

2019 Annual Report to The School Community



School Name: Mulgrave Primary School (2172)



- 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 23 March 2020 at 10:07 AM by Charles Spicer (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

Mulgrave Primary School (MPS) is located in Melbourne's South East having been established in 1879 and since then, MPS has been the heart of the Mulgrave community. The school enjoys spacious grounds that enable our students to revel in open spaces and balance academic pursuits with physical play. Enrolments at the school continue to rise, passing 400 in 2019 and climbing each year, as we near our capacity. MPS is a vibrant and effective school that is proudly reflected in its enthusiastic, skilled and passionate staff. The school is committed to providing the best teaching and learning opportunities possible for each of our students, recognising their individual learning styles, social, emotional, academic and other specific needs. As a result of our peer review in 2017, our school values are now our motto – "Motivated, Persistent, Successful" and highlight our vision to fully develop the skills and abilities of each student. In 2019, our student population was 408 (190 female and 218 males), reflecting our growing reputation for high quality student outcomes, both academically and socially, with 57% of our student population having a language background other than English.

Our staffing profile consisted of 33 teaching staff members (Full Time equivalent 30.4), including a Principal, Assistant Principal and Leading Teacher. In addition, the school is supported by 9 non-teaching staff (Full Time Equivalent 6.0), including a full time Business Manager and part time Education Support staff.

The school maintains a strong partnership that exists between parents, students and staff, which is reflected across all areas, to deliver excellent outcomes for the broader Mulgrave community. Mulgrave Primary School seeks to meet every child's point of need and is committed to providing quality education that prepares all students to succeed and reach their full potential in our ever-changing world. The school community supports our school values which are based on high levels of motivation and persistence, that ultimately delivers successful outcomes.

Teachers are very skilled in delivering quality classroom programs that are effective and reflect current best practice. Our focus is on each student's individual point of need and explicit teaching, ensuring that literacy and numeracy are given a high priority. In recent times we have worked to review and improve our instructional model, leading to strong gains in literacy and numeracy. A major focus on consolidating the fundamentals of literacy and numeracy is evident across all year levels, so that students at all points of the learning spectrum are supported.

A priority at MPS is to ensure that all staff members receive regular professional learning opportunities, to ensure that they themselves continue to learn and grow both personally and professionally. In recent times, our focus has been on developing consistent whole school practices in Literacy and Numeracy, with the aim of delivering programs for every child at their individual point of need.

Specialists programs at the school include Performing and Visual Arts, Physical Education, STEM (Science, Technology, Engineering and Mathematics) and Spanish. Private music lessons are offered to all students. Every child participates in our whole school musical productions and can choose to be involved in additional theatrical performances. A wide range of lunchtime club activities are offered to students throughout the year, including choir, theatre, science and environment to name a few.

Ongoing, diagnostic assessment is implemented at all year levels to ensure that teachers can analyse progress, with an eye on aiming for 18 months learning growth over a 12 month period, ensuring that every child is supported to achieve their best. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics continue to be the highest priorities for teacher professional learning and resourcing.

Our school is very well resourced in computer technology with every classroom equipped with an interactive or digital television. We strongly believe that it is the school's responsibility to provide up to date learning tools for our students who regularly use a wide range of devices in their learning e.g. netbooks, desktops, laptops and iPads, although our learning programs are not dependent on technology and we are mindful of screen time. Major events include our whole school musical production, swimming and camping programs. The school also delivers a strong wellbeing program and

provides additional counselling resources to engage our students and support them wherever needed.

In mid-2019, as part of the school's master planning, construction of a new stadium commenced, complete with performing arts space and change rooms, to boost our current capacity and meet increasing demand for places. The stadium is expected to be completed ahead of the second semester of 2020.

Our Junior School Council representatives are actively involved in the school community, providing feedback to the School Council on a range of issues, including the master planning of the school, the design of new playgrounds and developing engaging curricular programs. This student agency is supported in each classroom with student voice boxes where students have a platform to raise concerns, make suggestions and contribute to the ongoing development of the school.

Students in Years 3-6 participate in our camping programs. Our Year 2 students have the opportunity of a 'sleepover' each year, to help prepare them for school camps. Every second year, the school also holds an Art Show to celebrate the work of our students.

Our school boasts an inclusive sensory playground for sand, water and music play, along with a community garden area where students are encouraged to participate in growing and planting vegetables, and to experience the excitement of trying new foods and cooking up the produce. We have a recycling program in place across the school that, in conjunction with the local council, ensures we are minimising our waste. In addition to these spaces, the school offers two large adventure playgrounds.

Sport is given a high profile at Mulgrave Primary School. All students participate in school-based sport and physical education, as well as tennis, soccer and other clinics. Our Year 3-6 students participate in interschool sports and have achieved considerable success over the years.

At Mulgrave Primary School, the needs of each individual are regularly assessed and tailored programs are implemented to meet those individual needs. We pride ourselves on establishing a foundation for each student so that they are not only academically prepared for a bright future, but they are also equipped to be effective, resilient and collaborative members of the broader community.

