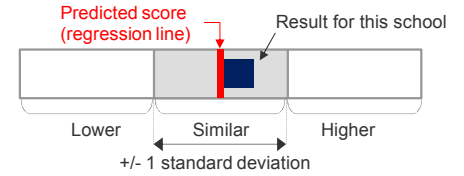


**Legend:** Result for this school: ●  
Results for the middle 60% of gov schools: ■  
Median of all Victorian government schools: ■



### Teacher assessment against VELS

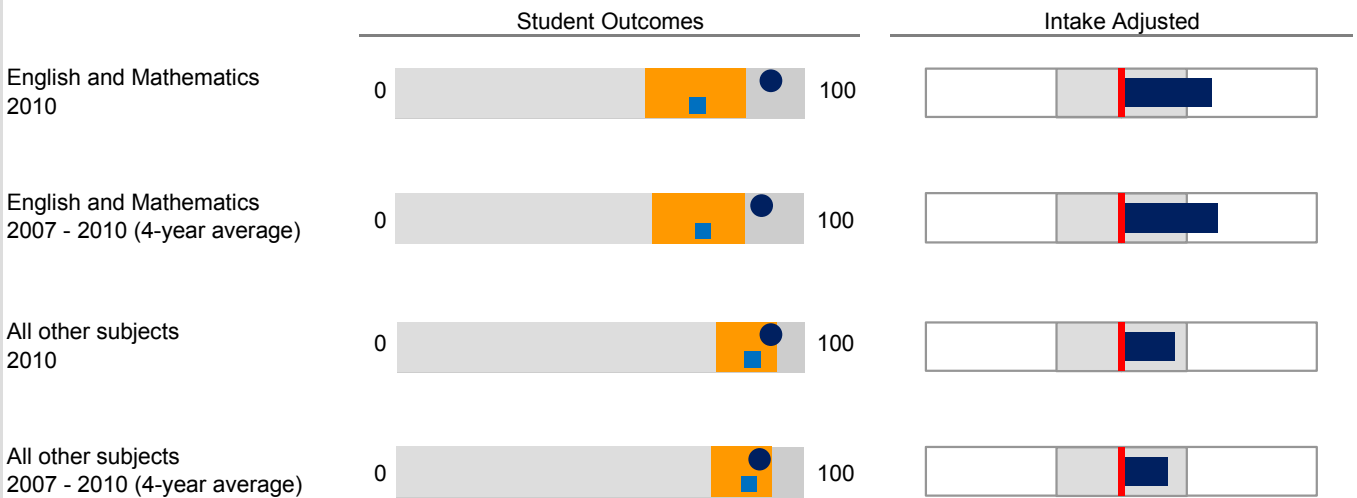
Data is shown for domains: ● English and Mathematics  
● All other subjects

Student outcomes are shown in terms of the percentage of students in Years 7-10 with a grade of C or above.

Intake adjusted data is shown on a scale developed specifically for regression analysis. This scale is described in the publication 'Measuring Performance Fairly'.

The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results).

