

2019 Annual Report to The School Community



School Name: **Belvedere Park Primary School (4902)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2020 at 10:49 AM by Benjamin Moncrieff (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2020 at 09:55 AM by Karen Armfield (School Council President)

About Our School

School context

Belvedere Park Primary School is a dynamic learning community located in Seaford, a bayside suburb of Melbourne. Our confirmed budget for the 2019 school year was derived from our enrolment of 388 students. In 2019, our school staff composed of 2 Principal Class, 24 Teachers and 8 Education Support Staff. A strong focus on positive, respectful and supportive relationships between all members of our school community is a high priority. At the centre of our work is the aspiration to achieve high-quality outcomes while providing a level of care, support and empathy towards our students that we believe is both supportive and productive. Our school has created an inviting and friendly culture where parents, staff and students can work together to nurture optimism and success.

We have a strong focus on promoting academic rigour through the consistent implementation of a documented and resourced whole school plan. This has resulted in high-quality student work, increased student learning outcomes and enhanced student confidence. At Belvedere Park Primary School we encourage optimism, respect, responsibility, trust, empathy, initiative and resilience. Belvedere Park promotes high standards in Numeracy, Literacy, Information and Communication Technologies and all other areas of student participation. The Physical Education, Visual Arts, Performing Arts and Languages programs are vital parts of our learning environment bringing depth, engagement and increased participation to our well-balanced curriculum and pedagogy.

Belvedere Park's STEAM centre, which incorporates cooking facilities for up to 30 students, provides for the students and staff, a learning environment that we feel is second-to-none. Students and staff have worked on targeted teaching and learning activities that integrate Science, Technology, Engineering, Arts and Mathematics along with English, Nutrition and the Personal and Social Capabilities. Students are highly engaged in cooking and other STEAM sessions throughout the year, with each class cooking lunch on several occasions. This activity, in particular, has provided a great springboard for inquiry learning through a wide range of additional literacy and numeracy activities.

Whole-school team planning by our committed staff, based on high expectations for student achievement, underpins our core purpose to provide flexible, targeted learning programs to accommodate a variety of learning styles. To this end, our staff participates in ongoing professional learning directed towards improved student learning outcomes.

Belvedere Park Primary School is a positive, supportive and optimistic school with a culture that promotes successful student outcomes. We are extremely proud of our school, our students, our staff and our community.

Framework for Improving Student Outcomes (FISO)

Our strategic direction is based on the learning needs of our students and the FISO priority; Excellence in Teaching and Learning. Our school environment is positive and productive. We direct our resources towards improving student learning outcomes as effectively as possible using the School Strategic Plan and the Annual Implementation Plan as the basis of our operations. Building Practice Excellence and Curriculum Planning and Assessment are the initiatives on which we have designed our Key Improvement Strategies. Professional leadership is strategic and highly focused on the needs of the students and staff such that our vision, values and culture are well supported through our actions.

2019 was the second year of implementation of our Strategic Plan. Our clear focus remains on our teaching and learning needs and on planning further for continuous school improvement. We have re-focused our dual foci of strengthening achievement in writing and the development of science/inquiry learning and assessment using agreed assessment tasks based on the Victorian Curriculum. The use of the STEAM facility (Create Centre) will enhance our rich teaching and learning through elevated student engagement in hands-on, practical activities.

We continue to allocate resources towards the operation of a targeted, cohesive professional learning program. We have extended the use of expert consultancy by partnering with Educational Consultants in literacy (ongoing), numeracy (ongoing) and clinical psychology, ensuring we offer a whole school program that supports and is compliant with the Victorian Curriculum. Over recent years the program has resulted in the development of a school-wide

contemporary pedagogy centred on the needs of our students. Our partnership with a clinical psychologist was targeted at assisting teachers to better understand the learning needs of their students such that further personalisation around the management of students as learners is potentiated. In 2019, our NAPLAN results were below like schools in Year 3 Reading, above like schools in Year 5 Numeracy and similar to like schools in all other NAPLAN assessments.

Equity funding targets areas of our operation that assist the delivery of and participation in teaching, learning and wellbeing related to our strategic priorities. In Foundation this includes implementation of the "Let's Chat" oral language program and ABC and Beyond. In Years 1/2, this includes the employment of additional staff in literacy intervention along with the presentation of an enhanced classroom curriculum, with a view to enhanced engagement and continuously improving learning outcomes. Equity funding was used to fully implement an intensive literacy and numeracy program across the senior school. Our intervention programs will be further developed and implemented in 2020. In addition to the work undertaken in literacy and numeracy, Equity funding was also used to provide consumables for the STEAM Centre and ICT. The STEAM Centre provides to our staff, the ability to plan and implement a highly engaging program of focused teaching and learning in an environment that is fit for purpose. Equity funding has assisted us to provide an ES staff member responsible for the organisation of the STEAM Centre, ensuring it is very well used across all year levels.

