

2018 Annual Report to The School Community



School Name: Morang South Primary School (1975)



- 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 Regulation 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 2018 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 28 March 2019 at 04:02 PM by Julie Jones
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

About Our School

School context

Morang South Primary School is a committed and unified partnership of teachers, parents, carers and students. We value diversity and strive for excellence.

We are a family friendly, welcoming school and strongly encourage parents to become involved in their child's education and the school community. In 2018 we continued to utilize extensive communication media between the school and the community including a school app, Newsletter, website and Facebook Group.

We promote life-long learning and have an active professional learning culture amongst staff, students and the broader community.

The school had the full time equivalent of 23 teaching staff, 1 Principal class staff, 1 Acting Principal class staff member, 7 Integration Aides, 3 Administration staff, and an enrollment of 427 students in 2018.

The parent opinion survey indicated that the 'General Satisfaction' variable has increased and is similar than that of the same school types and the state median.

The number of students attending the school with English as an Additional Language (EAL) continued to increase in 2018. We accessed support from the Collingwood Language School and some students attended the Thomastown Language School. In 2018 we provided both a 0.7 teacher and 0.5 EAL oral language aide for our growing EAL program.

We are steadfast in our determination to provide a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

Our school values of respect, learning, trust, honesty, tolerance, caring and cooperation are deeply embedded in our practice and Student Engagement, Inclusion and Well Being Policy.

We have a strong reputation for the strategic support and relevant programs we provide for our students and their parents. There were 20 students in the Program for Students with Disabilities in 2018. These students have had successful Individual Learning Plans and regular Student Support Group meetings to monitor, maintain and achieve their learning goals. We also provide Student Support Group meetings for a significant number of students who are not part of the Program for Students with a Disability.

There is a strong student leadership focus which supports active Leadership, Junior School Council and Student Voice teams.

Young people will live and work in a globalized, internationally focused world. They need to be equipped to participate and thrive in a society and economy that is increasingly connected to the rest of the world and to take responsibility as global citizens. This can be achieved by developing their ability to communicate effectively across cultures and boundaries and their knowledge about the world and our interdependence. Consequently there has been a continued focus on developing a 21st century digital learning environment where ICT is used broadly to engage students, enabling them to connect, communicate and collaborate across the globe as active global citizens, while improving their learning outcomes. An effective 'one to one' Netbook program extends from grade 3 to 6, with a combination of android devices and iPads utilized in the P-2 area. Morang South prides itself on taking full advantage of the DET EduStar software package. There is also a range of ICT resources available including interactive TVs and digital cameras. All of which are integrated across the curriculum programs.

In 2018 our Specialist programs were Arts, Italian, P.E and Science with Library taken by the class teachers from P-6

Extra-curricular activities continued to be a focus at our school including a raft of sporting opportunities, instrumental music, chess and maths extension and a student influenced Curiosity program for Inquiry Learning.

We are proud of the school's achievements, the quality of curriculum delivery by our professional staff and the reputation that this school enjoys in the community as a result.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

Excellence in Teaching and Learning

Building practice excellence (initiative)

Research (Hattie J – Visible Learning) indicates that the teacher and their capacity is a strong source of influence over improving student outcomes. At MSPS there is a range of experience among the teaching staff. The purpose of this initiative is therefore to harness and build the teaching capacity of all the teaching staff in the school to improve student outcomes.

Key Improvement Strategies

- Implement the Victorian Curriculum
- Implement improved accountability in relation to improved student outcomes
- Maintain an action research cycle around peer Feedback for teaching staff, working towards a strong and documented 'Feedback' process
- Document and implement a Feedback process for teaching staff
- Continued to effectively utilize data as part of the assessment and feedback processes
- Continue to develop and up skill teaching staff in Maths, MSPS Reading Strategies, Write to Read,

Investigations and Writing.

- Transparent Performance and Development Plans and processes
- Professional Learning for Victorian Curriculum and FISO implemented for continues for all staff
- Assessment Schedule and processes reviewed and rigor added
- Teams take responsibility for outcomes of whole cohort
- Peer feedback process documented and proforma utilized
- Appropriate data utilized and triangulated
- Continuous Professional Learning carried out for staff on Maths, HITS, Writing, Investigations and

Questioning.

- Commenced planning for well informed and effective Maths Action Learning team for 2019
- Both in-house and external professional learning was effectively utilized by School Improvement team and individual staff

Professional Leadership

Building leadership teams (initiative)

At MSPS the current School Improvement Team consists of enthusiastic and talented leaders. In order to strengthen the capacity of this team to effect change and improve student outcomes focus needs to be placed on providing them with opportunities to build their skills and develop as change agents. (School Improvement Leaders – SIL)

Key Improvement Strategies Achievements Resources Allocation

- PL and increase opportunities for leadership; coaching; change
- Increase SIL capacity as leaders
- Scaffold and support leadership skill development
- Communities of Practice – Middle Leaders WSN School Improvement Leaders (SIL) – collective efficacy for Strategic Plan, AIP and leading of team meetings immediately after SIL meeting

Leader completed Bastow emerging Leaders

Reflection and discussion during SIL meetings

Community Engagement in Learning

Building communities (initiative)

Morang South Primary School has completed the work for KidsMatter Accreditation. The parent opinion survey data prior to 2018 for 'parent input' and 'general satisfaction' were marginally below both the State and School Type variables.

