

2019 Annual Report to The School Community



School Name: Clarinda Primary School (3336)



- 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 11 June 2020 at 10:21 AM by Robbie Mallett (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.

To be attested by School Council President

About Our School

School context

Clarinda Primary School is located on the border of the City of Kingston and Monash Councils with a 2019 student population of 374 students on Census Day. The school is part of the Kingston Network of Schools in the South Eastern Victoria Region. The school's Student Family Occupation and Education index of 0.3758 has decreased from 0.3929 in 2016. We have straight classes in Foundation (Prep) and multi-age classes throughout the school.

At Clarinda Primary School, engaging students is our core business. Our school is family-orientated and provides a supportive yet challenging environment where quality teaching and high expectations in learning and behaviour continue to achieve excellent results. Our vision is that we promote an engaging, inclusive and supportive education that empowers students to become life long learners. Care, Achievement, Respect and Excellence are the values that support our students in their personal and academic growth.

Our students are expected to be active participants in their education and take appropriate responsibility for themselves as learners. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Clarinda's strong student welfare approach is reflected in the excellent responses to the Parent Opinion and Student Attitudes to School surveys. We value socially competent students who are aware of their responsibilities to the wider community. We offer all students, staff and families a strong sense of community. Our older students are actively encouraged to undertake social responsibilities through the Buddy system and School and House Captain opportunities.

The educational partnership embraced at Clarinda enables our students to develop and grow in a supportive environment dedicated to providing a stimulating, challenging curriculum that maximises the success of individuals and empowers students as life-long learners. We also provide additional support through the Literacy Intervention Program, English as an Additional Language (EAL) and Individual Learning Plans for those who are above and below the expected level. In addition, our school-based Chaplain and Psychologist provide vital student and community support. Occupational Therapy intervention for students with special needs have been addressed through the weekly "Bounce and Hit" Tennis Program.

The pedagogical focus is to provide an inclusive teaching and learning program, with teachers working closely together to best meet the point of need teaching. We identify individual student needs and customize the teaching strategies to improve the learning outcomes for all students. Our Primary Connections program which links Science with Literacy from Prep to Year 6 covers Physics, Chemistry, Biology and Earth Sciences. Our students are highly engaged in this very successful inquiry based program. Clarinda has an outstanding reputation in the community with exemplary specialist programs; Music, Art, Physical Education, STEM, Library and LOTE (Modern Greek) are the specialist areas that develop our students as well-rounded individuals.

The Greek LOTE program is strongly supported by the Greek Consulate, which provides a seconded teacher from Greece to work with our students. The LOTE program is recognised as the outstanding primary school program by the Greek Consulate. A variety of extra-curricular activities is available: Junior School Council, bi-annual performing arts concert and art show, choir, dance group, after school Greek lessons, drama, lunch time clubs, environmental program, out of school hour's music tuition as well as the Excel music program and sport. Interschool sports, swimming, annual camp, incursions, excursions and the Year 1/2 Disco and sleepover and Year 3 sleepover are very popular features of the educational experience.

Our very popular LINKS and Stepping Up (pre-prep) transition programs for 3 and 4 years olds focus on numeracy and literacy skills that prepare the children for a very successful start to their education.

The school community is enriched by a highly multi-cultural family base that is celebrated through our annual Harmony Fiesta evening scheduled to coincide with Harmony Day. The Parent and Community Club connects parents and carers to support a number of events and fundraisers that ensure an inclusive community.

School Council employed Kingston Council to provide before and after school care for 2019. The caring, inclusive and dedicated Out of Hours School Care staff members ensure a safe and engaging program. The students enjoy a varied and comprehensive experience.

Our modern computer facilities enhance student learning opportunities and outcomes. Laptops, iPads, interactive whiteboards/TVs, Ev3 Robotics, Spheros and other devices round out the resources available to our students. The laptop or iPad student ratio was less than 1:2.

The air-conditioned classrooms are bright and stimulating and the Hall complex enables a variety of activities. Outstanding sporting equipment and facilities, including extensive playing fields, basketball and netball courts, two cricket practice nets, a long jump pit, and football and soccer fields, have been built through grants and partnerships with community groups. Our students are enthusiastically engaged in the fully funded Sporting Schools Program and Kelly Sports both during class time and after school. High fences have been installed to enhance student safety. Multiple playgrounds are provided coverage by large shade sails.

