

# 2018 Annual Report to The School Community



School Name: Kingswood Primary School (5106)



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

Attested on 22 March 2019 at 03:28 PM by Aaron Cox  
(Principal)

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

Attested on 25 March 2019 at 02:42 PM by Helen Evans  
(School Council President)

## About Our School

### School context

Kingswood experienced an extremely busy year in 2018. We saw the departure of our long-standing Principal Rosemary Cosentino, the appointment of Aaron Cox as the new substantive principal, Kingswood receiving a visit from Mary Jean Gallagher (DET critical friend) to look at best practice, Kingswood was selected as a Professional Learning Community Link School for the whole South East Victoria Region. Finally, in term four we held our Review for our four-year School Strategic Plan 2015-2018 and developed a working party to revisit and update our values, vision and purpose statements.

Branding for Kingswood is essential as we communicate our vision to the broader community. Below are our new aligned statements to drive the Kingswood School Community forward for the foreseeable future:

**Vision:**

A Leading Learning environment celebrated for inspiring young minds.

**Purpose:**

We build the foundations for a full and successful life by nourishing curiosity and empowering each child

**Values:**

We are here for the students - We create a learning experience that ignites life's potential.

Lead the way - We inspire others to dream, learn do and achieve more.

Thrive in a Team Culture - We encourage and develop both team and individual success.

A place to shine - We stimulate imagination and instil a love of learning.

Connected to community - We engage our local community in developing the whole child.

Kingswood Primary School had 617 students in 2018 at census day; this was an increase of 30 students when compared to 2017. The school enrolled 88 preps despite having many more wanting to attend. We strategically planned for four classes so that our numbers remain in the low six hundreds into future years.

Our predicted forward enrolments for the next seven years if we enrol 88 preps each year would see Kingswood maintain a healthy number of enrolments between 620-640. To accommodate 617 students in 2018, we had 26 classes. The long-term viability of the school is sound with Kingswood remaining the 'school of choice' in the Dingley Village area. Other demographic factors such as the development of the Keysborough South Primary School will possibly have an impact on future enrolments.

At Kingswood we aim to create an enjoyable learning environment that is student centred, safe, friendly and organised. Every year we take pride in improving our facilities. In 2018, we installed a new ramp to our administration building, a new rope play ground as determined by students and our last relocatable classroom. With the success of our third musical production, Peter Pan, we continue to run out of space for our costumes that grow after each production. We promptly completed many of the repairs associated with our School Maintenance Plan. Additional brick edging was completed around the school to continue this rejuvenation project. Parents raised \$24,000 to install bubbler taps around the school to replace old drinking troughs.

Despite voluntary contributions to the building fund and ground's maintenance program being considerably lower than in past years we still managed to improve our facilities.

Furthermore, School Council approved the development of a School Master Plan. This document will form the basis for the school moving forward when dealing with educational and infrastructure requirements.

Kingswood hosted two successful conferences in 2018. Our Learners as Thinkers and STEAM conferences were again very popular with educators from across the state attracting more than 600 educators from across the state. Kingswood prides itself on offering world class professional development to staff and other educators. Three

Kingswood staff members travelled to Boston to study at Harvard University's Project Zero and another travelled to Miami to present at the World Thinking conference.

### Framework for Improving Student Outcomes (FISO)

"Curriculum Planning and Assessment" was Kingswood Primary School's Key Improvement Initiative by developing a whole school approach to the Victorian English Curriculum. The focus was specifically targeted to implementing a school wide approach to writing. Kingswood Primary School is committed to increasing student learning confidence in this key area by further embedding the 6+1 Traits of Writing within the Writer's Workshop model and supporting personalised learning by supporting consistent moderation of teacher judgments.

Throughout 2018 all staff participated in rigorous professional development to support improved student learning outcomes across the curriculum. To ensure student outcomes continue to improve a professional learning plan was developed so that AIP goals were monitored. Peer observations occurred throughout the year and provided constructive feedback to ensure the development of pedagogical understandings for all staff. To further improve reflective conversations amongst staff, Instructional coaching will be offered in order to support constructive conversations about teaching practice. The inclusion of student feedback to inform school improvement will be a focus for the future.

NAPLAN Writing results have indicated that many students are still achieving medium growth between year's 3 and year 5. We aim to increase the number of students achieving high growth as well increase the number of students achieving in the top two bands in NAPLAN. We will do this by; developing a whole school writing moderation assessment in line with our local and network schools; fine tuning the peer observation process with support from Instructional Leaders and ensuring year planning incorporates best practice writing approaches as supported by the department and current evidence based research.

### Achievement

In 2018 Year 3 NAPLAN reading results indicated that 74% of students achieved in the top 2 bands. In Year 5, 49% of students were placed in the top two bands. NAPLAN relative growth between Year 3 and 5 in reading indicates that 83% of students are achieving medium to high growth. The school almost reached the 2018 target of 90% of tracked students between year 3 to 5 achieving medium to high growth in reading according NAPLAN.

