

2018 Annual Report to The School Community



School Name: Romsey Primary School (0366)



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 22 March 2019 at 05:33 PM by Loren Peavey
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 09:24 PM by Elizabeth McDonell
(School Council President)

About Our School

School context

Romsey Primary School is an inclusive government primary school for years Prep – 6. The school was established in 1865 just North of the township and was relocated in 1994 to its current 11.5ha site in White Avenue. In 2018 there were 286 students enrolled, drawn mainly from the town and immediate area, the enrolment has remained steady for the last 2 years. The students at Romsey Primary School draw from families with a socio-economic profile slightly higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2018 was 0.4026, indicating a marginally lower likelihood of education disadvantage when compared to the state median SFOE of 0.4400.

In 2018 the staffing profile consisted of 15.6 Equivalent Full Time teaching staff which were made up of 2 principal class members, 12 class teachers and 3 specialist program teachers (Physical Education .4, Visual Arts .6 and Performing Arts .6). There was the equivalent of 4.7 Educational Support (ES) staff who worked across the school in administration, the Program for Students with Disability (PSD) and first aid. The school leadership team consisted of the principal, assistant principal, acting learning specialist and unit/curriculum leaders.

The whole school vision in 2018 was –Romsey Primary Strives to be a creative, inclusive and stimulating learning community where we all “dare to be excellent”, around high expectations for all. The values are Respect, Integrity and Responsibility, which are positioned in our values triangle overarching the You Can Do it Keys of Resilience, Confidence, Getting Along, Persistence and Organisation as the skills which form a strong base for our excellent learners. The vision statement for 2019 has undergone a slight change for the 2019 school year.

The teaching of literacy and numeracy is underpinned by a whole school consistent approach. The teachers differentiate the curriculum to suit the individual learning needs of our students. Planning and assessment practices are a high priority and are used to drive curriculum planning and delivery, and are used to track student progress. Instructional models for the teaching of literacy and numeracy were developed over the school year and will be implemented school wide in 2019. The assessment schedule was also revamped by the end of the year.

The You Can Do It program underpins the wellbeing program for the school. A School Wide Positive Behaviour Approach is currently being implemented. The approach was launched at the end of Term 1 2018. Over the year the school's Positive Behaviour Matrix was developed in collaboration with the students. Positive rewards were introduced and targets for rewards were set for each term. Once achieved whole school celebration days were held in Terms 2,3 & 4. In 2019 the school will continue to work to implement a whole school positive behaviour approach (implementation generally takes 3-4 years).

In 2018 the school operated 12 classes on the 11.5 hectare site. The information, communication and technology (ICT) infrastructure included quiet areas, investigative spaces and community hubs. Netbook banks are provided in all areas of the school and interactive whiteboards or tv monitors are in all classrooms to support the learning environment.

The school facilities include a gymnasium, library, performing arts centre, art room and canteen. Within the grounds, there are areas for soccer, football and cricket, an athletics track, basketball, netball and tennis courts. Environmental projects within the school grounds include the kitchen garden area, orchard and chook shed. The children are encouraged to engage in imaginative play and calculated risks with the school's PlayPod and large sandpit, students are able to build cubbies with branches and are permitted to climb trees as part of their play. Parent involvement at the school includes opportunities within the School Council, the Parent Committee, Kitchen Garden group, classroom support programs, sporting events, camps and excursions. Parents are partners with staff in developing positive educational outcomes. Parents participate in their children's education through fundraising, special days, celebrations and classroom support. Parent communication has been a focus in 2018, the school newsletter, website, Sentral and the UpDated app are the main communication channels. Texts messages for unexplained absences were introduced in 2018 and have decreased significantly the unexplained absence numbers.

In March of 2018 the State Government announced a \$3.2M grant called the Romsey Regeneration Project which was to investigate expanding Romsey Primary School from a P-6 to a P-9 and to upgrade and modernise facilities. A community consultation process was undertaken in September 2018 in relation to a P-9 school and the community is awaiting the Minister's response to the report which was presented in mid January 2019. Initial

planning for the upgrading of facilities was undertaken through consultation sessions with students, staff and families. Planning was put on hold until the possibility of a P-9 school has been resolved. One area of urgent upgrades was undertaken at the end of 2018 and that was the removal of the 22 unsafe cypress and pine trees on the southern boundary of the school. This was a large project which the school had been trying to undertake over the last 10 years, but the cost had been prohibitive prior to the \$3.2M grant. The school meets all requirements of the VRQA.

Framework for Improving Student Outcomes (FISO)

In 2018 Romsey Primary School focussed on three FISO priority areas which were identified through the 2016 School review:

1. Excellence in teaching and learning – with a focus on curriculum planning and assessment.

Goal: To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.

Achievements made in this FISO priority area during 2018 included:

- Build the School Improvement Team's capacity to lead the PLC process at Romsey Primary.
- Development of teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve learning outcomes through collaborative planning and assessment practices.
- Development of staff understanding of the use and purpose of assessment to inform and evaluate teaching practices for student learning in reading and spelling as part of the action learning cycle and PLC project.
- Development of a whole school assessment schedule
- Consistent planning templates trialled across all areas of the school and have been refined for use in 2019
- SMART spelling professional learning and approach implemented across the school
- Fountas and Pinell reading assessment implementation up to Year 4

2. Building Leadership teams-

Goal: To build the capacity of School Leaders to lead the learning in the school.

