

2018 Annual Report to The School Community



School Name: Cranbourne Carlisle Primary School (5510)



- 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 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 18 March 2019 at 09:54 AM by Lisa Vandenbosch
(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 21 March 2019 at 11:32 AM by Tanya Caruana
(School Council President)

Cranbourne Carlisle Primary School (5510)

About Our School

School context

Our School vision at Cranbourne Carlisle Primary School is to

Inspire a passion for learning through building curiosity and collaboration in a challenging and supportive environment that inspires excellence

Encourage resilience and a positive self-image, with a focus on respecting ourselves, others and our world

The school is committed to developing and nurturing the whole child; a child with a positive self-image, who seeks excellence and respects the rights of others. Our intent is to make learning relevant and meaningful for all children.

Our focus is on supporting children as capable individuals and as active constructors of their own learning.

The core values of the school are proudly articulated through the school expectations of Respect, Resilience, Collaboration and Curiosity.

Our caring and multicultural school community works to enable all individuals to realise their personal and academic potential in a challenging learning environment, which values inquiry, perseverance and reflection. Academic success is highly valued, along with a strong belief that the all-round development of each individual child is vital.

We act with integrity and treat one another with respect, learning together as responsible citizens.

Cranbourne Carlisle Primary School opened in 2010, we are a government primary school which was built under the Public Private Partnership model – Axiom Education Victoria Consortium. The school is located in Cranbourne North, a culturally diverse provincial suburb of approximately 40,000 people within the City of Casey. The school is approximately 50 km south-east of the Melbourne Central Business District. Our school is a well-resourced dynamic, vibrant and thriving learning community which caters for children from Prep to Year 6. 56.3% of our children have English as an Additional language (EAL) and 4.73% have refugee experiences. The Student Family Occupation Education (SFO) index of 0.5876 indicates that approximately 40% of our children have disadvantaged backgrounds. In 2018, the enrolment was 474 children spread across 24 classrooms. We have a Principal, Assistant Principal, 24 classroom teachers, 5 enrichment teachers that cover Art, LOTE, P.E, Music and S.T.E.M., 4 intervention teachers and 14 education support staff that cover the office, OSHC and the PSD program.

Cranbourne Carlisle children:

- have a strong sense of identity
- are connected with and contribute to their world
- have a strong sense of wellbeing
- are confident and involved learners
- are reflective communicators

Enabling all children to participate in high quality education is a responsibility shared by the school, parents and the children themselves. Working together, we can maximise learning and development potential.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiative: Building practice excellence

- Coaching Skills for Educational leaders Professional learning – attended by all Professional Learning Community (PLC) leaders
- Data Literacy Professional learning attended by Assistant Principal & Principal
- Learning specialist appointed – Mathematics focus
- Instructional coach Julie Shepherd (literacy consultant) worked throughout the year over 17 days with all teachers. She modelled, coached and provided professional learning with a focus on reading
- Two literacy consultants from the Department of Education continued to support our writing program by concentrating on developing teacher capacity
- A curriculum day was dedicated to a significant focus on reading instruction. A whole school Instructional model was developed and consistent language and shared understanding established
- Teacher knowledge and capacity to use Fountas and Pinnell to accurately assess children's reading capacity and comprehension was strengthened
- All teacher Professional Practice days were aligned with Annual Implementation Plan

Cranbourne Carlisle Primary School (5510)

- Professional learning focused on PLC's strategic use of data and the inquiry cycle provided by Helen Timperley and Lyn Sharratt. This was attended by the Principal, all PLC leaders and the PLC coordinator.
 - Teachers were instructed in a Synthetic phonics & spelling program based on Get reading right
 - Two literacy intervention teachers implemented the Levelled Literacy intervention program across Year levels 1 to 4.
 - An English as a Second language teacher worked across the school with a focus on oral language development
 - A focus on Marzano Design question 1 How will I communicate clear learning goals and design question 2 How will I design and administer assessment supported practice improvement
 - All staff took part in the School review process and developed a new Strategic Plan which has a continued focus on building practice excellence
- FISO improvement initiative: Empowering students and building school pride
- The school formed a partnership with The Resilience Project which included staff professional development, a parent night, student sessions and curriculum resources
 - An Assistant Principal – Climate for learning was appointed
 - An analysis of wellbeing data was undertaken to ensure a targeted approach to addressing inequity within the student population. # Student disadvantage, # Refugee status, # EAL # Out of home care # Koori # PSD # Children at academic risk
 - A Review of the current practices associated with the Family learning club was undertaken
 - We Introduced relevant curriculum materials related to the Child Safe Standards
 - A whole school focus on the development of a Growth mindset assisted in building learning confidence
 - We provide structured and informal opportunities for children & parents to provide feedback and influence decision making (Pivot tool, Tell them from me survey, focus groups)
 - A Year 6 leadership program was introduced which had a lasting impact on the children
 - Cultural connections Days including Afghan Day, Polyfest & African pride day provided a platform for the children to develop and design a tangible event that brought joy and cultural understanding to our community
 - The year Six children participated in the Stand out against Racism project which provided them with the tools to be up-standers in their community
 - The school has partnered with the Department of Education's Respectful Relationships program

