

2019 Annual Report to The School Community



School Name: Rutherglen Primary School (0522)



- 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 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 12 August 2020 at 09:38 PM by Karryn Williams (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 12 August 2020 at 10:11 PM by Kirsty Smith (School Council President)

About Our School

School context

Rutherglen Primary School is a vibrant and connected learning community which provides a caring and supportive learning environment for students using a multi-age structure from Foundation-6. Staff, students and families work together to create a learning environment that promotes:

- o Commitment to support all learners to grow and succeed now and in the future.
- o Resilience to ensure learners strive for excellence - academically, socially and emotionally.
- o Genuine care for all - regardless of difference.
- o Pride in ourselves, our school and our community.

We pride ourselves on the education of our school values of respect, responsibility, integrity and empathy.

Rutherglen Primary School is located in the town of Rutherglen in North-East Victoria and is centrally located 42km from both Wangaratta and Wodonga. The original school was established in 1873 and is proudly centered within the town, drawing students from both within the town, as well as the nearby towns of Wahgunyah, Corowa, Springhurst, Chiltern, Barnawartha, Norong and other outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the North Eastern Victoria Region and in 2019 the student population was 214 students. Rutherglen Primary School has modern and flexible learning spaces that work in harmony with our renovated historic buildings, thus providing an engaging environment for both students and staff. An ongoing focus on developing our school's grounds has led to exciting improvements in our outdoor environment, which provides a range of both active play and quiet spaces.

The students are at the center of our F-6 approach to learning, as we support and encourage them to be independent learners who can articulate their skills and knowledge, reflect on their learning and be actively involved in future learning aspirations. We support the personal and academic growth of our learners through an engaging and supportive environment and a balanced school curriculum.

The dedicated staff of Rutherglen Primary continued to utilise professional learning to build capacity across the school and develop shared language and expectations around student learning. The well-being of our students is of high importance and through the 'Building Resilience: Social-Emotional Learning' resources we support students with weekly well-being lessons and fortnightly Foundation-Year 6 well-being teams. Students are offered a range of extra curricula activities and opportunities that support their learning and emotional growth. The engagement of students is supported through the role of a school based mentor who works at a personalised level with a number of students. Student leadership is highly valued at RPS, and along with school and sports captains, we are proud of our 40 strong Student Leadership Team which is supported by every staff member in the school. On a termly rotating basis, the 4 teams within the Student Leadership Team work their way through the areas of Student Voice, Community Connections, Health & Well-being and Fun & Fundraising. They play an active role in bringing student voice and action both within and outside the school community.

Rutherglen Primary School has specialist teachers that provide programs in Health and PE, Visual Arts and Languages (French), and we are proud of our own school established cooking and gardening program which sees students in Years 3 and 4 partake in weekly lessons in the garden and cooking center. This program is well supported by a number of volunteers from the community. Opportunities are provided for students to partake in a range of sporting opportunities, lunch-time and competition chess, gardening, and through the Crystal Valley Music program; music, vocals and drama. Our school community is highly supportive of our school and our parents are valued and active participants who are engaged in range of activities and decision-making processes. We encourage and promote our families' engagement in their child's school years through volunteering in classrooms and programs, being a member of School Council, Parent & Friends Association or other other extra curricula programs such as excursions, sport, Spring Fair and School Production.

Workforce composition: In 2019 Rutherglen Primary School had 1 Principal Class Officer (Principal), 10 classroom

teachers, 2 specialist teachers – (Visual Arts, PE and French), 5 Education Support Staff, a 0.2 Administration Officer and a 1.0 Business Manager.

Framework for Improving Student Outcomes (FISO)

In 2019, Rutherglen Primary's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, and Empowering Students and Building School Pride.

Goal 1: To create and embed a culture of high expectations with at least 60% of students achieving beyond expected levels

2019 Self-Evaluation (Building Practice Excellence): Evolving moving towards Embedding

We sought to drive student learning by:

- Further developing and consistently embedding the agreed whole school instructional model for Mathematics
- Providing ongoing professional learning to support the capacity building of teachers in the teaching of Mathematics based around the agreed RPS instructional model
- Implementing of a whole school coaching program supported by the Learning Specialist
- Engaging with the Victorian Professional Learning Communities model and implementation of this practice at school level
- Conducting Learning Walks to foster a greater understanding of classroom practices.

To support implementation of these KIS, the Learning Specialist was supported with professional learning based on this role, time provision was made to work individually with staff and to provide whole school professional learning around the Instructional Model and HITS. PLC leaders were appointed and undertook training to lead the school-wide implementation of PLCs on a weekly basis.

Goal 2: To further develop our community where students and their families are actively involved in all aspects of learning.

