

2019 Annual Report to The School Community



School Name: East Bentleigh Primary School (4837)



- 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 16 March 2020 at 10:39 AM by Maria Shearn (Principal)

The 2019 Annual Report to the school community:

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

Attested on 14 April 2020 at 03:52 PM by Lisa Vance (School Council President)

About Our School

School context

School Vision:

East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong

learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

School Values:

Respect – for ourselves, for each other and for our environment

Empathy – the ability to understand and share the feelings of others

Optimism – Hopefulness and confidence about the future, or the success of something

Confidence – A feeling of trust and firm belief in yourself or others, in order to pursue goals and face situations with an open mind

Perseverance – The ability to stick at something despite difficulty or delay in achieving success

Teamwork – Getting things done as a group and at the same time maintaining good relations within the group

Purpose:

East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Over the years the buildings and grounds have been continuously well-maintained and developed by proactive staff and parents. The addition of the BER building in 2011 and currently the building of a new performing arts centre and classrooms are testimony to the steady growth in the school..

In 2019, the enrolment of 423 students at census day in February, included 24 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 4.

Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has a varied staffing profile in terms of experience with 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. In addition to the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.

The school is passionate about developing the whole child and as such offers a rich range of co-curricular programs including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into single year levels where possible. Class currently consist of thirteen Steiner classes and six Mainstream classes. Additionally, the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum. The methodology of our Mainstream classes is similar to other government primary schools. We have some single year level classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6, where they are immersed in practical, hands-on activities involved in gardening and cooking. Digital technologies are embedded through all of the mainstream year levels with a range of devices, such as iPads and interactive screens, to support the development of students' capabilities.

In the Steiner stream the Victorian curriculum is taught through a creative, artistic and hands on approach which is

focused on the development of the whole child. The Foundation child's school days are filled with creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical and play-based experiences. In the second semester students are supported in their transition to year 1 by the introduction of formally organized instruction. Through Prep and Year 1 letters and sounds are introduced imaginatively through stories and pictures. In the older grades much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each day sharpen the powers of concentrated listening. Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class three.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony, community and wellbeing reflected in the behaviour and demeanour of students.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

1. To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)
2. To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.
3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.

Empowering students and building school pride

1. Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.
2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.
3. Review and strengthen the attendance policy and processes to reduce student absence.

Achievement

Numeracy:

The following points are areas in Numeracy we have focused on in 2019:

- Consistent pre and post testing using Essential Assessment
- Introduction of consistent planning documents across the school - all maths planning on same template of shared planning docs. Some teachers are including and others are working towards reflections and reviews when planning sessions.
- Flexible groupings in mathematics makes the teaching and learning more targeted across grade levels
- Establishing personalised learning goals
- Use of Essential Assessment beyond assessment tool to support students goal setting and personalized areas for development - My Numeracy
- Equipment and resources in each classroom
- In school professional development promoting consistent practices and student feedback in relation to their learning
- Review of assessment strategies and evidence used to inform teacher judgements particularly in the junior year.

Literacy:

The EBPS Literacy strategies have been effectively embedded through teachers termly and weekly planners. They have been observed in classrooms and the language is used in literacy sessions.

Professional Development was delivered to all staff – the literacy team modelled a teaching cycle for information reports from F-6 and staff have been briefed about the Literacy toolkit.

A number of staff took part in the SAGE Writing Professional Development at Toorak Primary. They attended a variety of PD about the Writing cycle, Writer's Notebooks, talk for writing, Bump it up walls and NAPLAN criteria data.

Subsequently the writing cycle presented by Murumbeena Primary and Bump it up walls (essentially Up-levelling walls for students) have been targeted as two areas we would like to develop to target improvement in student writing.

The Literacy team has been organising a review of teaching writing at EBPS. As part of this staff have been observed in writing lessons and feedback provided about their practice. This was a positive and worthwhile experience that will enable us to build on our practice. Many teachers have included more informal literacy observations as part of their PPD days this year.

CAFÉ reading was trialled in two classes. This resource takes reading strategies further and assists with goal-setting. Considering writing is the focus of our AIP, it has been agreed that CAFÉ is a resource to consider in the future and an opportunity for PD to staff to utilise in class observations.

Staff have had shared planning time to focus on building a more consistent approach to literacy across year levels.

New staff were trained in SMART Spelling and the Michelle Hutchinson Foundation Smart spelling.

Writing moderation sessions have been more frequent enabling staff more time to assess teacher judgement accurately.

Future Directions:

Numeracy:

- Resource orientation for staff at the beginning of the school year
- Reminding staff of suggested list of classroom kits at the beginning of the school year.
- Ensure challenge through the use of differentiation, open ended tasks, effective grouping.
- Improve staff knowledge of differentiation and work on different ways this can be accomplished.
- Work on developing student feedback from teachers beyond ticks and 'well done, good job'.
- Continue more regular analysis of teacher data across the school and in year levels.
- SIT team to look at teacher judgement data from 2019 semester 2 with NAPLAN.
- During the NAPLAN maths tests ensure there is an additional teacher/aide to support student reading.

Literacy:

- Introduce a 5-6 week writing cycle of each writing genre.
- Implement goals from the Writing Review.
- Set up a Mentor Text resource area and purchase appropriate resources.
- Develop knowledge of the resource 6 traits of Writing
- Model best practice literacy strategies to staff through Literacy SIT team.
- Buy whole school required guided reading and home reading resources as required.
- Reassess Literacy shelf organization and provide orientation for staff at beginning of 2020.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. Student Support Group (SSG) meetings are held each term to update these Educational Plans and to inform parents/guardians of their child's progress.