The reading results also indicate an upturn in the school trend of students achieving low relative growth. In 2018 17% of students achieved low reading growth in comparison to 29% and 27% in previous years. To further improve reading outcomes for all, the school will embed the consistent application of high quality approaches to reading supported by the DET Literacy Toolkit and develop engaging classroom libraries that will further instil a deep appreciation of reading across the school.

Year 3 NAPLAN writing results were pleasing with 57% of students placed in the top two bands. Year 5 writing results continue to fluctuate with 12% of students reaching the top two bands in NAPLAN. Students tracked between year 3 and 5 achieved 63% medium to high growth in NAPLAN. To lift student outcomes the school will improve greater teacher consistency in writing assessment judgements by using common language and assessment tools. Professional development will also support staff to understand the elements of the NAPLAN writing assessment and how it links to the 6+1 Traits of writing approach adopted by the school. As reading is an area of strength the school will also adopt the Misty Adoniou approach of using and modelling high quality literature and how authors create intent to scaffold writing in the classroom.

In 2018, NAPLAN results indicated students have continued to perform above both state and national levels. In Year 3 and Year 5 Numeracy over 90% of students achieved above the National Minimum Standard. NAPLAN relative growth between Year 3 and Year 5 in Numeracy indicates 74% of tracked students achieved medium to high growth.

Kingswood Primary School will continue to improve its current practices to ensure that all students are challenged and supported in Mathematics. Professional Learning will shine the light on how we differentiate to support personalised learning in every year level. Professional Learning Communities will unpack the strategies and guidance provided by the DET Numeracy Toolkit to ensure that we are using multiple forms of data to meet the point of need for all students.

## Engagement

The percentage of students with 20 or more absence days in 2018 rose by 1% to 19% and the average number of absence days per student was 13. These figures match the average for similar schools but is a cause of concern for Kingswood Primary School, especially given that over 30% were reported as 'Family Holiday.'

The data provided through the Attitudes to School Survey indicate that our students are engaged – 82% of students report positively in relation to their 'Sense of Confidence' (13% neutral) and 87% in relation to 'Sense of Connectedness' (8% neutral). These are among the lead indicators for student performance in reading and numeracy. There were significant increases in the following factors: Stimulated learning (77% - 89%), Advocate at school (83-94%) and Teacher concern (63-74%).

The School Review in Term 4 highlighted student voice, agency and leadership as an area of growth for the school, echoing the results of the Attitudes to School Survey in 2017. This has been taken on as one of the goals for our four-year School Strategic Plan (SSP), 2019-2022. Student-Teacher relationships was also prioritised as a goal.

In 2018, all teachers surveyed their students using the PIVOT survey. This survey provides feedback to teachers on the climate and culture in their classrooms. All teachers chose one area on which to focus. The areas are

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain safe and supportive learning environments
5. Assess, provide feedback and report on student learning

Initial reports provided an overall score of 4.1 out of a possible 5. There was a slight increase after one term (Term 3 – Term 4) and work will continue on this in 2019.

Engagement among the parent body also grew in 2018, as indicated by the response rate to our snapshot surveys, with the number of respondents increasing to 130 by the end of the year. We trained or retrained almost 100 classroom helpers and volunteers, hosted a parent information session on building resilience in children and organised our first annual Drinks on the Green event.

Open night was celebrated in Term 2 with activities that focused on our learner profile dispositions. Students visited all classes (P-6) and completed a range of activities. They carried a personal passport with them and collected stamps along the way once they had demonstrated that they can be Persistent, Resilient, Independent, Creative, Knowledgeable, Engaged and Reflective.

In 2018, we formed our Special Celebrations Working Party, whose job it is to organise and run events to mark culturally diversity. The Moon Festival and Diwali were celebrated through lunchtime activities, opportunities to dress up in traditional dress, presentations at assembly and special visitors.

The Q&A with the Principal Class Team continued in 2018, with the focus mainly on the school review, which was completed in Term 4. Activities included gathering feedback on how the school is going in relation to the vision and

values and the goals set in the previous School Strategic Plan. We began to livestream all sessions through the Parent Club Facebook Page, which enabled more parents to participate, either live or later on as the videos were posted.

## Wellbeing

The work on building resilience and emotional intelligence in students continued through 2018, including a Parent Information Session by Michael Gross. This session was supported by the other two local primary schools and advertised across the Dingley Village community. Rotary funded the speakers, which meant there was no cost to attendees. This partnership will continue into the future.

A big focus of the Wellbeing Subcommittee was to establish our weekly 'Shake and Wake' sessions. This involves 10 minutes of structured dances on the school yard between 8:45 and 8:55am every Wednesday. A weekly dance club was also established, at which the students could learn new dances that were then incorporated into Shake and Wake.

Every week, the school focused on a new mindfulness activity. Staff were briefed through the daily bulletin and every class was expected to engage at least once through the week.