Achievement

In 2018 the focus continued to be on lifting the literacy and numeracy outcomes of our children. There was a continued emphasis on building teacher knowledge and expertise to design targeted learning opportunities. Three consultants worked with the school one on reading and the other two on writing. We introduced Fountas and Pinnell's system of strategic action as an instructional framework for reading instruction and continued to strengthen our whole school structured genre approach to writing.

Our NAPLAN results in writing particularly in Year 5 were encouraging, reflecting the work that had taken place during the last few years. Overall though NAPLAN results were below the state average. The 2018 School Review affirmed the need to build teacher capacity to collect, use and reflect on student assessment data to improve and monitor student learning. As well as developing teacher knowledge, understanding and skills in applying our agreed instructional models in order to lift student outcomes, for example the System of Strategic actions in reading from Fountas and Pinnell.

Teacher Judgement At or Above age expected standard

Domain	School Percentage	State Percent - Median
English	85.5%	90.1%
Mathematics	79.0%	91.1%

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NAPLAN Yr. 3 – 63 students participated in May of 2018. Data sets from Panorama Report Yr. 3 NAPLAN % in top 3 bands

	School	State	Similar schools	Network
Reading	53%	77%	66%	70%
Numeracy	45%	71%	59%	61%
Writing	63%	74%	70%	67%

NAPLAN Yr. 5 – 49 students participated in May of 2018. Yr. 5 NAPLAN % in top 3 bands

	School	State	Similar schools	Network
Reading	54%	65%	54%	56%
Numeracy	38%	57%	47%	51%
Writing	54%	43%	40%	38%

High growth in writing reflected the work the school has undertaken over the past two years to lift writing results. A sense of urgency is now redirected to reading.

NAPLAN Learning Gain Yr. 3 – Yr. 5% High Growth

Reading	11 % High Growth
Numeracy	20 % High Growth
Writing	39 % High Growth
Spelling	27% High Growth
Grammar/Punctuation	14 % High Growth

The Early Years Evaluation undertaken in December and February before the Foundation children start school is a gauge of school readiness. The 2018 data shows a considerable percentage, nearly half of the enrolled children are experiencing difficulty in the area of language and communication before they enter school.

EYE - DA

Experiencing significant difficulty	Experiencing some difficulty	Appropriate development
49%	17%	34%

The English online Interview undertaken in February 2018 further highlights the point that children are entering their first year of schooling without strong literacy skills. We are addressing this through the appointment of intervention teachers working in the English as an additional language and Yr. 1 – 4 literacy space.

English online	Towards Foundation	Towards Level 1	Towards level 2
Reading	94.1%	5.9%	0%
Writing	98.5%	1.5%	0%
Speaking & Listening	44.1%	48.5%	0%

Engagement

Building a strong sense of engagement and commitment to learning in our children is a high priority. The 2018 School review process enabled us to revisit the school values with the community and to develop a new set which had community ownership. These values underpin the language of learning and behavioural expectations across the school. The portfolio of the newly appointed Assistant Principal was strongly focused on creating the conditions and climate for learning. He initiated and facilitated three “Cultural Connectionz Days” which were developed and managed by the students and parents. This authentic opportunity for student agency was highly motivating and engaging for all involved.

Parent opinion survey 2018. It was very encouraging to see the number of positive responses in 2018 increased.

	2017 Percentile	2018 Percentile
Parent participation and involvement	13.9	50.3
School communication	20.4	29.5
Teacher communication	51.4	60.9
General satisfaction	36.6	34.2
General improvement	43.1	71.9

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Student absence days P – 6. Absences have declined since 2017. A multifaceted approach was employed in 2018 including an SMS follow up system through SENTRAL, timetabled follow up with at risk children by the Assistant Principal, engagement of families to address long term absences and a classroom focus on student engagement.

