

2019 Annual Report to The School Community



School Name: Invermay Primary School (0882)

- 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 30 April 2020 at 07:18 PM by Justin Marshman (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 11 November 2020 at 07:04 PM by Dallas Warren (School Council President)



About Our School

School context

Established in 1873, Invermay Primary School 882 is situated 10km to the north of the city of Ballarat, set amongst small acreage holdings. Our vision: 'To provide a caring learning environment that promotes a lasting enthusiasm for learning. One which unites our students, staff and families in the development of 'happy kids & high achievers.'

At Invermay PS we are committed to providing a respectful, cooperative and inclusive environment for all students. We aim for 'Happy Kids - High Achievers' by empowering our students each school day with the promotion of our six school values: Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.

Four base homeroom groupings of F, 1-2, 3-4 & 5-6 were maintained for our 2019 starting enrolment of 63 students, with fluid and varied groups of students making the transition between our 4 literacy & numeracy classes and 7 Spelling Mastery groups each morning. Our 2019 staffing unit comprised our Principal; 4 x full time classroom teachers; 1 x part time Wellbeing & Art teacher; a shared Classroom Music Teacher (F-2) and LOTE Chinese Teacher (Gr 4-6); a School Chaplain/Engagement Officer; as well as 4 x invaluable integration support staff (2.6 EFT combined) who supported 10 integration students at varying time fractions. Our 2019 workforce plan and timetabling promoted excellent student-teacher ratios among a blend of Range 1 & 2 teaching and ES staff; whilst also promoting a greater expectation of accountability, professional support and shared responsibility for student achievement among all teaching and ES staff.

Our Student Family Occupation & Education density as measured by DET for the 2019 school year was 0.4914, significantly higher than twelve months earlier (0.4159), with 24 students funded for Equity. In 2019, 47% of our students and families qualified for Camps, Sports Excursions Fund financial support. Since 2015, Invermay PS has continued to develop our philosophy and actions as a leading School Wide Positive Behaviour Support (SWPBS) practitioner. The SWPBS framework has since assisted us to plan and implement practices across our entire school to improve educational and social outcomes for all. It now brings to life each day our six school values and more than forty desired social and academic behaviours that identify a successful and happy learner at our school. We continued to host school staff from across Ballarat and also Western District schools throughout 2019, who were researching or working toward initiating the SWPBS framework within their own schools.

Framework for Improving Student Outcomes (FISO)

Throughout the 2019 school year, Invermay PS placed a concerted focus on the FISO improvement initiative of Building Practice Excellence. Key improvement strategies included:

- Staff led research and peer visits to other schools with a focus on reading and phonics instruction.
- The trial and subsequent implementation of the Synthetic Phonics Program for all students F-2.
- 1 x Education Support team member undertaking Macquarie University Minilit training and begin implementation of Minilit 3 days per week throughout Semester 2.
- Engaging Literacy Consultant and Bastow Leading Literacy instructor Narissa Leung to work with all staff during Term 4 2019 and right throughout 2020 - reviewing our school's evidence based instructional model for Reading and ensuring that it is consistently implemented across all classrooms. Narissa will also model and mentor staff in highly effective strategies for reading instruction.
- An F-6 Student Survey conducted by staff and reading consultant Narissa Leung - identifying reading influences, reading preferences and reading triggers - to better inform our reading instructional underpinnings and provision of texts for our learners.

Evidence of improvement was noted as staff enhanced their Reading pedagogy & practice as a result of targeted, collective & reflective professional development opportunities completed during pupil free days, professional practice days and during professional learning team meetings. Importantly, 2019 Staff Opinion Survey data among our 5 teachers was overwhelmingly supportive of professional learning undertaken and gains achieved across the year, with

teachers experiencing positive professional growth within the strands of Planning (94% positive); Practice Improvement (95% positive); and Professional Learning (95% positive).