2019 Self-Evaluation (Empowering Students and Building School Pride): Evolving moving towards Embedding

We sought to actively engage students and their families in all aspects of their learning by:

- Building student capacity to exercise voice and agency in their own learning based around Mathematics
- Providing ongoing professional learning to support the capacity building of teachers to empower student voice and agency in Mathematics lessons
- Using student feedback to diagnose issues and inform practice improvement in numeracy
- Supporting students in the setting of individual goals

Achievement

Overall, Rutherglen Primary School has demonstrated continued growth over the past 12 months in the area of Mathematics due to our consistent and collective approach.

Our school's growth in Numeracy data has been attributable to a targeted and whole-school approach to improving results through professional development, the further embedding of an agreed instructional model which enabled greater consistency of practice school-wide, a deeper level of understanding of the Victorian Curriculum, a scope & sequence of learning in Mathematics and the use of Learning Intentions, Success Criteria and the Feedback Zones to support student's learning goals.

The School Improvement Team used data analysis to lead the direction of school-wide improvement, whole staff professional learning and targeted support for individual teacher needs. This included the introduction of a Professional Learning Community approach in 2019 with a Numeracy focus. This enabled the use of consistent assessments and

analysis of data to inform teaching and learning and moderation of student learning.

In relation to our 2019 AIP Goal 1, which was to decrease by 5% the number of students assessed below expected level against the Victorian Curriculum Standards in all strands of numeracy in 2019 we progressed toward the following targets

Below 21% in Number & Algebra: (Achieved 19%)

Below 16% in Measurement & Geometry: (Achieved 14%)

Below 19% in Stats & Probability: (Achieved 17%)

To decrease by 5% the number of students assessed at expected level against the Victorian Curriculum Standards in all strands of numeracy in 2019

Below 43% in Number & Algebra: (Achieved 45%)

Below 36% in Measurement & Geometry: (Achieved 38%)

Below 40% in Stats & Probability: (Achieved 46%)

These results did not meet our targets in any area and whilst not the outcomes we wanted to achieve, they reflected the growth of teacher knowledge around the depth and breadth of the curriculum and what students needed to know, and therefore teacher judgments became a more accurate representation of where students were at with their point of learning. Additionally, more comprehensive assessment and moderation of student learning also attributed to more accurate teacher judgement. It has also provided further clarity in moving into 2020 that the ongoing work of our school lies in continuing to build teacher capacity and knowledge to be able to move student learning from the expected level to above expected level.

We continued to see some positive trends in NAPLAN, including 40% of students in the top two bands for Numeracy in Year 5 (similar schools 21%). The NAPLAN relative growth of students from Year 3 to Year 5 achieving high growth in Numeracy was 44% (similar schools 18%).

In relation to our 2019 AIP Goal 2, which was to improve the positive response rate in the Attitude to School Survey in the areas under Student Voice and Agency from 63% to 73% in 2019.

We almost reached this target with a 72% positive endorsement (9% improvement).

Engagement

Rutherglen Primary School students are engaged and connected to their school, and we are proud of the programs which support students in building this connectedness and engagement.

This year our school focused on a KIS related to the FISO dimension Empowering Students and Building School Pride. We continued with a focus on building student voice and agency and refining our student leadership across the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys. Our goal was to improve the positive response rate in the Attitude to School Survey in the areas of Student Voice and Agency from 63% to 73% in 2019.

We were just under this target with a 72% positive endorsement (9% improvement).

This was achieved through implementing authentic ways in which students had a voice across the school, including the School Review process, the design of a new nature based playground and other additions to the play spaces, such as a giant chess board. Within the classroom, student feedback within every lesson enabled ongoing informative assessment that supported student's learning at their point of need and personal goal setting. Students took greater ownership of their assessment data and discussed this in setting their learning goals and worked with teachers in co-constructing success criteria and learning pathways. This supported increased agency in their learning and these areas will continued to be further developed in 2020.

Rutherglen Primary School's 2019 student attendance data has remained consistent with that of 2018, with 21% of students recording 20 or more days of absence. Whilst this sits below similar schools at 26% and the State at 27%, it remains an area of continued focus for improvement. Whilst the results indicated that the vast majority of our students

are connected and engaged with both school and their learning, there is also a need to continue the focus on affirming the importance of being at school and the impacts of lost learning time. In 2019 we continued with an increased focus on communicating to parents the importance of school attendance and the impact of non-attendance on student learning, the follow up of daily absences, twice termly reports to parents with unexplained absences, and follow-up conversations after a period of more than 3 days absence. Closer monitoring of students' absenteeism and support of parents in reporting their child's absence via Compass has been effective in both reducing some unnecessary absences, but also in recording the reasons for any absences. Most of our school's absence percentage remains reflective of the number of extended family holidays taken during term time, as well as some chronic absenteeism which we continue to support families with.