Home-school relationships are very important. Parent participation and feedback indicate that the close connections we have established are highly valued. We deeply appreciate the caring support our parent community gives to the students and staff. While teachers are central to our students' education, they are but one part of the team with parents encouraged, at all times, to communicate with teachers and school management on issues that are of interest or concern to them.

The school had 29.6 full-time equivalent staff: 2.0 Principal Class, 22.1 teachers and 7.5 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

The priorities and initiatives for the school in 2019 included:

1. Excellence in Teaching and Learning – Curriculum Planning and Assessment
2. Professional Leadership – Building Leadership Teams

Curriculum Planning and Assessment & Building Leadership Teams

Our two Literacy Leaders transitioned into the roles of Learning Specialists (LS) during 2019. Both teachers assisted in implementing the Readers and Writers Workshop model to all staff. Working closely with Danny Hyndman (Bastow), the LS completed learning walks, observation, demonstrating lessons, mentoring and coaching. Fortnightly classroom Literacy Conferencing has fostered a relationship between staff and students where goals are regularly set and reviewed. The LS also provided valuable Professional Learning during Literacy team meetings. A further two teaching staff participated in Bastow training for Literacy. Through the implementation of a consistent model, we are a highly sought after school for neighbouring schools to visit to observe 'best practice' in Literacy.

During 2019, five Instructional Leaders and the Principal attended the Professional Learning Communities (PLC) module training. PLC meetings occur once a week to allow staff to plan, analysis and review student work/data. A whole school approach to Literacy and PLCs has ensured a common language and alignment throughout the school.

Achievement

NAPLAN testing takes place in May each year and these results should be seen in light of the fact that this is a mid-year assessment and a snapshot in time. The NAPLAN Relative Growth for Year 3 – Year 5 shows the following percentages of students in the medium and high achievement levels: Reading 79.4%, Numeracy 73.5%, Writing 79.4%, Grammar & Punctuation 79.4% and Spelling 70.6%.

To address improvement in student performance and outcomes, the 2019 Equity Funding was used for the Literacy Intervention Program (EFT 0.3) and teacher Professional Development in Literacy and Curriculum Leadership. Professional Development in curriculum programs such as the 6+1 Traits of Writing, Reader's and Writer's Workshop model was implemented to strengthen our whole school approach to Literacy. In all curriculum, we continued to access the most appropriate Professional Development to support our students and staff. We continued to use our

comprehensive planning documents to ensure consistency across all classrooms.

As a school, we implemented a range of school-wide learning strategies, assessments and diagnostic tools that assisted in identifying each student's stage of learning and thus their individual educational needs were supported. We continued to utilize rich data to inform teaching and learning.

In 2019, staff continued to evolved their expertise in the Readers and Writers Workshop model. This is a whole school approach to reading and writing and data indicates that student results in Literacy continue to develop. Staff use the Gradual Release of Responsibility Instructional Model to deliver their teaching and learning programs.

We have a balanced emphasis on literacy and numeracy fundamentals with a rich inquiry-based curriculum; including Art, Music, ICT, PE, STEM and LOTE.

Our outstanding LOTE (Greek) program has continued to be very well supported by the Greek Consulate, which regards it as the best primary school program in the state. Support from the consulate includes the resourcing of a teacher at a full time fraction of 0.4.

On the Parent Opinion Survey, parents rated their General Satisfaction with the school at 94% thus confirming that their children's needs are being met to a very high degree.

Our Program for Students with Disabilities displayed student's progress at satisfactory or above in achieving their learning goals. The students were ably supported by the Education Support staff, our Chaplain, onPsych psychologist and the Fundamental Motor Skills program.

The Teaching and Education Support staff at our school is to be highly commended for their dedication, skills and commitment to our community. They have successfully established and maintained an excellent education environment in which all students are expected to achieve. The Student Attitudes to School and the Parent Opinion Surveys reflect their high level of confidence in their teachers.

Engagement

Student engagement was fostered through a strong sense of belonging, inclusiveness and the differentiated curriculum. An excellent and extensive suite of extra-curricular activities has further supported student engagement. Library Club, Choir, Drama Club, Chess Club, Fitness Club and a range of sporting equipment available to students during breaks foster cooperation, teamwork and positive relationships. The Physical Education and Sport program has provided opportunities for our students to compete at higher levels. The Sporting Schools program has proved to be very popular and was well attended throughout the year.

