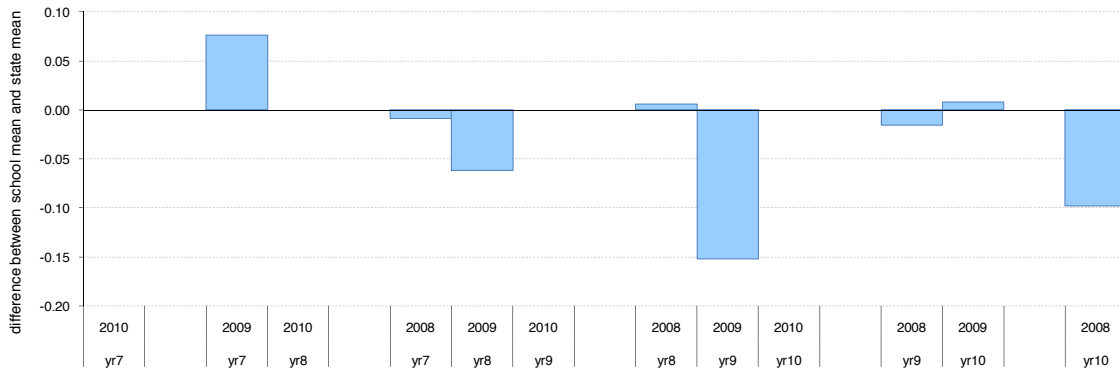
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>		
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50				5.75	6.00
yr7	2010	12	12											2	3	4	2		1							4.46			
yr7	2009	18	18										1	3	2	6	3	3									4.47	4.40	0.08
yr8	2010	18	18											2	2	3	7	1		3							4.64		
yr7	2008	15	15										1	8	3	2	1										4.38	4.39	-0.01
yr8	2009	14	14											1	2	8			3								4.79	4.85	-0.06
yr9	2010	14	14													1	4		4		4	1					5.34		
yr8	2008	20	20										1	1	2	6	5		5								4.85	4.84	0.01
yr9	2009	23	23										1	1	2		2		10	4	3						5.17	5.33	-0.15
yr10	2010	18	18														1		2	1	6	5		2	1		5.79		
yr9	2008	18	18													2	4		6		5	1					5.32	5.34	-0.02
yr10	2009	14	14																1	4	3	2		4			5.82	5.81	0.01
yr10	2008	19	19																2	3	8	6					5.74	5.83	-0.10

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group





## Teacher Judgments against the VELS - English (secondary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

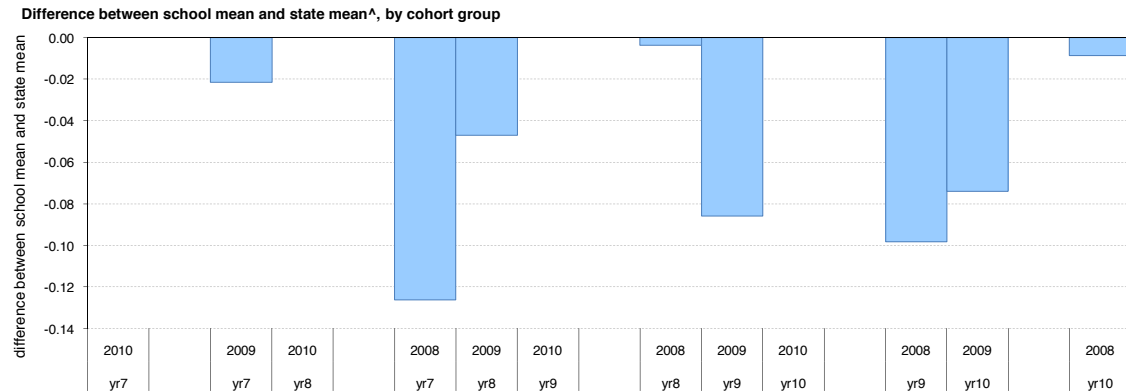
### Writing

Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1		Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>		
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25				5.50	5.75
yr7	2010	12	12										1	2	3	4	1			1						4.38		
yr7	2009	18	18							1			4		4	4	4	1								4.33	4.35	-0.02
yr8	2010	18	18										2		2	3	7	1		3						4.67		
yr7	2008	15	15										2	2	7	3	1									4.23	4.36	-0.13
yr8	2009	14	14												3	6	3		2							4.77	4.81	-0.05
yr9	2010	14	14												1	5	4	2	1	1						5.25		
yr8	2008	20	20									1	1		2	6	4		6							4.81	4.82	0.00
yr9	2009	23	23									1	1		1	3	2		4	3	8					5.21	5.29	-0.09
yr10	2010	18	18											1		2			1	1	5	7		1		5.67		
yr9	2008	18	18												4	1	2		4	1	6					5.21	5.31	-0.10
yr10	2009	14	14												1				3	1	3	4		2		5.71	5.79	-0.07
yr10	2008	19	19																1	3	7	7		1		5.80	5.81	-0.01

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.



### Teacher Judgments against the VELS - English (secondary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

#### Speaking and Listening

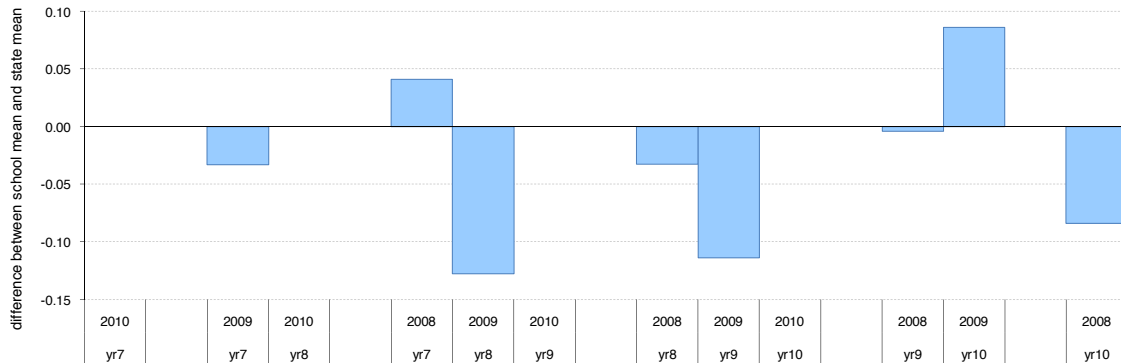
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50			
yr7	2010	12	12										1	1		7	2		1								4.29
yr7	2009	18	18											2		7	8	1									4.36
yr8	2010	18	18													8		9	1								4.54
yr7	2008	15	15													8	3	4									4.43
yr8	2009	14	14													2	12										4.71
yr9	2010	14	14														5		4	3	2						5.29
yr8	2008	20	20										1	1	1	8	7		2								4.81
yr9	2009	23	23													3	7		6	5	2						5.21
yr10	2010	18	18													1		2		6	6	2	1				5.82
yr9	2008	18	18													2	4		5		7						5.33
yr10	2009	14	13															1	2	3	2		5				5.90
yr10	2008	20	20															2	3	8	7						5.75

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group



### Teacher Judgments against the VELS - Mathematics (secondary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

**Measurement, Chance and Data**

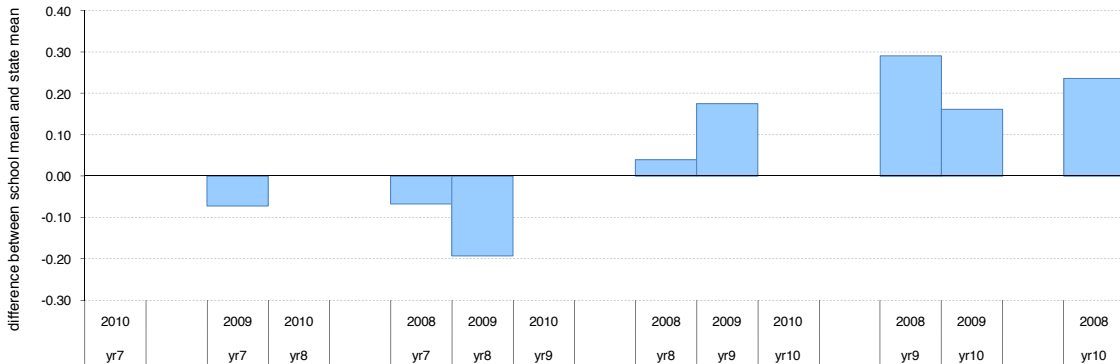
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>			
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50				5.75	6.00	6.25
yr7	2010	12	12									1	2	3	2	3	1											4.35		
yr7	2009	16	16									2	2	5	3	4												4.30	4.37	-0.07
yr8	2010	18	18													8	4			3	3							5.01		
yr7	2008	15	15										5	2	7	1												4.32	4.38	-0.07
yr8	2009	14	14											1	7	4	2											4.63	4.82	-0.19
yr9	2010	14	14											1	3	2			5	1	2							5.14		
yr8	2008	20	20											2	3	3	8			4								4.86	4.82	0.04
yr9	2009	22	22												4	3			1	3	7	3	1				5.47	5.29	0.17	
yr10	2010	19	19												2	2			2	2	6	4	1				5.57			
yr9	2008	16	16																10	6							5.59	5.30	0.29	
yr10	2009	8	8																	3	5						5.91	5.75	0.16	
yr10	2008	19	19														1		1		6	4	3	1	3		5.99	5.75	0.24	

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group



## Teacher Judgments against the VELS - Mathematics (secondary)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: Semester 2 teacher judgments of student achievement against the VELS.

### Structure

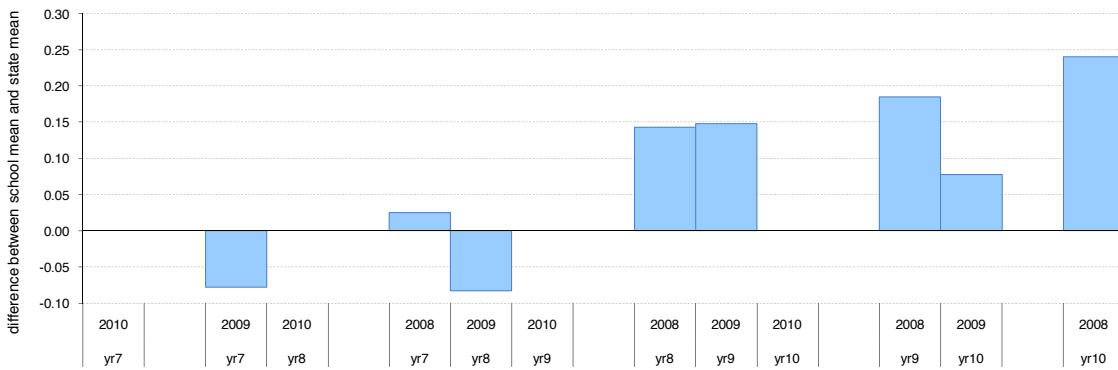
Year Level	Year	Total <sup>1</sup>	Assessed <sup>2</sup>	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 6E			School mean	State mean <sup>^</sup>	Difference between school and state mean <sup>^</sup>		
				0.00	0.50	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	5.25	5.50				5.75	6.00
yr7	2010	12	12								1			1			6	3	1								4.44		
yr7	2009	16	16										2	2		6	2	4									4.28	4.36	-0.08
yr8	2010	18	18														4	4			4	3	3				5.21		
yr7	2008	15	15										2		5	5	3										4.40	4.38	0.02
yr8	2009	14	14												3	3	2	5		1							4.71	4.80	-0.08
yr9	2010	14	14													1	3	2		6			2				5.13		
yr8	2008	20	20												1	3	3	5		8							4.95	4.81	0.14
yr9	2009	22	22													1	4	2		2	2	8	3				5.41	5.26	0.15
yr10	2010	19	19														2	2		3	2	5	4	1			5.54		
yr9	2008	16	16															1		4	8	3					5.45	5.27	0.19
yr10	2009	8	8																	1	5	2					5.78	5.70	0.08
yr10	2008	19	19															1		1		7	3	4	1	2	5.96	5.72	0.24

shading indicates a 'C' grade (at the expected standard) on the VELS scale.

### Notes:

- <sup>1</sup> The total number of students eligible to be assessed. This figure will typically match, or be very close to, the Year Level enrolment.
- <sup>2</sup> The number of students assessed against the VELS. The difference between this figure and the total (1) should be accounted for by students assessed against Individual Learning Plans and/or the ESL companion in the case of English.
- <sup>^</sup> 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

Difference between school mean and state mean<sup>^</sup>, by cohort group



## ESL Companion Guide

School no: 9999

School name: Nameless P-12 College

Source of data: Data retrieved electronically from CASES21.

Explanation: Assessment of students against the ESL (English as a Second Language) Companion Guide.

Students assessed on the ESL Companion Guide, 2010:

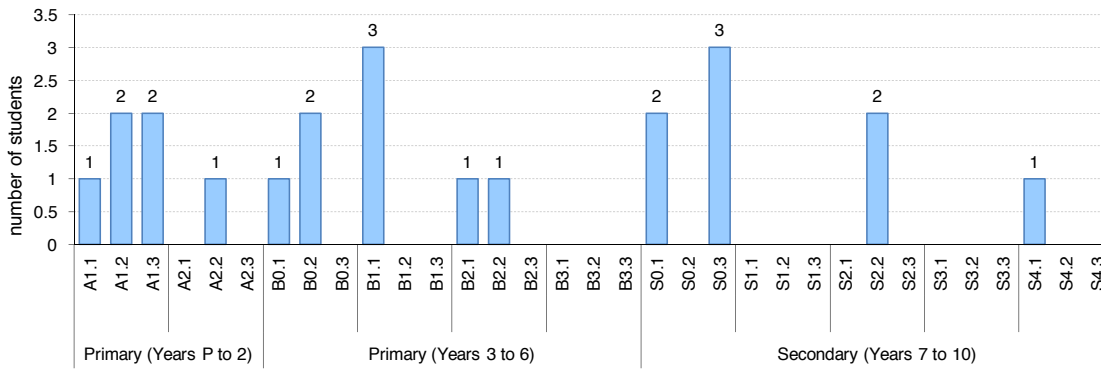
Reading: 22

Writing: 22

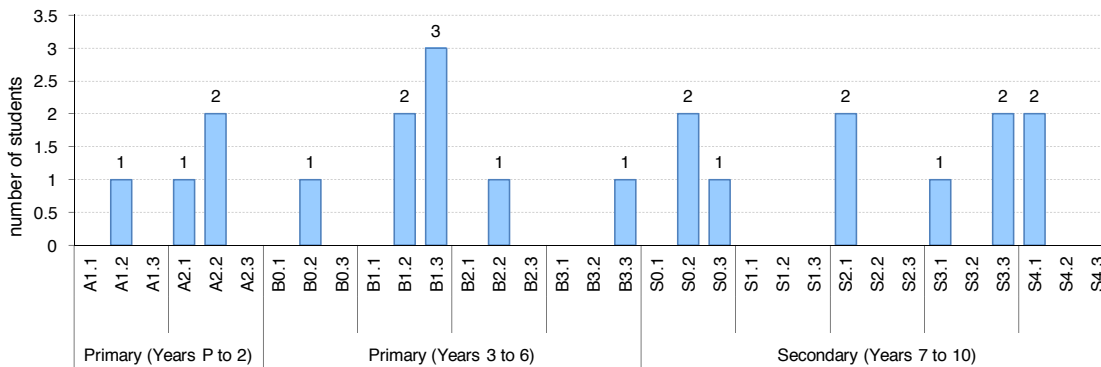
Speaking & Listening: 22

Enrolment at February 2010 census: 250

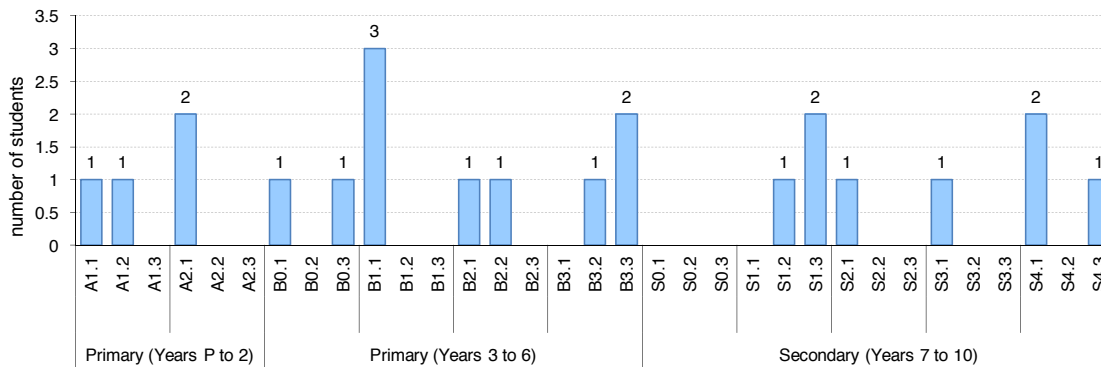
### Reading, 2010



### Writing, 2010



### Speaking and Listening, 2010





### NAPLAN Year 3 and 5: Reading

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.  
 Explanation: The National Assessment Program - Literacy and Numeracy (NAPLAN) is conducted each year for students in Years 3, 5, 7 and 9. For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://naplans.vcaa.vic.edu.au>. A reference guide for analysing NAPLAN data is available at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf>.

Notes: \* The school trendline is only plotted when there is data for each calendar year.

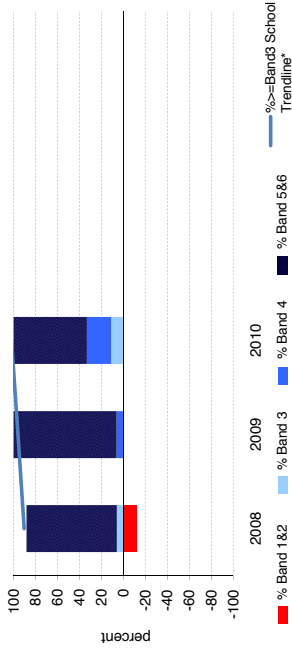
\*\* % student participation = students who participated in NAPLAN (not absent / withdrawn but including exempt) / total number of students (including exempt / absent / withdrawn).

For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf>.

#### Year 3

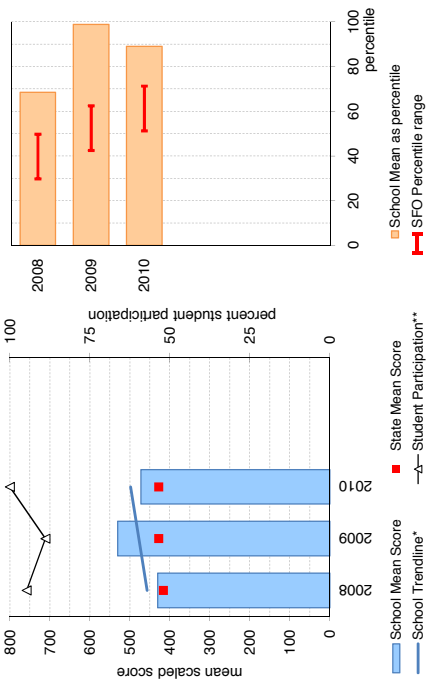
Year	student participation** (n)	student participation** (%)	Percent of students by NAP Band						Mean Scaled Score	School Score	State
			Band 1	Band 2	Band 3	Band 4	Band 5&6	Band 7&8			
2008	18	95	0	0	0	0	0	0	430.5	415.8	
2009	16	89	0	0	0	6	25	69	530.2	427.5	
2010	18	100	0	0	11	22	22	44	472.0	427.4	

#### Percent of students by NAP Band



#### Year 3

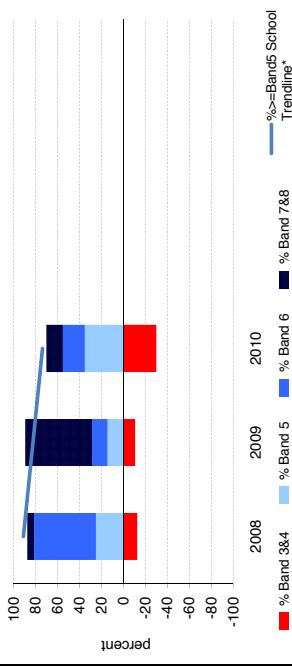
#### School Mean against State Mean, including Participation



#### Year 5

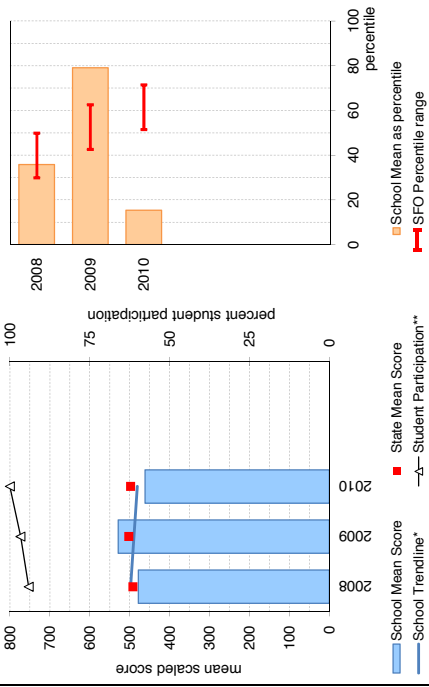
Year	student participation** (n)	student participation** (%)	Percent of students by NAP Band						Mean Scaled Score	School Score	State
			Band 3	Band 4	Band 5	Band 6	Band 7&8	%>=Band5 School Trendline*			
2008	16	94	0	13	25	56	7	8	478.4	492.1	
2009	29	97	7	4	14	14	39	21	528.6	502.4	
2010	20	100	10	20	35	20	10	5	461.4	497.9	

#### Percent of students by NAP Band



#### Year 5

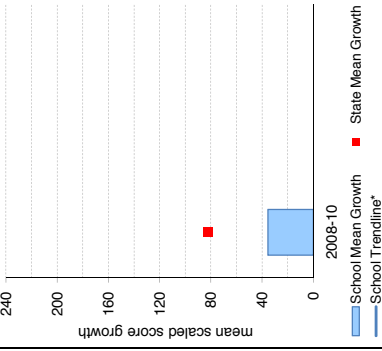
#### School Mean against State Mean, including Participation



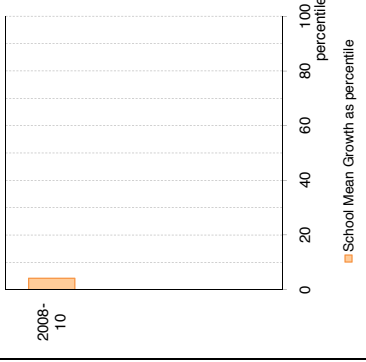
#### Matched Cohort (MC)

Year	MC total	MC with 2 scores	Mean Scaled Score Growth	
			School	State
2008-10	18	17	35.5	82.0

#### School Mean Growth against State Mean



#### School Mean Growth as percentile



## NAPLAN Year 7 and 9: Reading

School no: 9999

School name: Nameless P-12 College

Source of data: Victorian Curriculum and Assessment Authority.

