2018 Annual Report to The School Community

School Name: Athol Road Primary School (5536)

- 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 29 March 2019 at 10:33 AM by Ruby Toombs (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 April 2019 at 07:15 PM by Carmel Webster (School Council President)

About Our School

School context

Athol Road Primary School is located in Melbourne's south eastern suburbs. The school features a unique, diverse learning community of 374 students who are challenged to grow emotionally, intellectually and socially to achieve their personal best. Student profile: 312 students have English as an additional language, 14 funded through the Program for Students with a Disability, 3 Aboriginal and Torres Strait Islander (ATSI) students and 19 students with refugee status. The school employs 56 staff members, 12 of whom work part-time: 3 Principal Class, 2 Administration staff, 31 teachers, 15 Education Support staff and 5 Kindergarten assistants. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasizes the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and well-being of every student.

The school's vision is to 'create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour. A strong focus on building Respect, encouraging Innovation, valuing Community and setting High expectations fosters a RICH learning environment The school's multicultural diversity flavours all school programs and provides a background for teaching tolerance, understanding and respect. The school has a strong focus on social and emotional learning to build student resilience and develop positive mental health.

The on-site Early Learning Centre incorporates a playgroup, an above ratio staffed 4 year old kindergarten which offers a 15 hour program for up to 66 children and a 3 year old 6 hour program, facilitating a smooth transition into the first year of schooling.

Framework for Improving Student Outcomes (FISO)

The school's FISO foci in the current Strategic Plan are:

1. Embedding practice excellence: In 2018, 3 Team Leaders completed the BASTOW CREATE: Middle Leaders program. They developed their understanding on how to identify the learning needs of their team members by engaging in collaborative data analysis and professional inquiry to inform teacher practice and professional development. They also developed their skills in leading their professional learning team in a change endeavour to improve teaching and learning. By engaging in this program, team leaders developed an understanding of:
• who they are as learners and leaders
• how they can lead the learning of others and inspire change
• their team context and its unique learning needs
• how to achieve change, including collaborating with others in the process.

Participation in the 2018 Regional Professional Learning Community initiative improved the knowledge of the leadership team to lead and implement the Improvement Cycle in literacy and numeracy, building on the collaborative work commenced by the school in 2013. It created a higher level of structure and supported Professional Learning Teams to engage in professional discussions, based on student data, to identify strategies that have significant impact on student learning. Learning Specialists worked alongside teachers in a week on, week off teaching model to build knowledge and understanding of the Improvement Cycle and how best to align it with current practices. Feedback clearly indicates increased teacher understanding of how the Improvement Cycle helps personalize learning, targets teaching at point of need and improves current knowledge.

2. Empowering students and building school pride: As teachers are increasing their awareness of student voice, students are having increased opportunities to be heard and have greater input and influence on their learning and learning environment. With increased opportunities, students and teachers are becoming more critical of what authentic voice and agency is about. This is evident in the Attitudes To School Survey data. There has been an overlap between collaborative planning of learning intentions and success criteria and students articulating their goals and reflecting on their learning. Term 4 Curriculum Day which focused on Student Agency, further supports teachers to engage with the DET Amplify resource to build teachers' knowledge, skills and practices. Linking with other schools to investigate student voice and agency resources and latest research will support the development of a whole school approach. Students actively participated in the wider community

through network Student Voice Forums and the City of Greater Dandenong Children's Advisory Group.
3. Building communities: Social and Emotional Learning is now embedded as part of teacher planning and implementation across all learning spaces. Students and teachers are both using growth mindset language in daily interactions to develop positive social and emotional development. A strong welfare team responds to identified well-being needs within the school community and provides ongoing support and strategies to Professional Learning Teams. Current work is focused on developing student expressive language skills, so that they are better equipped to identify and articulate their thoughts and feelings. Community agencies and allied health professionals continue to work with the welfare team to respond to the complex needs of our school community. Seesaw, which is student/parent friendly reporting platform is now fully implemented across the school from Kindergarten – Year 6. Seesaw allows students to build a comprehensive record of their learning over their years at primary school. It has been great to see the increasing number of parents who are accessing Seesaw to see their children's work.