We continued to implement our snapshot surveys through 2018, with many of the surveys seeking input from parents on the wellbeing of their children and the school's work in this area. A new set of Year 5 students were trained as PLAY Leaders and they handed over the mantel to the Year 4 students in Term 4, ready for them to take over in 2019. Our mindfulness colouring club continued and student participation has remained high. WOW Wednesdays and Walk to School (October) also continued and our Year 6 students worked very nicely with their Prep buddies.

A new initiative was the introduction of a Special Celebrations Working Party, consisting mainly of parents, whose role it is to organise events to mark one cultural event per term. In 2018, they worked on the Moon Festival and Diwali and plans are to continue through 2019. This has led to a higher sense of community and wellbeing among all students as they learn about each other's cultures and beliefs.

## Financial performance and position

Kingswood Primary School has achieved a financial result of a \$506,113 surplus for the 2018 year. This was due mainly to a surplus in the SRP of \$345,169 along with budgeted cash revenue being slightly higher than anticipated. Additional funding of \$120,000 was received from the DET for the implementation of a Professional Learning Communities Link Leader for the 2019 school year.

Kingswood Primary School expenditure was directly linked to identified goals and priorities specified in the 2018 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and Communication Technology.

Kingswood continued to invest in developing the Instructional leaders of the school by employing four additional part-time co-teachers to allow the Instructional Leaders to be released from their classrooms 3 days per week. This has led to increased teacher capacity across all year levels, which in turn improves learning outcomes for the students.

School based profit making programs contributed an additional \$108,000 to the schools revenue. The STEAM and Thinking conferences generated \$25,000 profit; fundraising activities generated \$30,000 profit; schools trading operations generated a combined profit of \$5,500 and facility hire which raised \$47,500. These profit-making programs give the school opportunities to invest in our facilities and to provide a range of activities and programs that can allow our students to explore their interests.

Overall, Kingswood Primary School is financially well managed and is in a sound financial position. Kingswood Primary School is committed to continuing the provision of high quality educational opportunities as well as maintaining the facilities at the current high standard.




**For more detailed information regarding our school please visit our website at**  
<http://www.kingswood.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	
<p><b>Enrolment Profile</b></p> <p>A total of 617 students were enrolled at this school in 2018, 303 female and 314 male.</p> <p>22 percent were EAL (English as an Additional Language) students and 1 percent 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











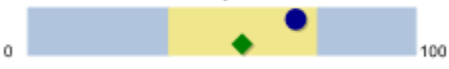





Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>41%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	57%	26%	Numeracy	26%	49%	25%	Writing	37%	41%	22%	Spelling	27%	40%	33%	Grammar and Punctuation	24%	55%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><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>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="542 907 1027 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	95 %	93 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	95 %	93 %	92 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><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: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</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: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

### Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,400,054
Government Provided DET Grants	\$770,254
Government Grants Commonwealth	\$17,725
Revenue Other	\$71,559
Locally Raised Funds	\$834,329
<b>Total Operating Revenue</b>	<b>\$6,093,921</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$18,561
<b>Equity Total</b>	<b>\$18,561</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$4,054,885
Books & Publications	\$5,585
Communication Costs	\$17,744
Consumables	\$148,103
Miscellaneous Expense <sup>3</sup>	\$430,793
Professional Development	\$43,333
Property and Equipment Services	\$380,310
Salaries & Allowances <sup>4</sup>	\$297,556
Trading & Fundraising	\$122,626
Travel & Subsistence	\$25,790
Utilities	\$58,233
Adjustments	\$2,850
<b>Total Operating Expenditure</b>	<b>\$5,587,808</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$506,113</b>
<b>Asset Acquisitions</b>	<b>\$116,666</b>

Funds Available	Actual
High Yield Investment Account	\$144,135
Official Account	\$50,806
Other Accounts	\$440,246
<b>Total Funds Available</b>	<b>\$635,187</b>

Financial Commitments	
Operating Reserve	\$232,013
Other Recurrent Expenditure	\$32,283
Funds Received in Advance	\$255,060
School Based Programs	\$10,460
Funds for Committees/Shared Arrangements	\$16,556
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$82,000
Maintenance - Buildings/Grounds < 12 months	\$96,000
<b>Total Financial Commitments</b>	<b>\$769,372</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 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)

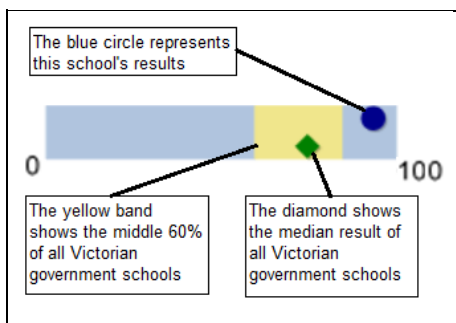
### Engagement

- 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).

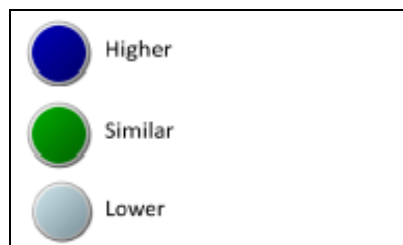


## What does *School Comparison* refer to?

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').