Explanation: The National Assessment Program - Literacy and Numeracy (NAPLAN) is conducted each year for students in Years 3, 5, 7 and 9. For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://naplands.vcaa.vic.edu.au>. A reference guide for analysing NAPLAN data is available at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf>.

Notes: \* The school trendline is only plotted when there is data for each calendar year.

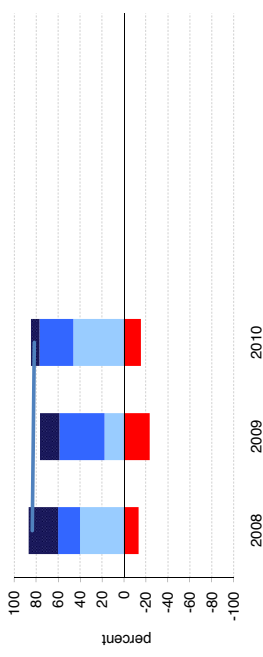
\*\* % student participation = students who participated in NAPLAN (not absent / withdrawn but including exempt) / total number of students (including exempt / absent / withdrawn).

For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf>.

### Year 7

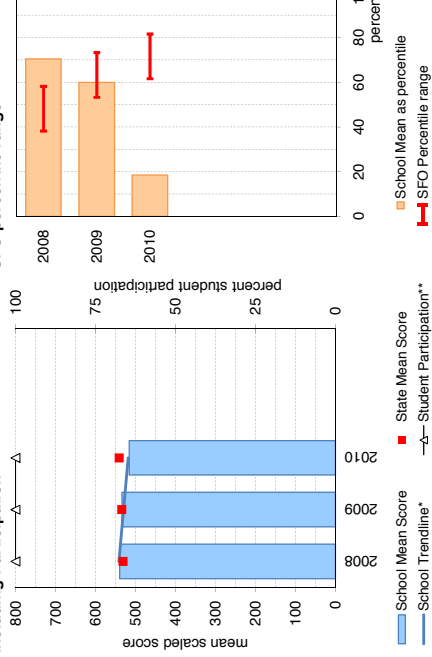
Year	student participation** (n)	student participation** (%)	Percent of students by NAP Band						Mean Scaled Score	
			4	5	6	7	8	9	School	State
2008	15	100	0	13	40	20	27	0	539.2	531.1
2009	17	100	0	24	18	41	18	0	533.8	534.5
2010	13	100	8	8	46	31	8	0	515.7	540.6

### Percent of students by NAP Band

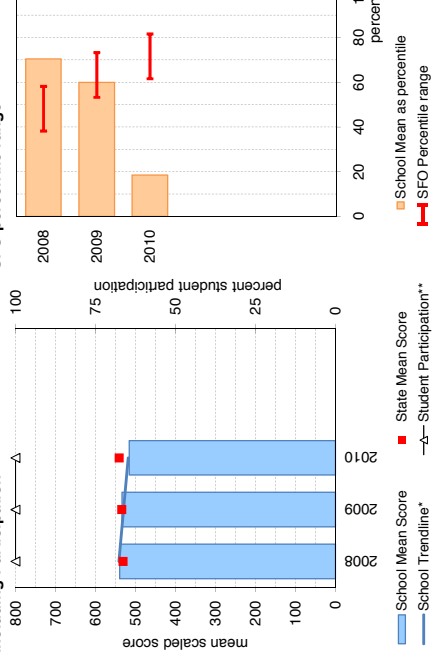


### Year 7

#### School Mean against State Mean, including Participation



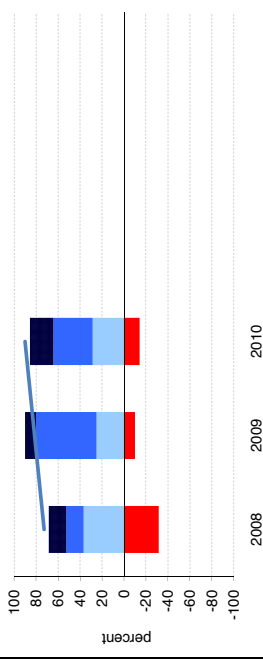
#### School Mean as percentile against SFO percentile range



### Year 9

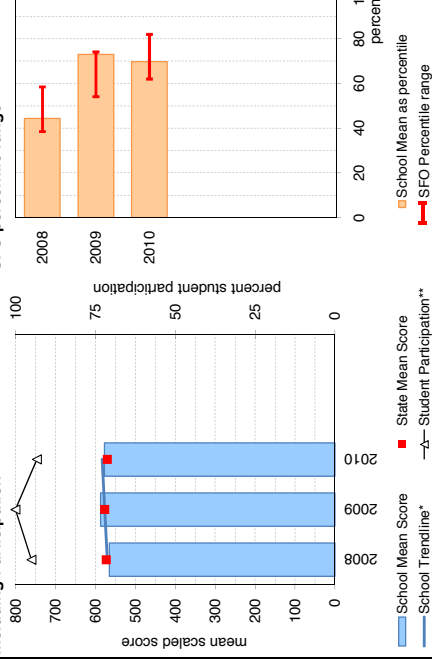
Year	student participation** (n)	student participation** (%)	Percent of students by NAP Band						Mean Scaled Score	
			5	6	7	8	9	10	School	State
2008	19	95	5	26	37	16	16	0	565.0	572.5
2009	20	100	5	5	25	55	5	5	587.0	576.5
2010	14	93	7	7	29	36	21	0	577.6	570.3

### Percent of students by NAP Band

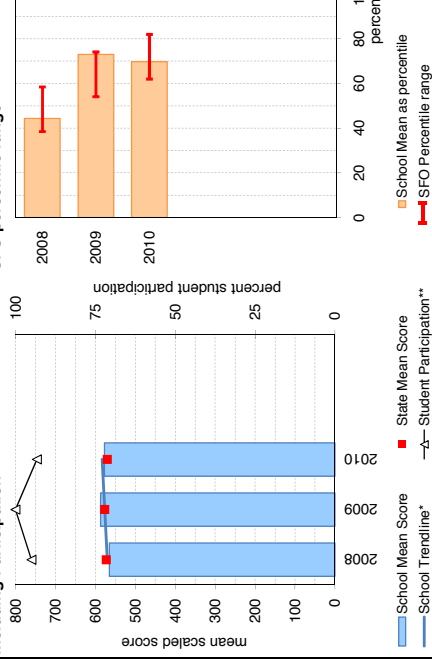


### Year 9

#### School Mean against State Mean, including Participation



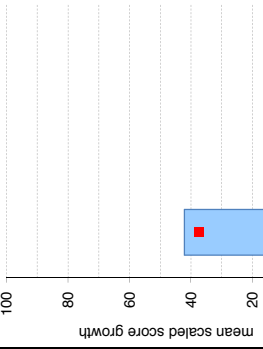
#### School Mean as percentile against SFO percentile range



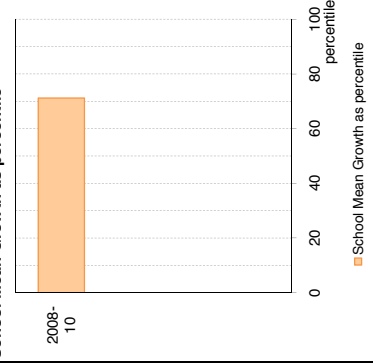
### Matched Cohort (MC)

Year	MC total	MC with 2+ scores	Mean Scaled Score Growth	
			School	State
2008-10	13	13	42.1	37.5

### School Mean Growth against State Mean



### School Mean Growth as percentile



## NAPLAN Year 3 and 5: Writing

School no: 9999

School name: Nameless P-12 College

Source of data: Victorian Curriculum and Assessment Authority.

Explanation: The National Assessment Program - Literacy and Numeracy (NAPLAN) is conducted each year for students in Years 3, 5, 7 and 9. For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://naplands.vcaa.vic.edu.au>. A reference guide for analysing NAPLAN data is available at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplana.pdf>.

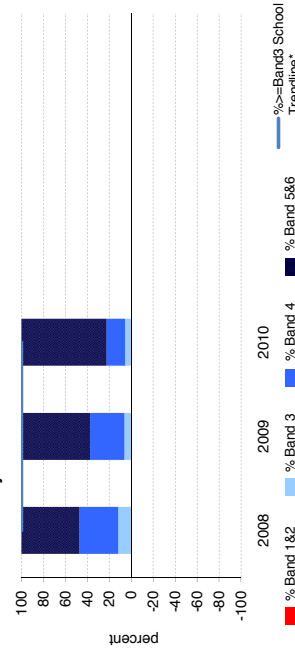
Notes: \* The school trendline is only plotted when there is data for each calendar year.

\*\* % student participation = students who participated in NAPLAN (not absent / withdrawn but including exempt) / total number of students (including exempt / absent / withdrawn).

### Year 3

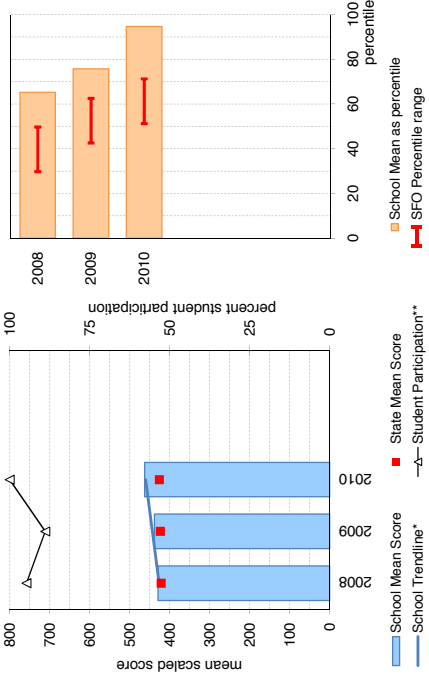
	student participation** (n)	student participation** (%)	Percent of students by NAP Band						Mean Scaled Score	
			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	School	State
2008	18	95	0	0	12	35	35	18	429.0	421.3
2009	16	89	0	0	6	31	44	19	436.2	423.4
2010	18	100	0	0	6	17	44	33	462.3	425.6

### Percent of students by NAP Band

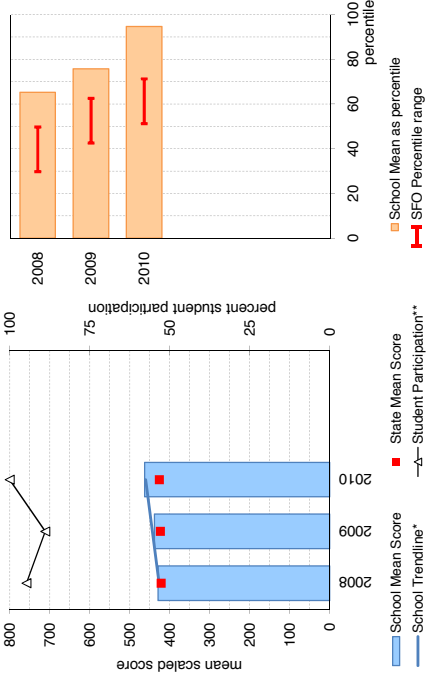


### Year 3

#### School Mean against State Mean, including Participation



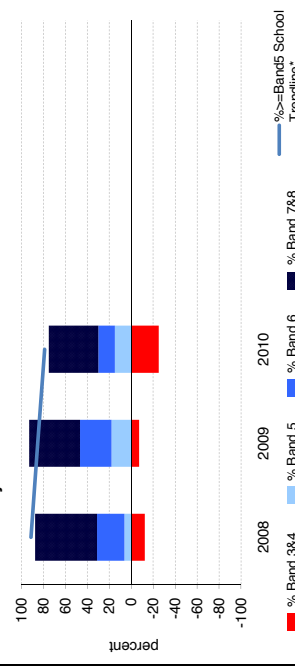
#### School Mean as percentile against SFO percentile range



### Year 5

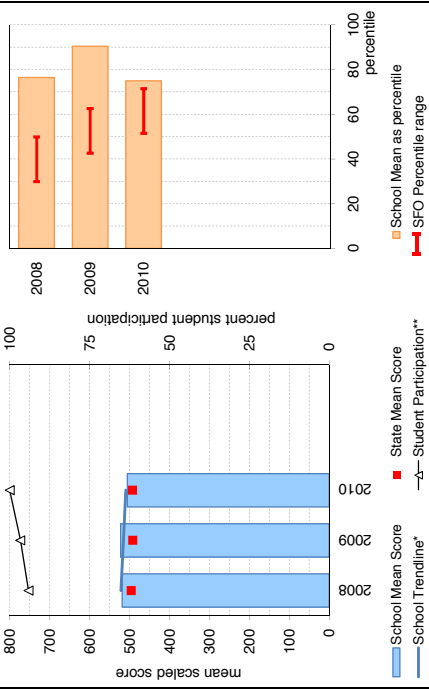
	student participation** (n)	student participation** (%)	Percent of students by NAP Band								Mean Scaled Score	
			Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	School	State		
2008	16	94	6	6	25	44	13	518.5	496.1			
2009	29	97	0	7	18	29	21	522.3	491.9			
2010	20	100	5	20	15	15	20	25	505.8	492.5		

### Percent of students by NAP Band

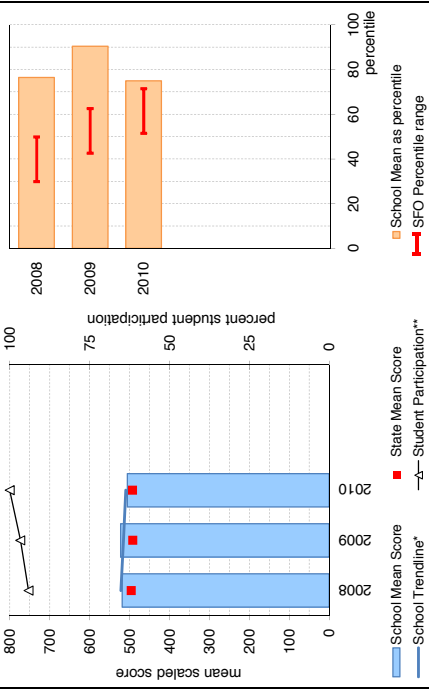


### Year 5

#### School Mean against State Mean, including Participation



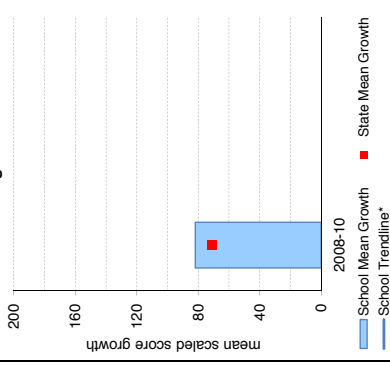
#### School Mean as percentile against SFO percentile range



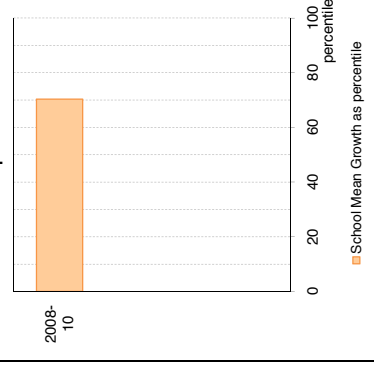
### Matched Cohort (MC)

	Number of students		Mean Scaled Score Growth	
	MC total	MC with 2 scores	School	State
2008-10	18	17	81.9	70.9

### School Mean Growth against State Mean



### School Mean Growth as percentile

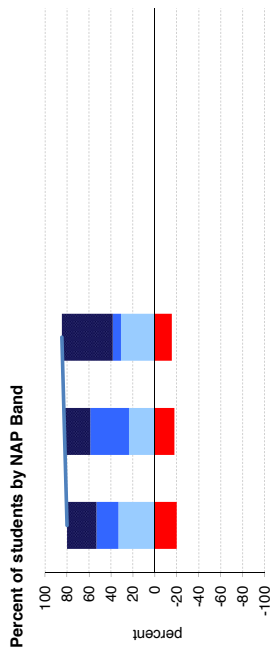


## NAPLAN Year 7 and 9: Writing

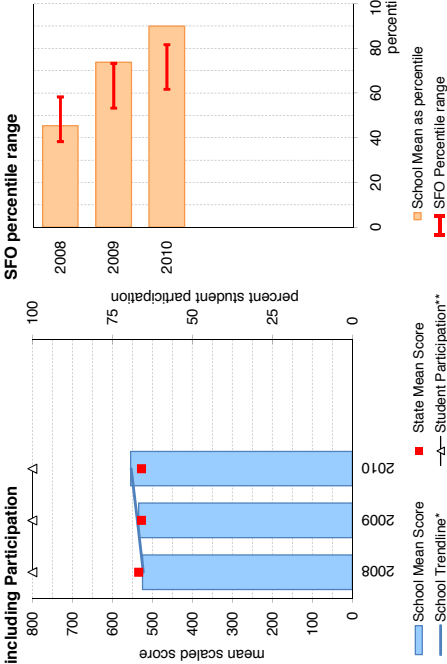
School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority  
 Explanation: The National Assessment Program - Literacy and Numeracy (NAPLAN) is conducted each year for students in Years 3, 5, 7 and 9. For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://naplans.vcaa.vic.edu.au>. A reference guide for analysing NAPLAN data is available at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplansdata.pdf>.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 \*\* % student participation = students who participated in NAPLAN (not absent / withdrawn but including exempt) / total number of students (including exempt / absent / withdrawn)

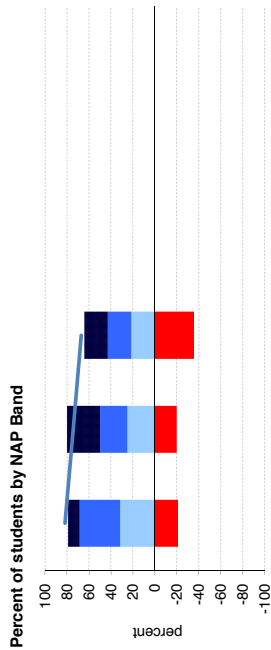
Year 7	student participation** (n) (%)	Percent of students by NAP Band								Mean Scaled Score	
		4	5	6	7	8	9	School	State		
2008	15	100	13	7	33	20	13	524.6	534.2		
2009	17	100	6	12	24	35	12	534.2	526.8		
2010	13	100	8	8	31	8	23	554.4	526.8		



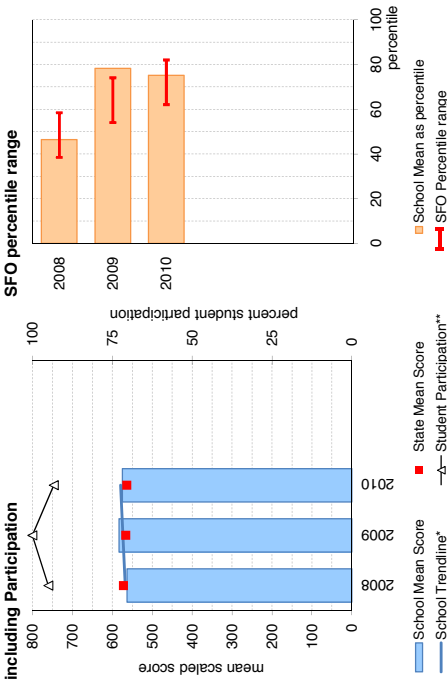
Year 7 School Mean against State Mean, including Participation



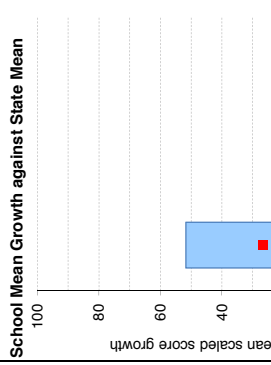
Year 9	student participation** (n) (%)	Percent of students by NAP Band								Mean Scaled Score	
		5	6	7	8	9	10	School	State		
2008	19	95	5	16	32	37	5	583.2	571.8		
2009	20	100	10	25	25	25	5	583.0	566.0		
2010	14	93	0	36	21	21	14	574.8	563.5		



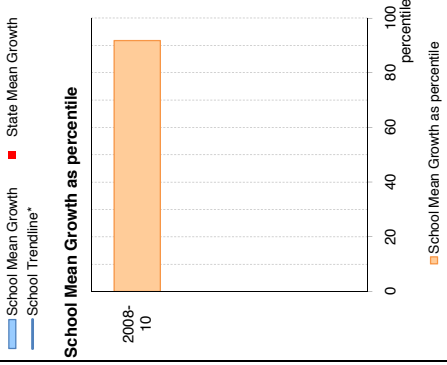
Year 9 School Mean against State Mean, including Participation



