

2018 Annual Report to The School Community



School Name: Hamlyn Banks Primary School (4804)



- 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 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 23 April 2019 at 05:33 PM by Nigel Holloway
(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 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 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 01 May 2019 at 11:15 AM by Diyana Giovanniello
(School Council President)

About Our School

School context

Hamlyn Banks Primary School is situated in North-Western Geelong, in the suburb of Hamlyn Heights. Our motto "Reaching New Heights Together" drives our work in all aspects of our learning community. Our school values, BE SAFE, BE RESPECTFUL and BE A LEARNER are at the centre of our work and support our children to make informed decisions about both their behaviour and learning. The school uses the Restorative Practices Framework to support students to be their personal best at all times.

In 2018, the school had 18 classes operating including; 3 Prep classes, 5 Year 1/2 classes, 5 Year 3/4 classes and 5 Year 5/6 classes. From Prep to Year 2 the average class size was 21.75 children and from Year 3 to Year 6 average class size was 21.8 children. The staffing profile included a balance of experience among staff, with many experienced teachers through to teachers in the early stages of their careers, 2 full time Principal Class Officers, 1 full time Leading Teacher, 11.76 Classroom Teacher Range 2 and 10.36 Classroom Teacher Range 1 staff. In addition there was 4.49 FTE Integration Aides and 2.0 FTE administration staff. This balance contributed to the culture at our school with teachers working closely together in Professional Learning Teams to maintain the school's strong academic intent. In 2018 there was 64 children in the LBOTE category and 16 ATSI children. 17.2 children qualified for the Program for Students with Disabilities program. The school's Student Family Occupation (SFO) was .5248 and the Student Family Occupation and Education (SFOE) was .4703. Enrolment continued to grow from 317 children in 2010 to 392 children in 2019, with a relatively even spread of boys and girls enrolled at each year level.

The school continued with a balanced focus on student well-being and academic achievement, supported by strong connections with the school community. Our curriculum program addressed all of the content in the Victorian Curriculum, and was planned by our teams of educators during Professional Learning Team meetings. All children engaged in units of inquiry, developing problem solving and critical thinking skills. In addition to the classroom teaching and learning programs we offered four specialist subjects including Visual Arts, Performing Arts, Physical Education and LOTE (Chinese). Our school continued to offer a Bring Your Own Device (BYOD) program in the senior school and provided a range of ICT tools to children in the early years of schooling. The use of digital resources is embedded across the curriculum and we have made a commitment to our children being digitally literate, safe and responsible users of digital technologies.

The school continued to develop its focus on student leadership and ownership across the school. This was evident through our Student Leadership Team, Junior School Council, Buddies program, debating program and student lead activities. The school offered a Language Support Program, Social Skills Groups and a Student Well-being Officer who provided support and guidance as required.

2018 saw a continued commitment to our teacher improvement program, through instructional coaching delivered by our full time teaching and learning coach and ongoing staff professional development.

Framework for Improving Student Outcomes (FISO)

During 2018 our school's continued whole school focus was on developing outstanding readers, and establishing a school culture and environment that promotes behaviours that enable learning.

BUILDING PRACTICE EXCELLENCE IN TEACHING AND LEARNING.

During 2018, the entire teaching staff worked collaboratively to develop an updated and rigorous Assessment Schedule that would generate the learning information required to inform highly targeted planning and instruction. This involved identifying how data would be stored and used by teams of teachers and ensuring that the assessment tools and tasks we were planning on using were backed by research and evidence. Further to this sharpened focus on having the 'right' learning data available, was a continued focus on refining and improving our school developed Teaching and Learning Cycle. This involves Year Level Professional Learning

Teams working together to work through our Teaching and Learning Cycle to fully understand the learning needs of our students and to identify professional learning needs.

