

2019 Annual Report to The School Community



School Name: Koroit And District Primary School (0618)



- 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 06 May 2020 at 11:14 AM by Marina Milich (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 16 October 2020 at 09:10 AM by Jac Monk (School Council President)

About Our School

School context

Our school empowers students to embrace learning and achieve their personal best. We are committed to social, emotional and educational development of every student, by working in partnership with parents and carers to meet the needs of every student and family. Our focus is about the growth of the whole child and all aspects of their learning journey.

I learn. We belong. Together we achieve. At KDPS we are a Community of Learners working collaboratively in a supportive, success-oriented and challenging environment.

I learn means we support every student to thrive socially, emotionally and academically. We commit to learning through goal setting and risk taking.

We belong means every student is valued and encouraged to succeed in a safe, respectful and inclusive school. We understand and celebrate diversity.

Together we achieve means we work together and along side each other to achieve our personal best and celebrate success. We also understand how to make good choices and support each other to do so.

At Koroit and District Primary School we work together to;

- ensure our students develop a positive sense of self-worth, confidence and wellbeing through a focus on mutual respect, resilience, persistence and empathy
- provide the opportunity for our students to develop life long skills in a safe and inclusive school
- engage and work in partnership families and the wider community to have a positive impact on student learning and school experiences
- implement a curriculum that ensures our students are literate and numerate, critical thinkers and problem solvers who have a love of learning
- engage our students in rich and well rounded educational experiences.

The school structure is organised into 4 learning communities. Foundation, 1/2, 3/4 and 5/6. Each learning community (except for Foundation) has been designed to integrate a team teaching approach. The Leadership team are committed to supporting the professional development of all staff through our Professional Learning Community meeting process, coaching and mentoring conversations about improving teaching and learning and providing feedback on their teaching through learning walks, observations and student observations. We have a positive staff culture and adhere to a whole staff purpose, Trademark and agreed behaviours.

We follow the Victorian Curriculum with the implementation of a whole school agreed Instructional Model across all subject areas. Our specialist program includes Physical Education, STEM, Visual and Performing Arts. Each learning community also participates in our school Kitchen Garden /Health and Global Studies (with an emphasis on the world and Indigenous studies) program two terms per year. Our programs reflect our priority focus on the engagement and wellbeing of students, and are designed to assist in developing skills for life-long learning.

Parents, students and staff work in partnership to support each child's learning journey and parental involvement in the many aspects of school life is highly valued. We have high expectations of our students - regular attendance, active participation and respect. The behaviour management plan is based on the rights of enabling teachers to teach and students to learn and taking personal responsibility for behaviour choices in the class and the yard. Our staff workforce profile includes 7 full time classroom teachers, 3 specialist subject teachers (at a time fraction), 1 full time Instructional Leader, 5 education support staff and 2 admin staff. We implement a restorative approach in supporting students to rethink poor choices with more appropriate reactions. We cater for a diverse range of abilities. We provide support for these students through whole class, small group and individual instruction. Our Engagement and Wellbeing officer (.5) oversees learning programs for students with additional learning needs including the development and monitoring of Student Support Plans and Individual Learning Plans in consultation with families, classroom teachers and external agencies.

KDPS is highly committed to improving student health in participation in physical activity. KDPS is committed to creating a Community of Learners. Our aim is to ensure that our students develop the understanding and attitudes and skills that result in personal growth, social and physical development, intellectual competence and a desire for life long learning. We want our students to be confident, resilient and collaborative learners.

Framework for Improving Student Outcomes (FISO)

The following FISO Improvement Initiatives and key improvement strategies were identified as a focus in 2019.

Instructional and Shared Leadership - Establishing shared inspirational leadership to engage and motivate all learners, in a climate of collaboration, self and collective responsibility.

Curriculum Planning and Assessment - Building teacher capacity to utilise data literacy including moderation and a range of assessment strategies to teach to a student's point of learning.

Building Practice Excellence - Consolidate the capacity of all staff to consistently deliver the whole school instructional model and high impact teaching strategies.

Empowering students and building school pride - To create the conditions that amplify student voice, agency and leadership to positively influence student learning

Parents and carers as partners - To increase school community trust and partnership in teaching and learning across the school

Setting expectations and promoting inclusion - To improve student goal setting and effective use of feedback to inspire critical thinking and problem solving and promote a culture of high expectations.

The leadership team and teaching staff evaluated the following data sets;

Naplan % in the top 2 bands for Reading

Naplan relative growth from year 3 to 5 for Reading

Reading Teacher judgements (Foundation to year 6) at June and November

The leadership team and teachers identified a need for improving in knowledge and deeper understanding of;

Independent reading

Conferring with student one on one (reading conferences)

Questioning

Literature circles/reciprocal reading

Effective use of classroom libraries

Student Voice in student learning - the need for developing a deeper understanding and the need for a whole school approach to amplify this work in our school.