Matched Cohort (MC)	Number of students		Mean Scaled Score Growth
	MC total	MC With 2+ scores	
2008-10	13	13	51.7 / 26.5



School Mean Growth as percentile

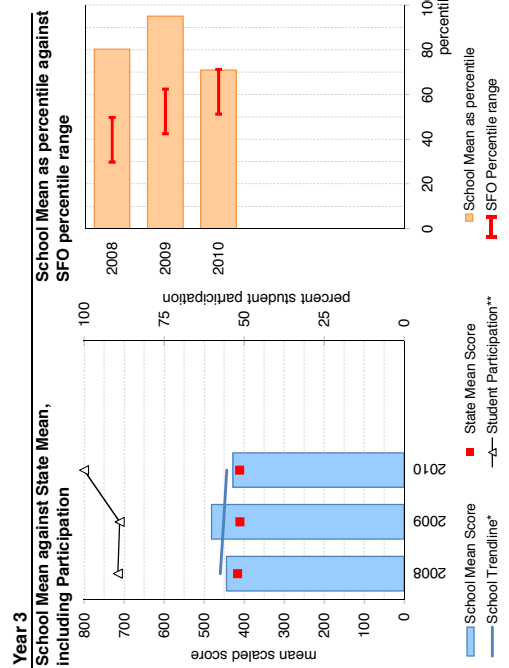
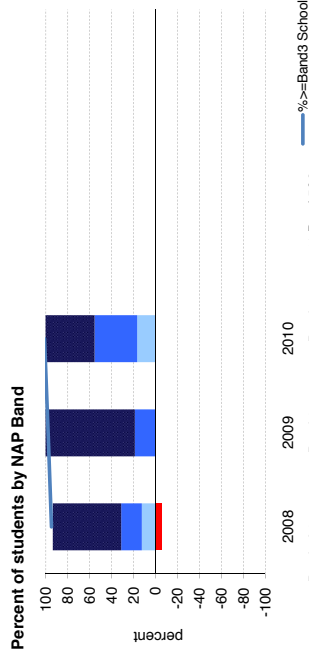


### NAPLAN Year 3 and 5: Numeracy

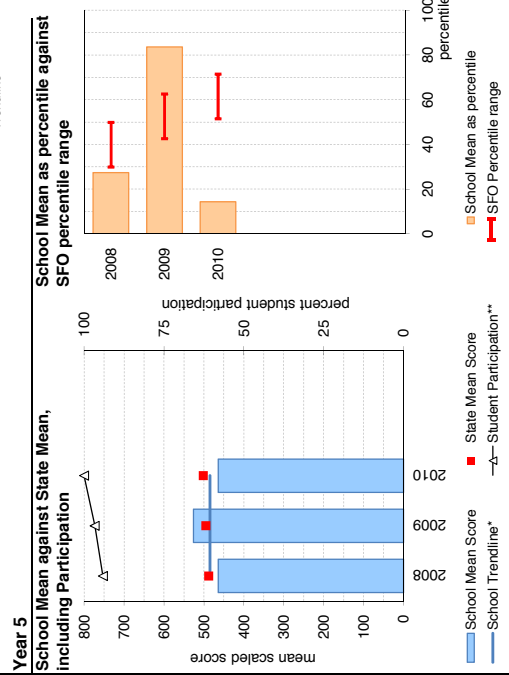
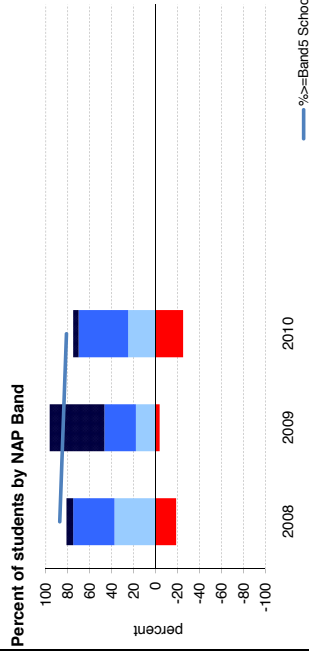
School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.  
 Explanation: The National Assessment Program - Literacy and Numeracy (NAPLAN) is conducted each year for students in Years 3, 5, 7 and 9. For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://naplands.vcaa.vic.edu.au>. A reference guide for analysing NAPLAN data is available at <http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf>.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 \*\* % student participation = students who participated in NAPLAN (not absent / withdrawn but including exempt) / total number of students (including exempt / absent / withdrawn).

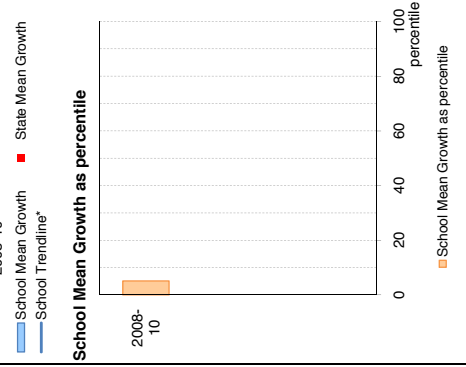
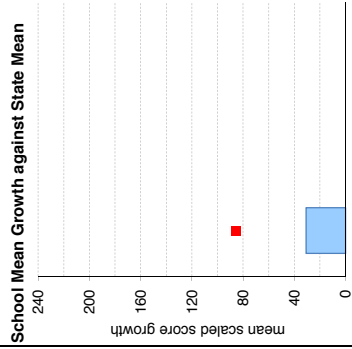
Year 3	student participation** (n)	student participation** (%)	Percent of students by NAP Band						Mean Scaled Score	
			Band 1	Band 2	Band 3	Band 4	Band 5&6	Band 7&8	School	State
2008	17	89	6	0	13	19	31	6	444.0	416.1
2009	16	89	0	0	0	19	44	38	481.6	410.6
2010	18	100	0	0	17	39	17	28	428.0	411.1



Year 5	student participation** (n)	student participation** (%)	Percent of students by NAP Band							Mean Scaled Score	
			Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	School	State	
2008	16	94	0	19	38	38	6	0	464.1	487.8	
2009	29	97	0	4	18	29	29	21	526.2	495.4	
2010	20	100	15	10	25	45	5	0	464.3	501.8	



Matched Cohort (MC)	MC total scores	MC with 2 scores	Mean Scaled Score Growth	
			School	State
2008-10	18	16	30.9	85.8





## NAPLAN Year 7 and 9: Numeracy

School no: 9999

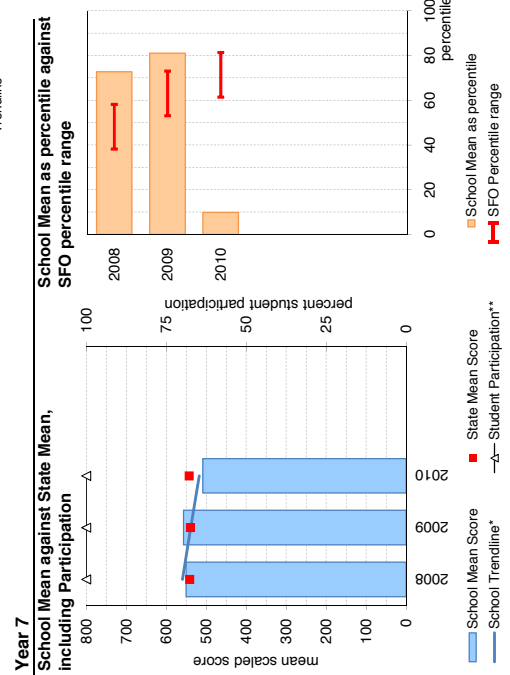
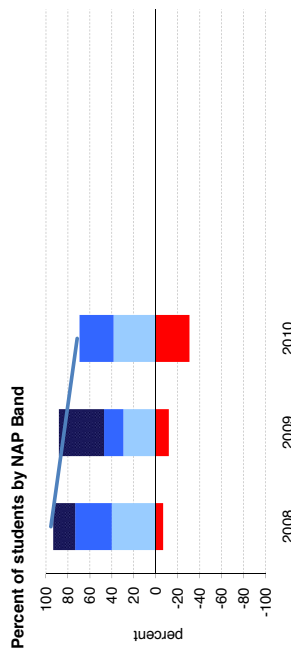
School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.

Explanation: The National Assessment Program - Literacy and Numeracy (NAPLAN) is conducted each year for students in Years 3, 5, 7 and 9. For more detailed NAPLAN data, refer to the NAPLAN Data Service website at <http://naplans.vcaa.vic.edu.au>. A reference guide for analysing NAPLAN data is available at <http://www.vcaa.vic.edu.au/vcaa/rep10/naplan/schools/analysingnaplandata.pdf>.

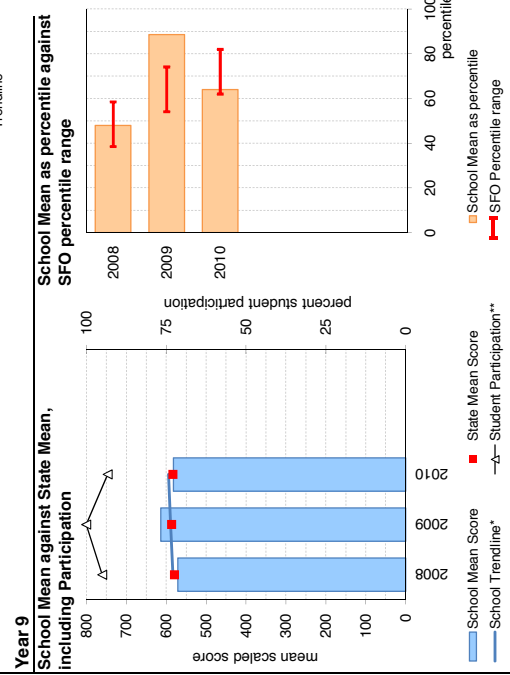
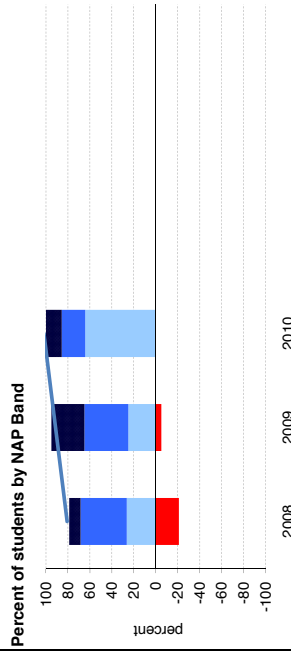
Notes: \* The school trendline is only plotted when there is data for each calendar year.

\*\* % student participation = students who participated in NAPLAN (not absent / withdrawn but including exempt) / total number of students (including exempt / absent / withdrawn).

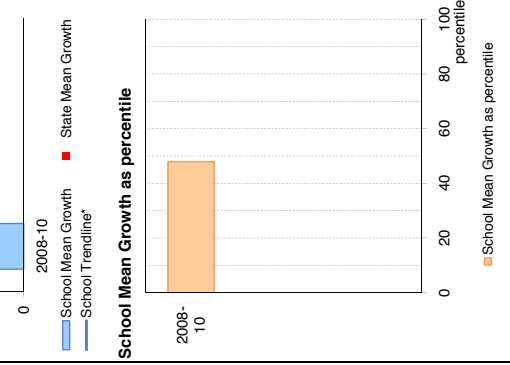
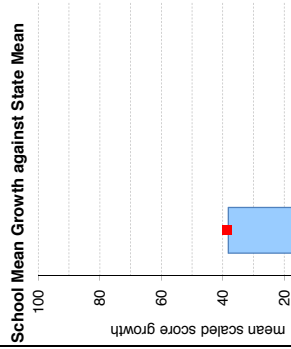
Year 7	student participation** (n) (%)	Percent of students by NAP Band							Mean Scaled Score	
		4	5	6	7	8	9	School	State	
2008	15	100	0	7	40	33	7	13	550.3	541.2
2009	17	100	0	12	29	18	35	6	556.7	539.1
2010	13	100	0	31	39	31	0	0	508.5	542.7



Year 9	student participation** (n) (%)	Percent of students by NAP Band										Mean Scaled Score	
		5	6	7	8	9	10	School	State				
2008	19	95	5	16	26	42	11	0	570.8	579.0			
2009	20	100	0	5	25	40	25	5	613.3	586.4			
2010	14	93	0	0	64	21	7	7	581.7	583.4			



Matched Cohort (MC)	Number of students		Mean Scaled Score Growth	
	MC total	MC with 2 scores	School	State
2008-10	13	13	38.2	38.8



**AIM Year 3 and 5: Reading (discontinued at the end of 2007)**

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.  
 Explanation: The Achievement Improvement Monitor (AIM) was a statewide assessment program conducted each year up until and including 2007 for students in Years 3, 5, 7 and 9. This has now been replaced by NAPLAN. For more detailed AIM data, refer to the NAPLAN Data Service website at <http://aimds.vcaa.vic.edu.au>.

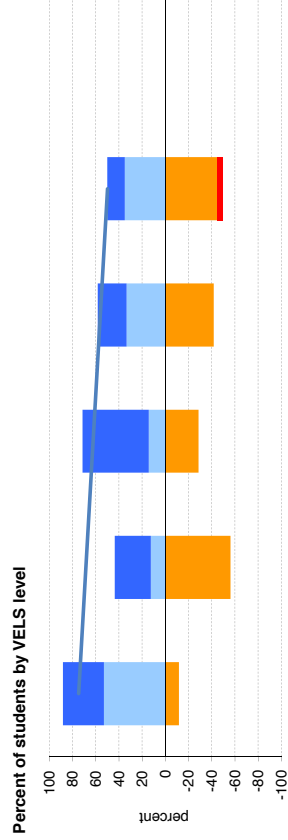
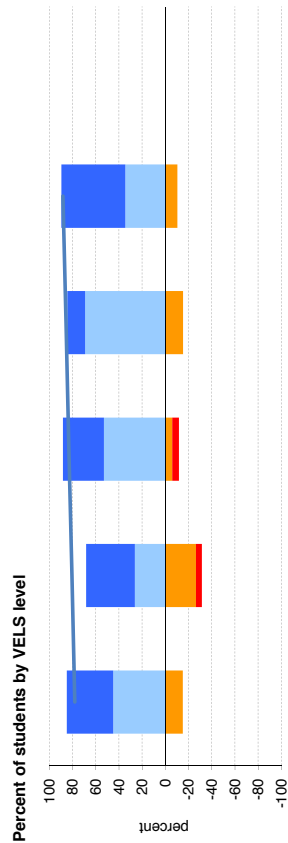
Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 \*\* % student participation = (students who participated in AIM / Feb enrolments) \* 100

**Year 3**

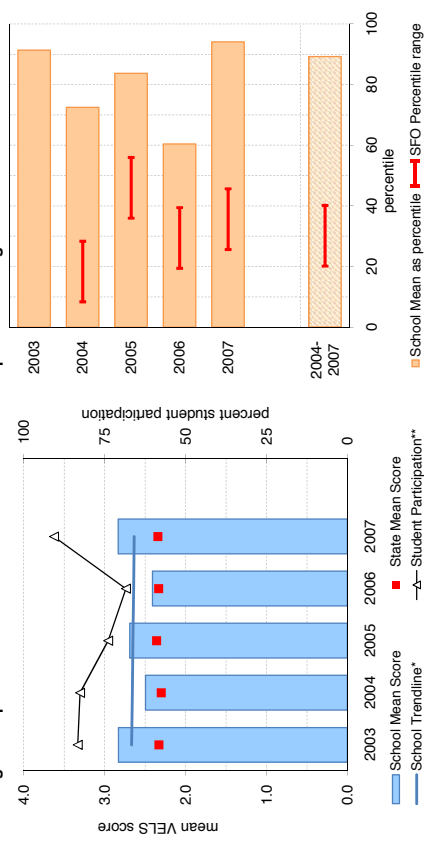
Year	student participation:		Percent of students by VELs level						Mean VELs Score		
	(n)	(%)**	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev6E	School	State
2003	20	83	0	15	45	40	0	0	0	2.8	2.3
2004	19	83	5	26	42	0	0	0	0	2.5	2.3
2005	17	74	6	6	53	35	0	0	0	2.7	2.4
2006	13	68	0	15	69	15	0	0	0	2.4	2.3
2007	29	91	0	10	34	55	0	0	0	2.8	2.3

**Year 5**

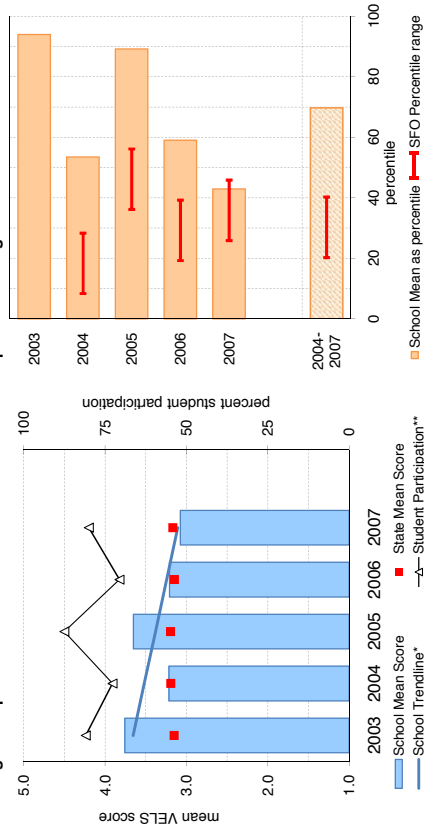
Year	student participation:		Percent of students by VELs level						Mean VELs Score		
	(n)	(%)**	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev6E	School	State
2003	17	81	0	0	12	53	35	0	0	3.8	3.2
2004	16	73	0	0	56	31	0	0	0	3.2	3.2
2005	21	88	0	0	29	14	57	0	0	3.7	3.2
2006	12	71	0	0	42	33	25	0	0	3.2	3.1
2007	20	80	0	5	45	35	15	0	0	3.1	3.2



**Year 3**  
 School Mean against State Mean, including Participation



**Year 5**  
 School Mean against State Mean, including Participation



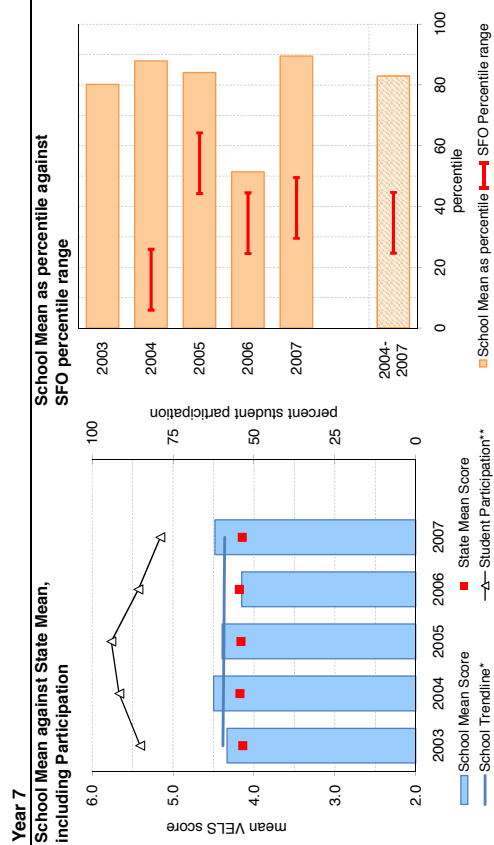
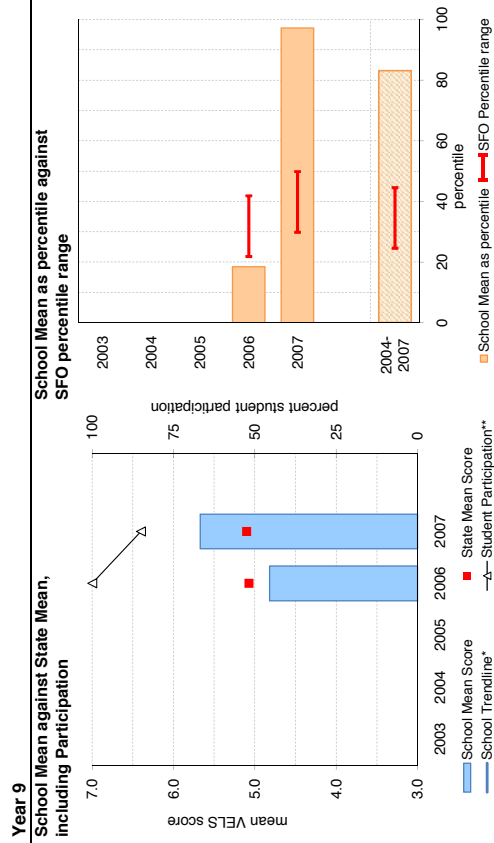
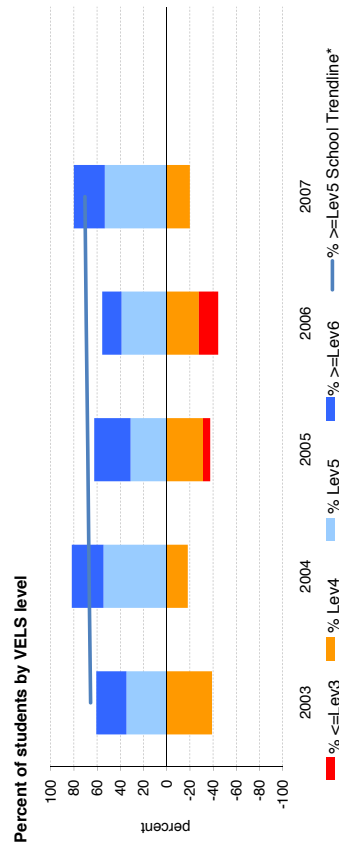
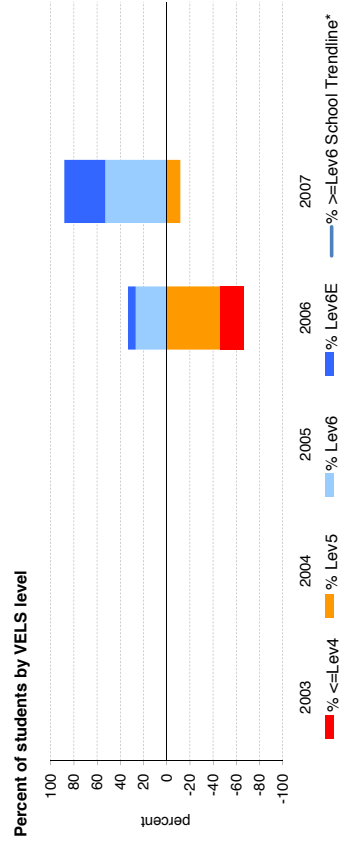
### AIM Year 7 and 9: Reading (discontinued at the end of 2007)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.  
 Explanation: The Achievement Improvement Monitor (AIM) was a statewide assessment program conducted each year up until and including 2007 for students in Years 3, 5, 7 and 9. This has now been replaced by NAPLAN. For more detailed AIM data, refer to the NAPLAN Data Service website at <http://aimds.vcaa.vic.edu.au>.

Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 \*\* % student participation = (students who participated in AIM / Feb enrolments) \* 100

Year 9	student participation (%)**		Percent of students by VELS level						Mean VELS Score	
	(n)	(%)**	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6E	School	State
2003	15	85	0	0	0	0	20	47	7	4.8
2004	17	85	0	0	0	0	12	53	35	5.1
2005										
2006										
2007										

Year 7	student participation (%)**		Percent of students by VELS level						Mean VELS Score	
	(n)	(%)**	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6E	School	State
2003	23	85	0	0	39	35	26	0	4.3	4.1
2004	11	92	0	0	18	55	27	0	4.5	4.2
2005	16	94	0	0	6	31	31	0	4.4	4.2
2006	18	86	0	0	17	28	39	17	0	4.2
2007	15	79	0	0	20	53	27	0	4.5	4.1



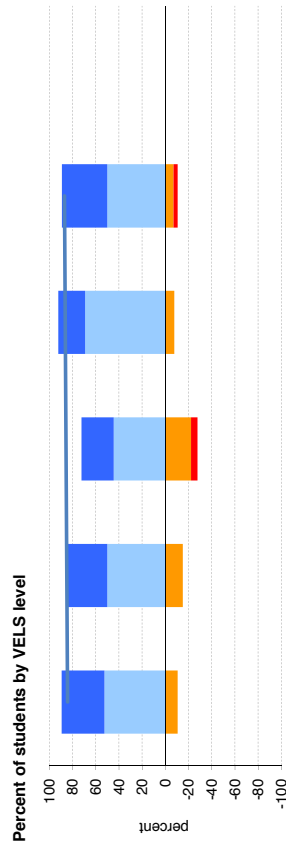
**AIM Year 3 and 5: Number (discontinued at the end of 2007)**

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.  
 Explanation: The Achievement Improvement Monitor (AIM) was a statewide assessment program conducted each year up until and including 2007 for students in Years 3, 5, 7 and 9. This has now been replaced by NAPLAN. For more detailed AIM data, refer to the NAPLAN Data Service website at <http://aimds.vcaa.vic.edu.au>.

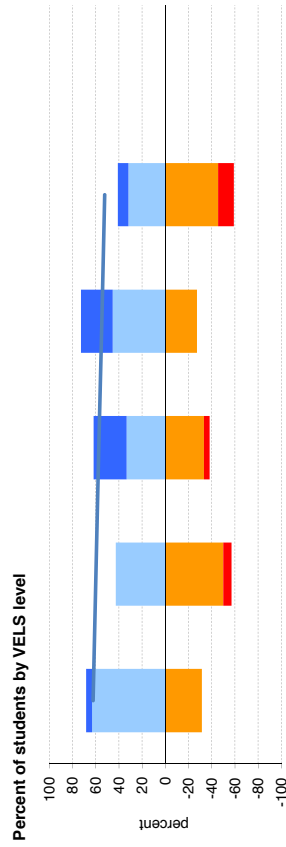
Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 \*\* % student participation = (students who participated in AIM / Feb enrolments) \* 100

Year	student participation:		Percent of students by VELs level							Mean VELs Score	
	(n)	(%)**	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev6E	School	State
2003	19	90	0	0	32	63	5	0	0	3.2	3.1
2004	14	64	0	7	50	43	0	0	0	2.7	3.2
2005	21	88	0	5	33	33	29	0	0	3.4	3.2
2006	11	65	0	0	27	45	27	0	0	3.4	3.2
2007	22	88	0	14	45	32	9	0	0	2.8	3.2

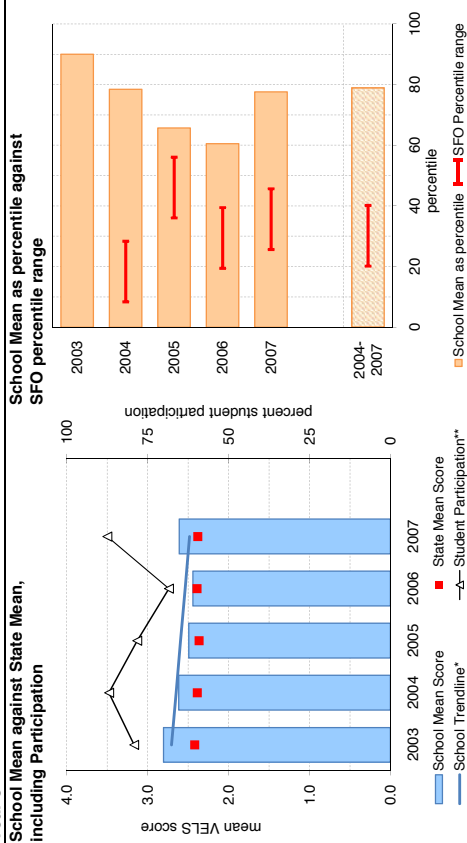
**Year 3**



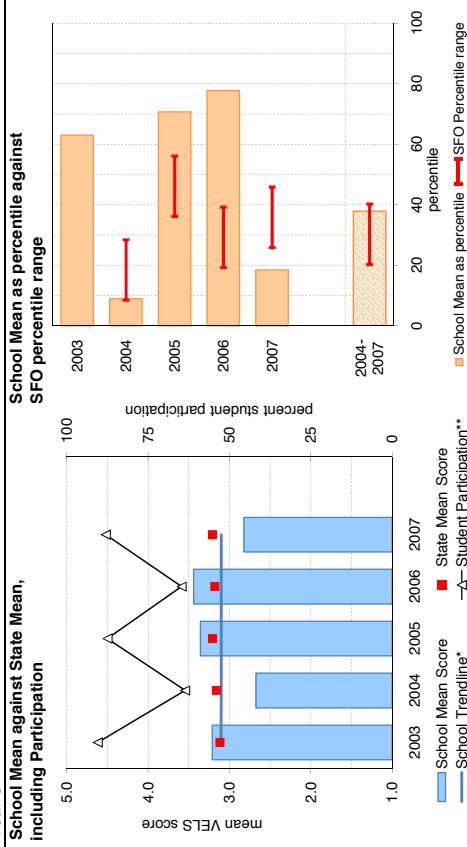
**Year 5**



**Year 3**



**Year 5**



**AIM Year 7 and 9: Mathematics (discontinued at the end of 2007)**

School no: 9999

School name: Nameless P-12 College

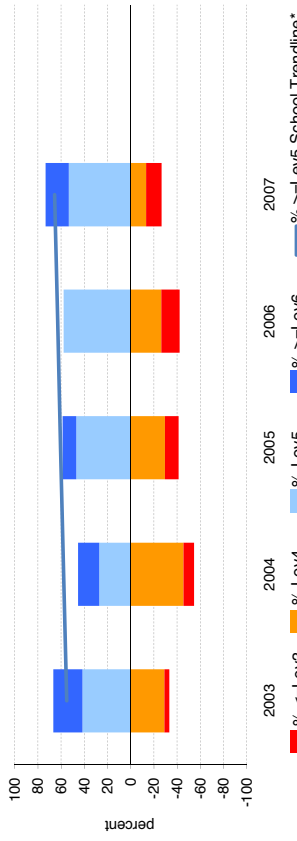
Source of data: Victorian Curriculum and Assessment Authority.

Explanation: The Achievement Improvement Monitor (AIM) was a statewide assessment program conducted each year up until and including 2007 for students in Years 3, 5, 7 and 9. This has now been replaced by NAPLAN. For more detailed AIM data, refer to the NAPLAN Data Service website at <http://aimds.vcaa.vic.edu.au>.

**Year 7**

Year	student participation (n)	(%)**	Percent of students by VEL5 level					Mean VEL5 Score			
			Lev1	Lev2	Lev3	Lev4	Lev5	School	State		
2003	24	89	0	4	29	42	25	0	4.3	4.0	
2004	11	92	0	0	9	27	18	0	4.1	4.0	
2005	17	100	0	0	12	29	47	12	0	4.0	4.0
2006	19	90	0	0	16	26	58	0	0	4.0	4.0
2007	15	79	0	0	13	13	53	20	0	4.4	4.1

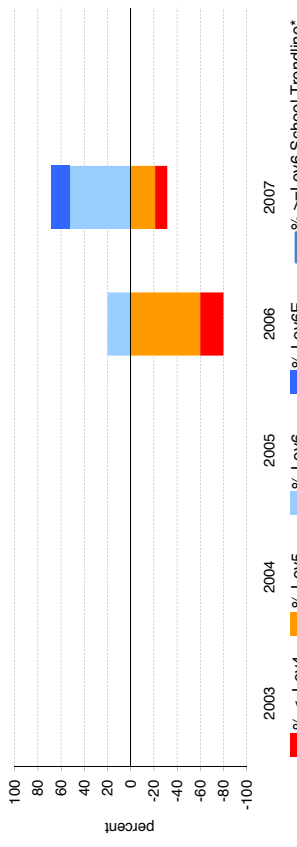
Percent of students by VEL5 level



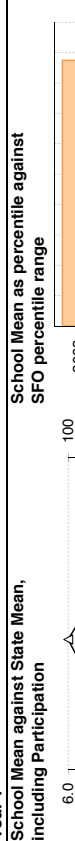
**Year 9**

Year	student participation (n)	(%)**	Percent of students by VEL6 level					Mean VEL6 Score			
			Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	State		
2003	15	100	0	0	0	20	60	0	4.6	4.8	
2004	19	95	0	0	0	11	21	53	16	5.2	4.8

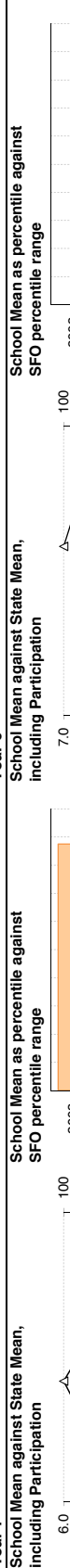
Percent of students by VEL6 level



**Year 7**



**Year 9**





## VCE

**School no:** 9999  
**School name:** Nameless P-12 College  
**Explanation:** Only 2010 studies, which at least 1 student completed, are included.  
**Source of data:** Victorian Curriculum and Assessment Authority.

Notes:	2006		2007		2008		2009		2010	
	No. of students	school mean	No. of students	school mean	No. of students	school mean	No. of students	school mean	No. of students	school mean
- After allstudy, English, Further Maths and Maths Methods (CAS), studies are listed in descending order of the number of students in the latest year.										
- VET study scores are included.										
- Data is based on 'reported' study scores, not 'achieved' study scores.										
<b>allstudy</b>		32.0		28.6		30.9		28.8		29.8
<b>English EN01</b>	14	30.5	14	26.6	16	31.1	10	24.8	15	27.9
<b>Further Mathematics MA07</b>	6	28.0	5	25.8	6	26.3	8	25.6	11	33.6
<b>Mathematical Methods (CAS) MA11*</b>									5	28.8
* 'Mathematical Methods MA08' was discontinued in 2010. See the 2009 School Level Report for historical MA08 data.										
<b>Biology BI03</b>	3	33.3	2	32.5	5	30.4			9	30.8
<b>Health &amp; Human Dev. HH03</b>	8	29.6	9	29.4			8	28.5	8	30.4
<b>Chemistry CH03</b>	2	31.0	3	22.3	4	29.0	1	33.0	6	28.2
<b>Physical Ed. PE03</b>	3	28.7	6	29.5	5	30.8	4	27.3	6	29.5
<b>Literature LI01</b>	2	32.5	7	25.9	2	25.5	2	24.5	4	28.8
<b>Physics PH03</b>	1	39.0	2	26.0	3	30.3	1	34.0	4	27.5
<b>Studio Arts SA03</b>	6	31.2	7	29.3	3	24.7	5	24.4	4	23.5
<b>Visual Communication &amp; Design VC03</b>					3	29.7	4	24.8	4	31.5
<b>Australian History HI08</b>	4	35.0	2	22.0	2	33.0	1	28.0	3	31.0
<b>IT Applications IT02</b>	2	30.0	5	36.2			6	33.2	3	28.3
<b>Music (VCE VET) MI07</b>					3	38.7	5	26.6	2	35.5
<b>Music Industry (Tech Prod) (VCE VET) MI09</b>	1	21.0							2	30.5
<b>Psychology PY03</b>									2	30.5
<b>Information Technology (VCE VET) IN21</b>			1	36.0	1	36.0			1	41.0
<b>Software Development IT03</b>	1	39.0			1	38.0			1	27.0

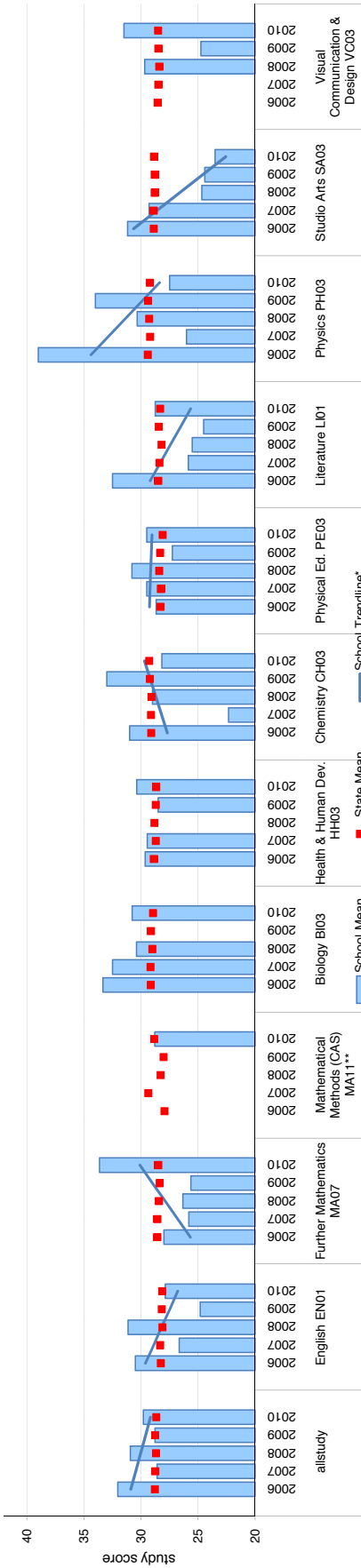
**VCE**

School no: 9999

School name: Nameless P-12 College

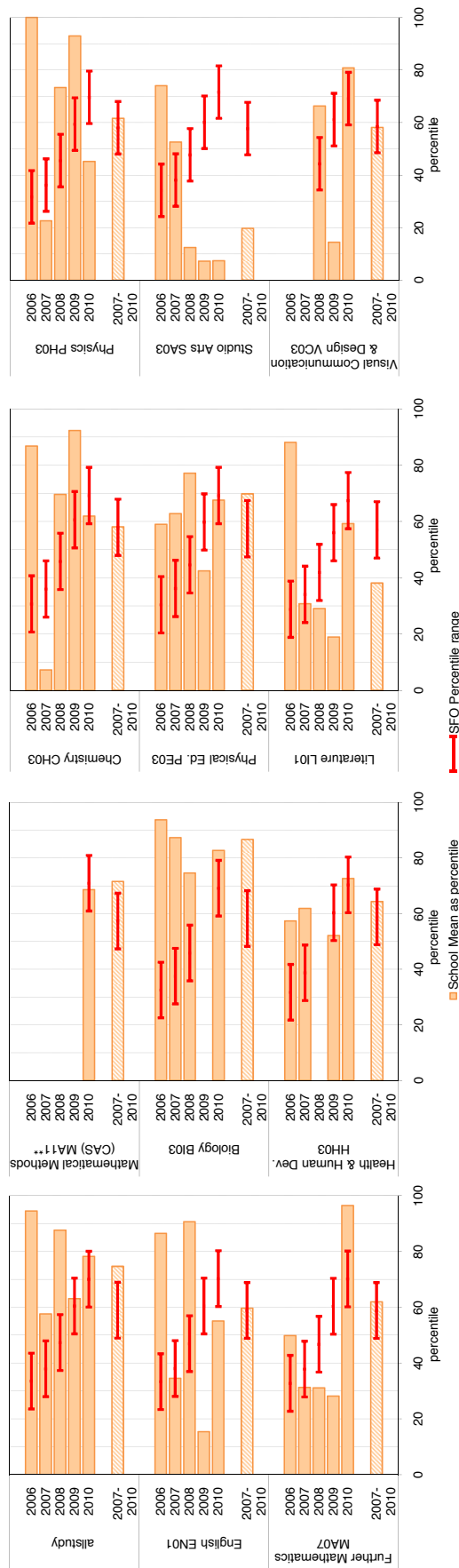
Source of data: Victorian Curriculum and Assessment Authority.

School Mean against State Mean



Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 - After allstudy, EN01, MA07 and MA11, the remaining studies are charted in order of the number of students who completed that study in 2010, from highest to lowest.  
 - VET study scores are included.  
 - Data is based on 'reported' study scores, not the 'achieved' study scores.  
 \*\* 'Mathematical Methods MA08' was discontinued in 2010. See the 2009 School Level Report for historical MA08 data.

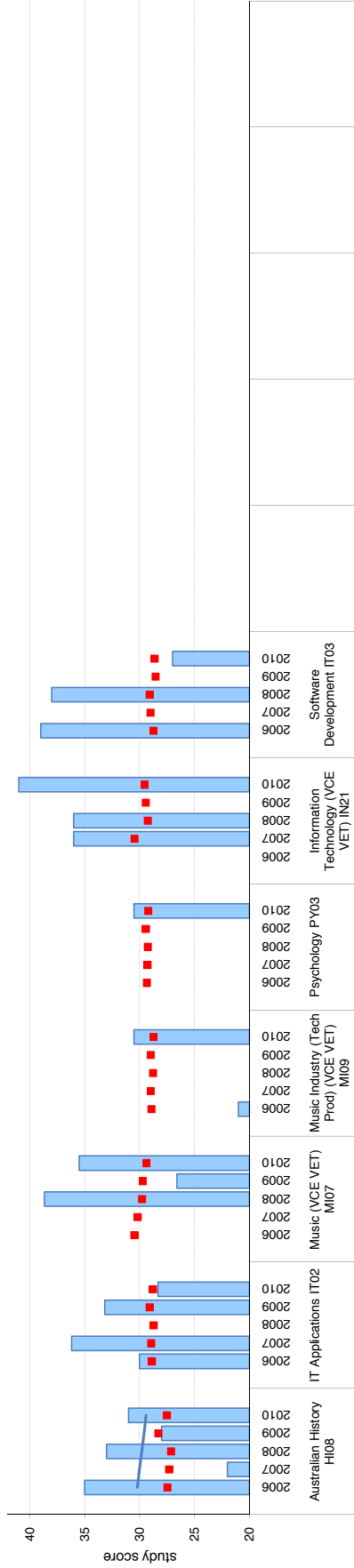
**School Mean as percentile against SFO percentile range**



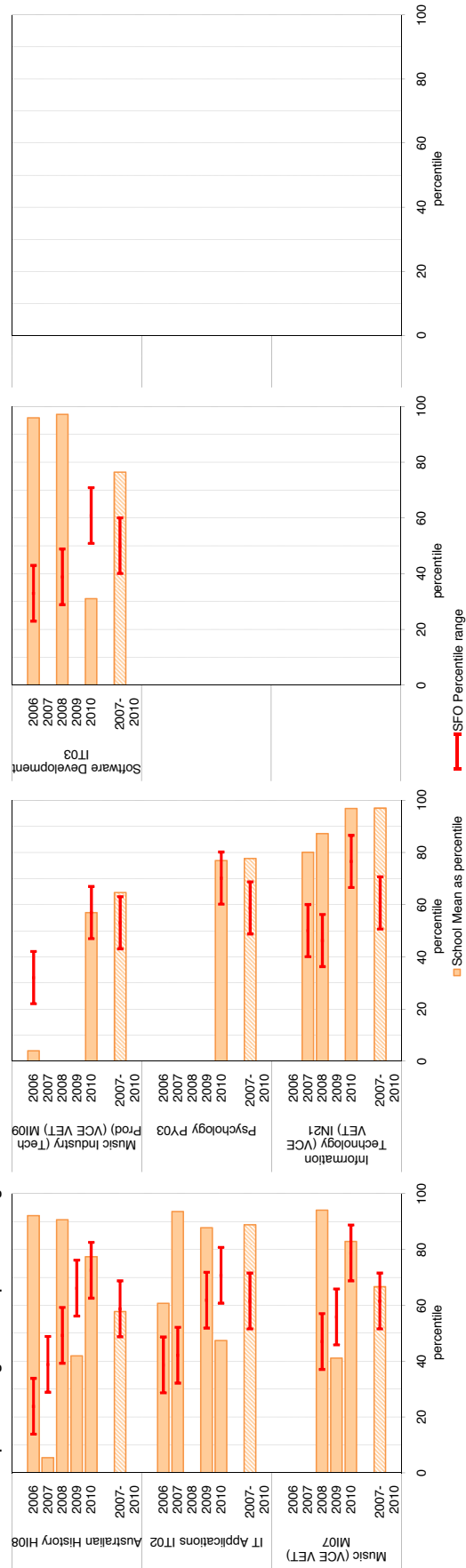
### VCE (cont'd)

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Victorian Curriculum and Assessment Authority.  
 School Mean against State Mean

Notes:  
 \* The school trendline is only plotted when there is data for each calendar year.  
 - After allstudy, EN01, MA07 and MA11, the remaining studies are charted in order of the number of students who completed that study in 2010, from highest to lowest.  
 - VET study scores are included.  
 - Data is based on 'reported' study scores, not the 'achieved' study scores.



