

2018 Annual Report to The School Community



School Name: Thomastown Primary School (0631)



- 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 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 03 April 2019 at 04:44 PM by Amanda Henning
(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 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 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.

Attested on 05 April 2019 at 03:33 PM by Kerryn Holland
(School Council President)

About Our School

School context

Thomastown Primary School was established in 1855 and a primary school has operated on this site since that time. The current administration building and classrooms were relocated from the original High Street location to the Spring Street frontage following a fire in 1978. Thomastown Primary School is located 17 kilometres north of the CBD.

Approximately 73% of the students at Thomastown Primary School speak English as an Additional Language (EAL) with 29 language groups represented in our school community. 3% of our students are indigenous. In 2018 there were 209 students enrolled at Thomastown Primary School with an additional 28 students enrolled in the Collingwood English Language Outpost that is situated on the school grounds.

In 2018 there were ten classroom teachers, four specialist teachers, and ten Education Support staff. In 2018 the classroom programs were also supported by a Primary Welfare Officer (0.6), a Family Education Support Teacher (0.2), an Arabic Multicultural Aide and a Speech Pathologist (0.6). In total the school had the equivalent of 14.5 full time teaching staff, 2 Principal Class and 8.3 full time Education Support staff.

At Thomastown Primary School we follow the school values of Respect, Cooperation, Responsibility, Excellence and Honesty. The school also has two tenets: Everyone has the right to be safe; Everyone has the right to learn. All classrooms adhere to a consistent Classroom Behaviour Management Model.

The staff at Thomastown Primary School believe that every student has the right to learn in a supportive environment. They are dedicated, committed and motivated to provide an engaging curriculum. The staff encourage every student to reach their academic and social potential.

External learning spaces provide support for students with a broad range of sporting and recreational facilities, including synthetic basketball courts, a synthetic soccer field, a school oval and an indoor gymnasium. Students are also given an opportunity to participate in an interschool sports program and to participate in sporting programs at local sporting facilities such as, FUTSAL, swimming and basketball round-robins.

Students in all grades are encouraged to participate in a wide range of extra curricula activities during recess and lunch breaks. Extra curricula activities include sporting activities, a chess club, a robotics and coding club, choir, an environmental club and a glee club.

At Thomastown Primary School all students are encouraged to develop their leadership skills in order to support fellow students and to contribute to the local and wider communities. Opportunities to develop these qualities are provided through a range of learning experiences, both in their everyday school life and in targeted leadership programs. Every student is encouraged to build their own sense of themselves as leaders.

The senior students have the most significant leadership responsibilities, including School Captains, Vice Captains and the Student Representative Council (SRC). All Student Representatives and Captains are expected to be ambassadors who embody the school values and school rights. Their duties range from public speaking at school events to organisational roles in school activities, and encouraging the involvement of other students.

Framework for Improving Student Outcomes (FISO)

The TPS 2018 Annual Implementation Plan identified the following FISO areas of improvement:

Excellence in Teaching and Learning: Building Practice Excellence

KIS 1: Build teacher capacity to effectively plan for and implement a mathematics teaching program that meets the learning needs of all students

Professional development in 2018 focused on school review feedback and the development of the school vision

and values as well as the introduction of the SWPBS program.

Coaching program

The targeted coaching program implemented in the grade 1/2 area has continued throughout 2018 and will continue in 2019. This team has worked to

- Implement Number Talks as an introductory activity in every maths session
- Develop a maths program built around open ended, challenging maths tasks differentiated through enabling and extending prompts
- Focus on the development of problem solving and reasoning skills
- Support students to describe their thinking and the strategies they used to solve problems in different ways
- Use assessment tasks to determine learning needs and progress. Use SPA Markbook to develop rubrics to guide formative and summative assessments.

Students have responded very positively to the change in maths instruction with most listing maths as their most enjoyed and challenging subject in their self-evaluations. Anecdotal feedback from teachers has also been positive.

Number Talks and challenging maths tasks used to develop numeracy concepts are a feature of maths learning across the school.

The Numeracy Inquiry Team (PLC) has continued to meet regularly on professional practice days and at fortnightly meetings. The group identified the need to develop processes so that students are able to set learning goals and describe their learning progress.

