

# 2019 Annual Report to The School Community



**School Name: Carrum Primary School (3385)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 18 March 2020 at 01:35 PM by Clements Langford (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

## About Our School

### School context

Carrum Primary School is a highly effective primary school situated on the southernmost boarder of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901, with an enrolment of 334 students in 2019. The school is proud of its self-sufficient farmlet/environment centre, gardens and wetlands that are highly valued aspects of the school's sustainability program.

Carrum Primary School operated with an equivalent of 26.1 full time staff: 2 Principal class, 17.8 Teachers and 6.2 Education Support Staff, providing a safe, happy, friendly and challenging learning environment, ideal for learning.

A team of dedicated, experienced and caring teachers taught a comprehensive and balanced curriculum, with the main emphasis on the development of literacy and numeracy. In 2019, the school ran fifteen classes as well as specialists in the Arts, PE, and German.

The school prides itself on fostering positive student wellbeing, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes to provide children with a framework for making positive contributions to their community. Our core purpose is to provide flexible differentiated learning programs that incorporate a variety of learning and teaching styles, catering for the diverse needs of our students.

### Framework for Improving Student Outcomes (FISO)

In 2019, the staff continued working on two targeted initiatives in relation to the FISO model. The focus of the Annual Implementation Plan related to Building Excellence in Teaching and Learning with a clear focus on implementing evidence-based high impact strategies in the classroom. The Literacy and Numeracy Professional Learning Teams focused specifically on areas of Reading, Writing and Number, as well as, continuing to improve our ability to evaluate the impact of school based programs on learning. The staff have been involved in professional learning to support with instructional practice and assessment processes. These professional development sessions aim to establish a shared and consistent approach across the school. In 2019, we continued to review and develop our instructional practices. Staff participated in reading for writing professional learning with Lynn Watts. This was a network community of practice. Our NAPLAN data demonstrates that the foundations set in the junior grades are equating to high level results in our Grade 3 NAPLAN assessments. Teachers focused on effective differentiation and feedback to students, to ensure we improve the percentage of students achieving high growth between grade 3-5 and 5-7 and the percentage of students in the top 2 bands at Grade 5.

### Achievement

Carrum Primary School Teacher assessments against the Victorian Curriculum, show Carrum Primary School students are performing at a similar level to other Victorian Government Schools students. Teacher assessment of student learning has been a focus for the school and this has meant teachers continue to use a consistent approach to critically analyse assessment data. In 2019 we continued to have a strong focus on academic rigor and this has supported our comprehensive teaching and learning program and allowed teachers to work in teams in order to differentiate the curriculum to meet the individual needs of our students. The improved quality of assessment tools has enabled teachers to collect accurate data and use that to provide differentiated teaching and learning programs.

Our performance in NAPLAN shows that the percentage of students in the top 3 bands of testing in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation were well ahead of Similar Schools, the Local Network Schools and State percentages. 85.7% of our students in Year 3 who participated in the NAPLAN Reading test were assessed to be in the top three bands. Numeracy testing at Year 3 was higher than the median score for other Victorian schools and similar to like schools at 72.9%. Our performance in NAPLAN shows that the percentage of students in the top 3 bands of testing in NAPLAN at Year 5 was higher than the median score for other Victorian schools and higher than other like

schools. The improvement in these areas is quite significant and can be attributed to an increased focus on high impact teaching strategies. 55% of our students in year 5 who participated in the NAPLAN Reading test were assessed to be in the top two bands. This is a fantastic achievement as this same cohort of students had 62% in the top two bands in Year 3. Indicating a tremendous ability to retain the number of students in the top 2 bands of reading. This trend is replicated in all assessed curriculum areas. We continue to work on identifying the students who performed in the top two bands in grade 3 and provide extension programs to support their learning development.

The school has implemented a range of strategies within our structured English and Mathematics curricula to improve student learning outcomes. Effective differentiation and meeting the identified learning needs of individual students is our key to improving learning outcomes. This requires further development of direct teaching skills in English and Mathematics and maintaining consistency in teaching and learning programs from Prep-6.

Classroom curriculum and Digital Technology Resources have been enhanced and continue to play an important role in our students' learning. We have continued to work with the local schools to update our Digital Technology resources so that Digital Technologies can be integrated into all key-learning areas to improve student engagement. Carrum Primary School Staff have led the development of a Digitech Network that has enabled students to demonstrate their achievements during school based conferences. Students' skills in coding and robotics have enhanced through implementing a comprehensive digital technologies scope and sequence.