### School Mean as percentile against SFO percentile range

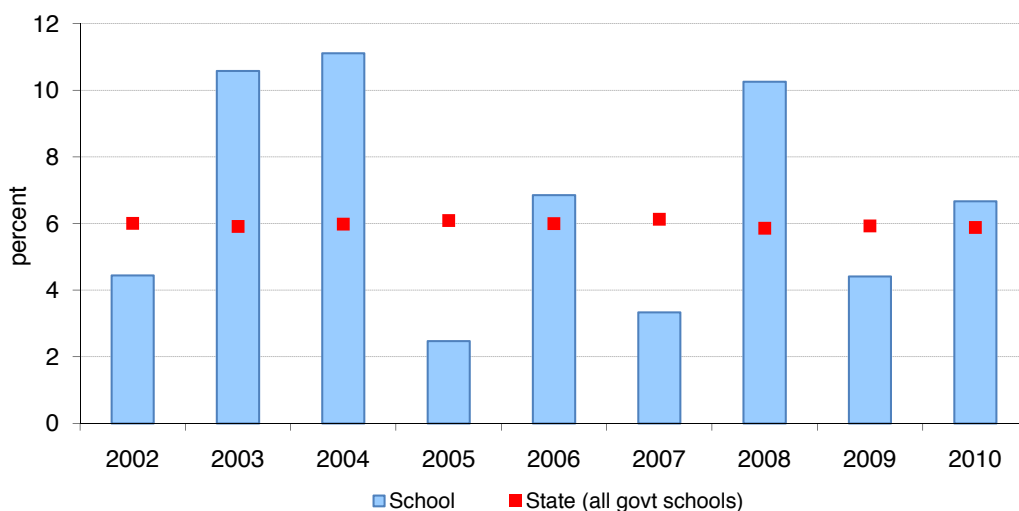


## VCE: Study Scores of 40 or more

**School no:** 9999  
**School name:** Nameless P-12 College  
**Explanation:** Of all VCE study scores, the percentage that were 40 or more.  
**Source of data:** Victorian Curriculum and Assessment Authority.

Year	School		State (all govt schools)
	Total study scores	% 40 or more*	% 40 or more
2002	90	4.4	6.0
2003	104	10.6	5.9
2004	90	11.1	6.0
2005	81	2.5	6.1
2006	73	6.8	6.0
2007	90	3.3	6.1
2008	78	10.3	5.9
2009	68	4.4	5.9
2010	90	6.7	5.9

VCE percentage of study scores of 40 or more\*, 2002 to 2010



Note:

- \* Prior to 2005, this data may not match the information published in *The Age*. Data presented on this page prior to 2005 does not include study scores from the small number of VET studies that are given study scores.
- From 2005, VET study scores are included.
- From 2005, data is based on 'reported' study scores, not 'achieved' study scores.

**VET**

School no: 9999

School name: Nameless P-12 College

Source of data: Victorian Curriculum and Assessment Authority.  
More detailed information is available on the VASS system provided by VCAA.

Notes: \* - The school trendline is only plotted when there is data for each calendar year.

1 - UOC = Unit(s) of Competence.

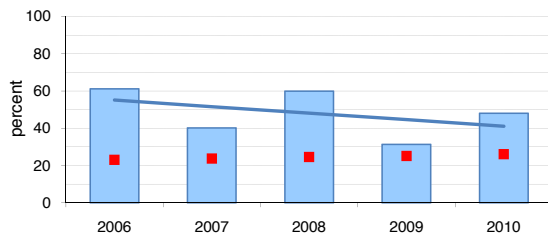
2 - % students based on yr10, 11 & 12 August enrolments.

3 - Only includes students undertaking at least 1 UOC.

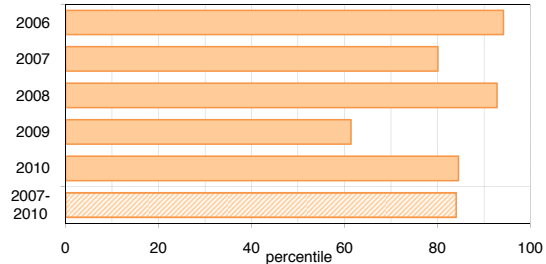
Year	Level	Participation			State		Completion		
		School		UOCs <sup>1</sup> undertaken per student <sup>3</sup>	% students <sup>2</sup> undertaking at least 1 UOC <sup>1</sup>	Avg no. UOCs <sup>1</sup> undertaken per student <sup>3</sup>	School		State
		No. students undertaking at least 1 UOC <sup>1</sup>	% students <sup>2</sup> undertaking at least 1 UOC <sup>1</sup>				No. UOCs <sup>1</sup> with satisfactory result	% UOCs <sup>1</sup> with satisfactory result	
2006	10	14	65.4	14.9	23.0	12.0	209	100	75.6
	11	19	86.4	13.4					
	12	2	14.4	11.5					
	10-12	35	61.1	13.9					
2007	10	5	31.3	14.6	23.8	11.7	73	100	76.4
	11	10	51.5	7.1					
	12	6	35.3	10.3					
	10-12	21	40.1	9.8					
2008	10	19	86.4	7.6	24.6	12.0	132	91.7	76.7
	11	11	57.9	7.8					
	12	5	28.7	11.2					
	10-12	35	59.9	8.2					
2009	10	3	18.8	12.7	25.1	11.8	38	100	78.9
	11	6	30	25.5					
	12	6	50	13.8					
	10-12	15	31.3	18.3					
2010	10	16	80	9.8	26.1	11.5	123	78.8	81.0
	11	5	33.3	11					
	12	3	20	29.7					
	10-12	24	48	12.5					

Participation - % Yr10-12 students<sup>2</sup> undertaking at least 1 UOC<sup>1</sup>

School against State

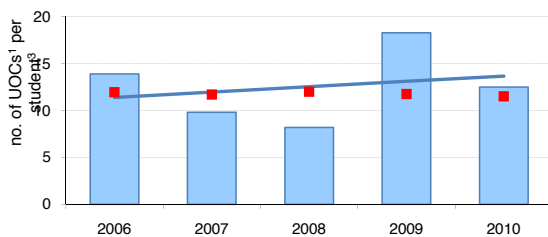


School as percentile

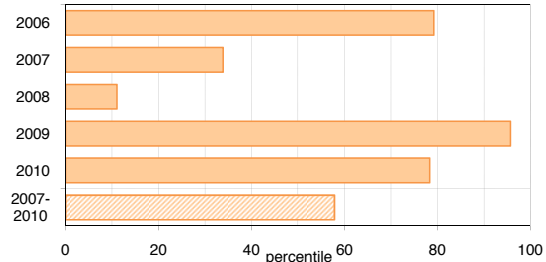


Avg no. UOCs<sup>1</sup> undertaken per student<sup>3</sup>

School Mean against State Mean

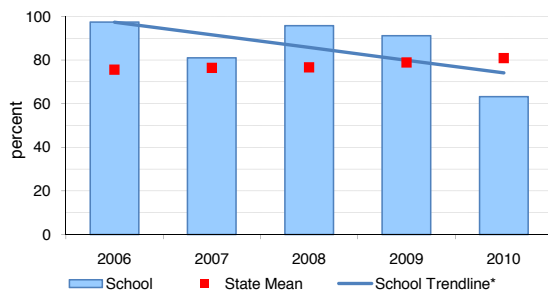


School Mean as percentile

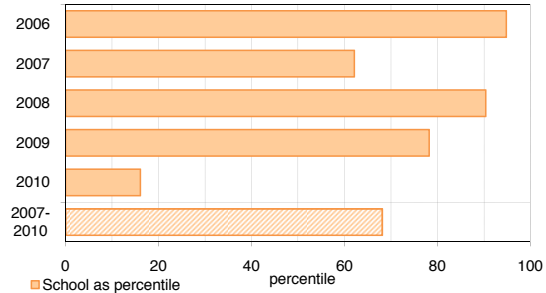


Completion - % UOCs<sup>1</sup> with satisfactory result

School against State



School as percentile



## VCAL

School no: 9999

School name: Nameless P-12 College

Explanation:

'No. of VCAL credits undertaken' is calculated by summing the number of credits undertaken by each VCAL student across all VCAL students.

The data contained in this page is for all VCAL strands and levels combined.

Source of data:

Victorian Curriculum and Assessment Authority.

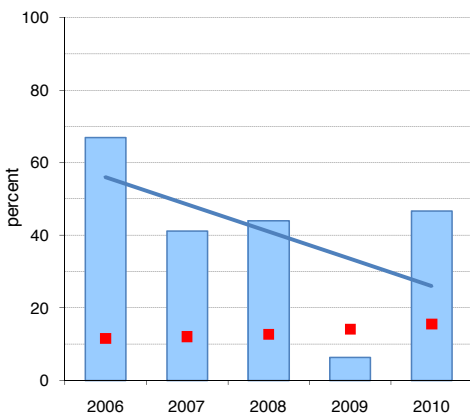
More detailed information is available on the VASS system provided by VCAA.

Notes:\* - The school trendline is only plotted when there is data for each calendar year.

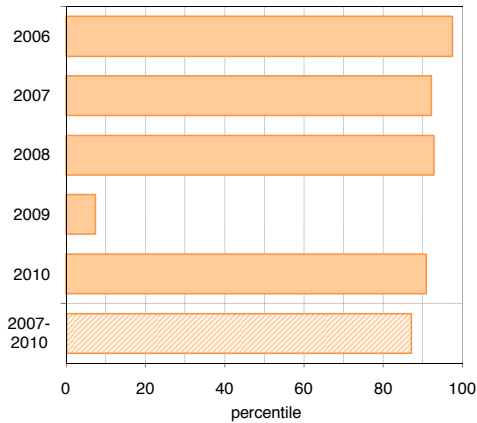
1 - No. and % students based on yr11 & 12 August enrolments.

Year	Level	Participation			Completion		
		No. students <sup>1</sup>	No. students undertaking VCAL	% students <sup>1</sup> undertaking VCAL	No. VCAL unit credits undertaken	% satisfactory completion of VCAL credits	% satisfactory completion of VCAL credits
2006	11-12	35.9	24	66.8	165	93.3	77.7
2007	11-12	36.4	15	41.2	90	100.0	76.5
2008	11-12	36.4	16	44.0	61	100.0	75.8
2009	11-12	32	2	6.3	14	100.0	76.2
2010	11-12	15	7	46.7	28	75.0	82.5

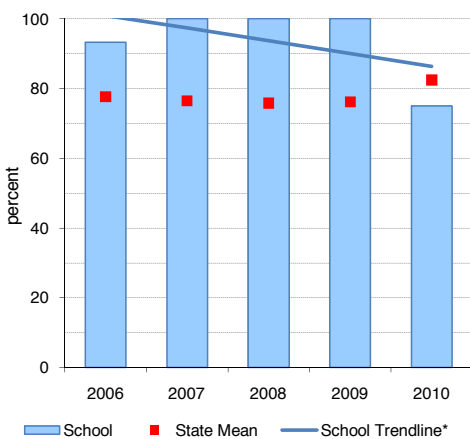
Participation - % Yr11-12 students<sup>1</sup> undertaking VCAL School against State



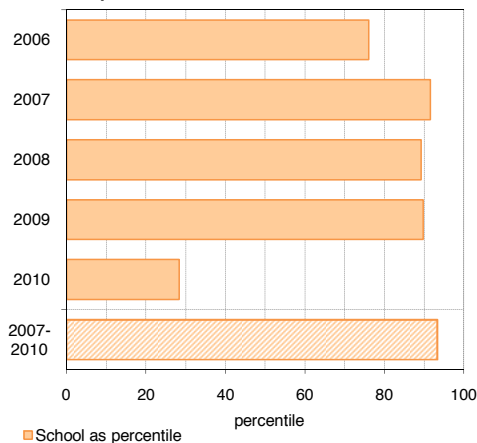
School as percentile



Completion - % satisfactory completion of VCAL credits School against State



School as percentile





## Teacher Assessment of Student Progress (PSD students)

School no: 9999

School name: Nameless P-12 College

Explanation: Teachers assess their students' progress against the 8 VELs Domains using a 6-point scale (students in special schools and those who cannot be assessed against the VELs).

Source of data: Data transmitted from school to DEECD via an online web-form.

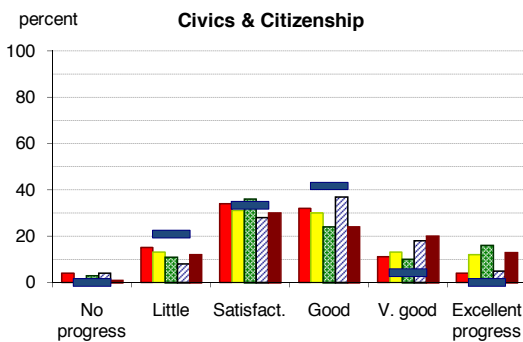
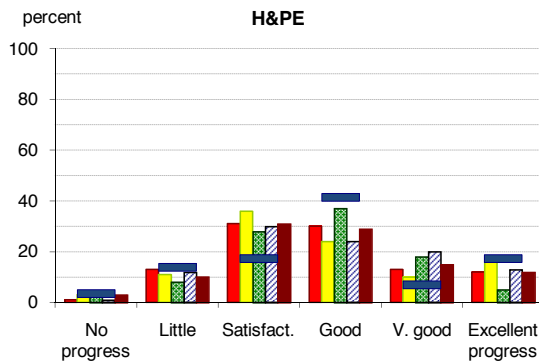
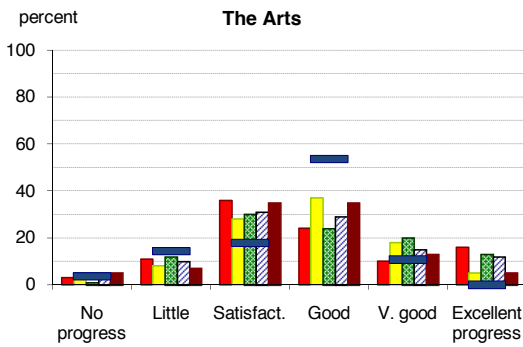
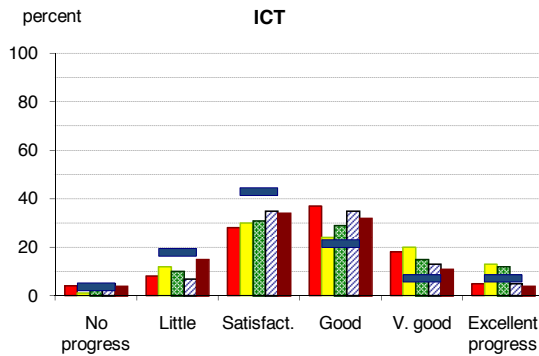
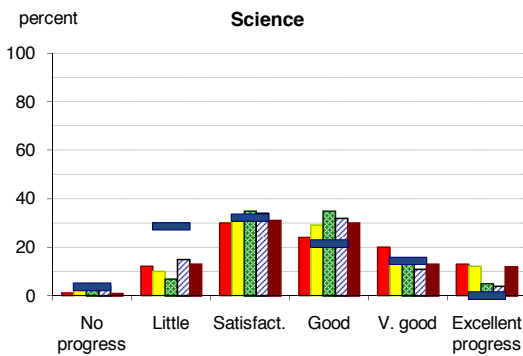
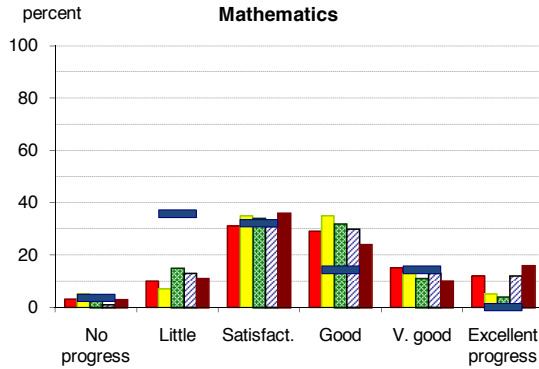
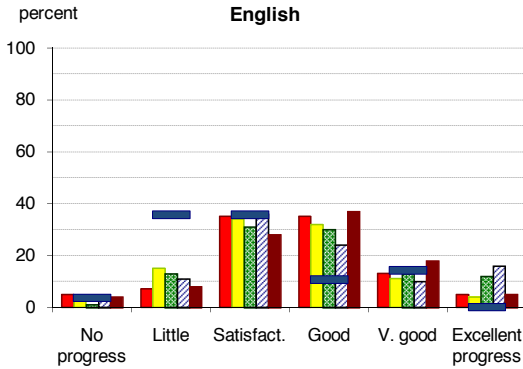
	No progress (%)	Little progress (%)	Satisfactory progress (%)	Good progress (%)	Very good progress (%)	Excellent progress (%)	Total students assessed <sup>1</sup> (no.)
<b>2006</b>							
English	5	7	35	35	13	5	10
Mathematics	3	10	31	29	15	12	10
Science	1	12	30	24	20	13	10
ICT	4	8	28	37	18	5	10
The Arts	3	11	36	24	10	16	10
H&PE	1	13	31	30	13	12	10
Civics & Citizenship	4	15	34	32	11	4	10
<b>2007</b>							
English	4	15	34	32	11	4	10
Mathematics	5	7	35	35	13	5	10
Science	3	10	31	29	15	12	10
ICT	1	12	30	24	20	13	10
The Arts	4	8	28	37	18	5	10
H&PE	3	11	36	24	10	16	10
Civics & Citizenship	1	13	31	30	13	12	10
<b>2008</b>							
English	1	13	31	30	13	12	10
Mathematics	4	15	34	32	11	4	10
Science	5	7	35	35	13	5	10
ICT	3	10	31	29	15	12	10
The Arts	1	12	30	24	20	13	10
H&PE	4	8	28	37	18	5	10
Civics & Citizenship	3	11	36	24	10	16	10
<b>2009</b>							
English	3	11	36	24	10	16	10
Mathematics	1	13	31	30	13	12	10
Science	4	15	34	32	11	4	10
ICT	5	7	35	35	13	5	10
The Arts	3	10	31	29	15	12	10
H&PE	1	12	30	24	20	13	10
Civics & Citizenship	4	8	28	37	18	5	10
<b>2010</b>							
English	4	8	28	37	18	5	10
Mathematics	3	11	36	24	10	16	10
Science	1	13	31	30	13	12	10
ICT	4	15	34	32	11	4	10
The Arts	5	7	35	35	13	5	10
H&PE	3	10	31	29	15	12	10
Civics & Citizenship	1	12	30	24	20	13	10
<b>2009 Pri/Sec state benchmarks*</b>							
English	4	36	36	11	14		
Mathematics	4	36	32	14	14		
Science	4	29	32	21	14		
ICT	4	18	43	21	7	7	
The Arts	4	14	18	54	11		
H&PE	3	14	17	41	7	17	
Civics & Citizenship		21	33	42	4		

Notes: <sup>1</sup> If schools provided percentages only, it is not possible to report the number of students assessed. In these cases, the total percentage (100) will be shown.

