

# 2019 Annual Report to The School Community



**School Name: Laburnum Primary School (4863)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2020 at 04:48 PM by Kim Dray (Principal)

The 2019 Annual Report to the school community:

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

Attested on 29 October 2020 at 02:08 PM by Michael Johnston (School Council President)

## About Our School

### School context

Laburnum Primary School was established in 1964 and is set in an attractive bushland setting which flows naturally into the parkland of Blacks Walk, part of Blackburn Creek. The grounds are approximately 2.8 hectares in area. Our vision is Learn - Thrive - Contribute and the school's values are Respect, Integrity, Resilience and Curiosity. The current enrolment is 740, organised into 33 classes, with 42 teaching staff, 3 principal class and 8.2 education support staff. The staff profile is well-balanced, with a mix of experienced and newer-to-the-profession teachers in each team. Due to ongoing enrolment pressure, enrolment restrictions are in place. The proportion of students with a language background other than English (LBOTE) has been increasing over recent years. Currently, 40% of students have English as an Additional Language (EAL) and speak another language at home, and more than half of these were born in Australia. The backgrounds of students reflect the cultural and social diversity of the local community.

Our students enjoy outstanding facilities, including air-conditioned classrooms with wireless technology. The school is well-maintained and core buildings have been extended and modernised. Some relocatable classrooms assist us to manage enrolments, and these are well-blended into the existing provision. School facilities include a stadium sized hall, a modern community centre, a contemporary resource centre, a heritage listed performing arts centre, Visual Arts room, Out of School Hours Care Centre, a STEM Centre and extensive play areas. Playgrounds include a synthetic grass oval, shaded areas and marked court areas. Many of the school improvements are due to the ongoing support of the community, through active fundraising.

Laburnum P.S. has worked to develop rigorous expectations and support structures to provide consistent high quality teaching and learning practices. The 2018 - 2021 school strategic plan is the foundation of the staff professional learning plan. Laburnum became a Victorian Professional Learning Communities (PLC) school in 2018, and teachers plan and work collaboratively to assess, monitor and track student achievement. Teachers participate in Peer Observation and established mentoring and induction programs.

The school has three School Improvement Teams that focus on the strategic priorities of English, Engagement and Wellbeing and PLC Leadership. These teams of teachers work together to support and emphasise school-wide consistent approaches to wellbeing and academic learning. The PLC Leadership SIT develops the school's middle leaders.

The school's curriculum framework incorporates the Victorian Curriculum, with a strong emphasis on Literacy and Numeracy. Specialist programs include Literacy Intervention, Music, Visual Arts, Physical Education, Library and Languages (Spanish). The eLearning program is designed to equip students with the essential competencies for learning in the 21st century using a range of devices. These include iPads, netbooks, 3D printers and large screen technologies.

A broad enrichment program includes a range of extracurricular offerings, including an extensive music tuition program and Science-based activities. Year 4, 5 and 6 students have the opportunity to participate in school camps. The student leadership program includes Junior School Council and captaincy positions for Year 6 students. A formal student leadership program is taught in Years 5 and 6. Across the school, we operate a Buddies program and cross-age teams.

### Framework for Improving Student Outcomes (FISO)

In 2019, the school focused on the FISO areas of Health and Wellbeing, Intellectual Engagement and Self-Awareness, and Building Practice Excellence.

In Health and Wellbeing, the school continued to implement a consistent, whole school approach to student wellbeing including processes that enhance student wellbeing and behaviour support.

In Intellectual Engagement and Self-Awareness, the focus was on developing an evidence-based approach, 2 year inquiry cycle, based on the Victorian curriculum. We also examined effective models of student leadership.

In Building Practice Excellence, staff continued to implement an evidence based instructional model in Reading. To increase staff understanding of purposeful assessment, tracking and monitoring of student performance, the school implemented Professional Learning Communities across the school.

The progress achieved in these FISO areas, and outlined further below, has been largely due to targeted school resources. The school has employed Leading Teachers and Learning Specialists who lead teacher teams to improve

English, Literacy, Mathematics, Assessment and Data, and Engagement and Wellbeing. As we have over 200 EAL students, we have trained 26 LPS teachers in the Teaching ESL students in Mainstream Classrooms (TESMC) course over the last two years. PLC teams have targeted their Professional Practice Days to support their learning in strategic priority areas. Significant progress was recorded in key areas in 2019.

## Achievement

In 2019, School Improvement Teams addressed the priorities outlined in the Annual Implementation Plan. The Prep - Year 6 Assessment Schedule was implemented and teachers' capacity to analyse data was increased. This aligned with the introduction of a Professional Learning Communities (PLCs) approach to teacher collaboration in 2019. We commenced a focus on Spelling in 2019 and continued the in-depth focus on reading, inquiry and wellbeing. The school's organisational structure and Professional Learning Plan ensured essential resources could be applied. The PLC SIT led the implementation of the three week inquiry cycle across year level PLCs and began refining existing practices to develop whole school consistency and middle leaders.