STUDENT LEARNING

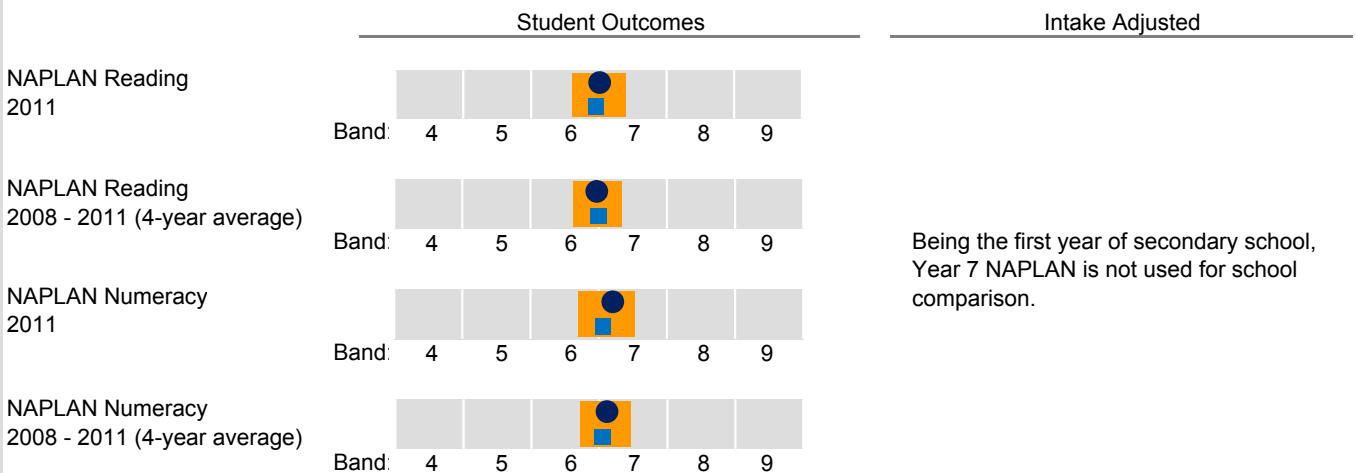


### NAPLAN Year 7

Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 7, the National Minimum Standard is at Band 5

