

# 2019 Annual Report to The School Community



School Name: Malvern Valley Primary School (4669)



- 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 11 June 2020 at 02:16 PM by Joshua Sheffield (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 30 October 2020 at 12:02 PM by Peter Barber (School Council President)

## About Our School

### School context

Malvern Valley Primary School's vision is to create confident children with choices for their future. It prides itself on excelling in each of our four pillars, namely Positive Wellbeing, Outstanding Achievement, Capacity Building and Global Citizenship. These pillars form the foundation for our school which seeks to provide the best possible education for our students and the most outstanding career opportunities for our staff.

Our values of Cooperation, Respect, Confidence and Resilience underpin our actions and interactions. They are espoused by all members of our community and assist us in developing a strong sense of self and an ability to contribute positively to our world.

In 2019, MVPS stabilised in its growth with 260 students and 12 classes, which was very comparable with 2018. With stabilised student numbers also came stable staffing numbers, dipping by 0.2FTE staff to exactly 25.0FTE staff in 2019 whilst the school's Student Family Occupation and Education Index (SFOE) also remained consistent, rising by 0.13 to 0.1831.

The school participated in the 4-year Strategic Plan Review process which enabled us the chance to reflect on the many accomplishments of 2015-18 as well as set the strategic direction moving forward. The new Strategic Plan very much aligned with an internal review carried out the previous year, providing continuity of focus on proven programs and initiatives.

In 2019 the School Council continued to work toward substantial facilities upgrades. The installation of a STEM Lab and refurbishment of the STEM Studio allowed for a greater opportunity to pursue STEM-based learning for our students. Reinstatement of oval irrigation, new carpet and upgrades to bubblers, bins and furniture also made a marked difference to the aesthetic and functionality of the school.

The implementation of the school's new Academy Program marked a significant moment in the direction of the school to ensure students develop skills and dispositions relevant in our rapidly evolving world. Engagement in diverse programs through Academy heightened student engagement, student agency, staff capacity and the explicit teaching of critical and creative thinking skills to Grade 3-6 students. It also resulted in significant investments in resources to support this learning.

A stronger focus on Positive Education led to a collaborative partnership with Geelong Grammar's Institute of Positive Education and ongoing Professional Learning into 2020.

### Framework for Improving Student Outcomes (FISO)

The 2019 Annual Implementation Plan focused strongly on Excellence in Teaching and Learning: Building Practice Excellence in both the Achievement and Engagement areas. All targets, including NAPLAN and other standardised tests, were growth-related to ensure that highly able students were being challenged and continued to make strong gains in their learning. The school implemented a number of Key Improvement Strategies to ensure above-average growth was made across the school, including:

- For teachers to scaffold students' problem-solving and critical and creative thinking skills, through the increased use of authentic and rich learning tasks, particularly in Mathematics
- Building teacher's capacity to effectively differentiate and implement best-practice pedagogies in English
- Establishing and implementing a whole school Instructional Model.

The School Improvement Team played a critical role in instructionally leading the key actions associated with these Key Improvement Strategies (directly related to the DET's Practice Principles), which led to the achievement of many of the targets at the end of year review. Data utilised was largely standardized methods such as NAPLAN, Student Attitudes to School Data and Parent/Staff Opinion Survey Data.

### Achievement

The school made much positive progress toward the 2019 targets (and those in the 2015-19 Strategic Plan) which was reflected very positively in the school's Strategic Plan Review. The panel found that key highlights included increased levels of consistency Curriculum Planning and Assessment, strategic alignment of teams to enable student growth and improved induction and focuses on staff capacity. Whilst comparative results in the Annual Report are not favourable,

this was seen as anomalous given the last minute transition away from online NAPLAN testing, the early time in the year it occurs (not allowing for initiatives to show growth yet) and despite these, a maintenance of acceptable growth data.

The below actions and initiatives were implemented, resulting in the associated outcomes.

All staff used a school-wide Scope and Sequence for planning Mathematics and English and consistent planners that reflect the school's Instructional Model in Mathematics, English, Science and all Specialists.