Key Improvement Strategies Achievements Resources Allocation

- KidsMatter accreditation received
- Continued Respectful Relationships implementation

Respectful relations books for classrooms and Professional Learning for staff

Parent Involvement budget

Education week

Transition sessions

Communication budget -

uEducateUs App
Website
Newsletter
Facebook Group
All staff email parents
EoY Letters to all parents

Achievement

At Morang South Primary School we aim to provide rich programs for all students by having a differentiated, innovative curriculum where improved learning outcomes for students are the focus.

Morang South Primary School is proud of its achievements in student learning and the positive improvement in teacher capacity through professional development.

The teacher judgments with regard to student achievement indicate that student achievement is similar to comparative schools and at or above the median of all schools.

In 2018 we were similar to comparative schools in the long and short term in the NAPLAN areas of Literacy and Numeracy in years 3 and 5. We continued to strive to further improve and add value to our student outcomes..

There has been a decrease in the percentage of students with a low learning gain in Writing, Grammar and Spelling and a pleasing increase in the percentage of students with a high gain in Spelling and Grammar.

In 2018 the Write 2 Read program was further embedded across the whole school. It is expected that this will continue to result in improved Literacy outcomes in 2019 NAPLAN.

All students in the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

In English we will continue to focus on the non-negotiable classroom requirement practices incorporating:

- Morang South Primary School Reading Strategies including HITS
- Learning Intentions/ Success Criteria
- Explicit Teaching
- Early Year's Literacy model
- Write to Read Framework
- Writing through experience - from the spoken word to the written word
- Minimum 10 hours English per week

In Mathematics we will continue to focus on the non-negotiable classroom required practices incorporating:

- Lesson plan structure of fluency, launch, exploration, summarize
- Open-ended tasks/differentiation
- Problem Solving
- Learning Intentions/ Success Criteria
- Explicit teaching
- Early Year's Numeracy model
- Minimum 5 hours Maths per week
- Targeted Maths P- 6 investigations

Professional Learning and classroom practices will continue to focus on improvement in reading and numeracy across the school.

Additional support will be provided to identify students who are vulnerable and require extension in the following areas

- Literacy Intervention for years 1& 2
- Mathematics Extension for year 5 and year 6 students
- Chess to support problem solving
- A 'user pays' instrumental program

We are committed to continued use of student data to differentiate teaching and learning. Professional Learning Teams (PLTs) continuously gather accurate and broad data to establish where students' current achievements fall, set targets and measure growth over time. With this knowledge, staff tailor programs aimed at maximizing growth beyond average levels and towards excellence. The school will continue to build a consistent whole school approach to learning and teaching based on core teaching protocols. There will be continued emphases on developing whole school writing, reading and spelling approaches and continued refinement of teaching practices. Continued teacher planning for differentiation in Mathematics will be a focus in 2019. We are committed to engaging learning mentors and consultants with expertise in the fields of Literacy, Numeracy and Inquiry in order to enhance the skills set and repertoire of our teachers. All students at the school set individual learning goals.

Engagement

Our goal at Morang South Primary School is to provide a safe and secure environment that fosters student engagement.

The building blocks for a great education begins with regular attendance, so students coming to school each and every day is a focus at Morang South. Staff are proactive in tracking student absences and acknowledging good attendance, while also working closely with those families for whom attendance is an issue. We are working closely with the Regional office staff and the DHHS to improve attendance for particular families. Common reasons for non-attendance include illness and extended family holidays.

Our students' attendance is similar to our like schools. We continue to believe there is reason to continue our focus on increasing attendance. We have used the DET resources and recommendations from the "It Is Not OK to be Away" kit and will continue to do so using the resources from "Every Day Counts"

Morang South Primary School is proactive in managing student non-attendance. These students are monitored closely through:

- Consistent review of individual attendance by classroom teachers
- Consistent communication with parents by notification letter, email, telephone or interview.
- Fortnightly class attendance reports published in the Newsletter
- Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.

Our programs are geared to foster student engagement, and connectedness to peers, the school, local and global communities.

We commence each year with a Social, Emotional and Well Being unit of work, which focuses on our values and the skills and knowledge to support the development of positive relationships and the setting of high expectations across the school.

There is a strong Student Engagement, Well Being and Inclusion policy in place. This was developed in conjunction with the whole community and is regularly reviewed and changed to reflect the needs of the community. We believe "Everyone has the right to work and learn" and "Everyone has the right to feel safe and comfortable"

Our Student leadership profile includes school captains and vice captains and house captains, Arts, Science and Language Captains, reporters and photographers. These positions are held in high esteem and are keenly sought after. There are high expectations, accountability, and a rigorous process underpinning these roles.