Two highly-regarded literacy consultants were employed to work with senior leaders, PLC teams and individual teachers. This work was linked to teacher Peer Observation in Reading. Two teachers provided ongoing support in writing and monitoring Individual Learning Plans for students. The school also enhanced its comprehensive, smooth process to handover student information from teachers to the next year's teachers. The assessment schedule and PLC cycle guided the development of teacher capacity and improved student outcomes. As the school's proportion of EAL students continued to increase, a Learning Specialist was employed to work with teachers to support, assess and track these students, especially in Reading, Speaking and Listening.

Student achievement remains high, with 98% of students at or above the expected level in English and 97% of students at or above the expected level in Mathematics.

Progress against our goals in NAPLAN were as follows:

- That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the similar school levels for the medium and high growth categories on each dimension – four-year goal (in the first year) achieved or exceeded in Numeracy and Writing and progressing in Reading.
- That the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands in similar schools – four-year goal (in the first year) achieved or exceeded.
- That the percentage of students in the bottom two NAPLAN bands in Year 5 will be less than the percentage of students in the bottom two NAPLAN bands in similar schools – four-year goal (in the first year) achieved or exceeded.

Laburnum is a school of influence in Reading. In 2019, our Year 3 and 5 students outperformed both state and similar schools in every NAPLAN area. In particular, our students had exceptional results in Reading, where 87% of Year 3 and 71% of Year 5 students were in the top 2 NAPLAN bands. These results far exceed previous years and are a welcome endorsement of the work of our dedicated teachers. In our new focus area for 2019, Spelling, we reaped the rewards of evidence-based teaching, with 70% of Year 3 and 59% of Year 5 students in the top two bands.

## Engagement

To increase student engagement, we continued to implement an evidence-based inquiry model aligned to the Victorian Curriculum. Teachers have now written both years of the two-year scope and sequence in inquiry, aligning the units and tasks to the Victorian curriculum. Our Science program, complimented by the development of our new Laburnum Laboratory, will remain a high priority for our STEM Learning Specialist.

The student leadership program continued to provide senior school students with leadership training opportunities and authentic leadership roles for those within Prep - Year 6. This included student leaders for our cross-age program, Green Team class representatives, STARS, and Junior School Council.

The school encouraged parent engagement through a multitude of opportunities, including Classroom Helper sessions, Parent Information evenings and the use of Class Representatives to liaise between the school and parents. Modifying the start time for students in 2019 has been successful in encouraging parents to visit classrooms in the mornings,

reduce student lateness to school and build positive relationships across the school community. Increasing parent completion rates for the Parent Opinion Survey remains a focus.

Student absence levels remained stable in 2019. The school has implemented an Attendance Policy that has clear guidelines for managing non-attendance and supporting student engagement, including monitoring absences and establishing Attendance Student Support Groups for students at risk.

Our Chinese morning tea continues to offer the opportunity for parents of the largest of our EAL background families, to socialise throughout the year, meet each other and develop understandings of Victorian schooling. A multicultural aide also strengthens these effective interactions, as well as offering support and translation of the newsletter and other school documents.

The School Council have developed a school communication strategy. This includes the revision of communication platforms, with the ongoing plan of filtering this to the most effective, simplified and accessible ones. Our overhaul of the school website has featured strongly this year and is due for release early 2020.

Progress against Engagement Goal:

- To attain seventy-seven per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Effective Teaching Practice for Cognitive Engagement Domain, for both girls and boys. Results in these areas demonstrated significant growth and were 82% for Effective Teaching Time and 85% for Differentiated Learning Challenge, 73% for Effective Classroom Behaviour and 78% for Stimulated Learning.

## Wellbeing

Our focused school wellbeing program of the 4Rs, 'Resilience, Rights and Respectful Relationships' has continued to be consistently implemented across the school. In 2019 all students participated in the National Day of Action Against Bullying and Violence. The Student Wellbeing and Engagement policy is reflective of the school's ongoing focus and implementation of scaffolded supports. It includes targeted interventions for groups of students and individuals, such as Restorative chats and Behaviour Support Plans, and embedding positive behaviour supports across the school. These whole school supports have included building and maintaining calm, predictable and consistent classroom environments, through clear processes, ongoing staff professional learning, peer observations and documented expectations.

The use of Restorative Practices by staff across the school has supported students experiencing conflict throughout 2019, providing them with a means to unpack interactions and find ways to restore relationships. The sustained implementation of Year 5 Peer Mediators training has also positively impacted on playground relations.

In 2019, parents were also offered high quality cyber safety information, aligned with student and staff sessions with Susan McLean, Australian's foremost expert in the area of cyber safety.

Progress against Wellbeing Goal:

- To attain seventy-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Social Engagement Domain, for both girls and boys. Results were averaged at 72.5% for Sense of Connectedness, 88% for Sense of Inclusion and 65.5% for Student Voice and Agency. Student Agency is our next focus area.