A second FISO improvement initiative was Empowering Students & Building School Pride. Key improvement strategies included:

- All teaching staff completing two evenings of Marrung Cultural Awareness training.
- Refining the nomination process and recognition of our wonderful Student Leaders and their roles.
- Student led weekly whole school assembly.
- The introduction of rotating "Student Wellbeing Warriors" - who rewarded peers performing or offering random acts of kindness during the school day.
- School Chaplain Peter Reghenzani supporting staff and many families in dealing with grief & loss, hardship and school refusal. Proactively, Peter also instigated recess table tennis; an online Minecraft Club; a Family Bake-Off Challenge; and Christmas grocery hampers for families in need.

Achievement

In 2019, Invermay PS staff continued to work on our strategic plan goal of maximising learning & growth in English & Maths for all students.

In addition to providing students daily placement in Literacy and Numeracy classes at their point of need, rather than the traditional fixed grade structure, additional afternoon sessions of targeted, small group Literacy Enhancement were provided to four students in our structured and sequenced MULTILIT & MINILIT intervention programs. This program supports the mastery of key phonic and grammatical skills not yet attained. Invermay Primary School completed our seventh year of daily, direct instruction Spelling Mastery lessons for all P-6 students, to accelerate the development of independent readers and writers at our school. Our Spelling Mastery program runs for 30 mins per day, as part of 2 1/4 hours of uninterrupted literacy learning time being dedicated to our students each and every school day.

Students in Years 3 & 5 participated in nationwide NAPLAN Assessments during the month of May. Pleasingly, our target of Invermay PS students recording a percentage of MEDIUM & HIGH relative growth greater than Victorian state average was achieved across all three NAPLAN domains of Reading, Writing & Mathematics. Albeit within a very small cohort of students, we were also able to exceed our desired target in NAPLAN NUMERACY, that being "to reduce the percentage of students in the bottom 2 bands of 2019 Gr 5 NAPLAN Numeracy", indicating successful growth among some of our most at-risk learners. Exceptional Year 3&5 NAPLAN Reading results were a highlight - with 64% of our 2019 Yr 3 & 5 students achieving a Reading ranking in the Top 2 Bands nationally, eclipsing 'like school', 'network school' & 'state' averages accordingly. This result was a wonderful improvement, up from 47% in 2018 and 21% in 2017, In NAPLAN Writing, 57% of our students achieved a ranking in the Top 2 Bands nationally (up from 22% in 2018), also eclipsing our own target, as well as 'like school', 'network school' & 'state' averages. NAPLAN Numeracy results were not quite as strong in 2019, with 36% of IPS students achieving a ranking in the Top 2 Bands - still an improvement on our 2018 results, yet not quite as strong as those earlier mentioned..

In 2019, 74% of our 63 enrolments at the conclusion of the school year achieved a teacher judgement grade of C or higher in Reading, whilst Speaking & Listening = 73% and Writing = 60%. In Mathematics, 71% of our F-6 students achieved a teacher judgement grade of C or higher in Number at the conclusion of the school year, whilst Measurement = 70% and Statistics/Probability = 74%. These results unfortunately did not meet the targets set for ourselves in our 2019 Annual Implementation Plan, however It should be noted that this assessment data is inclusive of our entire student population, including nine of our enrolments (as at Dec '19) funded under the Program for Students with Disabilities (PSD). We welcomingly engage and support a much higher proportion of PSD (Program for Students with Disabilities) students than the Victorian State Schools average at present. All students with a disability showed satisfactory progress in achieving their personal goals as identified in their Individual Learning Plans and helped us to become a more inclusive and respectful community in their own right.

Engagement

Many elements contribute toward a happy and positive community at Invermay PS. Pupil Support Group meetings in week 3 of each term for PSD funded, at-risk and out of home care students respectively, along with mid year parent teacher interviews, a fortnightly newsletter and a range of 24/7 digital/social media were all utilised to foster links between school and home and provide an ongoing window for parents into classroom learning, school strategy & student achievement. We continued to develop our mid and end of year report format to more comprehensively inform families of student application and achievement.

In a bid to maximise communication and participation in parent teacher interviews, we subscribed to and rolled out the schoolinterviews.com.au online booking system. As a result, 74% of families attended 2019 midyear interviews, compared to 63% back in 2017. Our school continue to enforce the message that 'It's not okay to be away' and encourage families to maintain punctuality and attendance.