The following targets were set;

For every student to achieve 12 months + growth over 12 months for Reading

60% to achieve at or above level Victorian curriculum teacher judgements Foundation to year 6 for Reading

30% year 5 of students to attain the top 2 bands in Naplan Reading

30% year 3 students to attain the top 2 bands in Naplan Reading

70% to achieve medium to high growth in Naplan Reading

AToSS to increase Student Voice and agency from 77% to 90% or above.

AToSS to increase Stimulated Learning from 86% to 90% or above

AToSS to increase Differentiated learning challenge from 89% to 90% or above.

Parent Opinion Survey to increase Teacher Communication from 78% to 90% or above

Parent Opinion Survey to increase Student Motivation and Support from 83% to 90% or above

Parent Opinion Survey to increase Effective Teaching from 89% to 90% or above.

All factors for Positive Climate for Learning in the ATOSS survey, Years 4, 5 and 6, to be at or above ninety percent positive endorsement.

All factors for Community Engagement in Learning in the Parent Opinion Survey to be at or above ninety percent positive endorsement.

All factors for Positive Climate for Learning in Parent Opinion Survey to be at or above ninety percent positive endorsement.

Achievement

The following school wide processes supported our improvement journey;
 Application of protocols to build teacher capacity in data literacy and applying protocols to evaluating student work and data sets.
 Assessment and moderation strategies have been integrated into PLC session using student assessment protocols, namely I notice, I wonder, so we will
 Applying the Student Shadowing process to monitor students as they complete tasks during lessons - during this time we ask - what are you learning and why? What can you do if you need help? How do you know if you have improved? Then evaluating the responses and making adjustments to teaching strategies to support all students.
 Learning Walks scheduled each term applying on Sharrats 3 questions - What are you learning? Why? How can you improve? Where can you go or look for help when you don't know what to do?
 Staff applying GROWTH coaching in peer observation process at least once per term.
 Coaching and mentoring on teacher instruction.
 Professional Learning Community (PLC) meeting with students at the centre for improvement.

The following were achieved;
 For every student to achieve 12 months + growth over 12 months for Reading - 73% - this target was not met
 60% to achieve at or above level Victorian curriculum teacher judgements Foundation to year 6 for Reading - 55% - target almost met
 30% year 5 of students to attain the top 2 bands in Naplan Reading - 27% year 5 students attained the top 2 bands - target almost met
 30% year 3 students to attain the top 2 bands in Naplan Reading - 67% year 3 students attained the top 2 bands - target met
 70% to achieve medium to high growth in Naplan Reading - 60% achieved medium to high growth - target almost met

AToSS to increase Student Voice and agency from 77% to 90% or above - 67% - this target was not met
 AToSS to increase Stimulated Learning from 86% to 90% or above - 82% - this target was not met
 AToSS to increase Differentiated learning challenge from 89% to 90% or above - 81% - this target was not met

Parent Opinion Survey to increase Teacher Communication from 78% to 90% or above - 92% - this target was met
 Parent Opinion Survey to increase Student Motivation and Support from 83% to 90% or above - 84% - target partially met
 Parent Opinion Survey to increase Effective Teaching from 89% to 90% or above - 92% - target met

All factors for Positive Climate for Learning in the ATOSS survey, Years 4, 5 and 6, to be at or above ninety percent positive endorsement - 80% or above - this target was not met
 All factors for Community Engagement in Learning in the Parent Opinion Survey to be at or above ninety percent positive endorsement - 90% or above - this target was met
 All factors for Positive Climate for Learning in Parent Opinion Survey to be at or above ninety percent positive endorsement. - almost all 90% or above - this target was partially met

Engagement

When we received the results to the 2019 Attitudes to School Survey data (completed by grade 4-6 students) we proceeded with the following plan;
 - leadership evaluation
 - learning community evaluation
 - whole staff presentation of data
 - data was presented to students in year 4,5,6 with the opportunity to explore reasons from a student perspective
 - action plan for more information

Following the evaluation of data, we noticed that the decline in positive responses was predominantly due to an increase in neutral responses (rather than negative) and vastly coming from our year 4 and 5 boys. Our action plan entailed focus group discussion with this group. Our findings indicated that there was no significant reason as to why they chose the neutral responses. However we did discover some problems that were occurring during outside play, which we addressed.

Given that we had a focus on Student Voice in 2019, students were made very aware of this focus and were an active part of ways we can improve and amplify Student Voice at KDPS. The staff and students in Grade 4,5,6, were somewhat surprised with the result in the 2019 data set. Again, the outcome was not influenced by negative responses. We found that students were responding in the neutral zone. Our wondering is now that students have a deeper understanding of student voice, they moved into the neutral zone and are not sure if we are not providing opportunity for student voice to the standard we should be. We found this data set particularly interesting. When we presented the result to the students, they too were surprised and interested in the outcome. We have agreed to continue working on this focus for 2020.

Student Engagement at school requires ongoing monitoring. We prioritise time to explore ideas and engage our students in the process - from lunch time activities, learning community strategies to whole school strategies. This year we are very proud of the KDPS Choose Kind campaign (in voice, actions and body language). The purpose of the KDPS Choose Kind strategy is to learn the simple ways we can make someone else's day better and create a 'kind' way of being at KDPS as the norm.