## Financial performance and position

The school has a long history of successful fundraising and commitment to significant priority projects, school maintenance and long-term planning. The 2019 surplus reflected this, with funds earmarked for the following:

- Running track
- Replacement of classroom furniture

- Exterior painting of buildings
- Year 1 playground area
- Replacement of air conditioners
- New classroom carpet
- New bubblers/drinking taps
- ICT/Audio visual equipment

Extraordinary expenditure items included student toilet refurbishments \$9,130.00, Science Laboratory \$211,625.27, OHSC exterior building painting \$8430.00, OSHC room kitchen \$21,046.30, Classroom furniture replacement \$3,000.00, Audio visual equipment \$42,320.00, new carpet and air conditioners \$14,820.91.

Revenue included Parents Group fundraising \$30,835.82 and Equity Funding \$8,973.90.

State or Commonwealth Government funding included grants for Swimming in Schools \$10,440.00, Inclusion Boost \$4,800, Equipment Boost for Schools \$5,000 and Sporting Schools Grant of \$6,600.00.




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

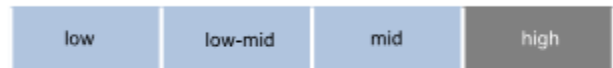
#### Enrolment Profile

A total of 739 students were enrolled at this school in 2019, 339 female and 400 male.

40 percent were EAL (English as an Additional Language) students and 0 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).














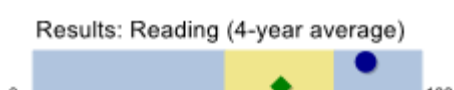




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## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Above</b> <span style="color: teal;">●</span></p> <p><b>Below</b> <span style="color: blue;">●</span></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><b>NAPLAN Year 3</b></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>Above </p> <p>Above </p>		
<p><b>NAPLAN Year 5</b></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>Above </p> <p>Above </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><b>NAPLAN Learning Gain</b> 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>23%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>46%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>38%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	44%	33%	Numeracy	26%	45%	29%	Writing	17%	54%	29%	Spelling	26%	46%	28%	Grammar and Punctuation	24%	38%	38%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</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> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	94 %	92 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	94 %	92 %	94 %	93 %										

## 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,850,862	High Yield Investment Account	\$1,492,486
Government Provided DET Grants	\$720,677	Official Account	\$256,618
Government Grants Commonwealth	\$18,873	Other Accounts	\$55,442
Revenue Other	\$37,566	<b>Total Funds Available</b>	<b>\$1,804,546</b>
Locally Raised Funds	\$718,582		
<b>Total Operating Revenue</b>	<b>\$7,346,559</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$17,796		
<b>Equity Total</b>	<b>\$17,796</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,150,697	Operating Reserve	\$209,881
Books & Publications	\$4,547	Provision Accounts	\$2,000
Communication Costs	\$12,193	Funds Received in Advance	\$344,402
Consumables	\$170,192	School Based Programs	\$130,617
Miscellaneous Expense <sup>3</sup>	\$663,124	Funds for Committees/Shared Arrangements	\$69,985
Professional Development	\$41,994	Asset/Equipment Replacement < 12 months	\$165,453
Property and Equipment Services	\$426,886	Capital - Buildings/Grounds < 12 months	\$95,000
Salaries & Allowances <sup>4</sup>	\$9,742	Maintenance - Buildings/Grounds < 12 months	\$376,880
Trading & Fundraising	\$58,238	Asset/Equipment Replacement > 12 months	\$280,000
Utilities	\$65,419	Maintenance - Buildings/Grounds > 12 months	\$130,328
		<b>Total Financial Commitments</b>	<b>\$1,804,546</b>
<b>Total Operating Expenditure</b>	<b>\$6,603,033</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$743,526</b>		
<b>Asset Acquisitions</b>	<b>\$131,625</b>		

- (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)

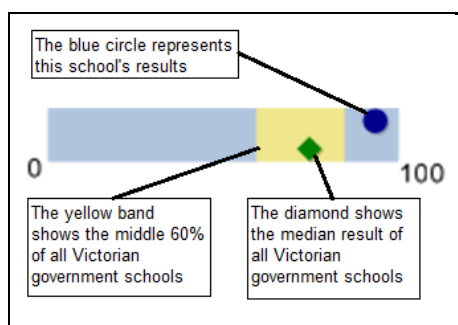
### Engagement

- 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).

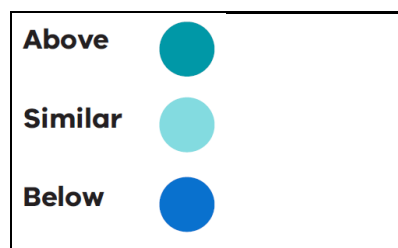


## What does *School Comparison* refer to?

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').