\* 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

## Teacher Assessment of Student Progress (PSD students)

School no: 9999  
 School name: Nameless P-12 College



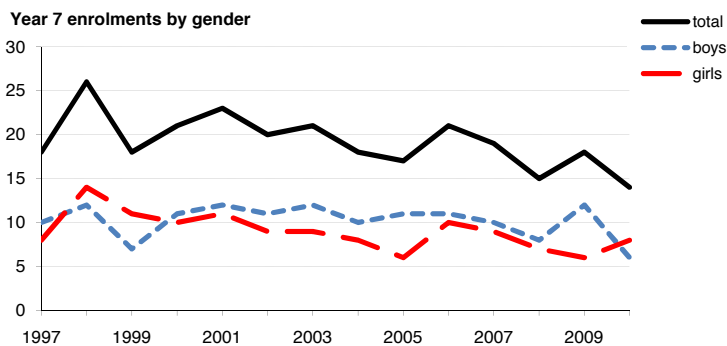
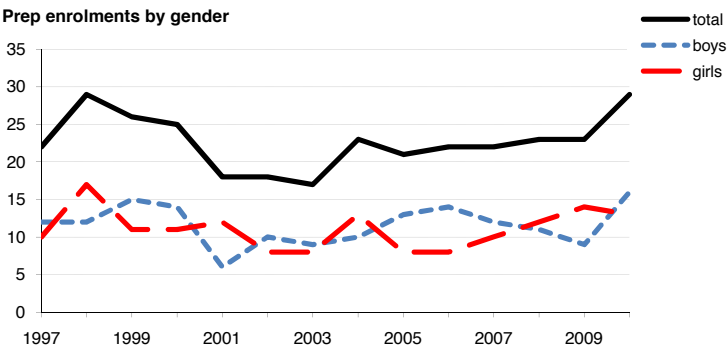
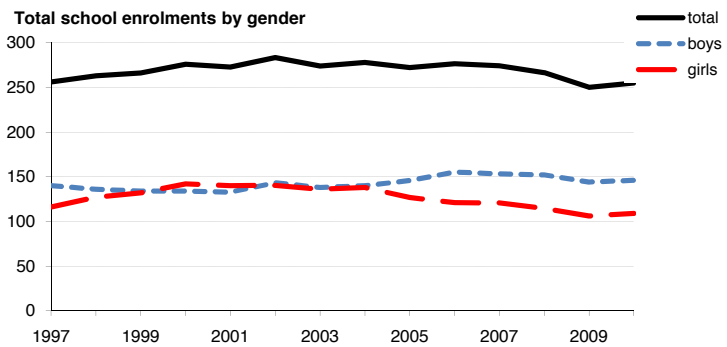
- 2006
- 2007
- 2008
- 2009
- 2010
- 2009 Pri/Sec state benchmarks\*

Note: \* 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

## Enrolments

**School no:** 9999  
**School name:** Nameless P-12 College  
**Explanation:** Enrolments at February census.  
**Source of data:** February census.

Year	Total school enrolment			Prep enrolment			Year 7 enrolments		
	boys	girls	total	boys	girls	total	boys	girls	total
1997	140	116	256	12	10	22	10	8	18
1998	136	127	263	12	17	29	12	14	26
1999	134	132	266	15	11	26	7	11	18
2000	134	142	276	14	11	25	11	10	21
2001	133	140	273	6	12	18	12	11	23
2002	143	140	283	10	8	18	11	9	20
2003	138	136	274	9	8	17	12	9	21
2004	140	138	278	10	13	23	10	8	18
2005	146	127	272	13	8	21	11	6	17
2006	155	121	276	14	8	22	11	10	21
2007	153	121	274	12	10	22	10	9	19
2008	152	115	266	11	12	23	8	7	15
2009	144	106	250	9	14	23	12	6	18
2010	146	109	255	16	13	29	6	8	14



Produced by Data, Outcomes and Evaluation Division, DEECD

## Apparent Student Retention

School no: 9999

School name: Nameless P-12 College

Explanation: Apparent retention rates are based on enrollments. For example, Year 7Feb-12Aug apparent retention refers to year 12 enrollment of students in full-time school education in August expressed as a percentage of year 7 enrollments in February five years earlier.

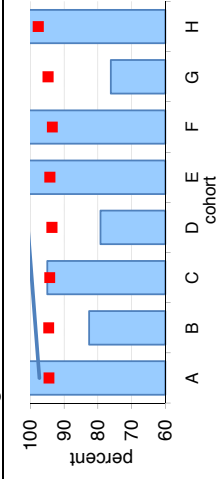
Source of data: February and August census.

Note: \* The school trendline is only plotted when there is data for each calendar year.

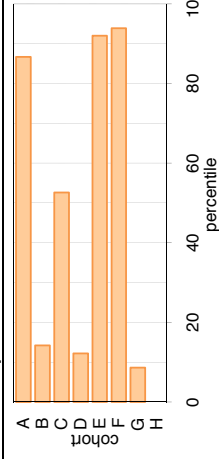
### Year 7 (Feb) - 10 (Aug)

	A		B		C		D		E		F		G		H	
Year 7	2003	2004	2001	2002	2003	2006	2007	2008	2009	2010	2005	2008	2009	2010	2007	2010
Year 10	no.	21	23	20	27	12	17	21	19							
Year 7 (Feb)	no.	23	19	19	21.4	16	22	16	20							
Year 10 (Aug)	no.	109.5	82.6	95.0	79.3	133.3	129.4	76.2	105.3							
Year 7 (Feb) - 10 (Aug)	%	94.5	94.6	94.3	93.6	94.2	93.5	94.8	97.7							
State median																

### School against State

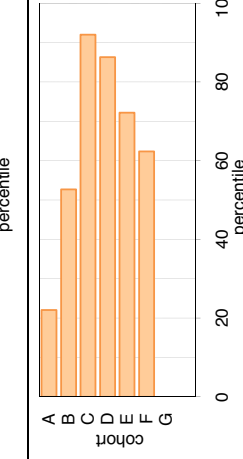
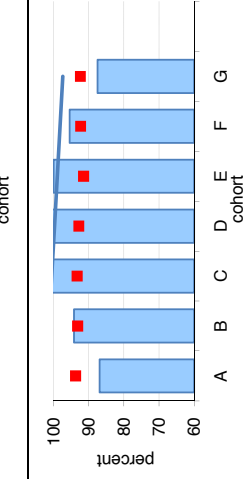


### School as percentile



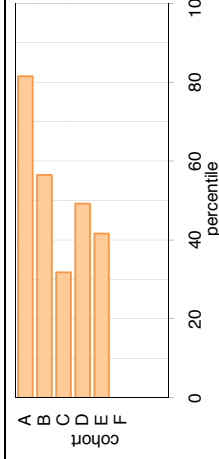
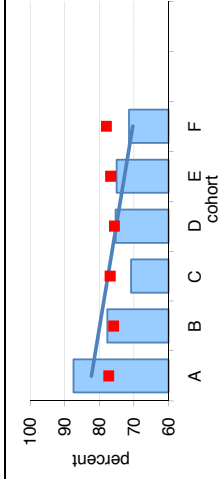
### Year 10 (Aug) - 11 (Feb)

	A		B		C		D		E		F		G	
Year 10	2004	2005	2004	2005	2006	2007	2008	2009	2010					
Year 11	no.	23	19	19	21.4	16	22	16						
Year 10 (Aug)	no.	20	17.9	24	23.1	16	21	14						
Year 11 (Feb)	no.	87.0	94.2	126.3	107.9	100.0	95.5	87.5						
Year 10 (Aug) - 11 (Feb)	%	93.8	93.2	93.3	92.8	91.5	92.3	92.4						
State median														



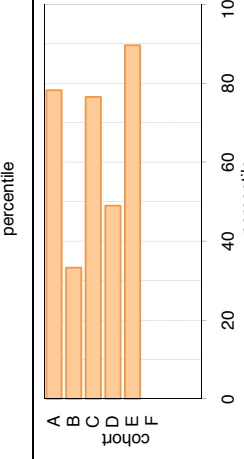
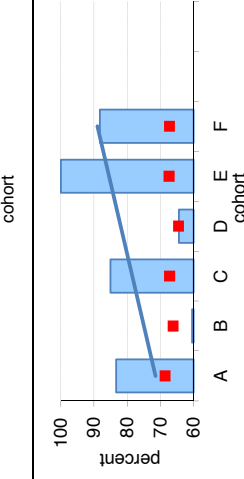
### Year 11 (Feb) - 12 (Aug)

	A		B		C		D		E		F	
Year 11	2004	2005	2006	2007	2008	2009	2010					
Year 12	no.	20	17.9	24	23.1	16	21					
Year 11 (Feb)	no.	17.5	13.9	17	17.4	12	15					
Year 12 (Aug)	no.	87.5	77.7	70.8	75.3	75.0	71.4					
Year 11 (Feb) - 12 (Aug)	%	77.3	75.9	76.8	75.6	76.7	78.0					
State median												



### Year 7 (Feb) - 12 (Aug)

	A		B		C		D		E		F	
Year 7	2005	2006	2007	2008	2009	2010						
Year 12	no.	21	23	20	27	12	17					
Year 7 (Feb)	no.	17.5	13.9	17	17.4	12	15					
Year 12 (Aug)	no.	83.3	60.4	85.0	64.4	100.0	88.2					
Year 7 (Feb) - 12 (Aug)	%	68.6	66.2	67.2	64.5	67.4	67.3					
State median												



Legend: School (blue bar), State Median (red square), School Trendline\* (blue line), School as percentile (orange bar)

## Real Student Retention

School no: 9999

School name: Nameless P-12 College

Explanation: Real retention rates show the percentage of students who have been enrolled at the same school over a period of time. For example, the formula for the real retention rate for Year 7Feb to 10Aug for school X in 2010 is as follows:  
 (no. of students enrolled in Yr10 in school X as at August 2010 census and who enrolled prior to 1/3/2007, ie, enrolled in school X at beginning of Yr7)

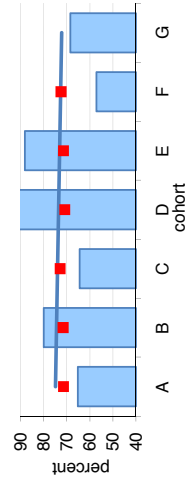
Notes: \* The school trendline is only plotted when there is data for each calendar year.  
 ^ 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

By definition, real school retention will be less than or equal to 100% (assuming there are no students repeating the year, or accelerating through years). Generally, real school retention rates are affected by students transferring to another school & students exiting the school system. They are a measure of the 'holding power' of the school.

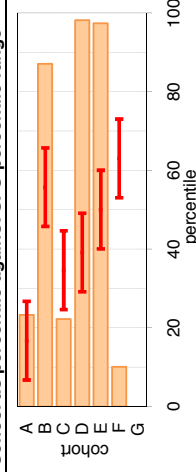
Source of data: Data retrieved electronically from CASES21 at time of rollover.

**Year 7 (Feb) - 10 (Aug)** School against State<sup>^</sup>

	Cohorts: A B C D E F G						
Year 7	2001	2002	2003	2004	2005	2006	2007
Year 10	2004	2005	2006	2007	2008	2009	2010
Year 7 (Feb)	no.	23	20	27	12	17	21
Year 10 (Aug)	no.	15	16	17.4	11	15	12
Year 7 (Feb) - 10 (Aug)	%	65.2	80.0	64.4	91.7	88.2	57.1
State median <sup>^</sup>	%	71.4	71.6	72.9	70.9	71.4	72.5

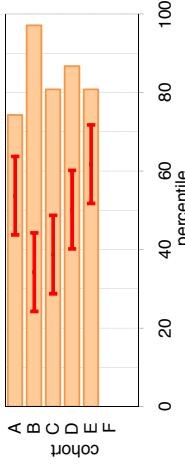
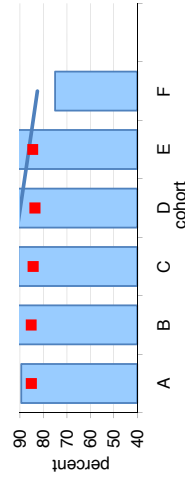


**Year 7 (Feb) - 10 (Aug)** School as percentile against SFO percentile range<sup>^</sup>



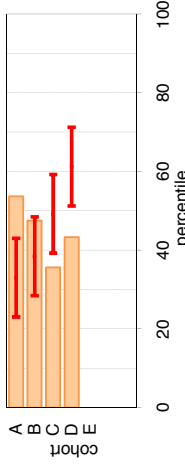
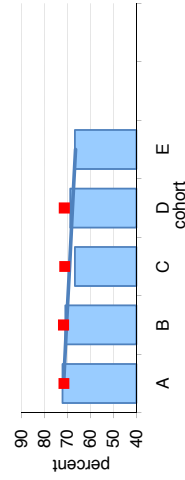
**Year 10 (Aug) - 11 (Feb)**

	Cohorts: A B C D E F					
Year 10	2004	2005	2006	2007	2008	2009
Year 11	2005	2006	2007	2008	2009	2010
Year 10 (Aug)	no.	19	19	21.4	16	22
Year 11 (Feb)	no.	17	21	19.4	15	20
Year 10 (Aug) - 11 (Feb)	%	89.5	110.5	90.7	93.8	90.9
State median <sup>^</sup>	%	85.2	85.2	84.4	83.6	84.5



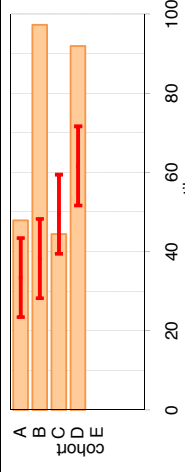
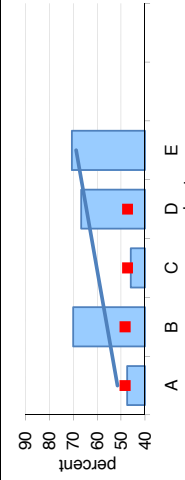
**Year 11 (Feb) - 12 (Aug)**

	Cohorts: A B C D E				
Year 11	2005	2006	2007	2008	2009
Year 12	2006	2007	2008	2009	2010
Year 11 (Feb)	no.	17.9	24	23.1	16
Year 12 (Aug)	no.	12.9	17	15.4	11
Year 11 (Feb) - 12 (Aug)	%	72.1	70.8	66.7	68.8
State median <sup>^</sup>	%	71.5	71.6	71.1	71.3



**Year 7 (Feb) - 12 (Aug)**

	Cohorts: A B C D E						
Year 7	2001	2002	2003	2004	2005	2006	2007
Year 12	2006	2007	2008	2009	2010		
Year 7 (Feb)	no.	23	20	27	12	17	
Year 12 (Aug)	no.	10.9	14	12.4	8	12	
Year 7 (Feb) - 12 (Aug)	%	47.4	70.0	45.9	66.7	70.6	
State median <sup>^</sup>	%	48.3	48.3	47.3	47.3		



### Exit Destination: Year 10

School no: 9999

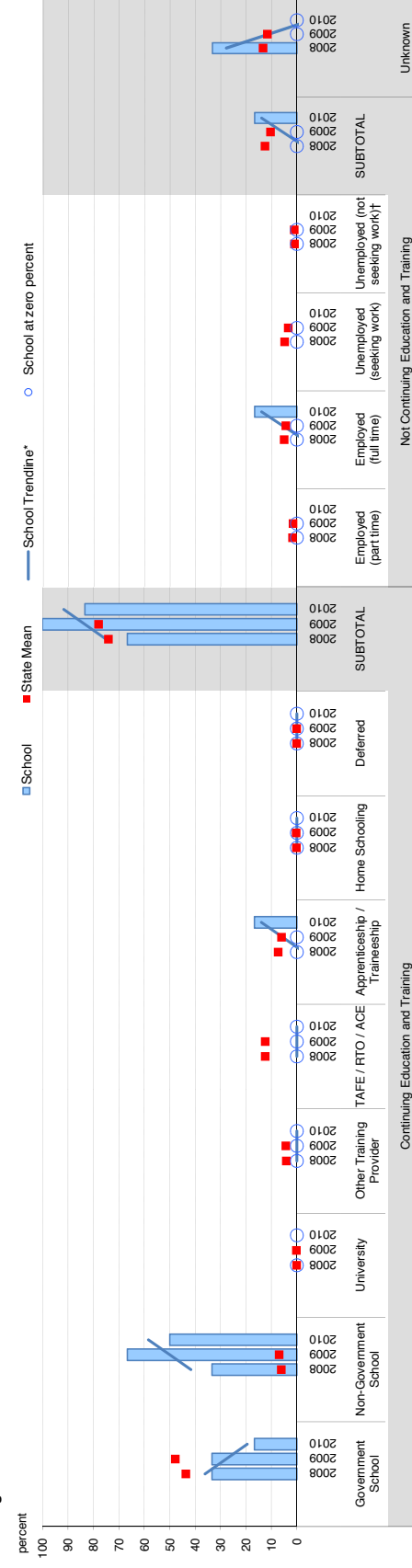
School name: Nameless P-12 College

Explanation: The destination of students who left during or at the end of Year 10.

Source of data: Data retrieved electronically from CASES21 following February census.

Exit Destination	2008		2009		2010		2009 state <sup>A</sup>	
	n	%	n	%	n	%	n	%
<b>Continuing education and training</b>								
Government School	1	33.3	1	33.3	1	16.7		47.8
Non-Government School	1	33.3	2	66.7	3	50.0		6.9
University								0.1
Other Training Provider								4.3
TAFE / RTO / ACE								12.4
Apprenticeship / Traineeship					1	16.7		6.0
Home Schooling								0.3
Deferred								0.1
<b>SUBTOTAL</b>	<b>2</b>	<b>66.7</b>	<b>3</b>	<b>100.0</b>	<b>5</b>	<b>83.3</b>		<b>77.9</b>
<b>Not continuing education and training</b>								
Employed (part time)								1.5
Employed (full time)					1	16.7		4.4
Unemployed (seeking work)								3.4
Unemployed (not seeking work) <sup>†</sup>					1	16.7		1.1
<b>SUBTOTAL</b>	<b>1</b>	<b>33.3</b>	<b>3</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>		<b>10.4</b>
<b>Unknown</b>	<b>1</b>	<b>33.3</b>						<b>11.7</b>
<b>TOTAL</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>		<b>100.0</b>
Total Yr 10 February enrolment	20		15		18			

### School against State



Notes: \* The school trendline is only plotted when there is data for each calendar year. † Includes deceased students. ^ 2010 benchmarks will be calculated in August, when data from all schools has been submitted.



### Exit Destination: Year 11

School no: 9999

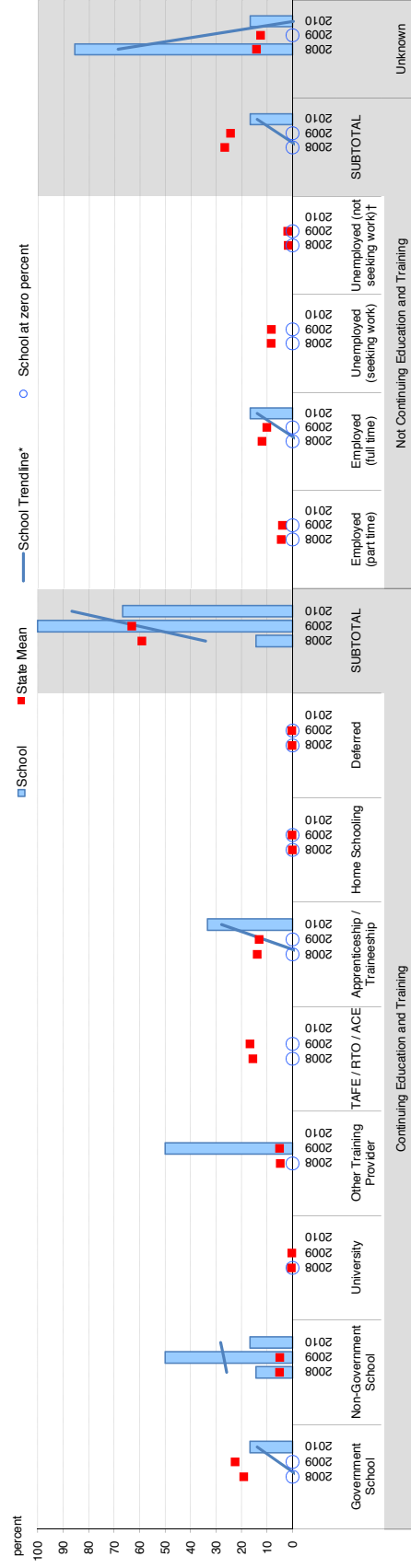
School name: Nameless P-12 College

Explanation: The destination of students who left during or at the end of Year 11.

Source of data: Data retrieved electronically from CASES21 following February census.

Exit Destination	2008		2009		2010		2009, state <sup>^</sup>	
	n	%	n	%	n	%	n	%
<b>Continuing education and training</b>								
Government School	1	14.3	1	50.0	1	16.7		22.5
Non-Government School					1	16.7		5.0
University			1	50.0				0.3
Other Training Provider								5.1
TAFE / RTO / ACE			1					16.7
Apprenticeship / Traineeship					2	33.3		13.1
Home Schooling								0.2
Deferred								0.2
<b>SUBTOTAL</b>	<b>1</b>	<b>14.3</b>	<b>2</b>	<b>100.0</b>	<b>4</b>	<b>66.7</b>		<b>63.0</b>
<b>Not continuing education and training</b>								
Employed (part time)								4.0
Employed (full time)					1	16.7		10.1
Unemployed (seeking work)								8.4
Unemployed (not seeking work) <sup>†</sup>					1	16.7		1.9
<b>SUBTOTAL</b>	<b>6</b>	<b>85.7</b>	<b>2</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>		<b>24.4</b>
<b>Unknown</b>	<b>7</b>	<b>100.0</b>						<b>12.6</b>
<b>TOTAL</b>	<b>16</b>		<b>21</b>		<b>20</b>			<b>100.0</b>
Total Yr 11 February enrolment								

### School against State



Notes: \* The school trendline is only plotted when there is data for each calendar year. † Includes deceased students. ^ 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

### Exit Destination: Students who left Year 12 before completing the year

School no: 9999

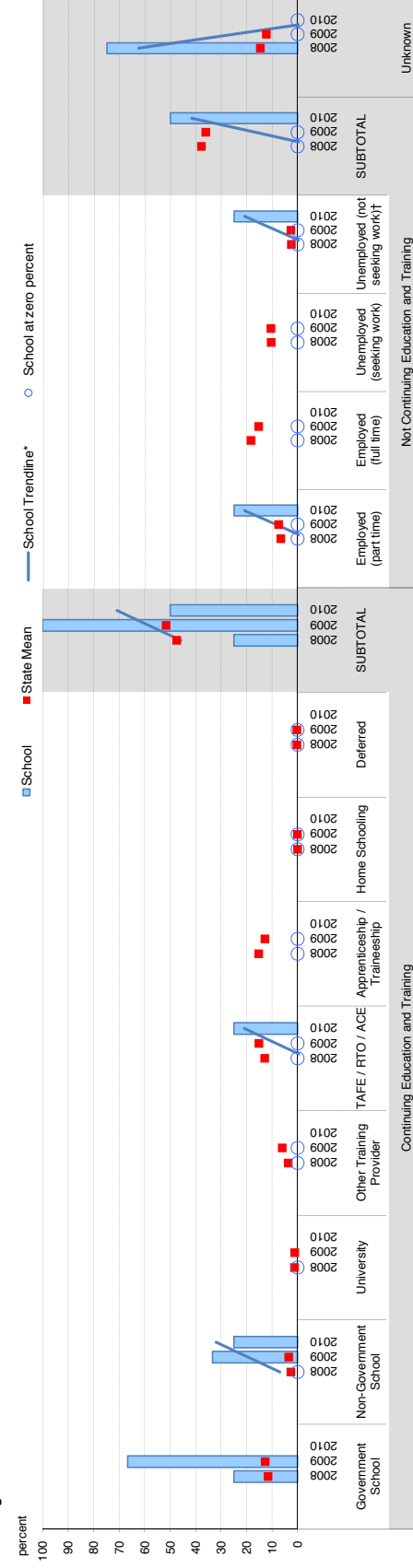
School name: Nameless P-12 College

Explanation: The destination of students who left prior to completing Year 12.