Achievement

Given the school's high English as an Additional Language enrollment, Literacy and Mathematics are high priorities in the current Strategic Plan and reflected in the current Annual Implement Plan.
In 2018 the school focus in Mathematics continued to be on developing leadership capacity and teacher confidence, knowledge and skills. Consultant, Nadia Walker, continued to work with teachers to deepen their content knowledge with a particular focus on strategies to improve explicit instruction, connecting the big ideas in number, place value and algebra. Professional learning teams worked to embed consistency of practice through the Improvement Cycle enabling teams to analyse student data in more depth, identify patterns to guide teaching and learning and evaluate the impact of teaching on student outcomes. PAT Maths tracking data indicated an increase in the percentage of the Year 2 cohort from 48% in 2017 to 62% at the end of 2018. NAPLAN data showed an increase in the matched student data (2016 - 2018) cohort in the top two bands increasing from 23% to 27% with 88% of these students making high to medium growth from Year 3 to Year 5.
In 2018, the school focus in English was building teacher knowledge, skills and confidence in Reading, with a particular focus on increasing the percentage of students performing in the top two bands in NAPLAN. 2018 NAPLAN data shows that, while matched student data for the top two bands decreased from 32% to 30%, each band showed a high level of growth, with 85% of students making medium to high relative growth from Year 3 to Year 5. These results are reflected in school-based data collected using PAT Reading and Fountas and Pinnell Benchmarks, highlighting the need to focus on challenging and extending students above level to ensure they make a minimum of 12 months growth. High levels of growth shown in the 2018 NAPLAN data indicates that the focus on explicit teaching and school wide approach to Guided Reading has had a positive impact. Frequent analysis of reading data in Professional Learning Teams improved teacher capacity to target student point of need and develop appropriate strategies to both scaffold and challenge each individual student. This will continue to be a focus in 2019 alongside the introduction of a Whole-School Literacy Framework. The growth data is a point of celebration and provides a foundation to continue improving the learning and teaching of Reading in 2019.
It is important to note that the trend of children starting school in Foundation with low levels of literacy and numeracy continues to increase, leading to significant challenges for teachers, particularly in the early years of schooling.

Engagement

Throughout 2018, teachers participated in ongoing professional learning and discussions around engaging students in authentic student voice. They worked collaboratively with students to build understanding, knowledge and skills around effective decision making in student learning and provided increased opportunities for students to co-construct and take ownership of their learning. The language of Student Voice is being used more often so that it is clear and explicit for students to identify and acknowledge that student voice is important in their daily school life. Teachers used the Student Voice Plan to drive planning and integrate student voice into their weekly teaching and learning programs. In Term 4, all staff participated in a whole school Curriculum Day on Student Voice, Agency and Leadership with a focus on understanding the DET resource, AMPLIFY and PRACTICE

PRINCIPLES – this has opened up more possibilities and new, exciting ideas for Student Voice. Students explored their leadership potential in a range of contexts through various Student Leadership opportunities. Student Leaders developed their skills in various roles and responsibilities, such as School Captains, School Vice Captains, House Captains, House Vice Captains, Peer Mediators, Environmental Leaders and Student Voice Council. Through Student Leadership and Student Voice Council, student surveys, student focus groups, self and peer assessment and circle time, students provided input into school decision making and provided feedback on teaching and learning and their personal growth.

Two student leaders participated in the City of Greater Dandenong Children's Advisory Group where they were involved in community decision-making regarding sport and recreational facilities and special events in their local and wider community. This was a great opportunity for students to learn more about the role of councils and democratic processes, to interact with students across the municipality and to have their voices heard!

In school, students are becoming more active participants and are providing input into decisions about what, and how they learn and even how their learning is assessed. In 2018, students started to really capture and celebrate their learning through their personal digital portfolios using Seesaw which was introduced at all levels across the school with a focus on self and peer assessment with students reflecting on their learning along the way. Parents have engaged with Seesaw and have reported that it is visually engaging and inspiring. Teachers have found it useful when communicating to parents and have reported that parents with little English are able to engage and appreciate the work published on Seesaw. In addition to student voice within student learning, students were also involved in a variety of school decision making processes, such as Reward Days, Twilight School, special lunches, fundraising, environmental and sustainability initiatives, ICT resources and programs, school assemblies, furniture and equipment within learning spaces and lunch time clubs. This gave students a chance to directly influence decisions that are relevant to their education and learning environment.

Year 5/6 students extended on the work of the previous students in 'Students Create The Future' project. The 'We Stand Together' student mural was completed and the focus in 2018 was communicating the 'We Stand Together" message so that every student at ARPS understood the message and how it would reflect in their day to day interactions. This happened mainly through 'role plays' and 'drama activities' which involved the senior students engaging with junior students in the school.