Whilst we continued to work with families to ensure students are at school and learning, our school F-6 average of 18.2 days absence for the 2019 school year was unfortunately above the state average of 16.3 days. The most extreme case saw one student missing 160 days, despite staff providing links to DET Student Wellbeing, School Chaplaincy, Centacare & Child First agencies to support the family. We will continue to support our students and families wherever possible to minimise absence and maximise attendance by all students and families. Our staff also utilised the GradeXpert electronic attendance platform for the first time in 2019, enabling live SMS absence notifications to parents and carers and requesting timely acknowledgement of student absences and late arrivals.

A focus on students developing a special talent through our school subsidised Sport & Music Specialist Programs were again well received, with more than 55% of eligible Gr 1-6 students accepting opportunities to join our after school IPS Guitar, Ukelele, Piano, Tennis & Golf programs. T-Birds Cycling, T-Birds Spelling, T-Birds Netball & T-Birds Cricket teams all competed in interschool competition. With a massive amount of student, staff & parent support, nine of our senior students also trained for and competed in the Australasian Pedal Prix Challenge in Adelaide in July.

Our Jnr School Council collaborated with staff to conduct a fantastic Community Color Run, which along with weekly icy pole, cookie & hot chocolate sales – funded the purchase of JSC team photos; JSC badges; and doubled our school budget for lego robotics equipment. A 2019 Federal Government Chaplaincy & Wellbeing grant once again enabled private, on site support on a needs basis for both students and families in need one day per week. Peter Reghenzani was our chaplain for the 2019 school year.

Our T-Birds Breaky Club, facilitated by ES staff, was attended by between 1 & 11 students between 8.00-8.45am each Monday, Thursday & Friday morning throughout the year, with average attendance of 3.3 students per morning down just a little from previous years.

Wellbeing

Invermay PS has for five years now been a lead school in the DET School Wide Positive Behaviour Support program (SWPBS) - with a lead team formed comprising Principal, teacher, ES, parent & school chaplaincy representatives. SWPBS is a framework for our community to plan and implement positive behaviour practices across our school. It enables staff, parents and students themselves to track & minimise problem behaviours and importantly, recognize & reward excellent learning and social choices made by our students each and every school day. Many other Ballarat and district schools are now undertaking SWPBS training, with Lethbridge PS, Caledonian PS, Forest St PS, Donald PS, Lal Lal PS, Horsham West PS and Creswick Nth PS all contacting or visiting our school recently for inspiration and support in developing their own SWPBS model.

Our SWPBS Behaviour Purpose Statement guides our program as follows: 'At Invermay Primary School we are committed to providing a respectful, cooperative and inclusive environment for all students. Our aim is for 'Happy Kids & High Achievers.'

Our IPS Matrix of Expectations clearly links desired student behaviours under our six school values - Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence. Large, guiding posters of our matrix are displayed in all classrooms and key learning areas of our school, with 42 positive behaviour affirmations such as "Make it fun for everyone;" "Be a problem solver;" "Share your learning success;" "Be a team player ... not just a player;" "Keep on trying ... you can do it" and "Have your say at the right time" linked and displayed under our six school values. Student leaders also continued to promote our SWPBS positive behaviours and achievements at assembly each Friday morning. Evidence collected by the Department of Education in their annual Gr 4-6 Attitude to School Survey indicated that our 2019 Gr 4-6 cohort felt a positive and safe connection to their school, staff and peers. Survey results pleasingly ranked our school in or near the top third of all Victorian government Primary Schools and indeed, well above state mean in the domains of 'School Connectedness' and 'Management of Bullying.'

Walk-throughs, school tours and SWPBS behaviour tracking reflected our student survey results that the learning environment in our classrooms was calm, organized & safe.

Financial performance and position

Invermay PS maintained a very sound financial position throughout 2019, with our final closing balance in actual terms reaching \$40,798 as at Dec 31, 2019 (up from \$26,624 at 31.12.18).