A broad range of student enrichment programs was provided such as ICAS assessments, Chess, Coding club and a Glee club will be continued in 2019.

Our PE, sport and camping programs continue to make a significant contribution to our students' social and

personal growth and connectedness. We have been particularly active in taking advantage of The sporting Schools program, providing our students with many opportunities to experience a variety of sports, particularly during play times.

Parents are encouraged to be involved in their children's education and participate in the 'life' of the school. A variety of opportunities both formal and informal supported this in 2018

Wellbeing

We aim to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities. This is reflected in the Student Attitudes to School survey results. The school average score for student connectedness to in the Student Attitudes to school survey has improved over time and in 2018 is well above comparative schools. This is clearly reflected in the eagerness with which our students participate in the student leadership process and in the anecdotal evidence from discussions with the students themselves and their parents.

The results for the variables of 'School Connectedness' and 'Student Safety, related to the management of bullying' are all higher than both the region and state results and similar to comparative schools. This has been a consistent trend for the past four years.

In 2018 we continued KidsMatter and achieved KidsMatter Accreditation.

We continued the Respectful Relationships initiative, 'Our Watch' and became an accredited 'White Ribbon' school.

Partnerships with RMIT and Nirodah make valuable contributions to our connectedness to the broader community.

The Kids Matter, Respectful Relationships and White Ribbon programs will be continued in 2019.

The following programs support and foster student well being:

- KidsMatter
- Respectful Relationships; Our Watch and White Ribbon
- Social and Emotional Learning
- Values Education
- Bounce Back
- Extensive and effective Transition K to F
- Extensive and effective Transition 6 to 7
- Extensive and effective Transition between grade levels
- Seven core values along with statements of rights and responsibilities

"Everyone has the right to be safe and comfortable at school"

"Everyone has the right to work and learn"

- Bounce Back & You Can Do It programs
- Student Voice
- Community involvement
- Partnerships with parents and careers, teachers and students (Student-led three-way conferences)
- NIRODAH – site based psychologist
- School buddies program (across all grades)
- "Every day counts" – aimed at improving attendance
- Friendship seat and Buddy Bench
- Maintain eSmart accreditation
- Providing information sessions for families in areas such as cyber safety

We will continue to provide positive support for students as they move through the school and enter and exit.

Financial performance and position

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.

In 2018 we completed the expenditure of the Department Conditions Assessment Maintenance grant.

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




Draft

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 424 students were enrolled at this school in 2018, 181 female and 243 male.

27 percent were EAL (English as an Additional Language) students and 2 percent 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

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

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</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:




Achievement	Student Outcomes	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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>41%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>51%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>66%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	50%	26%	Numeracy	31%	48%	21%	Writing	33%	41%	26%	Spelling	7%	51%	41%	Grammar and Punctuation	15%	66%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	94 %	90 %	93 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	94 %	90 %	93 %	94 %										

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:

Wellbeing	Student Outcomes	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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Higher</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,397,388	High Yield Investment Account	\$62,560
Government Provided DET Grants	\$579,069	Official Account	\$38,014
Government Grants Commonwealth	\$6,500	Other Accounts	\$61,663
Revenue Other	\$5,547	Total Funds Available	\$162,236
Locally Raised Funds	\$348,367		
Total Operating Revenue	\$4,336,871		
Equity¹			
Equity (Social Disadvantage)	\$64,669		
Equity Total	\$64,669		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,382,255	Operating Reserve	\$58,068
Books & Publications	\$184	Other Recurrent Expenditure	\$52
Communication Costs	\$4,100	Provision Accounts	\$537
Consumables	\$84,686	Funds Received in Advance	\$28,579
Miscellaneous Expense ³	\$318,383	School Based Programs	\$50,000
Professional Development	\$8,132	Asset/Equipment Replacement < 12 months	\$25,000
Property and Equipment Services	\$241,133	Total Financial Commitments	\$162,236
Salaries & Allowances ⁴	\$124,039		
Trading & Fundraising	\$36,725		
Travel & Subsistence	\$5,133		
Utilities	\$45,431		
Total Operating Expenditure	\$4,250,201		
Net Operating Surplus/-Deficit	\$86,670		
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 15 March 2019 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)

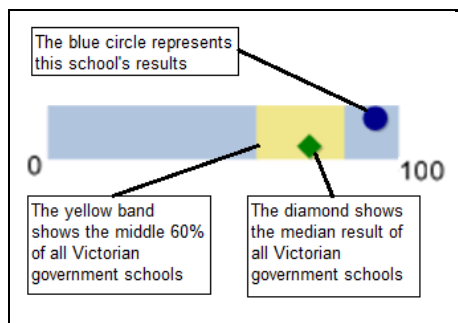
Engagement

- 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).

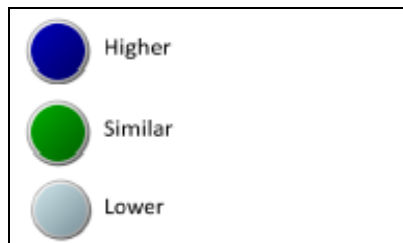


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').