Clear funding priorities, an inclusive, targeted curriculum and appropriate staffing, ensure the key improvement strategies we are implementing, support our teaching and learning. The willingness and professionalism of the staff to embrace the whole-school plan, support each other and grow their practice, ensure we are meeting the rigours of our whole school curriculum, its scope and sequence, all within the context of equity and inclusion.

Achievement

At Belvedere Park Primary School, we align all areas of the school's operation to ensure that the progress we make towards achieving the targets of our Strategic Plan and FISO is maximised and clearly focused on continuously improving student-learning outcomes.

Belvedere Park Primary School's achievement levels in student learning are due to several factors. We have a comprehensive and student-focused teaching and learning program where the ongoing differentiation of the curriculum is a priority. Extensive professional learning and the implementation of evidence-based teaching and learning strategies create an environment where students can experience high-quality needs-based learning. Our learning outcomes using teacher-assessment against the Victorian curriculum, indicate that our students are generally performing above students from similar schools.

Our school has developed essential practices across the core curriculum to ensure that our whole school approach develops sequentially, creating a clear continuity of practice and a "line-of-sight" through the seven years of a child's primary education with us. Our carefully selected staff is strongly committed to the success of our students, working hard to identify each child's learning, social and emotional needs such that feelings of successfulness, optimism and resilience combine to create positive outcomes.

The NAPLAN results indicate that our students are generally achieving at a similar level when compared to like schools (slightly below in Year 3 Reading and above in Year 5 Numeracy) and within the average range of all Victorian schools. The Learning Gain between Year 3 and 5 is above State level for Reading, Writing, Spelling and Punctuation & Grammar. With the Learning Gain between Year 3 and 5 in Numeracy being below the State level, in 2020 our school will participate in the Accelerated Learning Improvement Plan, with two teachers dedicated to supporting this priority- Numeracy Leading Specialist and the Numeracy Improvement Teacher. Writing will continue to be a focus in the coming 12 months and beyond.

Extensive teacher moderation, student tracking and detailed assessment and reporting procedures have contributed to the continued improvement in teaching and learning outcomes at our school. We strive to enhance how we identify the individual learning needs of our students and to differentiate and consolidate their learning. Our evidence-based strategies for the teaching and learning of key areas of the curriculum are firmly entrenched in the daily practices of our

school, creating a school-wide common language that enhances student understanding.

A focus on Literacy development within a broad-ranging curriculum will continue to be supported by whole-staff professional learning. Our ongoing relationship with targeted Educational Consultancy and our comprehensive and engaging curriculum potentiate high relative student learning growth. Our Digital Technologies program has enhanced student learning and continues to successfully engage and further prepare our students. Inquiry learning with a bias towards science will remain a focus throughout 2020.

Engagement

Student Attitudes to School Survey results in 2019 indicated a high degree of positivity towards all variables. The result for each variable landed in the third and fourth quartiles. Over the last three years, our results are at or above both the State and Region results. The results indicate that our students feel a sense of belonging and connectedness to their school and their peers. Our school has high expectations for student learning and behaviour, resulting in high levels of cooperation and support for the staff and each other. The evidence to support this is demonstrated in this year's Parent Opinion Survey with 100% 'general satisfaction' and Attitudes to School Survey with 93% 'high level of a sense of inclusiveness' and 98% supportive of our 'high expectations for success'.

Our areas of (engagement) focus in 2019 and beyond are:

1. Effective Teaching Time - ensuring that the children recognise and support the nature of our teaching program.
2. Differentiated Learning Challenge - ensuring that the children feel that the teaching and learning program is reflective of their needs while providing appropriate challenges.
3. Stimulating Learning - ensuring that the children are engaged in the content of the teaching and learning program.

The implementation of Restorative Practices along with resilience programs such as 'Bounce Back' and 'Getting It Right' has had an impact on this result. The use of class Circle Time has provided a safe forum for student voice and a place where feelings and opinions are expressed confidently and free of criticism. In 2019 we continued our work with a Clinical Psychologist to ensure that we are fully able to personalise our learning program around the development in our children of a continuously improving resilient mindset.

Our school addresses non-attendance issues in line with our Student Engagement and Inclusion Policy and the Student Attendance Guidelines. Our staff monitors student attendance and intervenes through a variety of methods including re-engagement processes, the development of pro-social skills and ongoing contact with parents and carers.

Our caring and supportive staff contributes generously to the success of our school environment. Students can feel safe, motivated and engaged in their learning. This is reflected in our positive school culture where students, parents and staff are encouraged to support each other. Clearly outlined values and codes of behaviour for our school community are based on mutual respect and tolerance. This promotes open communication, acceptance of diversity and a positive school spirit. We have developed a strong culture of high expectations for all modes of student behaviour.