Engagement levels in specialist programs, which are delivered by highly motivated specialist teachers, are high. The Mandarin LOTE program was extended to Year 5/6 in 2018. Performances in the areas of academic achievement, sport, sustainability initiatives, performing arts and cultural and artistic achievement are a feature of the school. Students participated in the award-winning Junior and Senior choirs, Wakakirri, Art Shows, Active After School Activities and various lunch time clubs. Students are supported to extend their skills and interests through a range of clubs and special activities provided by staff and external agencies. Community initiatives included Family BBQ, School Concert with a 'Time Travel' theme, a proactive parent participation calendar and Summer Festival: an initiative which embraces community and multiculturalism. The on-site kindergarten and Playgroup engaged families with children aged 0 – 5 years. 2018 saw the introduction of the Kindergarten/Foundation Liaison role to increase collaboration across the two spaces, support a seamless transition and engage parents in their children's education. The success of this role sees its continuation into 2019 and beyond. The benefits for children included familiarity with the environment and teachers through shared programs, established friendship groups which reduces anxiety and a higher level of readiness to learn. Playgroup provided parents with a strong support network in preparation for their child's kindergarten/school experience. The school highly values the expertise of all teachers and the role of parents as partners in engaging students in all areas of the educational process.

Teachers closely monitored attendance and followed up promptly, referring on-going absence to principal class. While attendance levels are high, lateness is an on-going issue which is causing learning concerns for some students. The school's behaviour management program which is implemented consistently across the school minimizes behaviour management issues.

Wellbeing

In 2018 the school Welfare Team, consisting of expert welfare personnel and allied health professionals (psychologist, social worker, welfare worker, speech pathologist and assistant principal), provided both a specialised service to students and their families and professional learning and resources to support teachers.

The support is ongoing, consistent and collaborative and, in 2018, the school community gained greater confidence and assurance that welfare needs were being addressed and responded to effectively and in a timely manner.   The availability of Social Emotional Learning (SEL) data from Resilient Youth Australia, Attitudes to School Survey and Australian Council for Educational research provided teachers with relevant focus areas when planning and implementing SEL at each level across the school. Teachers feel they are not just planning an engaging SEL program but more importantly they are planning a program which responds to the specific SEL needs of their students. A whole school SEL planner, supported by the Bounce Back program and Kidsmatter Resources, supports teachers to plan effectively and engage students in their social and emotional development. The evidence of this is clearly shown in the improved planning and implementation of SEL in the weekly program. 2018 saw a highly collaborative approach to SEL across the school and teachers felt increased levels of confidence in managing the SEL needs of the students.

Parents participated in formal workshops to support and promote positive parenting strategies. These free workshops ran on 7 consecutive Fridays in Term 3 and were delivered by a Parentzone senior practitioner to the school community and wider community.

In 2018, 80% of students participated in well-being focus groups and almost every child was able to identify teachers who care about them and whom they feel confident to ask for help.

In Attitudes to School Survey, 84% of students responded positively to the statement, 'My teacher cares about how I am feeling.' 92% of students responded positively to the statements, 'At this school there is a teacher or another adult that cares about me,' and 'There is a teacher or another adult that believes I can be successful.' Students who participated in the targeted Bounce Back group sessions with the welfare worker were highly engaged and have strongly indicated that they want the program to continue. Students who have 1:1 sessions with the social worker are reporting the service to be useful and are keen to attend weekly sessions (teachers have also reported these students are displaying positive changes in behaviour as a result of 1:1 sessions; parents of the children who attend sessions are also reporting the service to be valuable - so much so that the message is spreading amongst other parents and a few parents are referring themselves to the service).

School Council felt that the employment of a Social Worker two days a week in 2018 had greatly benefited the school well-being team and, together with the welfare worker and school psychologist, enhanced the school's capacity to meet the well-being needs of students and families. However, throughout the year, the demands have increased significantly and the need for a full-time social worker was deemed to be important for the school community. As a result, School Council made the decision to employ a full-time social worker in 2019. This will allow for a more strategic approach to welfare across the school from Kindergarten to Year 6 and will allow increased opportunities to engage parents and form partnerships with various community services.

Financial performance and position

The school and kindergarten are in good financial positions due to strong, strategic financial management by School Council, resulting in a surplus which is targeted at supporting a number of major school and kindergarten projects in 2019 and beyond. Effective financial management allows School Council to maintain low parent payments while ensuring that the educational needs of students are not compromised.