## Engagement

We foster self-esteem, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes that will provide children with a framework for making positive contributions to the community. Our caring and supportive staff contributes generously to the success of our school environment. This is reflected in a positive school culture where students, parents and staff are encouraged to support each other. Our school addresses the student management and attendance issues in line with the Student Engagement and Inclusion Guidelines and Attendance Guidelines.

Student connectedness to school responses and student attendance data in the Student Attitudes to School Survey were down on previous years. Student forums were run with the Grade 6 students as their results were lower than their 2018 results. The sessions provided clear feedback on strategies teachers could use to ensure all students feel connected and heard. The staff continue to put in a tremendous amount of work to develop a strong sense of belonging.

Parent opinion survey data shows that the parents at Carrum Primary School responses were above the median score in relation to parent satisfaction when compared to other Victorian Government Schools. We are fortunate to have a very supportive parent community and we are consciously working at increasing community engagement in the learning process.

A Wellbeing Team was formed and have made initial plans to implement the School Wide Positive Behaviour Support framework. The Wellbeing team have updated systems and practices and are using Compass data to identify students' needs, behaviour, issues and implement a whole school approach to student's social and emotional learning. This is a strategy that has been put in place and started at the beginning of the year to assist with students connectedness to school.

## Wellbeing

Most students attended regularly in 2019, however data reflected the trend to take extended family holidays during school term time and a few students have displayed high level absenteeism due to environmental issues. The average absence rate for students in 2018 was 16.8 days, which was slightly increased on 2018. The school had a small number of students who missed a significantly large amount of school due to school refusing. We have been working with external agencies to support the family to ensure the children go to school.

The school has strong links with the local kindergartens and has a well-developed transition and orientation program. This program gently introduces young learners to our school program and protocols, so starting school is a positive experience for them.

We have a comprehensive Grade 5 & 6 transition program, which is highlighted with visits to other schools to experience school life in a secondary setting. We also have secondary schools visit the school to present to our students.

We are continuing to work on developing an induction program for new students and new staff to the school. We have developed strong transition programs intra school with particular focus on critical points in children's education, when moving between sub schools- junior to middle school and middle school to senior school. In 2018 we enhanced our transition program by holding 4 transition sessions to support students in their transition between year levels.

### **Financial performance and position**

Budgets were monitored throughout the year to ensure funds were allocated appropriately. Payment of subject contributions and essential education items by parents were similar to 2018 and programs were resourced appropriately. All funds were allocated to ensure all curriculum programs and school projects were supported effectively. I thank Wendy Andrew, Marianne van der Zee and Rebecca Schefman for their persistence and diligence in managing the process for our school. I would also like to thank Mr Paul Kennedy, who acted as the School Council Treasurer in 2019, and the finance committee for their valued input and support in managing the school's finances.

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

| <b>School Profile</b>   |  |
|---|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 334 students were enrolled at this school in 2019, 172 female and 162 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>   |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>  |  |
| <p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |
| <p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>                              |  |

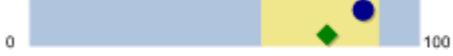
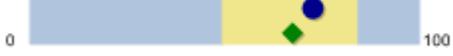
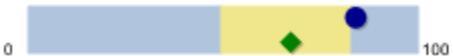
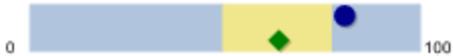
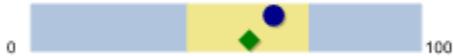
## Performance Summary

**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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p> | <p>Similar </p> <p>Similar </p> |

## Performance Summary

| Achievement  | Student Outcomes  | Similar School Comparison   |
|--|---|---|
| <p><b>NAPLAN Year 3</b></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><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span><br/>           Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p><b>Key:</b> Similar School Comparison<br/> <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal; font-size: 2em;">●</span></p> <p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p> |
| <p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>   | <p>Above <span style="color: teal; font-size: 2em;">●</span></p> <p>Above <span style="color: teal; font-size: 2em;">●</span></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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>34%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>60%</td> <td>29%</td> </tr> </tbody> </table> | Domain                    | Low  | Medium | High | Reading | 17% | 57% | 26% | Numeracy | 24% | 52% | 24% | Writing | 41% | 34% | 25% | Spelling | 24% | 50% | 26% | Grammar and Punctuation | 12% | 60% | 29% | <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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> | Gain Level | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Domain   | Low   | Medium                    | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Reading  | 17%   | 57%                       | 26%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Numeracy   | 24%   | 52%                       | 24%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Writing  | 41%   | 34%                       | 25%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Spelling   | 24%   | 50%                       | 26%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Grammar and Punctuation  | 12%   | 60%                       | 29%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Gain Level   | Percentage  |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Low  | 25%   |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| Medium   | 50%   |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |
| High   | 25%   |                           |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |            |            |     |     |        |     |      |     |

