

2019 Annual Report to The School Community



School Name: Essendon Primary School (0483)



- 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 14 October 2020 at 01:22 PM by Christine Nash (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 14 October 2020 at 01:29 PM by Rebekah Herron (School Council President)

About Our School

School context

Essendon Primary School's

Vision is 'to empower all students to thrive in a dynamic world.'

Our Mission is 'to provide an education that engages, challenges and supports students to be the best they can be.'

Our objective 'To develop students to be curious, creative, critical thinkers and responsible global citizens.'

Essendon Primary School was first opened in 1850 and has served the Essendon community for 170 years. It is situated in quiet surroundings on the corner of Nicholson and Raleigh Streets Essendon. Opposite the school is the famous 'Windy Hill' football ground. The school is approximately eight kilometres from the centre of Melbourne and comprises 38.8 equivalent fulltime staff: 2 Principal class, 2 Learning Specialists, 26 teachers and 9 Education Support staff. The school's SFOE is 0.1689 with a school population of 480 students to make up 20 grades. Our student population is culturally and linguistically diverse which reflects the characteristics of the Essendon community. Over 22 linguistic backgrounds are represented at the school with Hindhi and Japanese being the prevalent language backgrounds other than English. Other languages spoken by students in our school include Arabic, Turkish, Mandarin, Cantonese and Urdu.

The school is located in four buildings, including a portable structure. A full restoration and modernisation of the buildings was completed in 2017. The refurbishment has provided increased learning spaces that can be configured according to different teaching and learning purposes. The school grounds offer students opportunities to explore, socialise and be active. It includes passive play and seating areas, highly utilized sandpits and play equipment, a synthetic turf soccer oval and running track and basketball, netball and down ball courts. The school also has access to Windy Hill football oval each lunchtime and for specific sporting activities.

The Victorian Curriculum informs the development of Essendon Primary School's curriculum and provides a solid foundation for students' future learning. The school places a strong emphasis on the delivery of high-quality Literacy, Numeracy and Integrated Inquiry Curriculum in a 21st Century learning environment with teachers committed to developing their skills through professional learning programs and coaching. eLearning is integrated across the curriculum in order to support improvement of teaching and learning outcomes. A B.Y.O iPad program is in place for students in Years 5 and 6. Teachers plan the curriculum in year level teams where the focus of a balanced and comprehensive program reflects best practice and provides students with a wide range of opportunities to develop thinking and problem-solving skills. Our students are developing a more sophisticated approach to their learning as teachers lead them through negotiated curriculum tasks and provide inquiry-based learning frameworks.

Exemplary specialist Science, Visual Arts, Performing Arts, Physical Education and Language (Japanese) programs support the belief that learning should be varied, enjoyable, stimulating and challenging. We are sensitive to individual student learning needs and circumstances and our supportive environment encourages students to be enthusiastic learners. Students are encouraged and supported to develop their talents, independence, build resilience and confidence, and have respect for themselves and others. Students have the opportunity to participate in a broad range of programs that not only support their classroom learning but also allow them to have an enriched experience throughout their years at school.

The School Wide Positive Behaviour Support (SWPBS) framework is used throughout the school with lessons emphasising the Essendon Primary School values of co-operation, respect, responsibility and achievement. Our students develop responsibility for their own behaviour and the choices they make, as well as a communal responsibility to assist their peers to do the same. Students take up a wide range of leadership roles and actively participate in the Student Representative Council. Parents are keenly involved in a wide range of school programs at all levels including fundraising, facility enhancement, School Council, and the Volunteer Program.

Framework for Improving Student Outcomes (FISO)

The priorities for Essendon Primary School in 2019 using the Framework for Improving Student Outcomes was to focus on building teaching practice excellence and empowering students and building school pride.

Our goals were to improve the learning growth of every student in Literacy and Numeracy and to develop curious, creative and critical thinking in student learners. The key improvement strategy for building teaching practice excellence was to build teacher capacity to understand the Victorian Curriculum capabilities, integrate across the curriculum and embed in teaching and learning practice. The key improvement strategy for developing curious, creative and critical thinking in student learners is through student agency in their learning.

PDP plans and the whole school Professional Learning Program were aligned to support AIP and SSP targets. The FISO self-evaluation rubric, in addition to data collected through school surveys, suggests that our practices in the areas of Excellence in Teaching and Learning- Building Practice Excellence, Curriculum planning and assessment and Evaluating impact on learning need further attention. These would be suitable school priorities for the 2020 AIP.

Achievement

Our Instructional model was further refined and developed through professional development, learning walks and coaching conversations. Year Level Professional Learning Teams developed approaches to planning, teaching and assessment resulting in a more cohesive and collaborative approach to teaching and learning. A range of approaches to Inquiry Based learning were explored and investigated resulting in the development of our own EPS Inquiry Model. We continue to track and reflect on the learning growth of students to closely monitor and support each student to achieve at least 12 months growth for one year of learning, with targeted support for those students who required additional assistance. Ongoing discussion and coaching on strategies identified to support student agency during PLC Inquiry meetings, planning meetings and whole of staff PD sessions further enhanced our practice.