Equity funding in 2018 has supported School Council to:

•   employ extra teachers to reduce the student to teacher ratio to support intervention and point of need teaching, a 0.4 social worker to address the increasing welfare needs of students and their families and a digital curriculum manager to upgrade the school network system to significantly increase reliability, oversee and monitor the introduction of 1: 1 devices for Year 3 – 6 and build staff knowledge and understanding of Digital Literacies curriculum and in using google docs to work collaboratively to enhance learning and teaching

•   build the capacity of staff through targeted professional learning at point of need, working with consultants in Literacy and Numeracy and supporting coaching and mentoring to improve student learning outcomes

•   support students through a range of programs to build resilience, knowledge and skills

2018 school surplus monies will fund:

•   An increase in the social worker position from 0.4 to full-time in 2019 to support the increasing needs of students and their families and support teachers to manage the complex issues which face them on a day to day basis

•   Refurbishment of the school hall to enhance the delivery of school based performances through staging, sound and lighting

•   Grounds maintenance to ensure the on-going safety and well-being of staff, students and parents

Surplus Kindergarten funding is inflating the 2018 school surplus. The onsite kindergarten, run by School Council, enjoys the luxury of lower costs compared to its standalone counterparts and so is able to provide excellent facilities, equipment and resources for the children who attend. The service is free to parents with a current Health Care Card (HCC) and at a low cost to parents who do not have a HCC. The kindergarten has been able to use the savings to employ an additional educator thus becoming an above ratio staffed kindergarten and provide 50% of the cost of the employment of the Kindergarten Foundation Liaison Officer. In Term 1 2019, a playground enhancement including the addition of a shade sail, a new playground climbing structure and garden enhancements will absorb much of the excess funds.

For more detailed information regarding our school please visit our website at
https://atholroadps.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 374 students were enrolled at this school in 2018, 181 female and 193 male.

87 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high
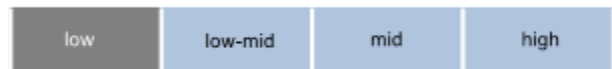
Parent Satisfaction Summary

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━━● 100 Results: Mathematics 0 ━━━━━━━━● 100	● Higher ● Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Similar Similar Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 18 % Low, 48 % Medium, 34 % High **Numeracy** 12 % Low, 53 % Medium, 35 % High **Writing** 22 % Low, 50 % Medium, 28 % High **Spelling** 16 % Low, 57 % Medium, 27 % High **Grammar and Punctuation** 14 % Low, 51 % Medium, 35 % High	NAPLAN Learning Gain does not require a School Comparison.

10

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ● ◆ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ● ◆ 50 Few absences <------> Many absences	● Higher ● Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	94 %	95 %	96 %	96 %	96 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar

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	
Revenue	**Actual**
Student Resource Package	$4,533,507
Government Provided DET Grants	$1,141,933
Government Grants Commonwealth	$25,210
Revenue Other	$49,085
Locally Raised Funds	$365,618
Total Operating Revenue	**$6,115,352**

Equity[1]	
Equity (Social Disadvantage)	$856,622
Equity Total	**$856,622**

Expenditure	
Student Resource Package[2]	$3,637,492
Books & Publications	$28,347
Communication Costs	$4,827
Consumables	$78,175
Miscellaneous Expense[3]	$528,528
Professional Development	$50,816
Property and Equipment Services	$513,100
Salaries & Allowances[4]	$2,150
Trading & Fundraising	$83,774
Travel & Subsistence	$0
Utilities	$24,718
Total Operating Expenditure	**$4,951,927**
Net Operating Surplus/-Deficit	**$1,163,424**
Asset Acquisitions	**$220,121**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$736,542
Official Account	$48,895
Other Accounts	$316,592
Total Funds Available	**$1,102,029**

Financial Commitments	
Operating Reserve	$191,307
Other Recurrent Expenditure	($320)
Funds Received in Advance	$173,440
School Based Programs	$394,980
Asset/Equipment Replacement < 12 months	$120,000
Capital - Buildings/Grounds < 12 months	$222,623
Total Financial Commitments	**$1,102,029**

(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).
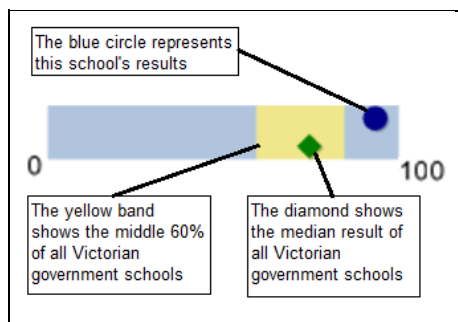
What does *School Comparison* refer to?

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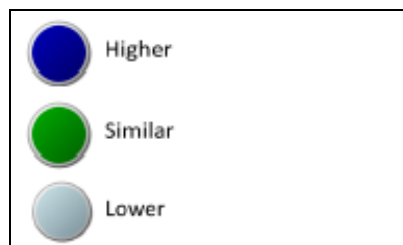
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').