Source of data: Data retrieved electronically from CASES21 following February census.

Exit Destination	2008		2009		2010		2009 state <sup>A</sup>	
	n	%	n	%	n	%	n	%
<b>Continuing education and training</b>								
Government School	1	25.0	2	66.7	1	25.0		12.7
Non-Government School			1	33.3				3.5
University								1.1
Other Training Provider					1	25.0		6.0
TAFE / RTO / ACE								15.2
Apprenticeship / Traineeship								12.8
Home Schooling								0.0
Deferred								0.2
<b>SUBTOTAL</b>	<b>1</b>	<b>25.0</b>	<b>3</b>	<b>100.0</b>	<b>2</b>	<b>50.0</b>		<b>51.5</b>
<b>Not continuing education and training</b>								
Employed (part time)					1	25.0		7.5
Employed (full time)								15.4
Unemployed (seeking work)					1	25.0		10.6
Unemployed (not seeking work) <sup>†</sup>					2	50.0		2.7
<b>SUBTOTAL</b>	<b>3</b>	<b>75.0</b>	<b>3</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>		<b>36.1</b>
<b>Unknown</b>	<b>4</b>	<b>100.0</b>	<b>14</b>		<b>18</b>			<b>12.4</b>
<b>TOTAL</b>	<b>17</b>							<b>100.0</b>
Total Yr 12 February enrolment								

#### School against State



Notes: \* The school trendline is only plotted when there is data for each calendar year. † Includes deceased students. ^ 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

### Exit Destination: Students who left at the end of Year 12

School no: 9999

School name: Nameless P-12 College

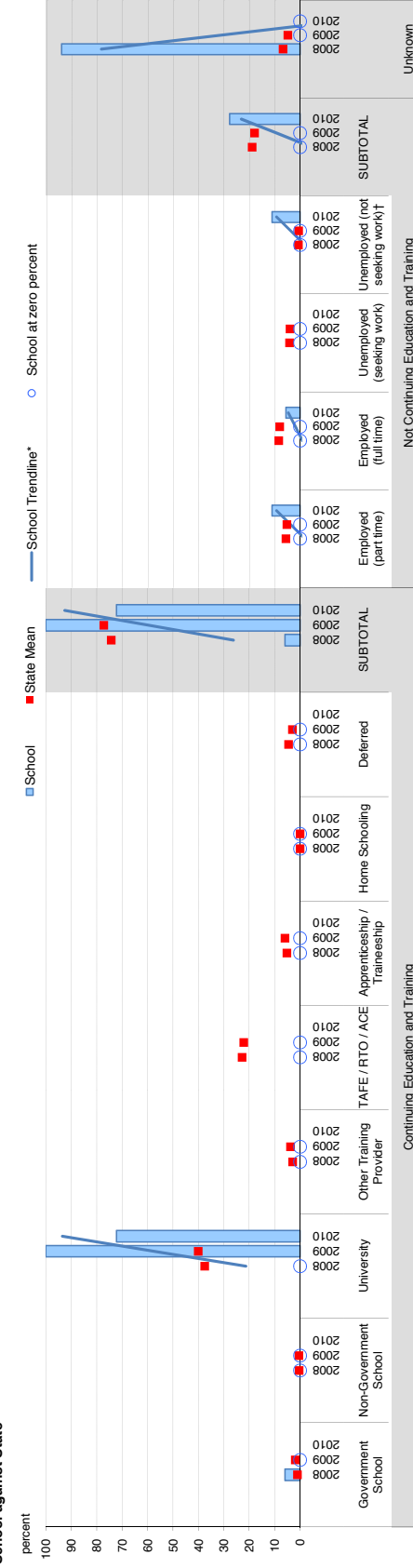
Explanation: The destination of students who left at the end of Year 12.

Source of data: Data retrieved electronically from CASES21 following February census.

Exit Destination	2008		2009		2010		2009 state <sup>A</sup>	
	n	%	n	%	n	%	n	%
<b>Continuing education and training</b>								
Government School	1	5.9					1.8	
Non-Government School							0.4	
University			12	100.0	13	72.2	40.0	
Other Training Provider							3.7	
TAFE / RTO / ACE							22.2	
Apprenticeship / Traineeship							5.9	
Home Schooling							0.0	
Deferred							3.0	
<b>SUBTOTAL</b>	<b>1</b>	<b>5.9</b>	<b>12</b>	<b>100.0</b>	<b>13</b>	<b>72.2</b>		<b>77.2</b>
<b>Not continuing education and training</b>								
Employed (part time)					2	11.1		5.2
Employed (full time)					1	5.6		8.1
Unemployed (seeking work)								4.0
Unemployed (not seeking work) <sup>†</sup>					2	11.1		0.6
<b>SUBTOTAL</b>	<b>16</b>	<b>94.1</b>	<b>12</b>	<b>100.0</b>	<b>5</b>	<b>27.8</b>		<b>18.0</b>
<b>Unknown</b>	<b>17</b>	<b>100.0</b>	<b>14</b>		<b>18</b>			<b>4.9</b>
<b>TOTAL</b>	<b>17</b>	<b>100.0</b>	<b>14</b>		<b>18</b>			<b>100.0</b>

Total Yr 12 February enrolment

### School against State



Notes: \* The school's trendline is only plotted when there is data for each calendar year. † Includes deceased students. ^ 2010 benchmarks will be calculated in August, when data from all schools has been submitted.

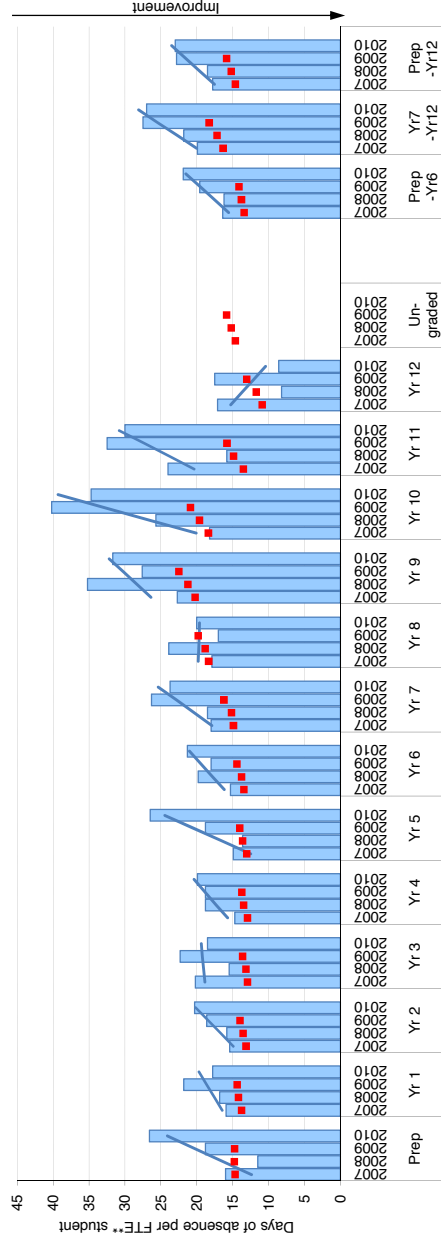
### Student Absence

School no: 9999  
 School name: Nameless P-12 College  
 Source of data: Data retrieved electronically from CASES21.  
 Explanation: The average (mean) number of absent days per FTE\*\* student.  
 Note that 20 absent days equates to 1 absent day per fortnight, and 10 absent days to 1 absent day per month.

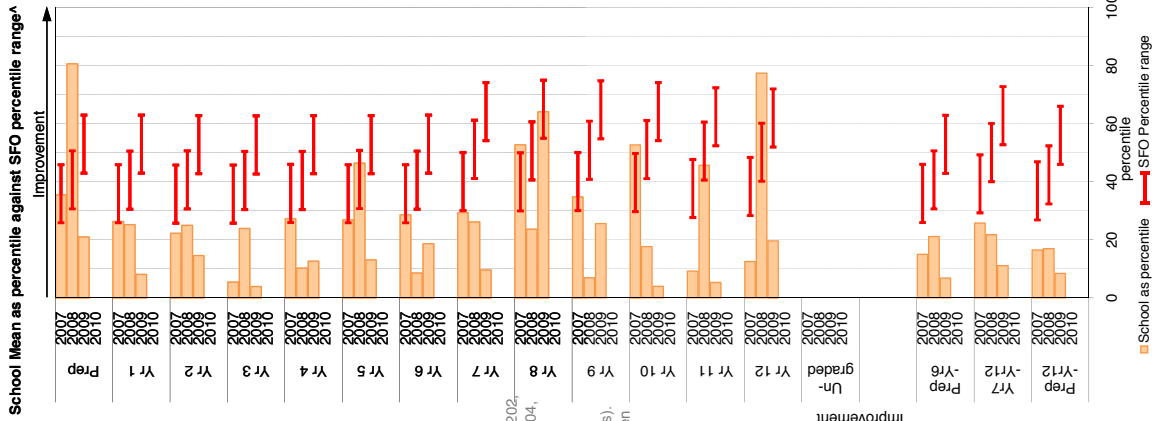
	School				2009 state benchmark <sup>^</sup>	
	2007	2008	2009	2010	25th ptile	75th ptile
Prep	23.4	22.4	23.4	28.2	12.0	14.7
Yr 1	18.9	15.9	22.7	18.6	12.1	14.4
Yr 2	20.4	15.4	18.2	22.1	11.6	14.0
Yr 3	31.7	20.2	18.3	18.2	11.2	13.6
Yr 4	19.1	14.7	20.5	16.6	11.3	13.7
Yr 5	24.0	14.9	30.0	18.8	11.4	14.0
Yr 6	19.2	15.3	24.1	19.8	11.9	14.4
Yr 7	18.3	18	17.6	26.3	13.3	16.2
Yr 8	20.6	17.9	14.2	17	15.4	19.8
Yr 9	20.7	22.7	22.3	15.2	17.6	22.5
Yr 10	16.0	18.2	15.0	20.6	15.8	20.9
Yr 11	21.5	24	21.2	32.5	11.6	15.8
Yr 12	17.8	17.1	12.8	17.5	9.0	13.0
Ungraded						15.9
P-6 mean	16.4		19.6	21.9		14.1
7-12 mean	19.9		27.5	27		18.3
P-12 mean	17.8		22.8	23		15.9

Notes:  
 † Includes non-curriculum absences only (absence codes 200, 201, 202, 203, 205, 206, 207, 208, 209, 210, 211, 300, 401, 500, 700, 800, 804, 805, 900).  
 \* The school trendline is only plotted when there is data for each calendar year.  
 \*\* FTE = Full Time Equivalent (including part-time & part-year fractions).  
 ^ 2010 benchmarks and percentiles will be calculated in August, when data from all schools has been submitted.

School Mean against State Mean<sup>^</sup>



Produced by Data, Outcomes and Evaluation Division, DEECD



School Mean as percentile against SFO percentile range<sup>^</sup>

## Parent Opinion

School no: 9999

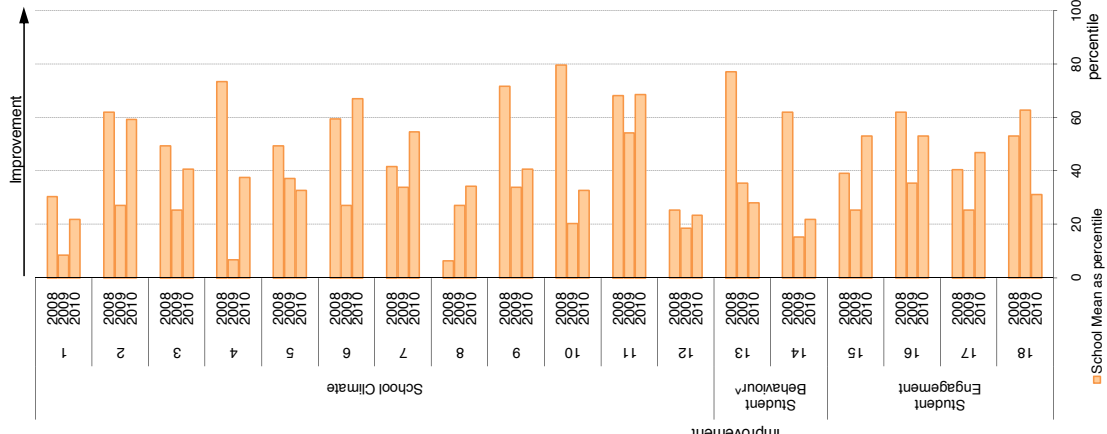
School name: Nameless P-12 College

Explanation: A self-completion questionnaire to obtain parents' opinions of the school. Parents rated a number of statements using a scale where 1=strongly disagree & 7=strongly agree. The statements were grouped into the following categories.

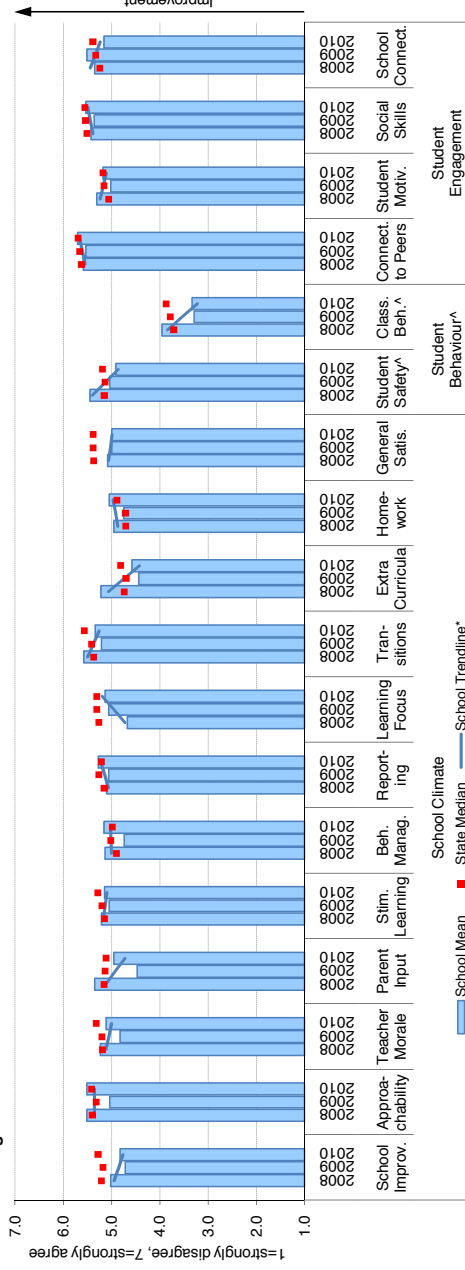
Source of data: Data scanned from questionnaires completed by parents.

Variable No. Name	Year	School mean	State Pri/Sec median	Variable No. Name	Year	School mean	State Pri/Sec median
1 School Improvement	2008	5.01	5.21	13 Student Safety <sup>^</sup>	2008	5.15	5.15
	2009	4.72	5.18		2009	5.04	5.13
	2010	4.83	5.28		2010	4.91	5.19
2 Approachability	2008	5.51	5.40	14 Classroom Behaviour <sup>^</sup>	2008	3.96	3.71
	2009	5.04	5.32		2009	3.29	3.78
	2010	5.51	5.42		2010	3.33	3.87
3 Teacher Morale	2008	5.24	5.19	15 Connectedness to Peers	2008	5.59	5.63
	2009	4.83	5.20		2009	5.54	5.67
	2010	5.11	5.32		2010	5.70	5.70
4 Parent Input	2008	5.35	5.16	16 Student Motivation	2008	5.31	5.06
	2009	4.47	5.14		2009	5.02	5.16
	2010	4.95	5.11		2010	5.18	5.18
5 Stimulating Learning	2008	5.21	5.15	17 Social Skills	2008	5.43	5.51
	2009	5.05	5.20		2009	5.36	5.54
	2010	5.14	5.29		2010	5.53	5.55
6 Behaviour Management	2008	5.14	4.90	18 School Connectedness	2008	5.35	5.24
	2009	4.74	5.02		2009	5.51	5.33
	2010	5.16	4.99		2010	5.15	5.39

School Mean as percentile (by school type)



School Mean against Pri/Sec State Mean



Notes: \* The school trendline is plotted when there is data for each calendar year.  
 \*\* If there were 6 or less respondents, table data is not shown for confidentiality reasons. If there were 3 or less respondents, graph data is not shown for confidentiality reasons.  
 ^ Parents' responses to all negatively phrased questions have been reversed for reporting purposes. Across all variables, the higher the score or percentile rank, the more positive parents' perceptions.  
 Produced by Data, Outcomes and Evaluation Division, DEECD

**Staff Opinion**

School no: 9999

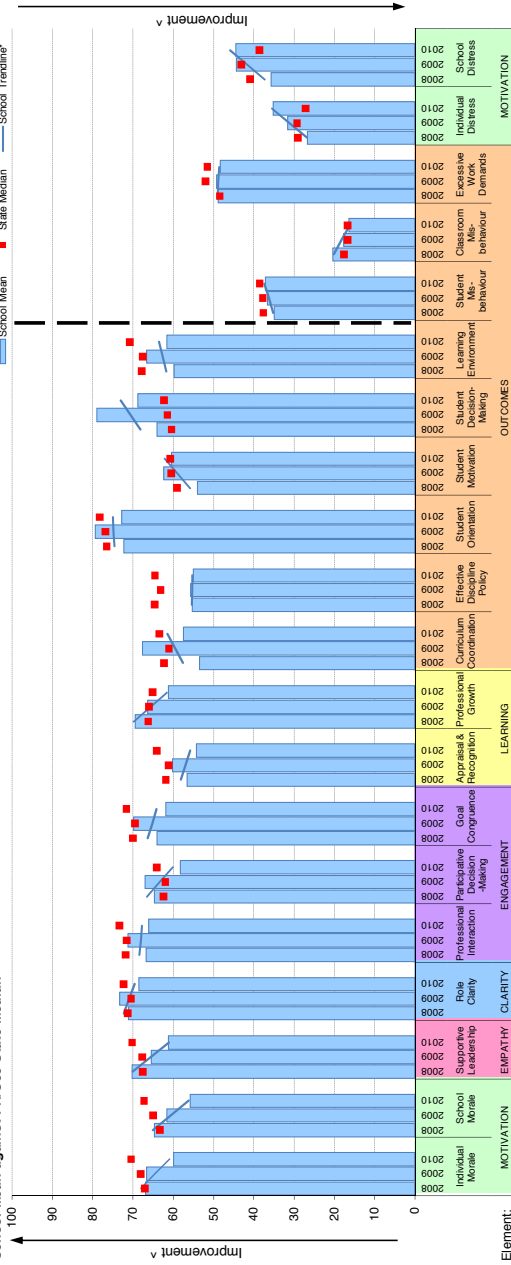
School name: Nameless P-12 College

Explanation: A self-completion questionnaire to obtain the staff's opinions of the school. The survey was administered online using the School Organisational Health Questionnaire.

Source of data: Data transmitted from school staff to DEECD via an online survey application.

Variable	Year	School mean	State Pri/Sec median	Variable	Year	School mean	State Pri/Sec median
1 Individual Morale	2008	66.9	67.1	15 Learning Environment	2008	56.6	61.9
	2009	66.7	68.1		2009	60.2	61.1
	2010	59.9	70.5	8 Appraisal & Recognition	2008	60.2	64.1
2 School Morale	2008	64.6	63.4		2009	54.2	61.1
	2009	61.6	65.0	9 Professional Growth	2008	69.4	66.2
	2010	55.7	67.2		2009	66.4	66.1
3 Supportive Leadership	2008	70.2	67.6	10 Curriculum Coordination	2008	61.2	65.2
	2009	65.4	67.7		2009	61.2	65.2
	2010	61.2	70.2	11 Effective Discipline Policy	2008	57.5	63.5
4 Role Clarity	2008	71.3	71.3		2009	57.5	63.5
	2009	73.3	70.5	12 Student Orientation	2008	55.3	64.7
	2010	68.5	72.3		2009	55.7	63.1
5 Professional Interaction	2008	66.8	71.9	13 Student Motivation	2008	72.3	76.5
	2009	71.3	71.5		2009	79.3	76.8
	2010	66.1	73.3	14 Student Decision-Making	2008	72.8	78.2
6 Participative Decision-Making	2008	64.7	62.4		2009	72.8	78.2
	2009	67.0	62.0		2010	60.4	60.4
	2010	58.3	64.1		2008	64.0	60.4
7 Goal Congruence	2008	64.0	70.0		2009	78.9	61.5
	2009	69.8	69.6		2010	68.8	62.3
	2010	61.9	71.6				

**School Mean against Pri/Sec State Median**



Notes: \* The school trendline is only plotted when there is data for each calendar year.