Achievements made in this FISO priority area during 2018 included:

- Commencing the development of a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP.
- Commencement of building leadership capacity of all teachers across the school as leaders of learning
- Completion of the Roles and Responsibilities document for the school which has a scoring system to distribute roles across the school related to teaching experience level.

3. Positive climate for learning- setting expectations and promoting inclusion. Calm, orderly and safe learning environment.

Goal: To implement a consistent Romsey based school-wide positive behaviour approach (RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

Achievements made in this FISO priority area during 2018 included:

- All staff trained in the Berry Street Model first 2 modules.
- Continued creation and implementation of School Positive Behaviours' documents; positive behaviour matrix for children and staff.
- Professional Learning around Romsey Positive Behaviours. (RPB) for all staff.
- Whole School positive reward day celebrations, Terms 2, 3 and 4

Achievement

Romsey Primary School is focussed on increasing achievements in student learning in all areas of the curriculum. The teacher judgement data for Years P-6 in the areas of Numeracy and Mathematics indicates that the school is tracking in alignment with similar schools.

Year 3 NAPLAN data in Literacy and Numeracy indicates that the school is similar to like schools for 2018 and in

the four year trend data. Year 3 Naplan Numeracy achievement indicated a significant improvement on the 2017 data.

Year 5 data is below on a school comparison basis in literacy for 2018 and over the 4 year trend data. The school results however are significantly higher than those in 2017. The numeracy Year 5 achievement indicated a significant improvement from 2017 bringing the school inline with like schools. The Year 5 four year trend is lower than similar schools.

The NAPLAN learning gain from Year 3 to Year 5 showed a substantial increase in both Spelling and Numeracy high growth bands. There was a minor dip for Reading and Writing on the 2017 data. All areas show an increase from the 2016 data, which was the start of the School's Strategic Plan.

- Numeracy high growth improved from 5.6% in 2017 to 16% in 2018, a 10.4% increase
- Spelling high growth improved from 18% in 2017 to 23% in 2018, a 5% increase

Both results should be celebrated by the community.

The school continued to focus on documenting and implementing a consistent whole school approach to teaching literacy and numeracy. Instructional models were developed for Reading and Numeracy which will be fully implemented over 2019. Regular individual conferences identifying students' individual reading and writing goals were conducted as part of the Literacy Program which will continue to be guided by the CAFÉ reading menu and the Six Traits in Writing. Fountas and Pinell (F&P) assessment for reading was extended from Prep – 2 in 2017 to Yrs 3&4 in 2018 further improving formative assessment for staff. In 2019 F&P will be extended to Yrs 5 and 6. Teacher capacity to implement the SMART spelling approach was a focus in 2018 and will continue to be built upon in 2019 following the excellent spelling growth results.

The Program for Students with Disability (PSD) showed all students progressed at satisfactory levels or above in achieving their learning goals. Each PSD student had one SSG meeting per term.

Engagement

The school aims to provide a supportive environment that challenges students to accomplish their goals and celebrate achievements. Weekly You Can Do It Awards continue to be presented at assemblies and advertised in the school newsletter.

Average attendance for all students is commensurate with similar schools and is consistent across the year levels. In 2018 average day of absences across the school increased only slightly from 2017 data. It is evident that the year levels with the highest attendance rate also have the highest achievement data. Indicating that the presence of children at school directly impacts their learning levels. The main reasons for absence is illness and a number of families taking extended holidays. The number of unexplained absences has decreased due to follow up texts and messages to families when students are absent. Measures to follow up on absences will continue in 2019 with texts and follow up calls to all parents with unexplained absences each day. Phone calls and meetings for families with prolonged absences will also be conducted each term.

Student attitudes to school data indicated the school was below like schools in school connectedness and management of bullying. The school is confident that the continued work in the area of School Wide Positive Behaviours will attend to this focus and decrease the gap between the state and school results.

Developing the home school partnership is important and teachers placed a high emphasis on having parents involved in a range of activities in 2018. The Updated App continued to be used to send reminders to parents about events and messages. The Sentral student management system was further developed and the Parent Portal was opened to enable families to access the reporting continuum and to allow school emergency communication.

2 Coffee, Cake and Conversation forums with the principal team and staff were conducted each term in 2018. An evening session was held in Semester 2 and will be continued in 2019 with 2 evening sessions, 1 per semester. School developed surveys were sent out twice (start Term 2 and 4) to parents and carers during the school year providing timely feedback on initiatives and activities. Feedback and levels of satisfaction exceeded 2017 results. Feedback on Prep Transition and the Swimming Program were also surveyed but limited responses were received, this may indicate survey fatigue. The parent satisfaction perception data decreased slightly in 2018. Connectedness to school for parents and caregivers decreased regardless of the number of ways that have been offered for connection. In 2019 further methods will be employed to try to increase family engagement with school. School

surveys will be continued as these results are able to be analysed and acted upon in a timely manner.