KIS 2: Build teacher capacity to effectively plan for and implement a reading teaching program that meets the learning needs of all students

The Literacy Inquiry Team continued to meet regularly on professional practice days and at fortnightly meetings. The team conducted classroom visits and observations and identified a more consistent approach to the implementation of guided reading programs as a focus. The team researched best practice teaching approaches, investigated the resources on the Literacy Portal including watching the featured videos on guided reading, and visited other schools to view guided reading/small group reading. The team has introduced the use of focus sheets across the school as an aid in monitoring and assessing during small group reading

A literacy coach was employed in semester 2 to work with the Foundation team and this work will continue in 2019. The literacy team has also focused on the structure of the literacy block, strategies for the teaching of oral language and the implementation of high impact literacy teaching practices.

Positive Climate for Learning: Empowering Students & Building School Pride

KIS 1: Develop systems and processes through which students have greater input into decisions made about school programs, facilities and activities

The school has continued to refine the parameters of the Student Leadership program and in 2018 introduced a Student Representative Council. The introduction of the SRC enables a wider representation of students across year level 1 – 6.

Student leaders and members of the SRC have:

- Attended formal student leadership training programs and student leadership forums-
- Organised and conducted school assemblies
- Represented the school at official events e.g. Remembrance Day
- Suggested, planned for and conducted fundraising events
- Worked with the Pupil Welfare Officer to identify and suggest strategies to address an area of school improvement
- Had input into teaching programs – NAIDOC week programs / Debating

KIS 2: To investigate opportunities to develop resilience and enhance social skills among all students but particularly girls in grades 4-6

The school's Primary Welfare Officer has continued to provide programs that focus on enhancing resilience and social skills in targeted students.

- The school has yet to formalise and document processes for how students are selected to participate in the resilience programs and how information is communicated to teachers.
- Girls in grades 3 – 6 participated in a range of programs facilitated by School Focused Youth Services and Whittlesea Council that promoted resilience and positive body image

Positive Climate for Learning: Setting Expectations & Promoting Inclusion

KIS 1: To build teachers' capacity to manage student behaviours through the implementation of a School Wide Positive Behaviours Program

In semester 2 the Wellbeing Team began initial implementation of the SWPBS program. They established links with the regional coordinator and participated in a range of professional learning sessions. They organised professional learning sessions where all school staff were introduced to the program.

The Wellbeing Team also:

- Visited other SWPBS schools to speak to school coordinators, teachers and students
- Surveyed staff, parents and students and collected data on playground behaviour.
- Worked on the review of the existing school values and the development of the new school vision and values

Achievement

WRITING

Thomastown Primary School Year 5 students continue to perform well in writing when compared to students at similar schools.

WRITING

	Thomastown PS	Similar schools
Percentage of students in top two bands in NAPLAN 2016 - 2018	18%	13%
YEAR 5 Students in top 2 bands in NAPLAN	14%	10%
YEAR 3 students in top 2 bands in NAPLAN	23%	43%

Thomastown Primary School completed its School Review in 2018. The School Review identified student reading and numeracy outcomes as continued areas of focus with targets set to improve the number of students performing in the top 2 bands according to NAPLAN

NUMERACY

The 2018 Annual Implementation Plan listed targets for student outcomes in Numeracy. Our progress against these targets was:

- 56% of Grade 3 students in the bottom two bands
- 10% of Grade 3 students in the top two bands. This is a decrease from the 2017 data.
- 35% of Grade 5 students in the bottom two bands. This is an improvement of 11% against the 2017 data

Relative growth data from Years 3 to 5 needs to remain an area of focus. The 2018 School Review identified the need for a revised instructional model for the teaching of numeracy and a future focus on consistent teacher practice across the school.

A reduction in the extent to which teachers feel they have the skills to improve student outcomes, as indicated by the scores for collective efficacy in the Staff School Survey, points to the need to improve teacher capacity in numeracy content and pedagogy. In response, the school has implemented an extensive professional learning program that is supported by an instructional coach. The numeracy PLC has begun the process of developing the numeracy instructional model.