As a whole school we;

- begin each week with Monday morning Choose Kind assembly where we practice using kind words around different topics. We also set a whole school goal eg saying Good morning to as many students and teachers as we can or pass in the mornings
- monitoring poor choices and disruptive behaviour in each learning community so narrow goals can be set for each learning community each week
- Choose Kind acknowledgement box in each learning community - students can write a peers name and how they noticed them choosing kind (these are read out to students daily)
- Choose kind launch day on Friday 7th November linked to Dolly's dream organisation, which will become an annual celebration
- implementation of the stop light system when you are in a difficult or challenging situation when at school and home (red - stop, orange - think, green - go with the best plan) teachers have worked with students on how the best plan.

We will continue to monitor, evaluate and adjust to ensure every KDPS students is heard, safe and given every opportunity to engage. We will always prioritise this focus.

Wellbeing

We always prioritise the wellbeing of all students, parents, families and staff. We will continue to strive to create the best conditions to support each student and their family. Our Engagement and Wellbeing officer works with the leadership team to ensure whole school supports are in place for all students and we seek external services when required.

We evaluate the wellbeing of our students as a whole school, learning community, home room, small group and individual level and respond to needs by designing the best support plan accordingly. As a whole school we implement the KDPS GROW program, which is a combination of the following social/emotional resources - Positive Education, Respectful Relationships, Play is the Way. We use these resources to implement the teaching and learning of wellbeing strategies at the appropriate age and stage of learning. We are also a part of a cluster of schools engaged with the Big Life team. The Big Life team are an external team that come in fortnightly and work specifically with our grade 3/4 cohort. This program is driven by the social/emotional issues that arise in the learning community. Students are explicitly taught strategies for social and emotional wellbeing. We also provide relevant social/emotional supports for small groups of students and one on one support.

Our intention for 2020 is to engage an on site social worker.

Financial performance and position

We ensure the budget allocations support our programs, resources and professional development. This year we installed a new playground. Equity funding has been allocated to the school's intervention program which has made a significant impact on learners who are not achieving the standard level of achievement and require additional support in literacy and numeracy. Our Equity funds were also allocated to Koorie engagement support and social emotional learning support programs. Our parent payment request is reasonable and meets the cost of school essential items. Approximately 80% of families pay school fees in total. The outstanding amounts are supported by the school. Most optional payments are made also, however, this also becomes an additional cost to the school. There are considerable costs each year in servicing and maintaining our facilities with the heritage buildings, school grounds, folding doors and tree management. We completed 2018 in a surplus. We are fortunate to continue in our schools role as the PLC Link school for the Wimmera South West (this is a 4 year plan, we are beginning year 2 in 2020). This means KDPS is open and available to support other schools in the Wimmera South West on their PLC journey. Professional Learning Communities (PLCs) is an approach to school improvement where teachers work collaboratively at the school level to improve student outcomes. ?PLC Link initiative fund boost is provided, so that we can continue relevant professional development for our staff and release staff to support other schools on their PLC journey. The PLC link initiative is to provide other schools in the Wimmera South West with support in implementing the Professional Learning Community process (PLC) in their schools. Not all funds for PLC were allocated in 2019. Surplus funds will be carried over to programs, PLC Link and school needs for 2020.

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 160 students were enrolled at this school in 2019, 67 female and 93 male.

np percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	95.5	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.7	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	78.3	89.7	81.7	95.0	Below
Mathematics	83.1	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.3	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	70.8	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	45.5	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	31.8	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	72.4	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	65.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	51.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	35.8	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	40.0	40.0	20.0
Numeracy	25.0	50.0	25.0
Writing	21.1	68.4	10.5
Spelling	26.3	57.9	15.8
Grammar and Punctuation	10.5	68.4	21.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	23.7	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	16.5	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	87	88	87	88	90	87

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.9	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	84.0	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.8	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	88.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,625,365
Government Provided DET Grants	\$204,882
Government Grants Commonwealth	\$6,836
Government Grants State	\$0
Revenue Other	\$34,528
Locally Raised Funds	\$122,611
Capital Grants	\$0
Total Operating Revenue	\$1,994,223

Equity ¹	Actual
Equity (Social Disadvantage)	\$79,460
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$79,460

Expenditure	Actual
Student Resource Package ²	\$1,407,281
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$3,233
Consumables	\$68,491
Miscellaneous Expense ³	\$174,135
Professional Development	\$37,617
Property and Equipment Services	\$160,408
Salaries & Allowances ⁴	\$105,071
Trading & Fundraising	\$17,591
Travel & Subsistence	\$5,088
Utilities	\$14,819
Total Operating Expenditure	\$1,993,733
Net Operating Surplus/-Deficit	\$490
Asset Acquisitions	\$15,713

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$70,423
Official Account	\$15,229
Other Accounts	\$0
Total Funds Available	\$85,653

Financial Commitments	Actual
Operating Reserve	\$80,559
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,000
Capital - Buildings/Grounds < 12 months	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$66,273
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$161,032

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').