- Four leaders attending yearlong PL (Professional Learning) on Mathematics with Melbourne University and the Maths Association of Victoria
  - Participation in substantial PL on Readers' Workshop
  - All teaching staff have engaged in PL on SPA and have used the interface to regularly monitor data in Mathematics and English
  - The schools Instructional Model reflects the HITS and is more consistently implemented
  - Literacy and Mathematics PLCs operated all year, and have completed two inquiry cycles each focusing on Learning Intentions and Success Criteria, Conferencing as Formative Assessment and Problem Solving with measurable improvements in their focus areas.
  - All classroom teachers engaged in Peer Observations of colleagues in the second semester using agreed upon and co-constructed protocols and frequencies. All were based on a PDP goal and are to be provided as evidence in their end of cycle PDPs
  - Professional Practice time was used for Peer Observations
  - Teachers evidenced their knowledge and use of the sequence of the curriculum in PDP mid and end cycle conversations, providing evidence of flexibility to meet the specific needs of all students.
  - A new Literacy Support Program (LLI) was implemented and accessed by over 30 students throughout the year, with an average of over 1 year of learning gain in 6 months in the program achieved.
  - NAPLAN Data targets were not met, but the school's average of students remaining in the top two bands was above the Network Average, specifically:
    - o Reading: 43% Gr 3 in 2017 to 33% Gr 5 in 2019 = 77% maintenance
    - o Numeracy: 41% Gr 3 in 2017 to 33% Gr 5 in 2019 = 80.5% maintenance
    - o All students in the Top Two NAPLAN Bands have grown at least 12 months in teacher judgements.
- This work also supported significant gains in the Staff Opinion Survey, exceeding all targets, specifically:
- Guaranteed and viable curriculum increased by 19% to 92%; 14% above network, state and similar schools
  - Collective efficacy increased by 10% from 74% to 84%, above network and state, same as similar schools
  - Academic emphasis increased by 9% to 75%, equal to network average and above similar and state schools

Into 2020, the school has hired two new Learning Specialists (English and Mathematics) to ensure continued academic gains from F-6, has increased the amount of time off class for these leaders and will seek to implement KIS from the new Strategic Plan.

## Engagement

Student absence increased slightly in 2019 from 2018 by an average of 0.4 days per student, however with a decrease of 0.1 days per student of unexplained absences. The daily messaging of families with students who were not in attendance and additional work with families with high levels of attendance led to this decrease.

To foster a greater sense of student agency, the school adopted a Design Thinking approach to Inquiry Units, implemented the Academy Program for senior students and used Pivot to provide students with a greater voice in classrooms. This resulted in the completion of the following actions:

- The Malvern Valley Academy Program was:
  - o Fully planned with supporting documentation for all Academies using consistent planning documentation
  - o Run weekly for all students in Grades 3-6 since the beginning of Term 2.
  - o Been supported by the establishment of relationships with many community groups
  - o Provided students with the opportunity to co-design curriculum and outcomes and work throughout the year on investigations that follow the Design Thinking Process.
- All Academy staff received group and one-on-one PL throughout the course of the year on their individual programs
- All teaching staff received PL each term on the integration of the Design Thinking approach into their Inquiry

**Units**

- The Junior School Council implemented a Peer Support Program which runs at lunchtimes every day
- All staff have been provided with PL on Pivot and have implemented the survey and acted on it across the school
- Both the AtoSS Data and Resilient Youth Data sets have been analyzed and correlated to identify focus areas for teachers, areas of concern to raise with students and future directions for the new SSP.
- Unfortunately, this did not result in the achievement of the AtoSS Survey targets: see below:
  - o Stimulated Learning = 68%
  - o Motivation and Interest = 68%
  - o Student Voice and Agency = 56%

Into 2020, the school will continue its implementation of the above programs, as well as incorporate learning technologies more comprehensively to engage students and families in Home Learning Tasks (using Google Classroom and Seesaw). The acquisition of Learning Specialists with these skills and focus areas and considerable staff PL will be a key enabler.

**Wellbeing**

Without having a Wellbeing Goal in the AIP, the school still focused heavily on driving improvement in this area due to challenges identified in the AtoSS data in previous years.

A relationship was established with Geelong Grammar’s Institute of Positive Education to audit our curriculum and processes to ensure evidence-based practices were being consistently implemented. Staff PL also focused on the effective use of Restorative Practices.

An accomplishment in the area of wellbeing was the focus on it as one of the highlights from the Strategic Plan Review by the panel. It was noted that:

The panel found that the implementation of a new whole-school wellbeing program was also a highlight, underpinned by evidence-based Positive Education practices. This has led to a stronger focus on wellbeing and a more consistent implementation across the whole school. The panel found that this program involved:

- 90 minutes of explicit wellbeing instruction a week
- development of a Scope and Sequence to support the implementation of the program
- professional Learning for staff on Resilience, Positive Education, Mindfulness and Restorative Practice
- development of an ‘Orderly Learning Environment’ document that outlines school-wide behavioural expectations
- regular presentations by students at Assembly on the whole-school wellbeing focus to inform our parents in attendance
- newsletter articles and Parent Education sessions.

