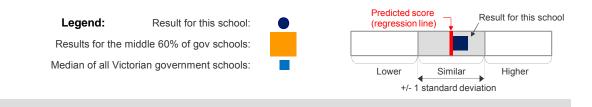
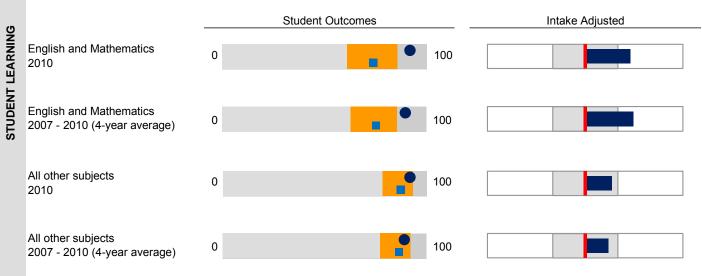
2011 Intake Adjusted Charts



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. Intelse adjusted data is shown on a cost of developed energiable for representing analysis.

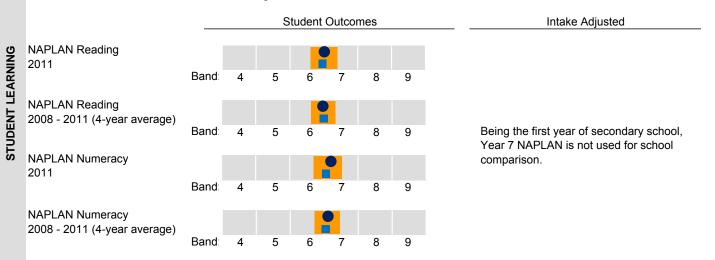
Intake adjusted data is shown on a scale developed specifically for regression analysis. This scale is described in the publication 'Measuring Performance Fairly'.

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



NAPLAN Year 7

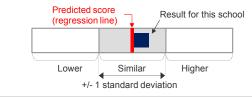
Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 7, the National Minimum Standard is at Band 5 Student outcomes are shown in terms of average NAPBAND scores.



Legend: Result for this school:

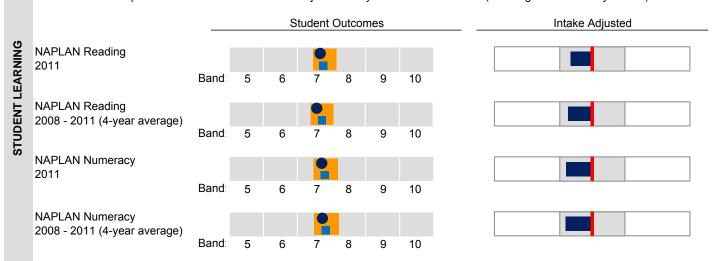
Results for the middle 60% of gov schools:

Median of all Victorian government schools:



NAPLAN Year 9

Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 9, the National Minimum Standard is at Band 6 Student outcomes are shown in terms of average NAPBAND scores. Adjusted data is calculated using average NAPLAN scale scores. The academic composition measure used for intake adjusted analysis is Year 7 NAPLAN (Reading and Numeracy results).



VCE

Mean study score of all VCE subjects undertaken by students of 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.

NING	The academic composition measure used for intake adjusted analysis is Year 7 AIM (average literacy and numeracy results).					
AR		Student Outcon	nes	Intake Adjusted		
DENT LE	VCE AllStudy 2011	0	50			
STU	VCE AllStudy 2008 - 2011 (4-year average)	0	50			

Student attendance

ENGAGEMENT AND WELLBEING Average student attendance rate. The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results). Student Outcomes Intake Adjusted Attendance / Absence 100 2010 Attendance / Absence 100 0 2007 - 2010 (4-year average)

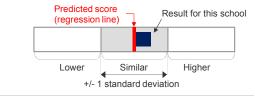
Attachment to the School Level Report

2011 Intake Adjusted Charts

Legend: Result for this school:

Results for the middle 60% of gov schools:

Median of all Victorian government schools:



Student attitudes to school ENGAGEMENT AND WELLBEING The school's average score for Connectedness to School. The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results). Intake Adjusted Student Outcomes Connectedness to School 5 1 2011 Connectedness to School 5 2008 - 2011 (4-year average)

Student retention

Year 7-10 real retention.