LITERACY – READING

2018 NAPLAN reading data reveals that while Grade 3 students are generally performing well, there are concerns with performance in Grade 5

- 21% of Grade 3 students are in the top two bands.
- 44% of Grade 3 students are in the bottom two band which is a substantial increase since 2017.
- 8% of Grade 5 students are in the top two bands.
- 29% of Grade 5 students are in the bottom two bands which is an improvement of 21% since 2017
- 52% of Grade 5 students showed low relative growth between grades 3- 5.
- 5% of Grade 5 students showed high relative growth which is a decrease since 2017

The 2018 School Review identified the need for a revised instructional model for the teaching of reading and a future focus on consistent teacher practice across the school. Analysis of reading data shows that our students, a high proportion of whom are EAL learners, have difficulty coping with the language demands of more complex texts.

Engagement

In 2018, TPS students had an attendance record lower than Victorian government schools with similar student backgrounds. The percentage of TPS students with 20 or more absence days was 39% compared to similar schools 30% (data taken from the Supplementary School Report). This is an 11% increase since 2017. Common reasons for non – attendance at our school are illness, parent choice and extended family holidays. In 2018 the school also had a significant number of students with long term absence related to issues such as, homelessness and parent health issues.

The average number of TPS student absences in the 2018 school year was 23.4 days per student which is higher than similar schools and higher than the state median of 15.1. Over a 4 year period the average number of TPS student absences was 19.9 days per student.

Absences across the school continue to be of concern and will again be targeted in 2019. The school continues to work with the families of students with unacceptable attendance to effect a change in mindset and have them understand the negative impact that irregular attendance has on student achievement, wellbeing and engagement.

The school monitors absences and works with parents to discourage extended absences and requests that all absences be explained. Parents of children with an unexplained absence are contacted by SMS on the day of the absence and asked to contact the school to explain the absence. Unexplained absences are followed up with a phone call if parents fail to make contact with the school.

We will continue to advocate the reduction of extended holidays during school time. Communication strategies include increased options for reporting student absence, articles in newsletters, letters to parents and meetings with parents.

TPS has introduced a range of positive reinforcement strategies to encourage students to improve their attendance and has implemented strategies from 'Every Day Counts'.

Wellbeing

The school's Wellbeing goal as documented in the previous School Strategic Plan is: To provide an inclusive, safe and orderly learning environment where students' health, safety and wellbeing is paramount and students feel valued and recognised for their individual talents.

In the 2018 Attitudes to School Survey, students in Years 4, 5 and 6 responded very positively to the following factors: Sense of Inclusion (78%), Motivation and Interest (91%) and High Expectations of Success (80%) and Advocate at School (84%). Students' Sense of Connectedness has risen from 46.8% in 2017 to 62.5% in 2018 In 2018, areas of focus in response to the low 2017 female student responses were:

	2017	2018
Teacher Concern	10.8%	83.8%
Student Voice & Agency	11.2%	78.4%

Respect for Diversity 14.8% 55.2%

The school's Primary Welfare Officer worked extensively with our female students on the issues related to the low 2017 positive responses to these three factors. Programs were implemented with the assistance of local agencies that supported our female students on a range of issues such as, resilience and positive body image.

In 2018, the school again provided a comprehensive orientation program for students starting in Foundation. The Foundation Transition Program allows children to spend time in their future class while parents have the opportunity to meet teachers and receive information about school procedures and programs. This program is very effectively supported by the school's Learning Support Teacher

The school has also implemented an extended transition program for students making transitions across year levels within the school. Late in term 4, students work with their teachers and peers for the following year over two full days.

There is a strong focus on year to year transitions at the school. Much thought goes into placing pupils in an optimal setting. Teachers use previous student assessments and their knowledge of student friendship groups to place students in classes for the following year. As the area is one of high mobility, the School Values and Student Rights are revised at the commencement of each term. In response to the 2018 School Review findings, students worked with their teachers to review the school's values and mission statement

The school has implemented a range of measures to support student wellbeing and family connectedness to school. These measures include; the school's Primary Welfare Officer, Learning Support Teacher, Speech Pathologist and the specialist services offered by the Whittlesea Network SSSOs. TPS also works in partnership with SFYS, Whittlesea Council and other providers to ensure our students have access to a broad range of experiences and supports.