2018 also saw teachers engage in ongoing professional learning about the developmental stages of becoming a proficient reader and the teaching strategies that best support young learners. Our team of Learning Leaders (Year Level Leaders) attending leadership professional development to develop their capacity to effectively lead their teams with a focus on learning. We also continued with a strong focus on the value of coaching, providing timely support to teachers to identify an area for development and to do this work supported by an expert teacher and coach. We continued to refine our Teacher Induction Program to ensure that all new staff were prepared for the year with all the knowledge and understandings required. The most significant piece of work that took place in the 2018 school year was our 4 year School Review process. This involved wide consultation and deep levels of reflection by all members of our learning community. It provided an opportunity to look critically at our student achievement, attitudinal data and to develop a new School Strategic Plan to guide our work moving forward. The School Review confirmed much of our thinking about where we need to go as a school, and also provided valuable insights about areas that require our attention.

PARENTS AND CARERS AS PARTNERS

In 2018 our School Improvement Team (Engagement) did some wonderful work around identifying opportunities to engage our wider community in the life and work of our school. A Parent Helpers program was established and Parent Helper Training offered to support this work and to build the confidence of parents wanting to support learning programs. We finalised our communication strategy that resulted in streamlined communication to families with a greater focus on learning. Parents received a weekly newsletter of Whole School information and a weekly Learning Snapshot that outlined the learning that had taken place that last week. We introduced online event consents and payments, reducing the administrative demands on classroom teachers. 2018 was the first year of our Parents and Friends Association. The PFA led a range of community events and fundraising activities. Parents participated actively in the school community including the School Concert and attending Student Led Conferences.

HEALTH AND WELL-BEING

During 2018 we established our partnership with Adam Voigt from Real Schools to work with our school on our use of a Restorative Practice Framework and the ongoing development of a strong School Culture focused on learning. Through our work with Adam we developed a Student Engagement Plan that clearly articulates how we support students to choose behaviours that support learning. It also clearly documents how all members of our staff respond when things go wrong. In addition to our work with Adam, we have established a rigorous student well-being referral and support program that includes Targeted Behaviour Tracking, Individual Behaviour Support Plans and we engaged an onsite psychologist to intervene as needed via the Medicare Mental Health Plan. As a direct result of these developments, we have seen a significant improvement in student conduct from P – 6 and an increase in 'on-task' learning behaviours. A range of other strategies that were rolled out during 2018 to support student health and well-being were the introduction of the ZONES of REGULATION program in the early years, the employment of a full time Student Well-being Officer, the implementation of the Rights, Resilience and Respectful Relationships Program and ongoing staff professional learning around a range of positive behaviour support strategies. During 2018 we also developed the Learning Launch (start of year program) Program that supports classroom teachers to establish positive classroom cultures, routines and expectations all focused on creating a high quality learning environment.

Achievement

Hamlyn Banks Primary School continued with a strong focus on improving teaching, learning and student achievement in Reading in 2018. A significant amount of professional learning took place and staff worked really hard on newly introduced assessment, planning and teaching approaches. We were very pleased to see significant numbers of students, based on school level assessments, achieving at or above expected levels. 35% of students from P - 6 achieved above the expected level in Reading and Viewing, with 54% achieving at expected level and 11 % achieving below expected level. This represents an improvement from 2017 and we expect this trend to continue into 2019. In Writing we saw 81% of students working at or above the expected

level, with 19% working below the expected level. We were also very pleased to see that 91% of students were above or at the expected level in Number and Algebra, with just 9% below expected level.

When we look at our NAPLAN Learning Growth from Year 3 to Year 5, we notice some strengths and some clear areas for ongoing improvement. In reading (our focus area), 13.7% of students made high learning growth, 54.9% made medium learning growth and 31.37% made low learning growth. The high number of children making low learning growth, according to NAPLAN from Year 3 to Year 5 raised several questions for us. Upon deeper investigation two things became very clear. There was a cohort of children that performed very well in NAPLAN in Year 3 and then performed well in Year 5, but did not have the level of growth required for them to maintain their high performance from Year 3. Secondly, our children overwhelmingly required more work on answering literal questions, or questions that are answered directly in the text with no need for personal knowledge of making inferences. This is called 'close reading'. Reading for detail and using evidence from texts to answer questions. Since discovering this fact, we have introduced a program of explicit teaching to address this reading skill. Achieving stronger GROWTH results on NAPLAN will continue to be a school goal moving forward.