Diligent monitoring of all budget areas by leadership and school council enabled us to finish closely within range of budget for the school year. At Invermay PS we have no Finance Sub Committee - detailed financial reports are presented and discussed at each monthly school council meeting by all members of our IPS Council. Of note, back in Term 4 of 2017 our school council moved to fundraise and save \$10,000 for each of 2018, 2019 & 2020 toward the potential development of an artificial grass play space for our students. Of the \$40,798 held in our accounts as at 31.12.19, \$15,000 of this is tagged toward this ongoing court repair savings target and a further \$6,000 has been approved by School Council for kitchen remodelling in our administration building.

Our Invermay PS 2019 budget was positively impacted by a small Student Resource Package staffing surplus. Two ongoing classroom teaching staff remained on Family Leave during 2019 - with both vacancies being filled by teachers of a lower pay scale or time fraction, enabling resultant staffing surplus funds to be transferred into our cash budget areas as required. Our School Council, staff and P&F also generated a fundraising profit for the 2019 school year of \$2,589, with a community Comedy Night being a highlight. The staffing budget surplus and fundraising amounts combined, enabled us to save \$10,000 toward our earlier mentioned court surface and kitchenette upgrades. Our school was also the recipient of a \$9,000 Bushfire Preparedness grant, which was utilised clearing gutters, clearing vegetation and reducing fire fuel sources, as well as trimming trees recommended in our 2018 arbourist report.

Our school received \$22,000 in cash equity funding from the Education Department, which funded literacy intervention for students; staff training in reading & maths; and the employment of Reading consultant Narissa Leung.




For more detailed information regarding our school please visit our website at
<http://www.invermayps.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

Enrolment Profile

A total of 63 students were enrolled at this school in 2019, 29 female and 34 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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>Below ●</p> <p>Below ●</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 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>Above ●</p> <p>Above ●</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>No Data Available</p> <p>No Data Available</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 No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</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> <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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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="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>95 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>80 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	91 %	91 %	80 %	89 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	91 %	91 %	80 %	89 %	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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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	\$769,023	High Yield Investment Account	\$32,916
Government Provided DET Grants	\$172,964	Official Account	\$7,882
Government Grants Commonwealth	\$1,500	Total Funds Available	\$40,798
Government Grants State	\$3,757		
Revenue Other	\$708		
Locally Raised Funds	\$46,227		
Total Operating Revenue	\$994,179		
Equity¹			
Equity (Social Disadvantage)	\$57,526		
Equity Total	\$57,526		
Expenditure		Financial Commitments	
Student Resource Package ²	\$824,920	Operating Reserve	\$32,225
Communication Costs	\$3,579	Other Recurrent Expenditure	\$498
Consumables	\$24,986	Total Financial Commitments	\$32,723
Miscellaneous Expense ³	\$58,002		
Professional Development	\$5,803		
Property and Equipment Services	\$58,954		
Salaries & Allowances ⁴	\$49,127		
Trading & Fundraising	\$9,785		
Travel & Subsistence	\$59		
Utilities	\$7,885		
Total Operating Expenditure	\$1,043,100		
Net Operating Surplus/-Deficit	(\$48,922)		
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)

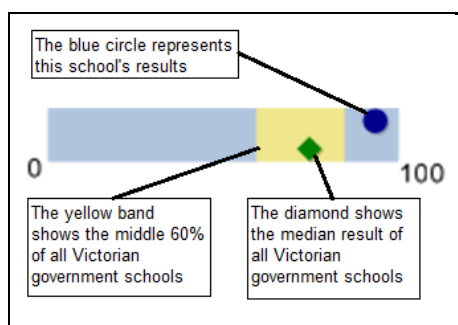
Engagement

- 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).

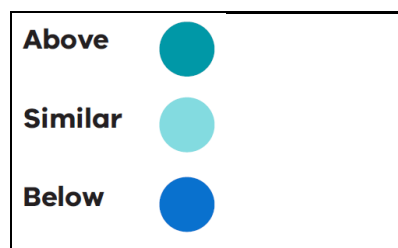


What does *School Comparison* refer to?

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').