The annual camp for Year 4-6 students which is held early in the year provided a great opportunity to develop friendship bonds in an exciting and challenging outdoor environment at Ace Hi in Cape Schank. Students in Year 3 experienced their first night sleep over at the school. Students in Year 1/2 participated in a disco and then a sleepover for Year 2 students.

Our whole school approach to student management focused on respect for community values and engagement with learning in our classrooms. Our underlying values of respect, inclusiveness and endeavour support our successful student engagement. Students from Year 1-6 formed the Junior School Council and met twice a term to feed up and feedback to peers. During 2019, we implemented Play is The Way as a practical methodology for teaching social and emotional skills. We use guided play, classroom activities and an empowering language to develop, improve and entrench the personal and social capabilities of students.

Feedback from parents and students, plus our increasing enrolments, demonstrate the excellent scores of the 2019 Attitudes to School Survey have been maintained. General Satisfaction as reported in the 2019 Parent Opinion Survey scored 94%; an emphatically positive response.

The 2019 Attitudes to School Survey for Grades 4, 5 and 6 students recorded Motivation and Interest 98%, Classroom Behaviour 97%, School Connectedness 99%, Student Voice and Agency 98% and Teacher Empathy 99%; all of which indicated strong student engagement in their education at Clarinda Primary School. It is very pleasing to note that we are significantly above the state mean in the survey domains.

Of particular note is the way in which our students with disabilities are accepted and supported by the student community. Care for those with special needs ranks very highly with their peers. Over many years, we have developed our highly successful PSD program that generates significant funds to support students and staff. Given our well-recognised program, families continue seeking us out from far afield.

Student attendance data indicates that Medical (721 days), Unexplained (653) and Family Holidays (600) are the biggest contributor of student absences. The school has continued to educate and inform the community about the importance of attendance at school via Newsletters (whole school/class), Facebook and letters sent directly to parents to explain their child's absence.

Wellbeing

We have strong programs in place to support the various transitions made by our students; into the school, between grade levels and exiting from the school.

A highlight for 2019 was the employment of a School Chaplain. The chaplain was employed for 2 days per week to provide support to 'at risk' students. The role was also introduced to assist in supporting staff to continue teaching and learning in the classroom with minimal disruptions.

Our Prep students' transition to school was nurtured and supported by our excellent pre-school transition programs conducted throughout the year prior to their commencement in Prep. Our Buddy System supported the Prep students' social confidence and provided the older Grade 4 Buddies with opportunities to further develop their own social skills in supporting and caring for the younger students.

Strong communication links with our feeder pre-schools were maintained and further developed to create a broad community of education. Regular pre-school newsletters and information packs are distributed to our feeder kindergartens to generate improved communication with prospective families. Our Prep children came from over 20 different centres and, due to the school's reputation, families are prepared to travel significant distances to enrol their children at our school.

This year we continued a number of quality programs, which enhanced transition between levels. An extensive transition schedule across grades in Term 4 has been successfully implemented, enabling our students to spend significant time with their next year's teacher exploring the highlights of the new school year. Welcome to Clarinda Days were organised for students (other than the Foundation students) entering CPS the following year. By meeting their new teachers and peers, the new students were well prepared to commence the following year.

We are an active and increasingly successful participant in inter school sports and gala days, and run annual house athletics as well as district sports teams. Physical activity is enthusiastically encouraged and an integral part of school life. Our new running track allows the school to have a weekly fitness club and train for cross country, as well as allowing for upper school fitness programs that alternate with scheduled mindfulness sessions.

Our Year 6 students enrolled in a range of local government and non-government schools. Their transition was supported by close and personal communication with the new schools. The Year 6 Graduation program, our curriculum emphases in Personal Development in Term 4, plus building strong relationships in student-based activity days with our secondary feeder schools have assisted our students to make successful transitions to secondary school.

The Junior School Council has given its members the opportunity to develop leadership skills while working with the school and the wider community. Council members organised and conducted a range of activities from lunch time sport

competitions to fundraising for wider community causes.