The number of students that made below expected learning growth from Year 3 to Year 5 in other areas of NAPLAN is an area of continued focus. However, our school based investigations into this data indicate the following. The students at our school require greater test readiness including familiarisation with the testing format and increased testing strategies for addressing multiple choice questions. 2018 saw the introduction of a Preparation Program, that integrated with the regular teaching and learning program. This program will be monitored for effectiveness and adjusted as required in 2019. The aim of the program is to give our children the best chance of demonstrating the skills they are demonstrating in school based assessments.

Our 2018 NAPLAN results showed improvement for Year 5 reading where we saw the number of students performing in the bottom 2 bands decrease from 31% in 2017 to 25% in 2018. We also saw the number of students achieving in the top 2 bands in writing increase from 37% in 2017 to 41% in 2018.

All students with program support disability funding showed progress at satisfactory or above levels in relation to individual goals.

Engagement

In 2018, Hamlyn Banks Primary School continued to develop and implement the whole school values of Be Safe, Be Respectful and Be a Learner. This was supported by the continued use of our behaviour matrix and restorative practice continuum. The 2018 Student Attitudes to School Survey strongly endorsed the work and focus of the school, with many indicators showing strong continued improvement.

84% of students reported feeling positive about classroom behaviour, compared with 74% in similar schools. 90% of students responded positively to self-regulation and goal setting, a significant improvement from last year's results and a positive indication that our work around student learning goals and thinking skills is paying off. 91% of our students responded positively to having an advocate at school and our respect for diversity percentage increased to 89%. We also saw an increase in positive endorsement for Learning Confidence. 96% of students reported that they believe their teachers have high expectations for their success and 86% indicated that they believed teaching time was used effectively.

In 2018 we increased the percentage of students with less than 10 days absences by 8%, a positive indication of the strategies introduced. We also saw a reduction in the number of unexplained absences. 13% of our students had 30+ days away from school in the 2018 school year. This equates to 6 weeks of learning time missed. Family Holidays had a significant impact on our attendance data. We will continue to promote 'It's not okay to be away!' in an attempt to reduce this number in 2019, in addition to the implementation of a Whole School Attendance Strategy.

In 2018, the school committed its equity funding to employing staff to deliver the Levelled Literacy Intervention

Program across the school. Equity funding also supported the employment of our Well-being Officer. The Program for Students with Disabilities supported 18 students. This included providing 1:1 support staff for students, group programs, student support group meetings to develop Individual Learning Support Plans, Recess Club and staff Professional Learning.

Support from the Geelong English Language Centre was accessed for new students arriving from non-English speaking countries and additional support and assessment was accessed from our Network Support Staff as required.

Parent Opinion Survey data indicated that 85% of parents were satisfied with the school overall. We also saw an increase from 73% to 86% positive endorsement of Student Development. Further, parent's positive endorsement of Student Cognitive Development increased from 78% to 84%. Parent Community Engagement improved from 73% to 83%.

Wellbeing

Hamlyn Banks Primary School continued to maintain a strong transition program into, between year levels, and from the school. The school has continued to maintain strong links with the local kindergartens. The school's Kindergarten to Prep Transition Program ensures children are familiar with the school and transition smoothly into their new learning environment. The program features classroom visits to specialist teaching areas, parent information sessions and visits to classrooms. Prep students are paired with a Year 5 and Year 6 buddy who assists them with their induction into our school. Transition between levels in the school included time where children worked with their next teacher and grade. Staff completed Learning Snapshots and student discussions to facilitate the sharing of information between teachers. Our Year 6 transition prepared students for secondary school through assisting with applications and the facilitation of shared events with secondary schools in the area. Selected students worked with an ESS to do additional group work and extra transition visits to their nominated secondary school. Our 2018 exiting students enrolled at a range of local government, Catholic and Independent schools. A transition coordinator builds strong links to local secondary schools where student information was shared. The Year 6 graduation ceremony was a celebration of each student's growth and achievements during their time at our school.