Framework for Improving Student Outcomes (FISO)

Collaboration is a significant component of the state government's 'Education State' direction and within this, the 'Framework for Improving Student Outcomes'. Building communities of practice is a significant step in improving student outcomes across the state and Mulgrave PS has worked with a variety of high performing schools to improve our practice. Our 2019 goals were:

- 1a. Empower students through active student voice, leadership and agency.
- 1b. Build school pride and connectedness by developing active partnerships that promote and celebrate school culture and achievement.
- 2a. Build staff capacity to utilise student data to inform best practice (High Impact) teaching and learning strategies that meet each student's point of need.
- 2b. Develop and document a guaranteed and viable whole school numeracy and spelling curriculum.

The year began by completing our curriculum review and developing staff capacity. As the year progressed, MPS formed a 'FISO Network' to achieve this aim in partnership with Antonio Park, Blackburn Lake, Mont Albert and Orchard Grove Primary Schools, working together to build teacher capacity and practice excellence in the delivery of Mathematics in order to improve differentiation and student engagement. This work will extend into 2020.

This collective effort will build leadership teams and see our network of schools share resources, improve accountability practices, moderate across schools and develop greater consistency in our curriculum planning and assessment to ensure that every student's point of need is catered to.

In 2019, Mulgrave Primary School's professional learning built on the visionary work of 2018 and included shared curriculum days that focused on understanding student point of need data to better target opportunities to improve

learning outcomes through targeted differentiation. MPS worked with various consultants to improve how we assess student work and use this information to inform our practice. By working beyond our individual schools, exploring cutting edge research and embedding high quality teaching and learning, our FISO network sought to improve our practice from “good to great”. Building on curricular improvements, our focus also moved to improving student voice and agency, ensuring our students took greater ownership of their learning and that teachers developed a more engaging approach to teaching and learning.

In addition to our FISO work, Mulgrave followed up on our successful School Improvement Partnership (SIP) project to improve the data literacy of staff groups and to review and document a new and improved whole school curriculum map, including consistent whole school planning documents to ensure that a teacher could walk into a classroom at a moment's notice and deliver a high quality curriculum that followed best practice.

Achievement

Student achievement results for 2019 reflect a commitment to high quality teaching and learning programs that meet each student's individual point of need. All staff members have engaged in quality professional learning aligned to educational best practice, focusing on our 4 yearly review and revising our assessment practices to better measure academic growth. Diagnostic assessment data is collected regularly and analysed by teachers and the school's leadership team to ensure that we are meeting and responding to the needs of each student.

Teacher judgements of student outcomes remains exceptionally high. Our 2019 achievement data showed that the percentage of students in Years Prep to 6 who are at or above the expected level in English was well above the state average 95% whilst the results in Mathematics were at the average.

We also strongly encourage our students to participate in the NAPLAN and maintain exceptionally high participation rates each year. All areas of year 3 and 5 NAPLAN shows our school performing above the state average. On average, our Year 3 students performed at close to Year 5 achievement standards and the goal is to ensure this success follows each student throughout their schooling. With this in mind, schools reflect on NAPLAN growth data from Year 3-5 and in 2019, all NAPLAN assessment areas showed that MPS learning gain was a little lower than that of the statewide distribution model. Of course, coming off a high base can contribute to this outcome, however MPS is committed to improving this measure each year, with a view to ensuring all children show learning growth of 12 months or more in any year. In 2020, the school will continue to refine it's practice of teaching to the individual student point of need, with a focus on increasing the percentage of students who achieve 18 months of academic growth within a school year.

Engagement

We have a wonderfully active community at Mulgrave Primary School and our high attendance rates are a reflection of this. MPS aims to provide experiences for all students in order that they develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values in line with the school's Student Engagement and Inclusion Policy. In 2019 student attendance was positive with the school achieving a 94% attendance rate. Common reasons for non-attendance included illness and extended family holidays. As a result of our engaging programs, our students enjoy attending school and this has a positive effect on overall outcomes. The school will continue promoting improved levels of attendance through school communication and other tools and strategies that have been put in place.

The Attitudes to School Survey data for Years 4-6 students continues to be a strong area of focus. In 2019, the Attitudes to School Survey reflected the schools significant commitment in this area, with the percentage of students endorsing the school's management of bullying to be in the top quartile of all schools and well above similar schools. MPS was able to reduce the number of students experiencing bullying by a significant percentage over recent years through clear school values and setting high standards for student behaviour. As a school community we take bullying very seriously and were proud to participate in the National Day of Action Against Violence and Bullying. Our whole school focus will continue in 2020, as we develop a new school wide behaviour management plan and further increase our strategies to increase student voice and agency.

Finally, whole school programs and activities along with a harmonious school community, assist our students to feel a sense of belonging and engagement when at school. Transition programs, lunchtime activities, reviews of units of work studied and school values, all assist with achieving our goal of delivering social, emotional and academic growth.

Wellbeing

Mulgrave Primary School provides experiences for all students that enhance motivation and readiness to continue the next step in their learning. The school has links with local preschools and secondary settings and our school's Buddy and 'Step Into Prep' programs ensure that children feel socially and emotionally secure coming to school. Likewise, our secondary transition programs effectively develop confidence and security for students moving into the next phase in their education.