The ACER Social and Emotional Wellbeing Survey was introduced in 2018. Information from the survey provided a vital link to the triangulation of data from DET survey's to assist in the allocation of school resourcing.

Of particular note is our Program for Students with Disability. We had 16 students who were very ably supported by our highly professional Education Support Staff. The students made significant progress in all areas of their Individual Learning Plans (ILP). It continues to be a strong and well-recognised feature of our school that the PSD students are accepted, engaged and supported by their peers.

Financial performance and position

Clarinda PS continues to maintain a sound financial position. Clarinda PS was able to achieve a surplus in 2019 due to strategic staffing arrangements that ensured we could provide a staffing profile that catered for the needs of all students, in particular, the Equity Funding allocation of resourcing towards Literacy Intervention.

A DET grant of:

- \$20,000 for School Maintenance
- \$20,000 was used to upgrade OHS issues within the playground incl: new entrances to the Elder St far oval, higher fencing on the oval and an increased long jump pit.

Our bank balance has enabled us to continue to raise the profile in Literacy for 2019 with a consultant employed to coach and mentor staff for the second year in a row

Interactive TV's are now available in all teaching and learning spaces. Additional iPads and Laptops have been leased as tools to enhance learning outcomes.

The State Government provided the school with \$3.03m to undertake the Asbestos Removal Program in 2020.

For more detailed information regarding our school please visit our website at




<https://www.clarindaps.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.








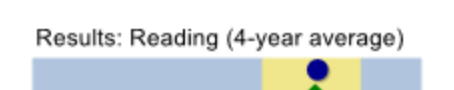





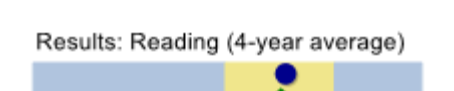




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 374 students were enrolled at this school in 2019, 201 female and 173 male.</p> <p>44 percent were EAL (English as an Additional Language) students and ND 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>Below </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>Similar </p> <p>Below </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>Above </p> <p>Similar </p>	

Performance Summary

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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

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>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>91 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	93 %	91 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	93 %	91 %	92 %	92 %										

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

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	\$3,018,854	High Yield Investment Account	\$481,350
Government Provided DET Grants	\$661,541	Official Account	\$19,369
Government Grants Commonwealth	\$2,900	Total Funds Available	\$500,719
Revenue Other	\$23,246		
Locally Raised Funds	\$279,329		
Total Operating Revenue	\$3,985,870		
Equity¹			
Equity (Social Disadvantage)	\$41,831		
Equity Total	\$41,831		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,908,722	Operating Reserve	\$112,618
Books & Publications	\$5,319	Other Recurrent Expenditure	\$457
Communication Costs	\$3,905	Funds Received in Advance	\$41,288
Consumables	\$102,368	Funds for Committees/Shared Arrangements	\$2,481
Miscellaneous Expense ³	\$132,849	Maintenance - Buildings/Grounds < 12 months	\$251,696
Professional Development	\$9,616	Total Financial Commitments	\$408,540
Property and Equipment Services	\$197,996		
Salaries & Allowances ⁴	\$205,039		
Trading & Fundraising	\$49,266		
Utilities	\$28,095		
Total Operating Expenditure	\$3,643,177		
Net Operating Surplus/-Deficit	\$342,693		
Asset Acquisitions	\$35,034		

- (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)

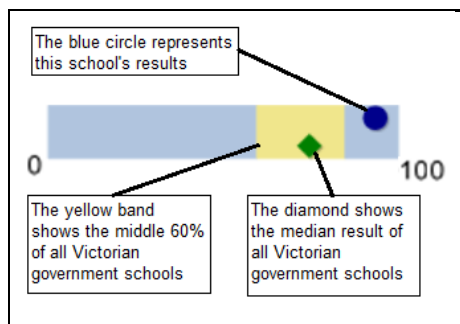
Engagement

- 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).

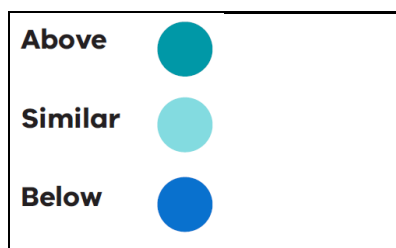


What does *School Comparison* refer to?

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').