Our Student Well-being Program consisted of a Well-being Officer, providing additional in-school support for students with a range of challenges. The Well-being Officer also provided links between local agencies and families. In addition, a large number of students accessed support through our network support staff including speech pathologists and social workers.

The Staff Opinion Survey indicated an improvement in Collective Responsibility for all students. This is a positive sign and confirms the work we have been doing around our Professional Learning Teams and School Improvement Teams. We also saw an improvement in staff responses to School Level Support.

Financial performance and position

Hamlyn Banks Primary School has managed to plan for ongoing school development and improvement, whilst maintaining a stable surplus. The annual result was a surplus of \$255,155. This was due to the school maintaining a balanced staffing profile. The school continued to finance intervention programs in literacy and funded a Student Well-being Officer. The school made effective use of equity funding to support student learning. The school continued to fund school improvements in infrastructure, buildings and grounds. The Hamlyn Banks School Council has been proactive, supporting the continual improvements to our school.




For more detailed information regarding our school please visit our website at
<http://www.hbps.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 389 students were enrolled at this school in 2018, 199 female and 190 male.

7 percent were EAL (English as an Additional Language) students and 4 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: 

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> Higher</p> <p> Higher</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> Lower</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> Similar</p> <p> Similar</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 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>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>57%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>59%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>43%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	55%	14%	Numeracy	31%	57%	12%	Writing	41%	47%	12%	Spelling	25%	59%	16%	Grammar and Punctuation	43%	43%	14%	<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 1018 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>91 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>94 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	91 %	90 %	94 %	91 %	91 %	<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										
91 %	90 %	91 %	90 %	94 %	91 %	91 %										

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> Similar</p> <p> Similar</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> Similar</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	\$3,157,022	High Yield Investment Account	\$232,727
Government Provided DET Grants	\$577,008	Official Account	\$14,971
Government Grants Commonwealth	\$6,450	Other Accounts	\$7,893
Revenue Other	\$56,223	Total Funds Available	\$255,591
Locally Raised Funds	\$178,499		
Total Operating Revenue	\$3,975,202		
Equity¹			
Equity (Social Disadvantage)	\$254,718		
Equity Total	\$254,718		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,007,656	Operating Reserve	\$110,117
Books & Publications	\$349	Other Recurrent Expenditure	\$1,750
Communication Costs	\$3,236	Funds Received in Advance	\$36,525
Consumables	\$109,449	School Based Programs	\$9,909
Miscellaneous Expense ³	\$318,664	Asset/Equipment Replacement < 12 months	\$10,000
Professional Development	\$25,829	Capital - Buildings/Grounds < 12 months	\$70,000
Property and Equipment Services	\$167,279	Maintenance - Buildings/Grounds < 12 months	\$17,291
Salaries & Allowances ⁴	\$23,713	Total Financial Commitments	\$255,591
Trading & Fundraising	\$29,055		
Utilities	\$34,816		
Total Operating Expenditure	\$3,720,047		
Net Operating Surplus/-Deficit	\$255,155		
Asset Acquisitions	\$32,070		

- (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)

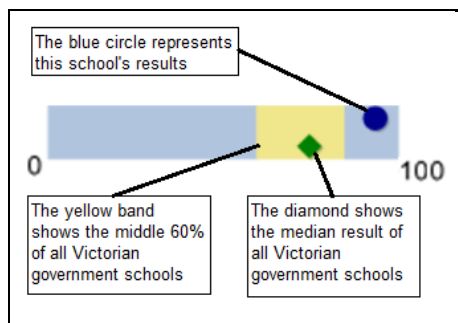
Engagement

- 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).

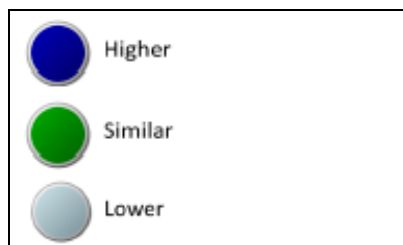


What does *School Comparison* refer to?

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').