Wellbeing

Central to wellbeing at Romsey Primary School is the social emotional program "You Can Do It". The Bendigo Bank continues to sponsor the program. Our weekly celebration awards support the explicit teaching of "getting along, confidence, resilience, organisation and persistence" the keys in this program.

The school offers a range of leadership opportunities for senior students including School Captains, Literacy and Numeracy Leaders, Student Councillors, school sporting team captains, PlayPod Squad and buddy classes. In 2019 Wellbeing leaders will be added to the leadership suite to align with the Strategic Plan priorities.

Buddy classes support the building of close relationships between students and increase their feeling of safety. Individual behaviour management plans are in place when required and regular meetings were held with parents to support these plans. Student Support Groups SSG meetings were held for children on the Program for Students with a Disability (PSD). Comprehensive transition programs support students starting prep, moving onto secondary education and moving between year levels. Transition data is one of our highest areas of satisfaction for students and parents.

Staff continued professional learning in the area of Respectful Relationships and The Berry Street Education Model. In 2019 we will complete Professional Learning in the Berry Street Model. Respectful Relationship lessons will be conducted by teams each week at the same time in 2019 supporting all teachers in the implementation of this program.

Financial performance and position

Romsey Primary School commits to carrying a surplus equivalent of at least one top of the range staff member for CRT coverage in the following financial year, approximately \$100,000 per year. This msey Primary School commits to carrying a surplus equivalent of at least one top of the range staff member for CRT coverage in the following financial year, approximately \$100,000 per year. This allows for any unforeseen staffing requirements leaving the school in a healthy financial position each year. In 2018 it was decided to preserve at least \$70,000 to cover the cost of an Indonesian Program in 2019 for Prep to Year 2 and to provide a supportive and large budget to release Literacy and Numeracy leaders (at least 1 day per week each to coach and mentor staff in both major priority areas of the Annual Implementation Plan 2019) and Unit leaders to lead their teams development.

The planned surplus was also designed to cover substantial (known) upcoming LSL commitments in 2019 and 2020.

For more detailed information regarding our school please visit our website at




<https://www.romseyps.vic.edu.au>

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 286 students were enrolled at this school in 2018, 140 female and 146 male.

ND were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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














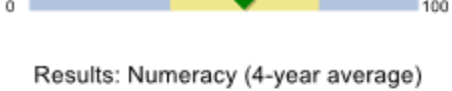




Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>55%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>43%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>43%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	53%	16%	Numeracy	30%	55%	16%	Writing	31%	55%	14%	Spelling	34%	43%	23%	Grammar and Punctuation	41%	43%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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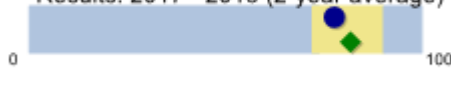


Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	91 %	94 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	91 %	94 %	91 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,108,209	High Yield Investment Account	\$192,803
Government Provided DET Grants	\$468,521	Official Account	\$16,526
Government Grants Commonwealth	\$2,803	Other Accounts	\$32,136
Revenue Other	\$14,421	Total Funds Available	\$241,464
Locally Raised Funds	\$269,873		
Total Operating Revenue	\$2,863,828		
Equity¹			
Equity (Social Disadvantage)	\$44,707		
Equity Total	\$44,707		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,027,376	Operating Reserve	\$101,303
Communication Costs	\$9,803	Funds Received in Advance	\$45,600
Consumables	\$71,598	School Based Programs	\$30,100
Miscellaneous Expense ³	\$253,927	Beneficiary/Memorial Accounts	\$10,000
Professional Development	\$4,242	Maintenance - Buildings/Grounds < 12 months	\$26,000
Property and Equipment Services	\$175,912	Capital - Buildings/Grounds > 12 months	\$28,461
Salaries & Allowances ⁴	\$68,449	Total Financial Commitments	\$241,464
Trading & Fundraising	\$49,148		
Utilities	\$32,565		
Total Operating Expenditure	\$2,693,019		
Net Operating Surplus/-Deficit	\$170,809		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

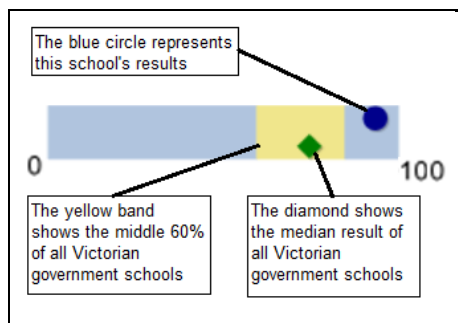
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

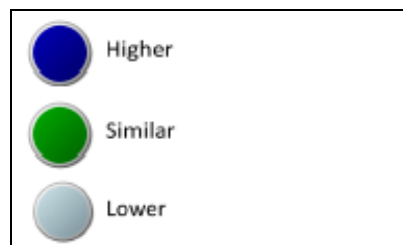


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').