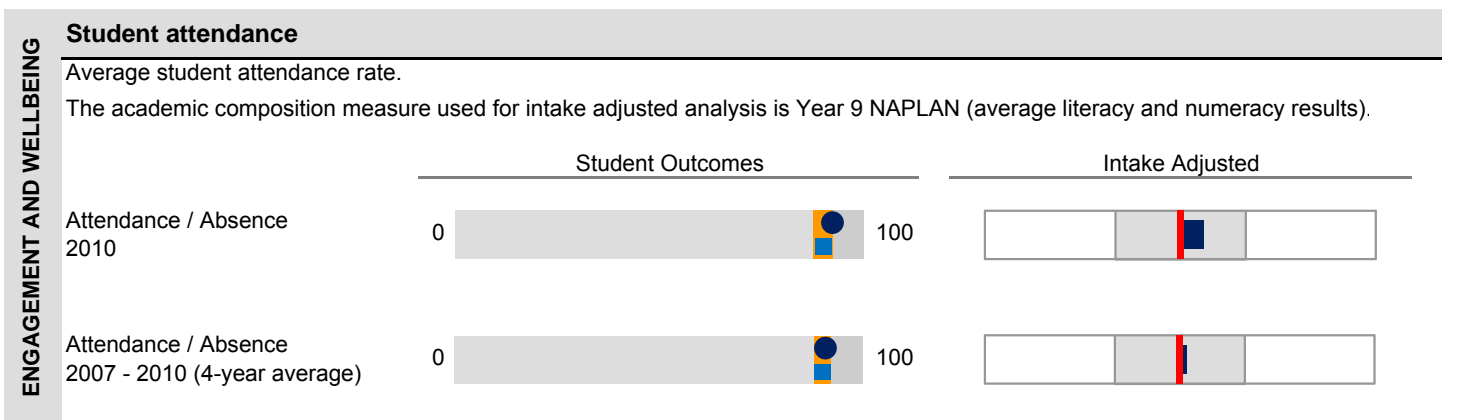
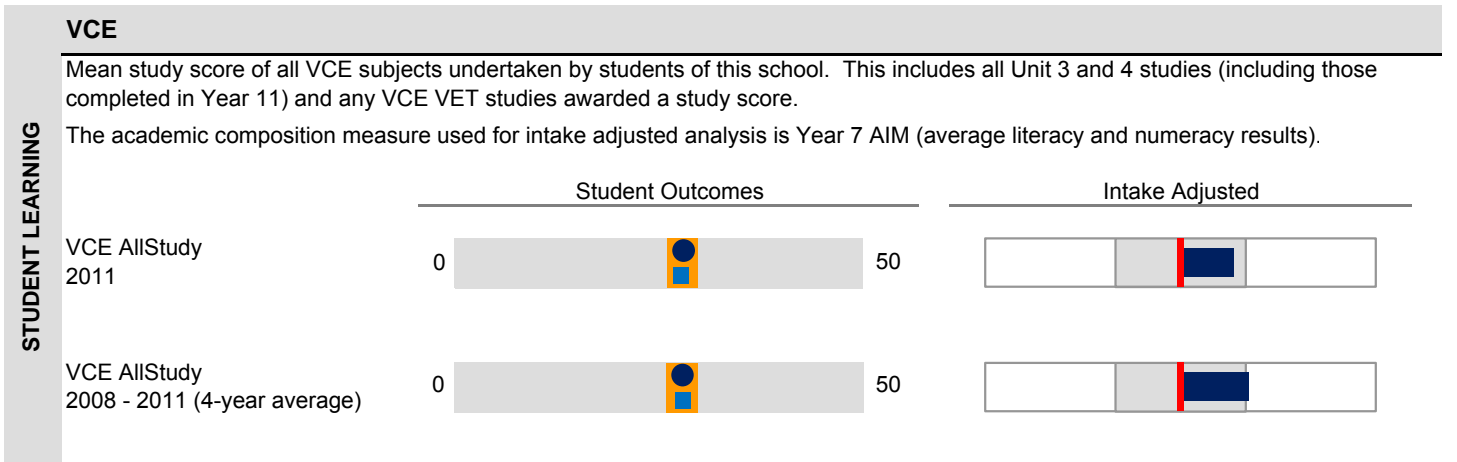
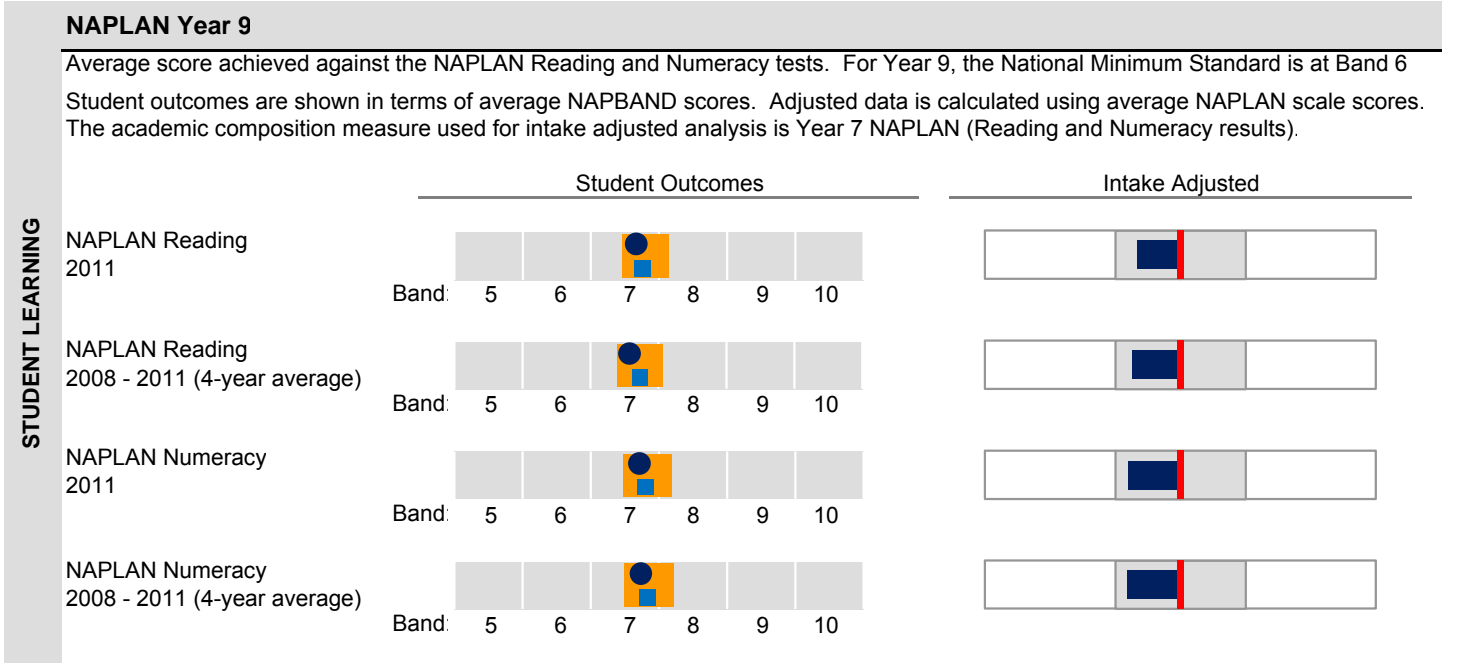
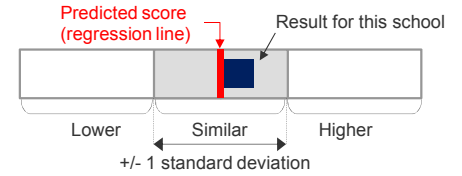
Student outcomes are shown in terms of average NAPBAND scores.