Through the analysis and review of 2018 student learning data we identified Writing and Spelling as a priority in the 2019 Annual Implementation Plan (A.I.P.) The PLC Inquiry model comparing pre & post 6+1 Traits assessments has been implemented to investigate the effective practices to support writing development. There has been a strong focus on vocabulary and etymology in the upper years. The Writing Scope and Sequence and relevant writing 'I can statements' were reviewed from Foundation to Year 2 and have been used as the learning ladder for the 'Writing Master' program. Professional learning and coaching on evidence based writing instructional practices is ongoing through the PLC Inquiry cycle. The Macqlit Intervention Synthetic Phonics Program was trialled targeting students assessed as below the expected achievement level or whose progress had plateaued, as identified through analysis of cohort data. Over 50 students were supported by this program and showed significant progress.

Combined teacher assessment from the Victorian Curriculum and results from the NAPLAN Literacy and Numeracy assessments show that students performed above the median of all Victorian Government primary schools in years 3 and 5, but not always as well as in previous years and sometimes below that of schools with similar characteristics. Essendon Primary School experienced significant disruption in 2016/17 due to capital works project which impacted the learning data of the 2019 Year 5 students when they were in years 2 and 3. The relative growth data of this cohort of students between Years 3 and 5 is significant with 70% of students making medium to high growth in Numeracy, Writing, and Spelling and more than 80% in Reading and Grammar and Punctuation. The overall measurement of student learning continues to be above the state average. The school's future focus is to increase the number of students who make high growth in Writing and Numeracy to equal the high growth in all other areas. At Year 3, NAPLAN results show that students performed above the state average in all subject areas and within the same range as schools with similar population characteristics, except for reading. At Year 5, NAPLAN results show that students performed above the state average of all Victorian Government primary schools. It is disappointing to note that student achievement in both the 2019 Reading and Numeracy NAPLAN in Year 5 is below the 4-year average. All students in the Program for Students with a Disability (PSD) demonstrated progress towards achieving their individual personal learning goals.

Engagement

It is rewarding to see the 2019 Attitude to School Survey showed an improved positive response, greater than our target in the stimulating learning (76%) and student agency (68%). A key improvement strategy for 2019 was to build teacher capability to empower student agency as learners. Teachers participated in professional learning on the use of student self-assessment tools e.g., Learning ladders, the writing process, Maths Masters cards and WAGOLL walls. Ongoing discussion and coaching on strategies identified to support student agency continued during PLC Inquiry meetings, planning meetings and whole of staff PD sessions. Purposeful learning walks focusing on effective student voice and agency practices were conducted in each year level each term and to identify significant improvement and practices.

Explicit feedback to students about what they know and where they need to go next in their learning is a key part of our work. Teachers believe it is important for students to know and take responsibility for their assessment results and then to know and understand how they can improve. A range of incursions are planned every year to support and build on classroom learning. Camping opportunities for Years 3 to 6 add to learning depth and breadth. Specialist facilities and resources for Science, Visual Arts, Performing Arts, Physical Education and LOTE Japanese enable rich and engaging learning to take place. The school's focus on valuing each student and providing many events and extra curricula activities such as camps, excursions, school choir, school production, mathematics competitions, instrumental music tuition and various lunch time activities provide further opportunities for engagement.

We ensure learning for our students is personalised and that there is a high level of student responsibility for learning and decision-making. Students have an opportunity to be involved in school-based decision-making and influence through inquiry learning, the 'Student Representative Council' and school-house leadership roles. Our model for inquiry learning is centred around students developing key concepts and thinking skills that allow them to have an enduring understanding of the key learning statements that connects to their everyday lives. The new 2019 focus on the Inquiry Learning approach provided the opportunity for students to have a voice in the development of curriculum units of work.

Essendon Primary School's attendance continues to be positive. Absence data indicated that we are below the state mean and above that of primary schools with similar characteristics. Regular student attendance is promoted and celebrated through ongoing communication between teachers, parents/carers and students; students who have ongoing absences are referred to the Wellbeing Coordinator for further follow up. Maintaining high levels of student attendance, as well as enhancing a safe and secure environment that promotes student leadership, positive relationships, mutual respect and enhanced connectedness to school are ongoing priorities.

Essendon Primary School will continue to promote a positive sense of student engagement and connectedness to school through increased student agency; personalised goals and learning preferences helping students become self-regulating learners.

Wellbeing

The Student Attitudes to School Survey data had seen fluctuating results in previous years. The 2019 results are similar to the state average and schools with the same population characteristics in Connectedness. Student perceptions of safety and management of bullying are slightly below the state average and schools with the same population characteristics. In order to foster a cohesive and consistent response to student safety and well-being, strategies to build the capacity of students to manage their emotions effectively with the Zones of Regulation and targeted appropriate behaviours were implemented in 2019 as part of the School Wide Positive Behaviour Support (SWPBS) framework.