Engagement

Students are able to articulate their learning goals through explicit teaching and modelling in their classes from teachers. This was very evident during our recent student led conferences with parent feedback indicating how focused their child/ren were on their learning how they successfully articulated their future achievement goals. Through targeted Professional Learning staff were given examples of ways to teach students to write their own learning goals. There has been an emphasis on learning intentions and success criteria for all curriculum areas and these are displayed in all classrooms with students able to articulate what they are learning and how they know when they had attained the concept.

Future Directions:

We will further develop our Student Led Conferences and Student Voice, Agency and Leadership in 2020. This will include explicit Professional Learning (P.L.) on AMPLIFY - student voice, agency and leadership. This is already evident in some pockets of the school, though P.L. will support all staff to utilise these three essential elements across

the school.

Student Led Conferences will continue to develop in 2020 with more consistency of SMART goals and explicit work samples collected and displayed either in a journal/digital.

Through Curriculum Syndicates staff will work collaboratively to moderate common assessment tasks, develop consistent teacher judgement outcomes through analysing student data and reflect and review the impact of their practice on learning outcomes. We will develop an Instructional Model that will incorporate the E5 model and adopt differentiated pedagogical practices that meet the learning needs of all students

Wellbeing

Completed all components of KidsMatter

- Completed learning and teaching component of Respectful Relationships gender audit
- Special PD responding to staff need on Dealing with Anxious Kids
- Now beginning many PD sessions with mindfulness activities
- Aimed to have all Year Six Student Leaders participating, on a rotational basis, in Peer Mediation. Partially successful, but difficult to achieve as no teacher available to drive it.
- Books purchased to match Respectful Relationships sessions
- School student wellbeing improvement targets driven by Student Attitudes to School Survey- Student Voice
- Response to Bullying Policy reviewed by all staff and amended accordingly
- Reviewed and amended classroom behaviour management processes- much more concise and easier to follow
- Homework policy ready for teacher feedback

Future Directions:

Address the results from the Student Attitudes to School Survey- 50% of students in 4, 5 and 6 reported being bullied.

For example:

- Explicitly teaching what bullying is and what bullying isn't- in addition to explicit class teaching engage year six leaders to make videos, address classroom groups, teacher group
- No Blame Conferences to address possible issues- model/video
- Parent nights to address managing bullying/resilience. Also speak and discuss with parents during information nights

2.To ensure all staff follow our reporting and investigating processes by:

- Regular reminders at briefing
- Master recording format to record that a bullying report has been lodged
- Short cut to editable bullying report/investigation forms on Google drive

3.Transition from KidsMatter to Be You-

- Update folders and google drive
- Update 'Be You' compliance website

4.Staff PD on Wellbeing frameworks that inform our wellbeing teaching and learning at East Bentleigh and resource purchasing

- Be You (old KidsMatter)
- Respectful Relationships
- Positive Education

5. Audit resources and align with frameworks prior to buying new resources

Financial performance and position

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas, which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2019, through judicious

management the school was able to provide the necessary funds to continue our valuable but expensive Kitchen Garden program for students in 3-6. The Bentleigh Farmers' Market on the back of a very hard work of many parents and staff has added to the school's finances allowing this valuable program to be staffed and resourced. Our financial processes continue to be efficient and well managed by our Business Manager, Jane Keen and assisted by our Office Manager, Ann Tsiaves.

The major focus for expenditure in the future will continue to be in maintaining the efficient operation of the Kitchen/Garden program for students in Year 3-6, as well as upgrading and maintaining our ageing facilities and providing the diverse range of engaging programs throughout the school.

For more detailed information regarding our school please visit our website at
<http://www.eastbentleighps.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 423 students were enrolled at this school in 2019, 207 female and 216 male.

16 percent of students had English as an additional language and np 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: High

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)	91.0	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)	73.5	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	82.1	89.7	81.7	95.0	Below
Mathematics	83.8	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	Below
Year 3	Numeracy (latest year)	83.7	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	71.7	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	61.7	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)	72.9	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	77.8	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	67.7	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	61.6	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	19.0	50.0	31.0
Numeracy	40.9	45.5	13.6
Writing	26.2	50.0	23.8
Spelling	26.2	33.3	40.5
Grammar and Punctuation	33.3	40.5	26.2

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)	18.0	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	17.4	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)	91	90	91	91	90	92	93

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)	77.8	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	83.8	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)	77.5	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	82.0	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	\$3,549,285
Government Provided DET Grants	\$324,061
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$31,732
Locally Raised Funds	\$799,640
Capital Grants	\$0
Total Operating Revenue	\$4,704,719

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,654
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,654

Expenditure	Actual
Student Resource Package ²	\$3,485,708
Adjustments	\$0
Books & Publications	\$942
Communication Costs	\$3,099
Consumables	\$100,513
Miscellaneous Expense ³	\$291,497
Professional Development	\$8,243
Property and Equipment Services	\$85,354
Salaries & Allowances ⁴	\$440,854
Trading & Fundraising	\$45,914
Travel & Subsistence	\$0
Utilities	\$29,956
Total Operating Expenditure	\$4,492,081
Net Operating Surplus/-Deficit	\$212,638
Asset Acquisitions	\$31,982

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$400,921
Official Account	\$1,858
Other Accounts	\$0
Total Funds Available	\$402,779

Financial Commitments	Actual
Operating Reserve	\$163,010
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$45,966
School Based Programs	\$17,803
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,000
Capital - Buildings/Grounds < 12 months	\$140,000
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$402,779

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').