Financial performance and position

Thomastown Primary School finished 2018 in a sound financial position having achieved its budgetary targets. The School Council will continue to oversee the strategic implementation of projects in 2019.

A surplus was recorded in 2018 due to two main factors. The first factor was that over several years the school has been setting money aside for targeted works on the school facilities, such as, refurbishment of school grounds and the cyclical painting of learning spaces and replacement of carpets in learning spaces. School Council has planned substantial works in the school yard, the scope and timing of which is dependent on the completion of a joint project with Whittlesea Council that will see the school's High Street boundary redeveloped. The second factor was that the staffing profile has changed over recent years as teachers and education support staff have retired or changed schools.




For more detailed information regarding our school please visit our website at
www.thomastownps.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 209 students were enrolled at this school in 2018, 100 female and 109 male.

73 percent were EAL (English as an Additional Language) students and 3 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.








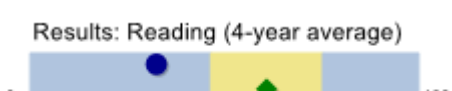
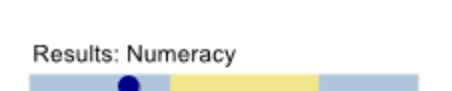
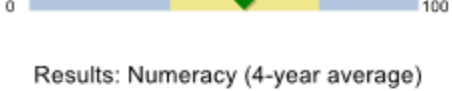
Performance Summary

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

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> Lower</p> <p> Similar</p> <p> Lower</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>43%</td> <td>5%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>55%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>68%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>68%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	52%	43%	5%	Numeracy	45%	55%	-	Writing	21%	68%	11%	Spelling	32%	47%	21%	Grammar and Punctuation	26%	68%	5%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

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>90 %</td> <td>85 %</td> <td>91 %</td> <td>91 %</td> <td>87 %</td> <td>85 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	85 %	91 %	91 %	87 %	85 %	88 %	<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> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	85 %	91 %	91 %	87 %	85 %	88 %										

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> 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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Similar</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	\$2,322,768	High Yield Investment Account	\$397,353
Government Provided DET Grants	\$621,001	Official Account	\$15,446
Government Grants Commonwealth	\$16,323	Other Accounts	\$258,363
Revenue Other	\$52,126	Total Funds Available	\$671,161
Locally Raised Funds	\$61,289		
Total Operating Revenue	\$3,073,508		
Equity¹			
Equity (Social Disadvantage)	\$428,516		
Equity Total	\$428,516		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,143,810	Operating Reserve	\$81,522
Books & Publications	\$6,623	Funds Received in Advance	\$26,000
Communication Costs	\$3,722	School Based Programs	\$70,000
Consumables	\$69,907	Funds for Committees/Shared Arrangements	\$1,000
Miscellaneous Expense ³	\$96,246	Asset/Equipment Replacement < 12 months	\$50,000
Professional Development	\$15,414	Maintenance - Buildings/Grounds > 12 months	\$400,000
Property and Equipment Services	\$273,216	Total Financial Commitments	\$628,522
Salaries & Allowances ⁴	\$107,310		
Trading & Fundraising	\$7,476		
Utilities	\$35,268		
Total Operating Expenditure	\$2,758,993		
Net Operating Surplus/-Deficit	\$314,515		
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)

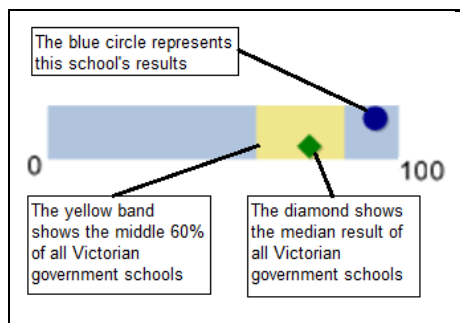
Engagement

- 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).

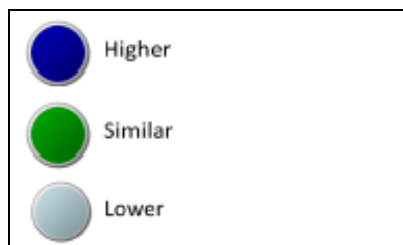


What does *School Comparison* refer to?

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').