## Performance Summary

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

| Engagement   | Student Outcomes   | Similar School Comparison  |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
|--|--|--|------|------|------|------|-----|-----|------|------|------|------|------|------|------|--|
| <p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b><br/>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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>  | <p>Below <span style="color: blue; font-size: 2em;">●</span></p> |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
| <p><b>Average 2019 attendance rate by year level:</b></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>94 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table> | Prep   | Yr1  | Yr2  | Yr3  | Yr4  | Yr5 | Yr6 | 94 % | 91 % | 89 % | 92 % | 92 % | 92 % | 91 % | <p>Similar school comparison not available</p> |
| Prep   | Yr1  | Yr2  | Yr3  | Yr4  | Yr5  | Yr6  |     |     |      |      |      |      |      |      |      |  |
| 94 %   | 91 %   | 89 %   | 92 % | 92 % | 92 % | 91 % |     |     |      |      |      |      |      |      |      |  |

## Performance Summary

| Key:   |                  | Key:   |
|--|------------------|--|
| Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>  |                  | Similar School Comparison  |
| Results for this school: <span style="color: blue; font-weight: bold;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green; font-weight: bold;">◆</span>  |                  | <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below |
| Wellbeing  | Student Outcomes | Similar School Comparison  |
| <p><b>Students Attitudes to School - Sense of Connectedness</b></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>Below <span style="color: blue; font-size: 2em;">●</span></p>   |
| <p><b>Students Attitudes to School - Management of Bullying</b></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>Below <span style="color: blue; font-size: 2em;">●</span></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  |                  |
|---|--------------------|---|------------------|
| <b>Revenue</b>  | <b>Actual</b>      | <b>Funds Available</b>                      | <b>Actual</b>    |
| Student Resource Package  | \$2,653,654        | High Yield Investment Account               | \$89,672         |
| Government Provided DET Grants  | \$235,894          | Official Account                            | \$33,217         |
| Government Grants Commonwealth  | \$2,858            | <b>Total Funds Available</b>                | <b>\$122,888</b> |
| Revenue Other   | \$10,964           |   |                  |
| Locally Raised Funds  | \$189,187          |   |                  |
| <b>Total Operating Revenue</b>  | <b>\$3,092,556</b> |   |                  |
| <b>Equity<sup>1</sup></b>   |                    |   |                  |
| Equity (Social Disadvantage)  | \$29,940           |   |                  |
| <b>Equity Total</b>   | <b>\$29,940</b>    |   |                  |
| <b>Expenditure</b>  |                    | <b>Financial Commitments</b>                |                  |
| Student Resource Package <sup>2</sup>   | \$2,506,441        | Operating Reserve                           | \$67,888         |
| Communication Costs   | \$3,300            | School Based Programs                       | \$29,886         |
| Consumables   | \$48,815           | Asset/Equipment Replacement < 12 months     | \$25,000         |
| Miscellaneous Expense <sup>3</sup>  | \$247,502          | Maintenance - Buildings/Grounds < 12 months | \$52,997         |
| Professional Development  | \$12,826           | <b>Total Financial Commitments</b>          | <b>\$175,771</b> |
| Property and Equipment Services   | \$151,091          |   |                  |
| Salaries & Allowances <sup>4</sup>  | \$1,103            |   |                  |
| Trading & Fundraising   | \$6,408            |   |                  |
| Utilities   | \$25,322           |   |                  |
| <b>Total Operating Expenditure</b>  | <b>\$3,002,807</b> |   |                  |
| <b>Net Operating Surplus/-Deficit</b>   | <b>\$89,749</b>    |   |                  |
| <b>Asset Acquisitions</b>   | <b>\$0</b>         |   |                  |

- (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)

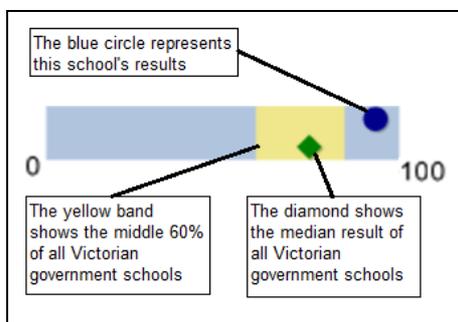
### Engagement

- 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).

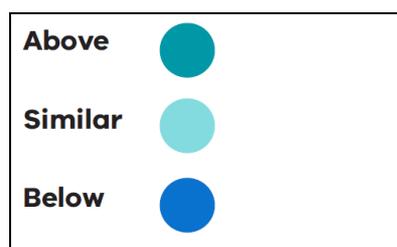


## What does *School Comparison* refer to?

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').