	Yr. F	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	F – 6 Average
2017	20.06	20.26	14.1	15.9	16.08	16.32	16.63	17.16
2018	14.75	17.68	16.10	17.43	13.50	14.92	13.61	15.41

In the 2018 Student Attitudes to School Survey 89% of children indicated that they and their parents have a positive attitude to attendance. This is a 6% positive rise on the 2017 data.

In 2018 High Impact Teaching Strategies were introduced as a framework for increasing student engagement and lifting academic outcomes. Staff researched and trialled each of the ten strategies when planning, implementing and assessing the curriculum and the impact of their teaching. Previous professional development aligned with the Marzano instructional model merged with this new learning. Teachers increased their ability to plan targeted purposeful learning opportunities, deliver engaging lessons, provide explicit feedback and to assess their impact.

The 2018 Student Attitude to School Survey domain of

Effective teaching practice for cognitive engagement indicated the following % of positive responses all of which increased from 2017

Years 4 -6 Percentage of Positive Response	2017	2018
Effective Teaching Time	77%	85%
Differentiated learning Challenge	82%	87%
Stimulating Learning	72%	76%

Teacher student relations indicated the following % of positive responses all of which increased from 2017

Years 4 -6 Percentage of Positive Response	2017	2018
High Expectations for Success	91%	93%
Effort	68%	81%
Teacher Concern	68%	77%

A sense of confidence and connectedness are considered to be among the lead indicators for the Education state reading and numeracy targets. We experienced a surge of positive response in both of these indicators.

Percentile endorsement	2017	2018
Sense of confidence	2.8	42.3
Sense of connectedness	3.2	36.8

Wellbeing

The 2018 Wellbeing School Improvement Team developed the School Climate Control document which outlines our approach to all aspects of student wellbeing. This document and the introduction of the Zones of regulation supported consistent language and practice across the school which had a positive impact on the school community. Our partnership with the Resilience Project further added to teacher knowledge and capabilities in the realm of student wellbeing. The parent session was well received and the children thoroughly enjoyed their session and follow up activities. Breakfast Club continued to be a cornerstone of our approach to engaging the community and promoting student wellbeing.

Parents report in the 2018 Parent Opinion Survey that – percentile

Percentile ranking	2017	2018
Promoting Positive Behaviour	43.9	55.8
Respect for diversity	55.7	55.2
Confidence and Resilience skills	12.2	48.5

Our school takes a proactive approach to engagement and wellbeing with an emphasis on students being regulators of their own behaviour, taking responsibility for setting personal goals and using their initiative as a means of developing learning confidence.

Cranbourne Carlisle Primary School (5510)

Financial performance and position

Cranbourne Carlisle Primary School has continued to allocate resources in line with the Strategic plan to enable the achievement of the schools goals and priorities. The provision of Equity funding in 2018 has provided the school with options in regard to staffing and resources to enhance student learning. We directed money into the creation of two Literacy support positions who use the Levelled literacy intervention program to upskill struggling readers in years one to four. We were also able to fund an English as an Additional Language teacher who supports the development of English where this is not a first language. Equity funding has heavily supported resourcing curriculum areas in particular reading, where a reading consultant was hired and books purchased to support the program.

Other school funds have enabled the school to continue the one to one Surface Pro allocation through years five and six. We have also continued to focus on active play spaces for the children with the installation of a junior basketball half court and a soccer goal. Further plans are in place for 2019 including a large decked area and the purchase of a relocatable building for music.

Overall the school remains in a strong financial position with a robust Net operating surplus. A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were informed of the school's financial position by the business manager's monthly report and the distribution of the Finance reports to facilitate the monitoring of the school's finances. The nominated operating reserve required by DET was held as a financial commitment. Our student numbers have increased for 2019 so we will be investigating further expenditure to improve student learning outcomes.




For more detailed information regarding our school please visit our website at
<http://www.cranbournecarlisleps.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 496 students were enrolled at this school in 2018, 245 female and 251 male.