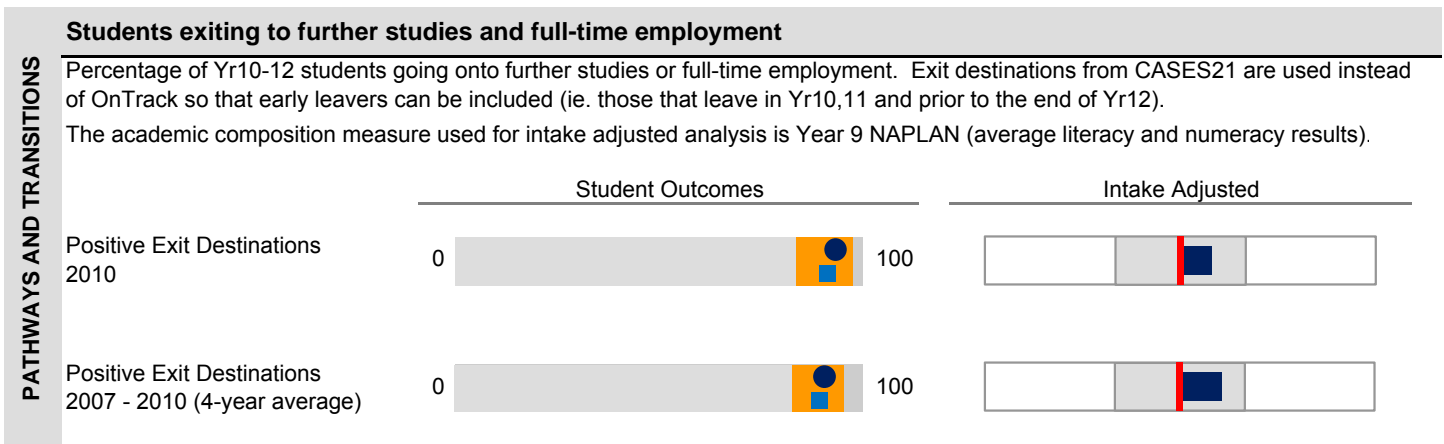
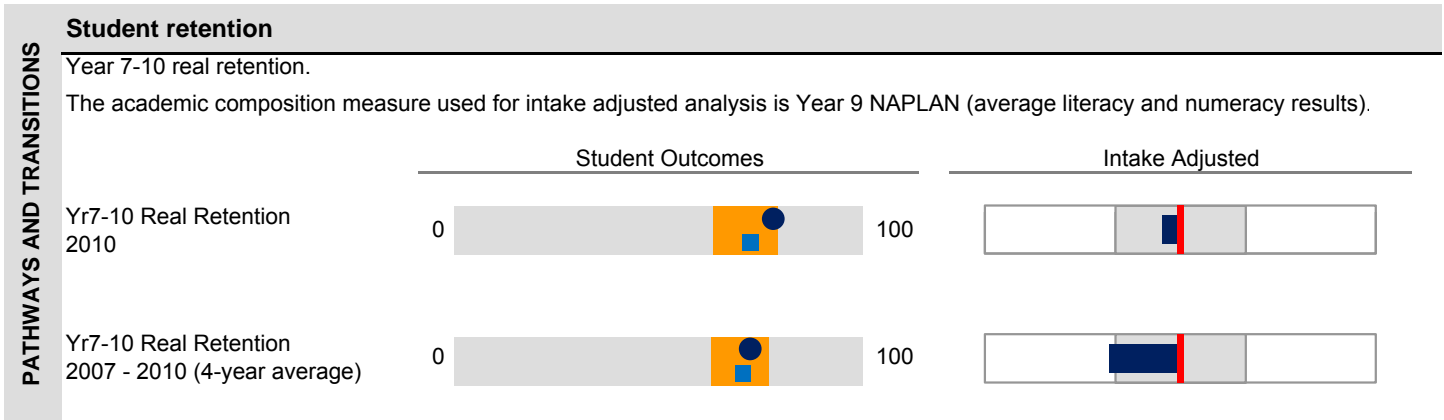
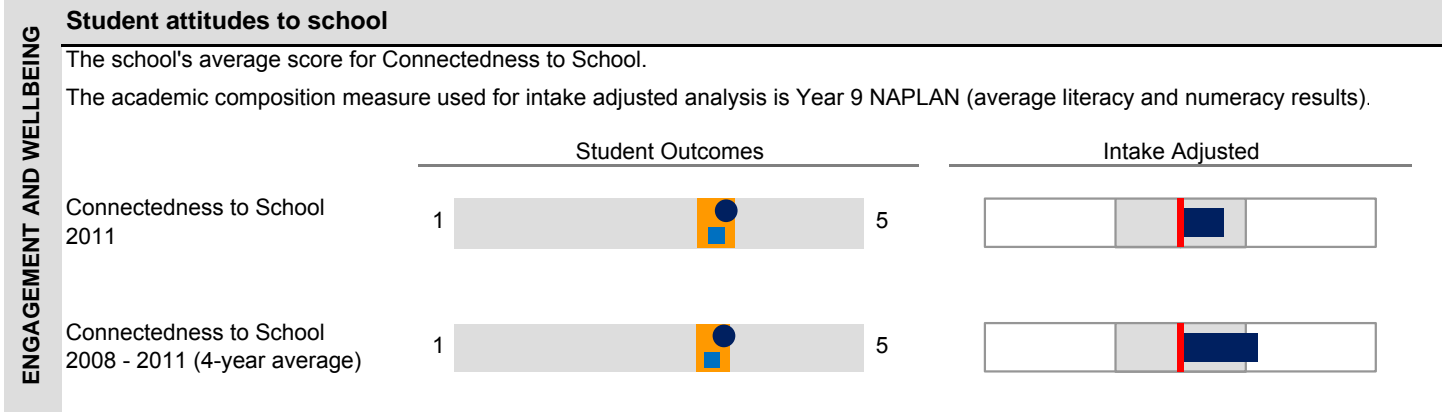
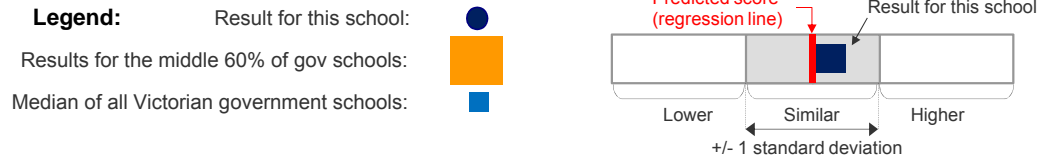
STUDENT LEARNING