Our purpose-built STEAM Centre, incorporating cooking facilities for up to 30 students, provides for the children and staff, an engaging learning environment that we believe is second-to-none. Children engage in a program that fully integrates a wide curriculum range and provides an absorbing and exciting alternative format for addressing our priority areas in 2019 and beyond.

Wellbeing

Our school is strongly committed to ensuring the wellbeing of our students. Successfully addressing the wellbeing needs of our students increases student engagement and the readiness of each child to participate broadly in the school's program. We address this by ensuring our students have access to appropriate social and emotional development opportunities, a differentiated curriculum and appropriate levels of care and nurturing commensurate with their stage of development. We provide personalised support for students as required and have a strong relationship

with local external agencies and providers. We have a strong commitment to the Child Safe Standards and the implementation of Restorative Practices along with resilience practices and strategies such as 'Bounce Back' and 'Getting It Right'.

We believe well-planned transitions enhance wellbeing. Our school has a comprehensive preschool transition program including student familiarisation sessions throughout the year. Transitions within the school and between year levels are well planned to support the students through the process of change. Parent transition sessions familiarise new parents with our school's operation and also enhance our wellbeing practices. We have strong links with community organisations such as the Belvedere Community Centre, pre-schools and child-care centres. These supportive relationships are highly valued. We have a buddy system for Foundation students involving regular activities with the year five/six students. Our Year 6 students are involved in a strong and diverse transition program along with having opportunities to link with community entities. Our relationship with the Belvedere Community Centre saw the introduction of 'Bely Bakers', an opportunity for community centre staff to cook each week with our Year 1/2 students and their parents in our STEAM Centre.

On completion of Year 6, our aim is that all students will leave our school with a positive attitude towards themselves and their learning and be optimistic, responsible, reliable, respectful contributors. Our goal is that all students will be numerate and literate, ICT competent, conduct themselves in a socially acceptable manner, demonstrate resilience and optimism and have a desire to do their personal best.

We continue to be very proud of our students, staff, community and school.

Financial performance and position

Our school finished with a surplus in 2019. This occurred as a result of careful strategic management of the funds provided through our SRP. Surplus funds from the 2019 school year will be used in 2020 to assist with, staff intervention programs, fund resource replacement and to provide additional resources including ICT equipment. In 2019 our school received an additional \$1.4m. This was a State Government fund to refurbish the existing facilities by modernising four of our existing classrooms. The modernisation project will reinvigorate the middle school facilities by providing a more contemporary environment where teaching and learning can be implemented with increased flexibility and some of our student amenities can be renewed. We also receive substantial Equity Funding which we allocate to priority areas across the school to ensure quality access to additional and intervention programs.

For more detailed information regarding our school please visit our website at
<http://www.belvedereparkps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 388 students were enrolled at this school in 2019, 196 female and 192 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Above </p>		

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>46%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>52%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	60%	21%	Numeracy	37%	46%	17%	Writing	28%	54%	18%	Spelling	14%	60%	26%	Grammar and Punctuation	12%	52%	36%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	92 %	92 %	90 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	92 %	92 %	90 %	91 %										

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,009,716	High Yield Investment Account	\$269,874
Government Provided DET Grants	\$652,020	Official Account	\$42,798
Government Grants Commonwealth	\$4,200	Other Accounts	\$0
Revenue Other	\$27,391	Total Funds Available	\$312,671
Locally Raised Funds	\$124,352		
Total Operating Revenue	\$3,817,680		
Equity¹			
Equity (Social Disadvantage)	\$231,882		
Equity Total	\$231,882		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,896,422	Operating Reserve	\$119,512
Communication Costs	\$5,941	School Based Programs	\$6,000
Consumables	\$127,387	Asset/Equipment Replacement < 12 months	\$30,000
Miscellaneous Expense ³	\$242,826	Capital - Buildings/Grounds < 12 months	\$50,000
Professional Development	\$44,126	Maintenance - Buildings/Grounds < 12 months	\$30,000
Property and Equipment Services	\$183,446	Asset/Equipment Replacement > 12 months	\$10,000
Salaries & Allowances ⁴	\$130,586	Capital - Buildings/Grounds > 12 months	\$40,000
Trading & Fundraising	\$16,348	Maintenance - Buildings/Grounds > 12 months	\$10,000
Travel & Subsistence	\$117	Total Financial Commitments	\$295,512
Utilities	\$27,400		
Total Operating Expenditure	\$3,674,599		
Net Operating Surplus/-Deficit	\$143,081		
Asset Acquisitions	\$0		

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

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

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

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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