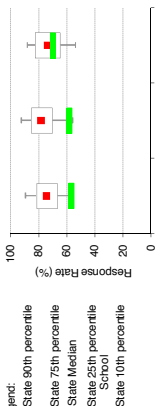
\*\* If there were 6 or less respondents, table data is not shown for confidentiality reasons. If there were 3 or less respondents, graph data is not shown for confidentiality reasons.

† The higher the school mean, the more positive the outcome for variables 1 to 15. The lower the school mean, the more positive the outcome for variables 16 to 20.

†† The higher the school percentile, the more positive the outcome for all variables.

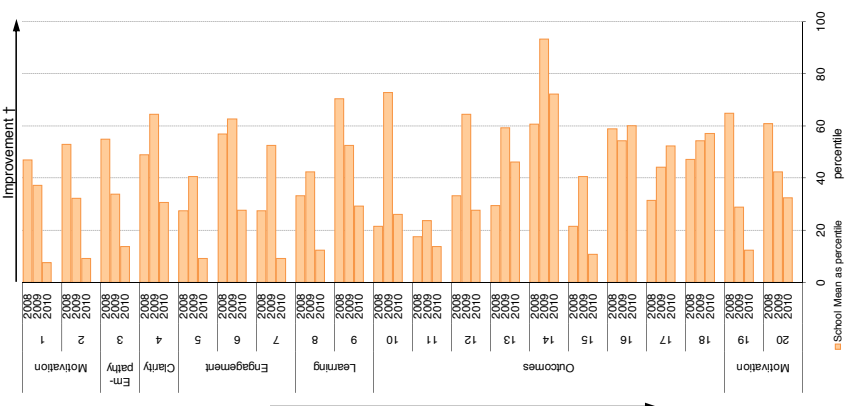
††† Benchmarks are available for Primary, Secondary, Pri/Sec, Special & SDS schools.

**School response rate\*\* against Pri/Sec school distribution**



No. of respondents	No. invited	Response Rate
26	46	57%
25	43	58%
30	43	70%

**School Mean as percentile (by school type)**





## Performance & Development Culture (P&DC)<sup>††</sup>

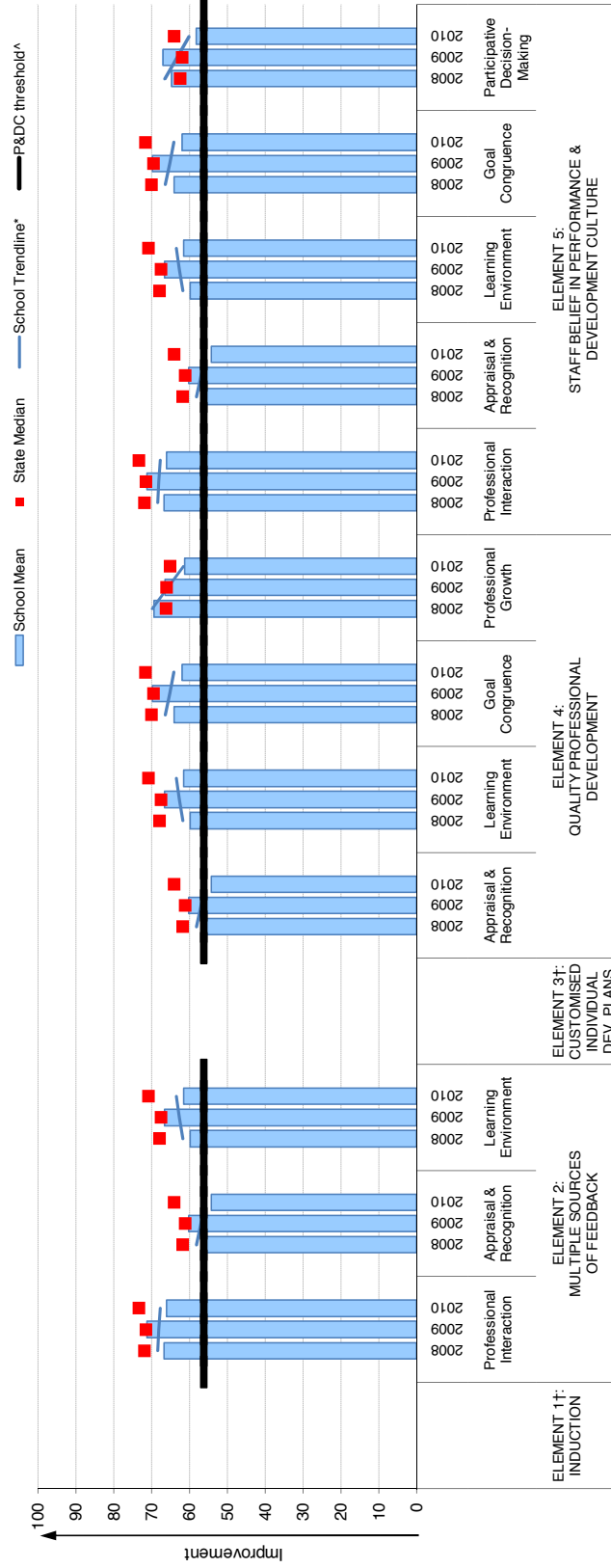
School no: 9999

School name: Nameless P-12 College

School Explanation: The data on this page refers to the Staff Opinion Survey.

Source of data: Data transmitted from school staff to DEECD via an online survey application.

School Mean against Pri/Sec State Median



Notes:

†† An assessment of the correlation between the P&DC Questionnaire and the Staff Opinion Survey was undertaken using data from Victorian Government schools that completed both surveys from 2005 to 2007 (ie. 699 schools). This led to the identification of the components of the Staff Opinion Survey that could be used to assist schools with the ongoing monitoring of their performance and development culture. Refer to the P&DC website for further information: <http://www.education.vic.gov.au/management/schoolimprovement/panddc/default.htm>. For numerical results relating to the above graph, refer to the Staff Opinion Survey page in this report.

† Note that there is no significant correlation between the Staff Opinion Survey and P&DC elements 1 (Induction) and 3 (Customised Individual Development Plans).

^ The P&DC threshold was derived from the P&DC Questionnaire 'percent favourable' methodology where a school is considered at the standard of accreditation when their Element score is >75% favourable (ie. at least 75% of staff selected the top two response categories in the P&DC Questionnaire).

\* The school trendline is only plotted when there is data for each calendar year.

\*\* If there were 3 or less respondents, graph data is not shown for confidentiality reasons.

^^ Benchmarks are available for Primary, Secondary, Pri/Sec, Special & SDS schools.

## Staff Sick Leave

School no: 9999

School name: Nameless P-12 College

**Explanation:** The number of non-certificated and total sick leave days taken per staff member. A detailed explanation on how staff sick leave is calculated is provided at: [www.education.vic.gov.au/management/schoolimprovement/performance/performancefaq.htm](http://www.education.vic.gov.au/management/schoolimprovement/performance/performancefaq.htm).

**Source of data:** Human Resources Management System (HRMS)^.

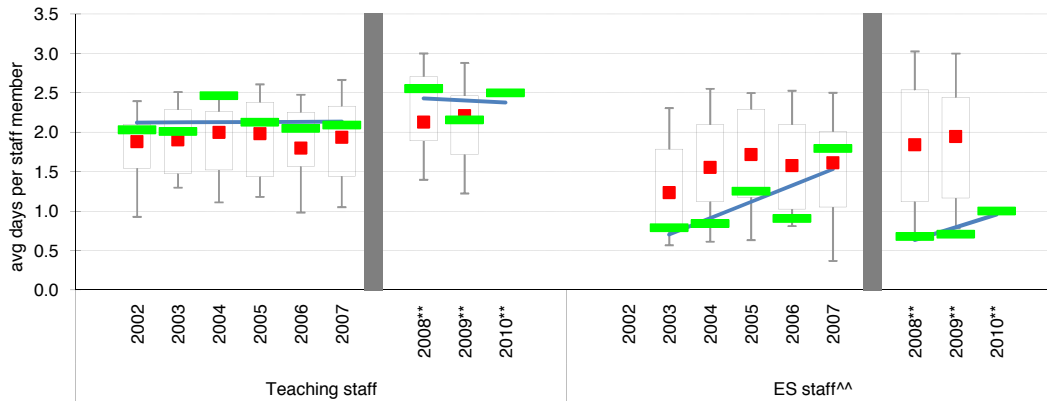
Non-Certificated sick leave days per staff member^

Staff Type	2002	2003	2004	2005	2006	2007	2008**	2009**	2010**	2010 State Median**
Teacher	2.03	2.01	2.46	2.13	2.05	2.09	2.55	2.16	2.50	
ES^^		0.79	0.84	1.25	0.91	1.79	0.68	0.71	1.00	

Total sick leave days per staff member^

Staff Type	2002	2003	2004	2005	2006	2007	2008**	2009**	2010**	2010 State Median**
Teacher	5.50	6.43	6.81	5.61	4.00	3.45	5.92	13.51	16.00	
ES^^		12.36	2.71	16.60	6.00	7.44	5.27	8.84	11.00	

### NON-CERTIFICATED sick leave

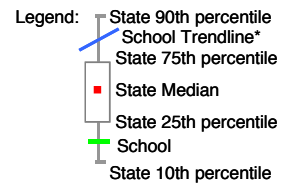


### TOTAL sick leave



**Notes:**

- \* The school trendline is only plotted when there is data for each calendar year.
- \*\* The way in which sick leave data are calculated changed in 2008. As such, data from 2008 cannot be compared with previous years.
- ^ There may be some discrepancy between the results from CASES21 and those from HRMS. The latter are considered to be more accurate.
- ^^ Data for ES (Education Support) staff is only available from 2003.



## Bank Balances

School no: 9999

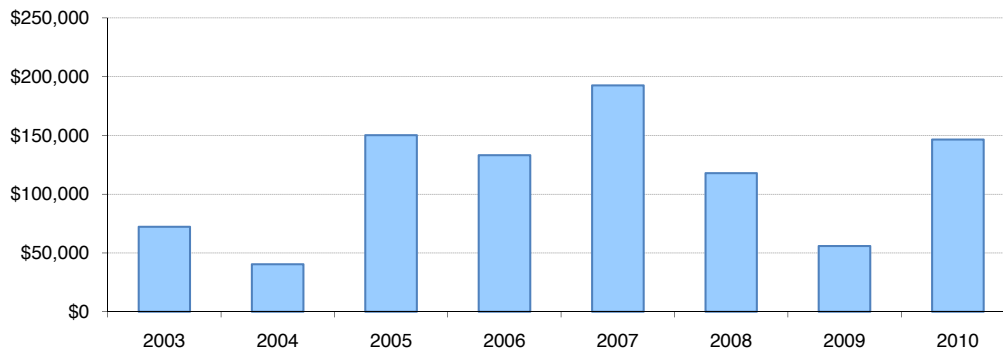
School name: Nameless P-12 College

Explanation: Account balance figures include official and investment accounts, and are calculated by taking the opening balance at 1st January plus the total receipts at 31st December less total payments at 31st December.

### Account Balances (Official plus Investment Accounts)

2003	\$72,318	2007	\$192,680
2004	\$40,389	2008	\$117,871
2005	\$150,165	2009	\$55,740
2006	\$133,229	2010	\$146,559

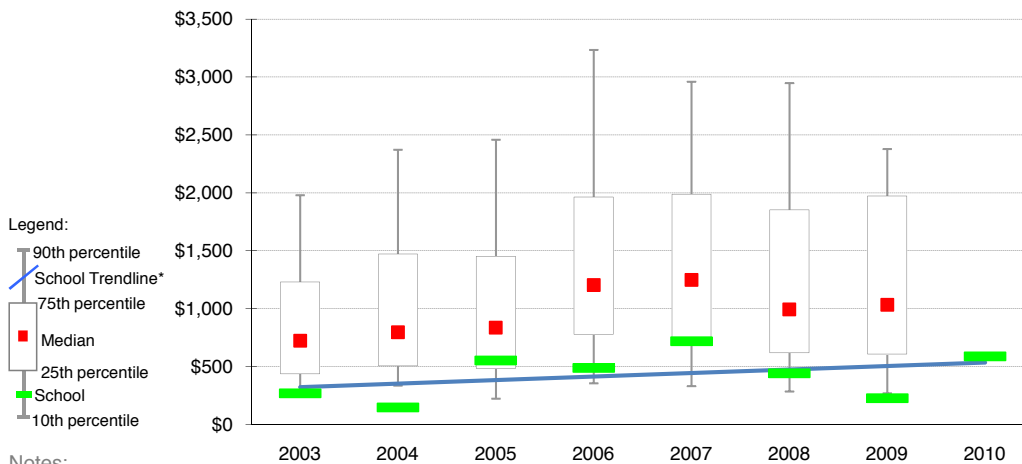
### Account Balances



### Account Balances (Official plus Investment Accounts) per student<sup>†</sup>

2003	\$268	2007	\$718
2004	\$147	2008	\$441
2005	\$552	2009	\$226
2006	\$487	2010	\$588

### School account balances per student enrolled in August census plotted on state Pri/Sec benchmarks<sup>^</sup>



Notes:

\* The school trendline is only plotted when there is data for each calendar year.

† The account balance per student has been calculated to enable some comparison to be made between schools.


<sup>^</sup> Benchmarks for primary, secondary, pri/sec, SDS, special and language schools.



2010 benchmarks will be calculated in August, when data from all schools has been submitted.

## Nameless Secondary College













### How this school compares to all Victorian government schools

**Key:**

Range of results for the middle 60% of Victorian government schools: 


Result for this school:  Median of all Victorian government schools: 


This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p><b>1. Student Learning</b></p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>    </p> <p>Lower      Similar      Higher</p>
<p><b>2. Student Engagement and Wellbeing</b></p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>    </p> <p>Lower      Similar      Higher</p>
<p><b>3. Student Pathways and Transitions</b></p> <p>Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.</p>		<p>    </p> <p>Lower      Similar      Higher</p>

### School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey.** The score is reported on a scale of 1 to 7, where 7 is the highest possible score.


- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey.** The score is reported on a scale of 1 to 5, where 5 is the highest possible score.


- Overall socio-economic profile**

low   low-mid   mid   mid-high   high




Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language**

low   low-mid   mid   mid-high   high
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 340 students (153 female, 187 male) were enrolled at this school in 2010.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

Nameless Secondary College

How this school compares to all Victorian government schools

Key:  
 Range of results for the middle 60% of Victorian government schools:   
 Result for this school:  Median of all Victorian government schools: 

**Student Learning**

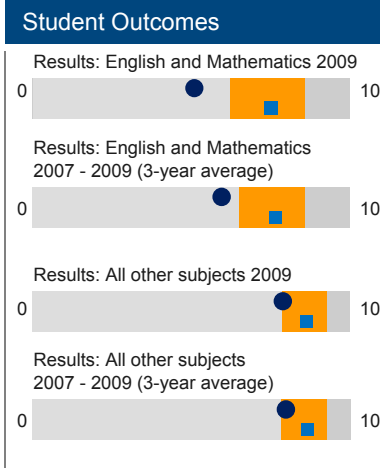
4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:













- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.



**School Comparison**

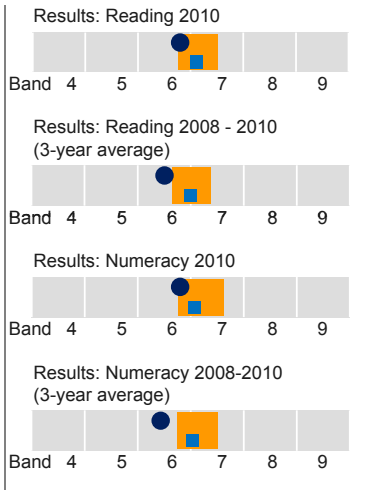
		
Lower	Similar	Higher
		
Lower	Similar	Higher
		
Lower	Similar	Higher
		
Lower	Similar	Higher

5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.



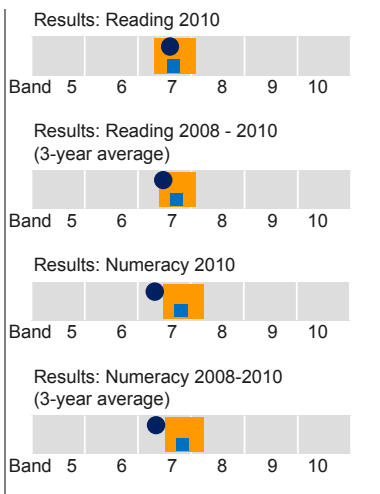
Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.













6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.






		
Lower	Similar	Higher
		
Lower	Similar	Higher
		
Lower	Similar	Higher
		
Lower	Similar	Higher

Version 1, February 2011

Nameless Secondary College

How this school compares to all Victorian government schools

**Key:**  
 Range of results for the middle 60% of Victorian government schools:   
 Result for this school:  Median of all Victorian government schools: 

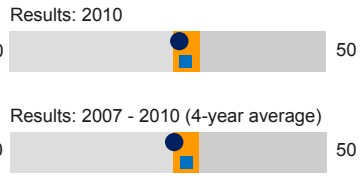
**Student Learning**

7. Victorian Certificate of Education (VCE)

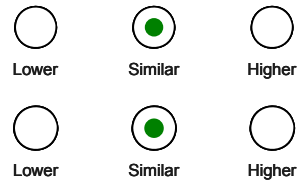
Mean study score from all VCE subjects undertaken by students at this school.

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.

**Student Outcomes**



**School Comparison**



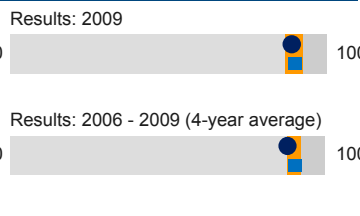
Percent of students in 2010 who satisfactorily completed their VCE: 97%  
 Percent of Year 12 students in 2010 undertaking at least one Vocational Education and Training (VET) unit of competence: 82%  
 Percent of VET units of competence satisfactorily completed in 2010: 85%  
 Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2010: 90%

**Student Engagement and Wellbeing**

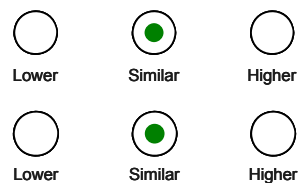
8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

**Student Outcomes**



**School Comparison**

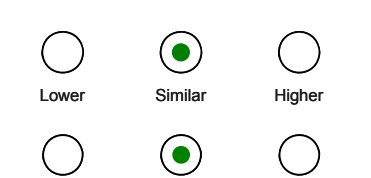
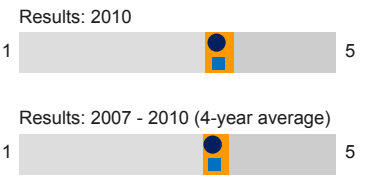


Average 2009 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
81%	82%	80%	87%	94%	93%

9. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

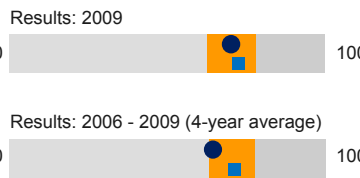


**Student Pathways and Transitions**

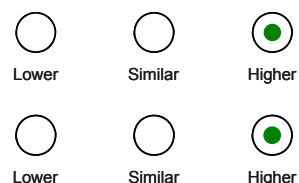
10. Student retention

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

**Student Outcomes**

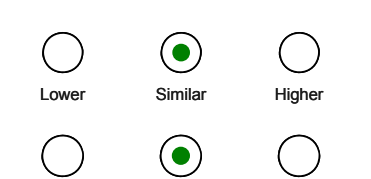
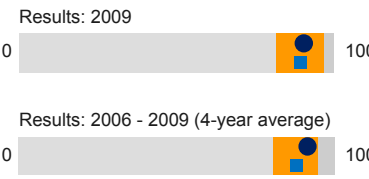


**School Comparison**



11. Students exiting to further studies and full-time employment

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







# How to read the Government School Performance Summary 2010

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

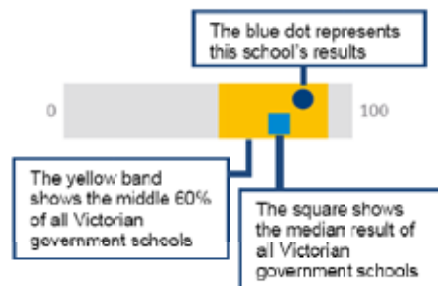
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



### What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/](http://www.education.vic.gov.au/aboutschool/)



### What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

### What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Handout B1

## School strategic planning: quiz

No.	Question	Answer
1.	<p>Which of the following are councillors responsible for in the school self-evaluation process?</p> <ul style="list-style-type: none"> <li>i. planning the self-evaluation</li> <li>ii. keeping everyone informed about the contents of the report</li> <li>iii. endorsement of the final report</li> <li>iv. forwarding the report to the Department</li> <li>v. participating in consultations with the community</li> <li>vi. reviewing the plan and timeline for the self-evaluation.</li> </ul>	Clue: only 3 are correct
2.	School performance is measured against the student outcome areas, one of which is student learning. What is one of the other two areas?	
3.	What is the most effective way that councillors can become aware of the values and aspirations of their community?	
4.	<p>How many different types of review are there?</p> <p>Who determines the type of review that will be implemented in each school?</p>	
5.	How does an external reviewer add value to the school strategic plan?	
6.	What can you do if you want to comment on the review process?	
7.	You may think a particular building or resource needs to be improved. On what grounds would you have the best chance of gaining funding for such an initiative?	
8.	How might information from the attitudes to school survey impact on setting goals and targets?	
9.	When does the school annual report need to be completed and forwarded to the regional network leader?	
10.	What do you see as the most important part of your role as a school councillor?	