Student leadership initiatives include a Student Representative Council, a leadership forum for House Captains, the Year 5 Buddy Program, student-led conferences and student run assemblies. The Student Representative Council and House Captains work diligently throughout the year to make a positive difference within their area of influence focusing on improving the attitudes and wellbeing of themselves and others. New student leadership positions (SRC, JRC, Library Monitors, Learning Journalists, Sports Journalists, Green Team, Artist in School and ICT Experts) were

created and supported from years three to six. These initiatives empower students with the belief that they can positively influence their community and in turn promote an optimistic outlook.

Essendon Primary School has a 'whole-school' approach to transition. Early in November incoming Foundation students participate in a series of 4 school visits to ensure that the students and their families become familiar with the school setting, its procedures and expectations. In their last visit they are introduced to their year 5 buddies who help them settle in to school following year and provide an additional support network during playtime. During each Foundation Transition session, all students in Years 1-5 participate in an extensive Step-up Transition Program. This provides an opportunity for students, and teachers to explore different teaching and learning styles and expectations in preparation for the following year. We continue to provide positive support for all students as they move through the school and for those who enter or exit through the school year.

All of our exiting Year 6 exit students are supported in their transition to secondary schools through a school-based Transition Program that focuses on strategies to assist each student's organisational skills. Students in Years 5 and 6 attend a range of activities at local secondary schools to ensure familiarisation in the secondary context. We have a sound relationship with local secondary schools that ensures an effective, smooth transition for our students.

Parent Information sessions are conducted early each year to help families gain a better understanding of the approach to teaching and learning and the curriculum at Essendon Primary School. This has enabled an improved shared understanding of how the curriculum is taught and assessed at each level. Our school newsletters provided a wealth of information about events and achievements across the school.

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Financial performance and position

Essendon Primary School maintained a sound financial position in 2019. Diligent financial management ensured the school expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were thoroughly prepared and monitored by our Business Manager with the Finance Sub Committee and School Council reviewing as necessary. Revenue received through government grants was supplemented by a high percentage of parents paying school contributions and levies. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and Communication Technology. A significant portion of the Salaries and Allowances expenditure were devoted to Casual Relief Teachers to cover absences incurred through professional development activities and some unexpected long-term absences. School Council fundraising efforts raised close to \$30 000. A fantastic effort! All funds were astutely spent to enrich and improve school programs and maintain and enhance buildings and grounds. Future school expenditure will be linked to the priorities identified within the 2018-2022 School Strategic Plan and the 2020 Annual Implementation Plan.

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

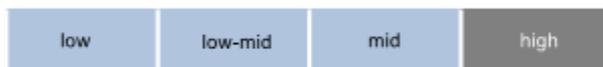
Enrolment Profile

A total of 480 students were enrolled at this school in 2019, 225 female and 255 male.

23 percent 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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Above ●</p>

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Similar ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>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 Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>51%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>46%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>49%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	51%	30%	Numeracy	23%	58%	19%	Writing	26%	46%	28%	Spelling	28%	46%	26%	Grammar and Punctuation	14%	49%	37%	<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"> <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%
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	95 %	94 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	95 %	94 %	94 %	93 %										

Performance Summary

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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>Similar ●</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>Below ●</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
Student Resource Package	\$3,512,565
Government Provided DET Grants	\$287,347
Government Grants Commonwealth	\$19,794
Revenue Other	\$8,658
Locally Raised Funds	\$425,123
Total Operating Revenue	\$4,253,487

Funds Available	Actual
High Yield Investment Account	\$111,459
Official Account	\$26,471
Other Accounts	\$3,110
Total Funds Available	\$141,041

Equity ¹	
Equity (Social Disadvantage)	\$15,409
Equity Total	\$15,409

Expenditure	
Student Resource Package ²	\$3,488,723
Books & Publications	\$5,394
Communication Costs	\$9,161
Consumables	\$125,854
Miscellaneous Expense ³	\$236,861
Professional Development	\$8,235
Property and Equipment Services	\$201,341
Salaries & Allowances ⁴	\$157,238
Trading & Fundraising	\$16,873
Utilities	\$39,311

Financial Commitments	
Operating Reserve	\$114,126
Other Recurrent Expenditure	\$2,282
Maintenance - Buildings/Grounds < 12 months	\$19,820
Total Financial Commitments	\$136,227

Total Operating Expenditure	\$4,288,991
Net Operating Surplus/-Deficit	(\$35,504)
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)

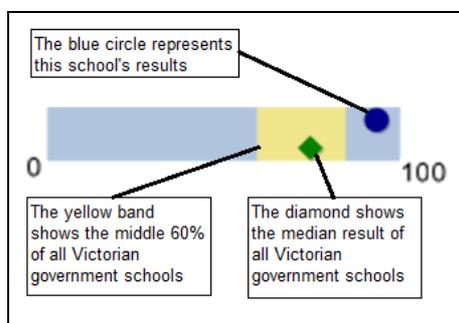
Engagement

- 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).

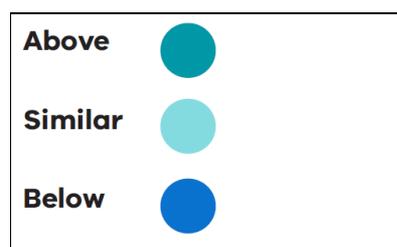


What does *School Comparison* refer to?

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').