The panel found that the program focuses on five core pillars of wellbeing - Positive Emotions, Engagement, Relationships, Meaning and Accomplishment – and each of these pillars are connected to relevant school values, Character Strengths and social/emotional skills.

The Wellbeing Program and associated supports was articulated as a highlight by parents, students and staff during the PRSE process.

In light of 2019 data in this report, 2020 the school will continue to focus on wellbeing, with a Strategic Plan Goal eliciting a more rigorous implementation of Positive Education and the eliciting of a wellbeing KIS in the school’s Annual Implementation Plan. The continuation of the partnership with the Institute of Positive Education and the appointment of a Wellbeing Leader will also support the school in achieving associated AIP targets. It is expected that given the timing of the Student Attitudes to School Survey (early Term 2), improvements in data from 2019 efforts will be seen in 2020 data.

**Financial performance and position**

Through the use of locally raised funds and the SRP, the school was able to use its strong financial position to prioritise and direct funds toward initiatives and programs that align to our four pillars.

The school focused funds on the below facilities projects in 2019:

- The construction of a STEM Lab, underpinned by funds raised by the Parents’ Association
- The installation of new carpet throughout all permanent buildings, partly funded by the school and a Federal

Grant.

The school focused funds on the below curriculum initiatives in 2019:

- The continued provision of additional Professional Practice Time for all teachers
- The acquisition of a Learning Specialist (English)
- The purchasing of numerous resources associated with Academy (robotics, violins, 3D printer)
- The upgrading of teacher display panels in all classrooms.
- Ongoing PL for teachers, primarily in Design Thinking, Readers' Workshop and Mathematics Proficiencies

The expenditure of funds on these projects has enabled our school to make significant gains in terms of our offerings (physical and curriculum-based) as well as remain in a strong financial position for further significant improvements as required in 2020.

**For more detailed information regarding our school please visit our website at**  
<https://www.mvps.vic.edu.au>

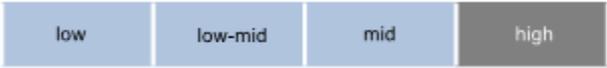
## Performance Summary

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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 257 students were enrolled at this school in 2019, 112 female and 145 male.</p> <p>18 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><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:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Below </p> <p>Below </p>

# Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p><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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Below <span style="color: blue; font-size: 20px;">●</span></p> <p>Below <span style="color: blue; font-size: 20px;">●</span></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Below <span style="color: blue; font-size: 20px;">●</span></p> <p>Below <span style="color: blue; font-size: 20px;">●</span></p>

## Performance Summary

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Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>44%</td> <td>38%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>33%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>45%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	38%	18%	Numeracy	27%	33%	39%	Writing	27%	55%	18%	Spelling	32%	42%	26%	Grammar and Punctuation	23%	45%	32%	<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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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## Performance Summary

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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>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	92 %	94 %	92 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	92 %	94 %	92 %	94 %										

## Performance Summary

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

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><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	\$2,290,021	High Yield Investment Account	\$556,750
Government Provided DET Grants	\$207,118	Official Account	\$25,883
Government Grants Commonwealth	\$91,264	<b>Total Funds Available</b>	<b>\$582,632</b>
Revenue Other	\$11,470		
Locally Raised Funds	\$459,618		
<b>Total Operating Revenue</b>	<b>\$3,059,490</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$10,074		
<b>Equity Total</b>	<b>\$10,074</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,321,501	Operating Reserve	\$117,231
Books & Publications	\$19,475	Other Recurrent Expenditure	\$7,712
Communication Costs	\$4,862	Provision Accounts	\$10,862
Consumables	\$83,011	Funds Received in Advance	\$218,966
Miscellaneous Expense <sup>3</sup>	\$272,819	Funds for Committees/Shared Arrangements	\$34,642
Professional Development	\$29,966	Asset/Equipment Replacement < 12 months	\$20,000
Property and Equipment Services	\$206,231	Capital - Buildings/Grounds < 12 months	\$45,000
Salaries & Allowances <sup>4</sup>	\$94,457	Maintenance - Buildings/Grounds < 12 months	\$61,722
Trading & Fundraising	\$54,078	Asset/Equipment Replacement > 12 months	\$30,000
Travel & Subsistence	\$673	Maintenance - Buildings/Grounds > 12 months	\$35,000
Utilities	\$22,820	<b>Total Financial Commitments</b>	<b>\$581,134</b>
<b>Total Operating Expenditure</b>	<b>\$3,109,893</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$50,403)</b>		
<b>Asset Acquisitions</b>	<b>\$136,466</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').