59 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

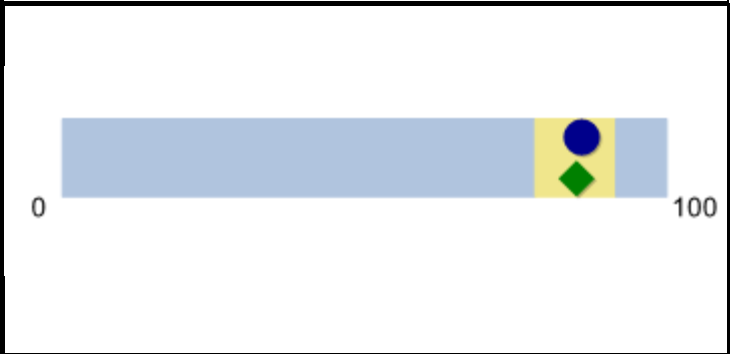
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

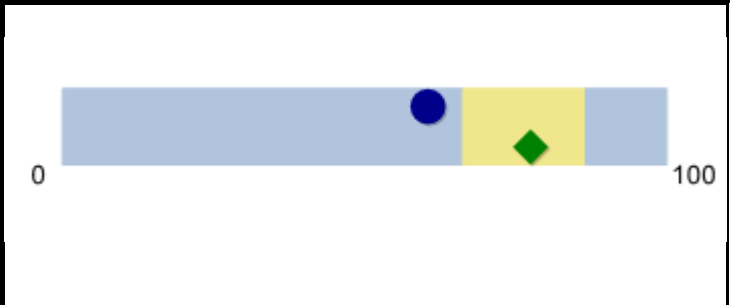
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey

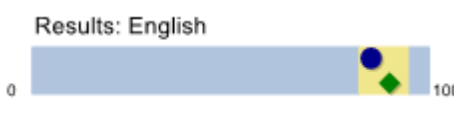
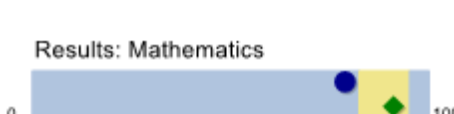


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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
<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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</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>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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>


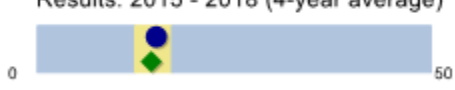


Performance Summary

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>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>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>57%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>57%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	53%	11%	Numeracy	23%	57%	20%	Writing	16%	45%	39%	Spelling	20%	52%	27%	Grammar and Punctuation	30%	57%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	36%	53%	11%																							
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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>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>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 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>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	91 %	93 %	93 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	91 %	93 %	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:

Wellbeing	Student Outcomes	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> Similar</p> <p> Lower</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> Similar</p> <p> Lower</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	Funds Available	Actual
Student Resource Package	\$4,848,797	High Yield Investment Account	\$1,584,544
Government Provided DET Grants	\$473,479	Official Account	\$42,295
Government Grants Commonwealth	\$91,230	Total Funds Available	\$1,626,839
Revenue Other	\$92,328		
Locally Raised Funds	\$234,199		
Total Operating Revenue	\$5,740,033		
Equity¹			
Equity (Social Disadvantage)	\$387,286		
Equity Total	\$387,286		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,215,633	Operating Reserve	\$149,719
Books & Publications	\$61,391	Other Recurrent Expenditure	\$22,477
Communication Costs	\$15,589	School Based Programs	\$1,101,642
Consumables	\$87,127	Capital - Buildings/Grounds < 12 months	\$325,000
Miscellaneous Expense ³	\$490,706	Asset/Equipment Replacement > 12 months	\$28,000
Professional Development	\$48,805	Total Financial Commitments	\$1,626,839
Property and Equipment Services	\$129,988		
Salaries & Allowances ⁴	\$8,317		
Trading & Fundraising	\$15,077		
Travel & Subsistence	\$46		
Utilities	\$44,380		
Total Operating Expenditure	\$5,117,059		
Net Operating Surplus/-Deficit	\$622,974		
Asset Acquisitions	\$75,580		

(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 04 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)

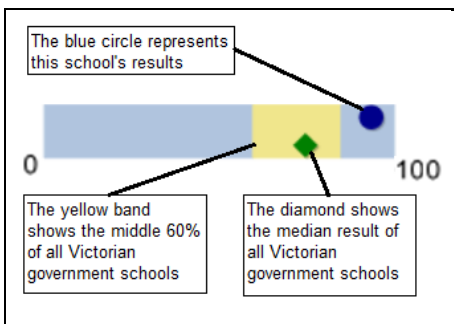
Engagement

- 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).

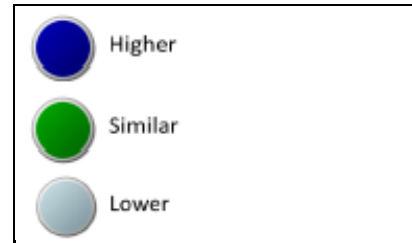


What does *School Comparison* refer to?

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').