Significantly, our incidents of bullying are low and getting lower. This is an area where the school continues to improve (as above). As a result of steps taken, the school was able to identify areas where we could increase student voice and a renewed whole school commitment to ensure a positive climate for learning for our students. A significant student agency program was developed in 2019 to ensure that bullying remains an isolated practice at MPS and to ensure that students better engage with their learning. This program will be further embedded in 2020.

The school also incorporates many wellbeing initiatives into our curriculum including eSmart, cybersafety, lunchtime clubs, camps, excursions and explicit consequences and disciplinary processes including Restorative Practice.

The continued employment of a Student Wellbeing Officer has enabled us to provide social and emotional care for our students and families, particularly those who at times, require specific assistance.

Financial performance and position

2019 was a massive year for Mulgrave Primary School and begins a period of sustained growth and development. The school was able to deliver a budget surplus whilst delivering some significant new projects. Construction began on our \$3.8m competition sized stadium, complete with performing arts stage, change rooms and kitchenette. The stadium is due for completion in mid 2020 and is already taking shape. The school also secured a grant of \$200,000 to build an inclusive sensory play space. The space was complete in Term 4 of 2019 and was an instant hit with the students. The school also began the replacement of its large playground, with demolition completed in Term 4 and the site set out for the construction of the new space in Term 1 2020.

A master plan has also been developed to provide a road map for future developments at the school as we respond to our growing numbers.

Significant investments continue to be made into new technologies in 2019, representing a large percentage of our operating budget. In addition, the professional learning budget was a significant investment, ensuring our teaching staff are constantly developing their skills. This enabled the school to develop the capacity of all staff and invest in many leaders, established or aspiring.

The operating surplus was supported through a wonderful effort from the PFA who raised \$25,000 and this also enabled the school to invest in additional infrastructure including the construction of a senior school covered learning precinct that was completed in Term 2, which made up a significant percentage of the \$57,000 commitment under Capital - Buildings/Grounds.

Mulgrave Primary School will continue to use the resources provided to ensure we maximise the learning growth of our students, with all decisions made by School Council taken with students at the centre of our work.




For more detailed information regarding our school please visit our website at
www.mulgraveps.vic.edu.au




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.














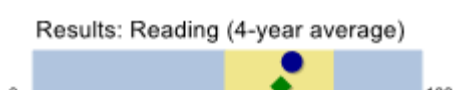




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 404 students were enrolled at this school in 2019, 186 female and 218 male.</p> <p>25 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>34%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>52%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	34%	30%	Numeracy	37%	42%	21%	Writing	27%	50%	23%	Spelling	27%	52%	20%	Grammar and Punctuation	23%	55%	23%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain</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%
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	95 %	93 %	93 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	95 %	93 %	93 %	94 %										

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

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,061,409	High Yield Investment Account	\$195,984
Government Provided DET Grants	\$375,104	Official Account	\$43,835
Government Grants Commonwealth	\$8,400	Total Funds Available	\$239,818
Revenue Other	\$7,465		
Locally Raised Funds	\$283,725		
Total Operating Revenue	\$3,736,102		
Equity¹			
Equity (Social Disadvantage)	\$25,974		
Equity Total	\$25,974		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,028,907	Operating Reserve	\$82,181
Books & Publications	\$4,531	Other Recurrent Expenditure	\$7,164
Communication Costs	\$3,440	Funds Received in Advance	\$44,084
Consumables	\$74,375	Capital - Buildings/Grounds < 12 months	\$57,000
Miscellaneous Expense ³	\$196,801	Maintenance - Buildings/Grounds < 12 months	\$50,000
Professional Development	\$16,934	Total Financial Commitments	\$240,429
Property and Equipment Services	\$148,090		
Salaries & Allowances ⁴	\$62,997		
Trading & Fundraising	\$29,725		
Travel & Subsistence	\$607		
Utilities	\$18,056		
Total Operating Expenditure	\$3,584,462		
Net Operating Surplus/-Deficit	\$151,640		
Asset Acquisitions	\$95,714		

- (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)

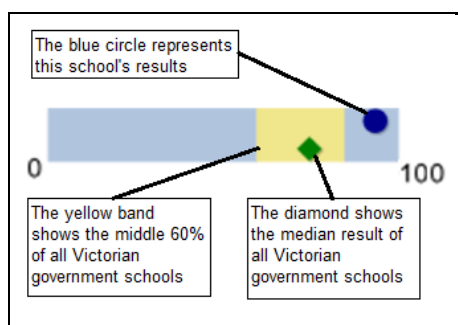
Engagement

- 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).

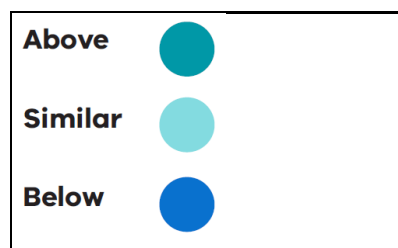


What does *School Comparison* refer to?

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').