As a whole school we continue to embed our school values and expectations and link these to celebrations of student growth and achievement. Our students are supported in their transition through various stages of schooling via a four week transition program based around strengthening relationships between teachers and their peers, our school values and building confidence in what to expect in the next year level of their schooling. An extensive transition to school from kindergarten program, supported by our Buddy Program ensures our students and parents are well prepared and connected when they commence school. This program involves orientation visits, a four week transition program throughout Terms 3 and 4, and information sessions for parents. Year 6 to 7 transition continued to be strengthened through transition programs with various secondary schools, ensuring our students are well prepared for the next stage of learning, particularly Koori students, PSD students and other at risk students.

Wellbeing

Rutherglen Primary School is committed to student well-being and acknowledges the important role this has in ensuring that our students' engagement in both their learning and connection with their school and wider community is successful, and that they can feel safe and supported in their learning and social interactions.

The ongoing engagement of a mentor to run The Stride program for Year 5-6 boys and to work with a range of students around engagement, self-confidence and resilience has been continued to be successful and will continue through 2020. Weekly well-being lessons across all year levels were backed up by fortnightly cross age, Foundation-Year 6 well-being groups that support students across the school to connect with each other and other staff. Lunchtime chess continued with a focus on supporting and engaging students to build their confidence and increase their patience, persistence and thinking skills. Our school extended our breakfast club program, offering this three mornings a week, supported by staff and community volunteers.

Our 2019 Student Attitudes to School Survey data reflected growth in students' resilience and saw the school almost achieve its 2019 target:

- 88% positive response rate (87% achieved in 2019, up from 83% in 2018)

Our 2019 Parent Opinion Survey data was similarly very strong:

- Confidence & Resiliency Skills target: 95% positive response rate (ACHIEVED at 93%, up from 94% in 2018)

Financial performance and position

Rutherglen Primary School continues to maintain a secure financial position. This can be attributed to the conservative management of our Student Resource Package (SRP). Stable student enrolment numbers, and the ongoing balancing of the experience profile of the teaching staff have supported the maintenance of this financial position. Additional sources of funding included fundraising through the Spring Fair, the BBQ at the Queen's Birthday weekend Rotary Market and events organised by the Parents and Friends Association. Equity funding was used to fund an Education Support Staff member (Intervention) targeting junior students requiring Literacy Intervention, as well as a school based mentor, and professional learning aimed at improving student outcomes. Careful management of the budget and spending directed at meeting the goals of the AIP, ensured that our spending was kept well within budget allocations. This has ensured that the role of our Numeracy Learning Specialist for 2019 has been able to be optimised and that we are able to continue to invest in teacher professional development that is targeted at both the 2019 AIP and future teaching and learning priorities. Due to a predicted decline in student numbers over the next few years, it has been

essential to ensure that the school maintains a healthy financial position in order to sustain the current level of high quality teaching and learning and other programs that are offered.




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








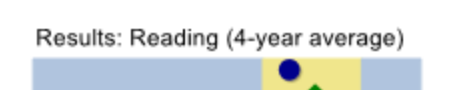










Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 222 students were enrolled at this school in 2019, 99 female and 123 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: 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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </p>		

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>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>33%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>46%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>33%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	52%	15%	Numeracy	11%	44%	44%	Writing	46%	46%	7%	Spelling	33%	56%	11%	Grammar and Punctuation	44%	33%	22%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</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>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	92 %	92 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	92 %	92 %	93 %	93 %										

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,826,059	High Yield Investment Account	\$360,517
Government Provided DET Grants	\$277,959	Official Account	\$14,894
Government Grants Commonwealth	\$12,240	Total Funds Available	\$375,411
Government Grants State	\$1,063		
Revenue Other	\$22,347		
Locally Raised Funds	\$173,983		
Total Operating Revenue	\$2,313,650		
Equity¹			
Equity (Social Disadvantage)	\$60,088		
Equity Total	\$60,088		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,647,681	Operating Reserve	\$57,393
Books & Publications	\$944	Funds Received in Advance	\$12,093
Communication Costs	\$3,529	School Based Programs	\$112,980
Consumables	\$31,521	Beneficiary/Memorial Accounts	\$32,546
Miscellaneous Expense ³	\$81,125	Maintenance - Buildings/Grounds < 12 months	\$120,000
Professional Development	\$4,885	Total Financial Commitments	\$335,012
Property and Equipment Services	\$64,766		
Salaries & Allowances ⁴	\$131,758		
Trading & Fundraising	\$33,235		
Utilities	\$23,597		
Total Operating Expenditure	\$2,023,040		
Net Operating Surplus/-Deficit	\$290,610		
Asset Acquisitions	\$49,687		

- (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)

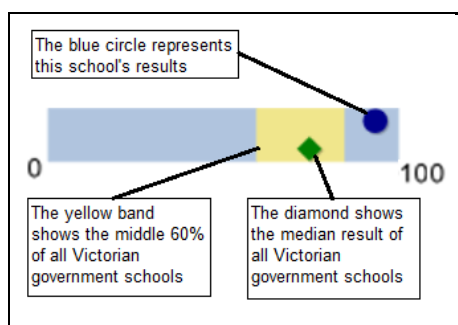
Engagement

- 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').