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

**Legend:** Result for this school: ●  
Results for the middle 60% of gov schools: ■  
Median of all Victorian government schools: ■





## INTAKE MEASURES

A range of data is used to describe the background characteristics of student populations. To get the most meaningful and useful information from the intake adjusted school performance measures, we need to adjust for the characteristics of the school that make the biggest difference to the outcomes we're interested in.

The following intake measures were used in the Intake Adjusted analysis.

### School Characteristic Intake Measures

School Type:	Yr7-12 school
Rurality:	Capital City
SFO	2011: 0.64 2008-2011 average: 0.65
Percent Female	2011: 46.6% 2008-2011 average: 45.1%

The remaining school characteristic intake measures are shown below. For each intake measure, the range that your school's data falls within is highlighted in Table 1 in a darker grey.

Table 1: Table of intake measure ranges (this school's range highlighted)

		<=110	>110, <=300	>300, <=650	>650, <=1100	>1100
Total Enrolment (Feb)	2011: 1536.0 2008-2011 average: 1508.0	<=110	>110, <=300	>300, <=650	>650, <=1100	>1100
Indigenous Enrolment	2011: 0.6% 2008-2011 average: 0.6%	=0%	>0%, <=1%	>1%, <=2%	>2%, <=5%	>5%, <=10% >10%
ESL Enrolment	2011: 4.6% 2008-2011 average: 3.6%	=0%	>0%, <=5%	>5%, <=25%	>25%	
PSD Enrolment	2011: 1.6% 2008-2011 average: 1.6%	<=1%	>1%, <=2%	>2%, <=4%	>4%, <=8%	>8%
Refugee Enrolment	2011: 1.5% 2008-2011 average: 0.7%	=0%	>0%, <=5%	>5%		
Stability Enrolment*	2011: 80.3% 2008-2011 average: 79.2%	<=60%	>60%, <=80%	>80%		

\*Note: Stability is used as an intake measure for Real Retention only.

### Academic Composition Intake Measures

The intake measures used to adjust for academic composition are different for most measures. Previous pages of this report outline the academic composition data used for each outcome measure.

Detailed information on how the academic composition measures are derived can be found in the publication 'Measuring Performance Fairly'.

For the source of the academic composition data, please refer to your School Level Report.