SITIONS

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

RAN		Student Outcomes			Intake Adjusted		
S AND T	Yr7-10 Real Retention 2010	0	.	100			
PATHWAYS	Yr7-10 Real Retention 2007 - 2010 (4-year average)	0	•	100			

Students exiting to further studies and full-time employment

Percentage of Yr10-12 students going onto further studies or full-time employment. Exit destinations from CASES21 are used instead of OnTrack so that early leavers can be included (ie. those that leave in Yr10,11 and prior to the end of Yr12). The academic composition measure used for intake adjusted analysis is Year 9 NAPLAN (average literacy and numeracy results). Student Outcomes Intake Adjusted **Positive Exit Destinations** 100 n

PATHWAYS AND TRANSITIONS 2010 **Positive Exit Destinations** 100 0 2007 - 2010 (4-year average)

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 Rurality:	2:	Yr7-12 school Capital City
SFO	2011: 2008-2011 average:	0.64 0.65
Percent Fer	nale 2011: 2008-2011 average:	46.6% 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)
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36.0 <=110	>110, <=	300 >300,	<=650 >65	50, <=1100	>1100	
08.0 <=110	>110, <=	300 >300,	<=650 >65	50, <=1100	>1100	
=0%	>0%, <=1%	>1%, <=2%	>2%, <=5%	>5%, <=109	% >10%	
=0%	>0%, <=1%	>1%, <=2%	>2%, <=5%	>5%, <=109	% >10%	
;% =0%	>(0%, <=5% >5%, <		5%	>25%	
=0%	>0)%, <=5%	>5%, <=2	5%	>25%	
;% <=1%	>1%, <=	=2% >2%,	<=4% >4	%, <=8%	>8%	
i% <=1%	>1%, <=	=2% >2%,	<=4% >4	%, <=8%	>8%	
;% =(0%	>0%,	<=5%		>5%	
°% =	0%	>0%, <=5%			>5%	
.3% <=(60%	>60%, <=80%			>80%	
2% <=	60%	>60%, <=80%		>80%		
	$\begin{array}{c c} 8.0 \\ 8.0 \\ \hline 8.0 \\ \hline$	6.0 <=110 >110, <=3 8.0 <=110 >110, <=3 $%_{0}$ =0% >0%, <=1% $%_{0}$ =0% >0%, <=1% $%_{0}$ =0% >0% $=0\%$ >0%, <=1% >0% $%_{0}$ =0% >0% $%_{0}$ =0% >0% $%_{0}$ =1% >1%, <= $%_{0}$ =0% >0% $%_{0}$ =0% >0% $%_{0}$ =0% >0% $%_{0}$ =0% >0% $%_{0}$ =0% >0% $%_{0}$ =0% >0% $%_{0}$ =0% >0%	6.0 $<=110$ $>110, <=300$ $>300,$ 8.0 $<=110$ $>110, <=300$ $>300,$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $%$ $=0%$ $>0%, <=5%$ $=0%$ $>0%, <=5%$ $%$ $<=1%$ $>1%, <=2%$ $>2%, <=5%$ $%$ $<=1%$ $>1%, <=2%$ $>2%, <=5%$ $%$ $<=1%$ $>1%, <=2%$ $>2%, <=5%$ $%$ $<=0%$ $>0%, <=5%$ $>2%, <=1%$ $%$ $<=0%$ $>0%, <=5%$ $>2%, <=1%$ $%$ $<=0%$ $>0%, <=2%$ $>2%, <=1%$ $%$ $<=0%$ $>0%, <=0%, <=0%$ $>0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%, <=0%,$	6.0 $<=110$ $>110, <=300$ $>300, <=650$ >68 8.0 $<=110$ $>110, <=300$ $>300, <=650$ >68 $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $>2%, <=5%$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $>2%, <=5%$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $>2%, <=5%$ $%$ $=0%$ $>0%, <=5%$ $>5%, <=2$ $%$ $=0%$ $>0%, <=5%$ $>5%, <=2$ $%$ $<=1%$ $>1%, <=2%$ $>2%, <=4%$ $>4%$ $%$ $=0%$ $>0%, <=5%$ $>2%, <==4%$ $>4%$ $%$ $=0%$ $>0%, <==5%$ $>0%, <==5%$ $%$ $=0%$ $>0%, <==5%$ $>0%, <==5%$ $%$ $=0%$ $>0%, <==5%$ $>0%, <==5%$ $%$ $=60%$ $>60%, <==80%$ $>60%, <==80%$	6.0 $<=110$ $>110, <=300$ $>300, <=650$ $>650, <=1100$ 8.0 $<=110$ $>110, <=300$ $>300, <=650$ $>650, <=1100$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $>2%, <=5%$ $>5%, <=100$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $>2%, <=5%$ $>5%, <=100$ $%$ $=0%$ $>0%, <=1%$ $>1%, <=2%$ $>2%, <=5%$ $>5%, <=100$ $%$ $=0%$ $>0%, <=5%$ $>5%, <=25%$ $>5%, <=25%$ $%$ $=0%$ $>0%, <=5%$ $>5%, <=25%$ $>5%, <=25%$ $%$ $<=1%$ $>1%, <=2%$ $>2%, <=4%$ $>4%, <=8%$ $%$ $=0%$ $>0%, <=5%$ $>0%, <=5%$ $%$ $=0%$ $>0%, <=5%$ $>60%, <=5%$ $3%$ $<=60%$ $>60%, <=80%$	

*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.